



FOOTBALL UNITED MYANMAR,
FOOTBALL FOR PEACE
2017-18 PROJECT EVALUATION REPORT
Football United Myanmar

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1. Introduction to the Project

Myanmar is currently facing multiple challenges in its reform process and peace building; including finding a sustainable end to more than half a century of armed conflict and rebuilding the 'social contract' between the state and diverse social groups. Kayin State is one of the most war-torn states in Myanmar. However, it has now progressed to a post-conflict stage, largely due to the ceasefire agreement between the government and several Karen National ethnic armed organizations (EAOs) (excluding a small splinter group of DKBA). Kayin State's peace building process operates primarily at the governmental/organization level. The purpose of Football United is to increase civic participation in peace building initiatives to promote self-governance and long-term sustainability within conflict affected communities.

The Football for social cohesion, grassroots peace and reconciliation project is a complex intervention that uses the social power of football as a vehicle to engage and mobilize young people and communities to take part in a movement that fosters trust, restores hope, builds inclusive and cohesive societies, and promotes racial harmony in conflict-affected communities. These are the foundational elements for sustaining peace and facilitating reconciliation process in Myanmar.

The project is designed to recognize local capacity, mobilize local actors, particularly university and youth, articulate local needs and concerns, and energize the potential of university students to participate in building a cohesive society and promoting racial harmony through the social power of football. Football United at the University of New South Wales piloted this project design for 6 months between June – December 2016 in collaboration with Hpa-an university and the Kayin State Red Cross Society and with financial support from the Paung Ku organization. Based on the piloting experiences, the project design was adjusted to maximize youth and community engagement and full-speed implementation was commenced in May 2017 at 19 selected villages in 5 out of 7 townships in Kayin State. The project team conducted an internal evaluation of the project in 2017 and summarized key findings and recommendations in a report that was distributed to key stakeholders and donors.

2. Underlying Concepts of the Project

The project is underpinned by **four** theoretical concepts; all of which are central to the sport for social change ideology:

2.1 Johan Galtung's conflict triangle: Johan Galtung, a leading expert in conflict and peace studies, developed a theoretical model called "conflict triangle" or "violence triangle" which classified violence into three categorical causes: direct violence¹, cultural violence² and structural violence³. In Myanmar, the government is trying to end internal armed conflict (direct violence) through the national ceasefire agreement process and resolving institutional issues (structural violence) such as federalism, ethnic rights and equality, resource and power sharing through the political dialogue process. Johan Galtung's conflict triangle explains that the absence of direct violence (wars) only means negative peace because the conflict can re-emerge or be transformed into another form; and positive or long-lasting peace requires the absence of direct, structural and cultural violence. The Football for Peace project targets cultural violence- fostering trust, restoring hope, building inclusive and cohesive society, and racial harmony in conflict affected communities in Kayin State. The Johan Galtung's conflict triangle the theoretical back-bone of this project.

¹ killed, the wounded, the displaced, the material damage

² racism, discriminatory attitudes, sexism, victimhood, trauma

³ inequality, dispute over territory or resources, governing structure and ideology, e.g. federalism, ethnic rights

2.2 Contact Theory: this theory posits that the best way to reduce prejudice and improve relations among diverse groups experiencing conflict is to have them interact in way that is informal, inclusive of outgroup members and involves them working towards a common goal without competition. This engagement is further optimized if it is acknowledged and reinforced by authority. Football United designs its weekly football program and community gala day based on these contact theory principles.

2.3 Positive Youth Development approach: this strengths-based approach to youth development different differs from traditional approaches as it involves intentional efforts to provide opportunities for youth to enhance their interests, skills, and abilities rather than focusing on “fixing” their perceived weaknesses or deficits. The Football United project provides a healthy environment for participating youth to test, explore and apply their development potentials through football and related life-skills activities. The football-related capacity building training and community football program led by youth leaders are based on this positive youth development approach.

2.4 Conflict Transformation Framework and Sport for Peace Ideology: This is a relatively new framework which encourages health promotion initiatives to target the 3 ‘R’s – reconstruction, reconciliation and resolution. Football United has identified that sport for peace can facilitate the reconstruction of people by enabling trauma healing through sport participation, providing psychosocial and mental health promotion support, and promoting peaceful culture through sport’s social values . Grassroots peace building through sport can also facilitate the reconciliation of people through strengthening positive relationships between youths and communities in conflict affected areas. The ongoing success of the project aims to unify the disenfranchised members of war-torn Kayin state and provide a long-term peace resolution. Football United applies the conflict transformation framework and sport for peace ideology in designing its community football festivals and running gala days and festivals with the use of participatory and community mobilization methods.

2.5 Experiential Learning Methodology: Football United’s teaching/learning materials (including the football-based peace promotion coaching manual) were conceptualized through the experiential learning methodology. The M&E team constantly encourages participants and coaches to reflect on the effectiveness of teaching/learning tools and then adapts these materials according to this feedback. Furthermore, the football activities delivered at weekly football coaching sessions and football clinics are specially designed to be a source of reflection to enable young people to learn new things about peace, social cohesion and reconciliation through the process of experiential learning.

2.6 Theory of Change: Football United applies results-based management practices and designs its project activities to be well connected and aligned to producing the intended outputs, outcomes and impact. The logical framework is formulated based on the principle of theory of change. The framework is principally used to predict what contextual inputs and processes are needed to achieve the desired outcomes of the project given what is known from the above theories, methodologies and approaches.

3. Purpose and Evaluation Questions

Purpose: To investigate the short-term and medium-term outcomes of the project implemented over the period of January to December 2017 and to analyze the data against the project indicators at respective levels in the project logical framework.

Evaluation Questions: As the evaluation focuses on outputs and initial outcomes, the evaluation team formulated evaluation questions below which addressed the fidelity, reach and effectiveness of the project. The evaluation team ensured the evaluation questions were well aligned with the project Log frame, evaluation framework and the indicators of the project.

- ✎ To what extent does the delivery of an intervention adhere to the proposed plan and original project model? (*The project's fidelity*)
- ✎ What proportion of the priority target audience participated in (attended) each program session? (*The project's reach*)
- ✎ To what extent do the actual results align with the intended target results as outlined in the original project document? (*The project's effectiveness*)

4. Methodology

Football United used a combination of qualitative and quantitative methods to gather and/or analyse data. The evaluation framework (annex-2) was developed based on the project Log frame (annex-1) which Football United has been using since the project design phase.

4.1 Quantitative measures: Football United used a repeated-measures study design to measure changes among participating university students' personal development, connectedness, competencies, social efficacy, and positive outlook towards others. Data was collected using self-report survey questionnaires that included the following 5 scales (see annex-3 for details) –

- **Sense of Belonging:** this scale measures a sense of belonging in a community program. Youth are asked to report how connected, committed, supported, and accepted they feel in a specific program they are attending.
- **Civic Attitude:** This scale measures civic attitudes related to participation in community service. The items assess the extent to which youth are willing to assume responsibility to help others and solve societal problems.
- **Social Connectedness:** This scale measures the degree to which youth feel connected to others in their social environment.
- **Youth Social Competencies (responsible choices):** this scale measures good behavior, hard work, personal responsibility, and fairness as a critical part of positive youth development.
- **Positive Youth and Community Connection:** this scale measures youths' sense of pride and willingness to participate in volunteer efforts to improve their community.

4.2 Qualitative measures: in addition to the quantitative method used to obtain closed-end information that undergoes statistical analysis and is expressed numerically, Football United used qualitative measures to ensure its evaluation is more subjective and open-ended. The qualitative method focused on the project's outputs and outcomes at the community level and is measured using the "Most Significant Change" (MSC) approach.

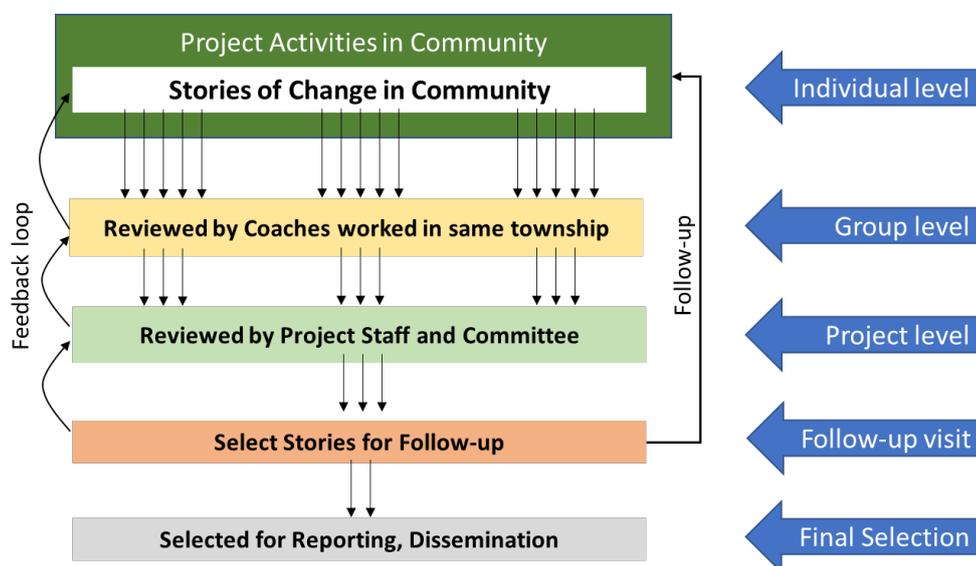
The **most significant change approach** involves generating and analyzing personal accounts of change and deciding which of these accounts is the most significant in light of the project's intentions. There are five stages in generating the MSC stories:

- 1) **Individual level:** individual coaches determine which types of stories about the players, their families and community members should be collected (for example stories about changes to behaviors, attitudes and perceptions related to the projects' intended social outcomes).
- 2) **Group level:** At the group stage, coaches working for the same township convene and examine individual stories. They collaboratively select the 2-3 most significant stories and forward these to the project steering committee.
- 3) **Project level:** At this level, the project steering committee members and staff select the final 4-5 stories of most significance.
- 4) **Follow-up visits:** The project steering committee members and staff then arrange follow up visits to the project sites where the stories originated. The M&E team conduct group and key

informant interviews with the people involved in the stories to maximize the validity and reliability of the qualitative data being produced.

- 5) Final selection of the most significant change stories is based on the information gathered during the follow-up visits and is presented to key stakeholders and donors via the M&E team's mid-year and annual reports.

Figure 1: Application of the MSC method



In addition to the MSC approach, Football United used **document review**, **desk survey method** and **participant observation** to collect data for this evaluation. Information from the following sources was collated and reviewed as part of the desk survey method; the project's activity records, coaches' debriefing reports, minutes of meetings, project quarterly reports and players' homework exercise sheets. Lastly, Football United staff undertook participation observation at special events such as in-school gala days and regional football for peace festivals. This provided a snap-shot of how well Football United activities were being implemented according to best practice in the field of sport for development.

4.3 Data Collection

Survey: All trained university student volunteers were asked to participate in both pre and post surveys and provided their consent for participation in the beginning stage of their recruitment. Baseline data was collected on Day-1 of the coaching course for newly recruited Hpa-an university students in June 2017. End line data was collected at the end of the programme year, in December 2017 (the survey questionnaire is presented at the annex-5).

The Most Significant Change method: At the individual level, coaches provided 35 stories from their project sites. At the group level, the four groups (defined by township) selected and forwarded 12 significant stories to the project team. At the project level, the project steering committee members, staff and the project consultant narrowed this down to a final 5 stories of most significant change. The project consultant and team visited the 5 project sites where these stories originated and conducted 9 individual interviews and 6 focus group discussions to collect further information to confirm the validity and reliability of these stories. The evaluation team used purposive sampling for all interviews in order to obtain rich information for the stories (see annex-4 for list of interviewees and location). The top 3 most significant change stories within the local community were determined from these interviews.

Participant Observation: The project consultant observed 2 in-school gala days and 3 regional football for peace festivals conducted in October 2017 using participant observation. The aim was to develop a holistic understanding of the non-sport elements of the festival through investigating the interactions between key personnel at the events and the nonverbal emotional expressions of players, coaches, event organizers and other stakeholders within the community.

Program Review Workshop: in addition to the above instruments, Football United used the program review workshop as an opportunity to gather data from university student coaches about the strengths, weaknesses, perceived opportunities and challenges faced by the coaches in existing project implementation. The workshop was then used as a participatory analysis tool as coaches were encouraged to consider new ways to improve strengths, reduce weaknesses, utilize opportunities and overcome these challenges in future implementation. The workshop participants also reviewed the findings that emerged from “the Most Significant Change” evaluation method. The workshop was conducted on December 30th, 2017 and attended by 35 staff and university student coaches who led village-based football for peace activities in October and November 2017.

Document review: The evaluation team collected a diverse range of project records including training attendance, coach deployment, program registration forms, profiles of coaches and players, gala day and festival records and records of weekly football coaching program including homework sheets. They then collated these records and reviewed them as a single document against the process evaluation indicators.

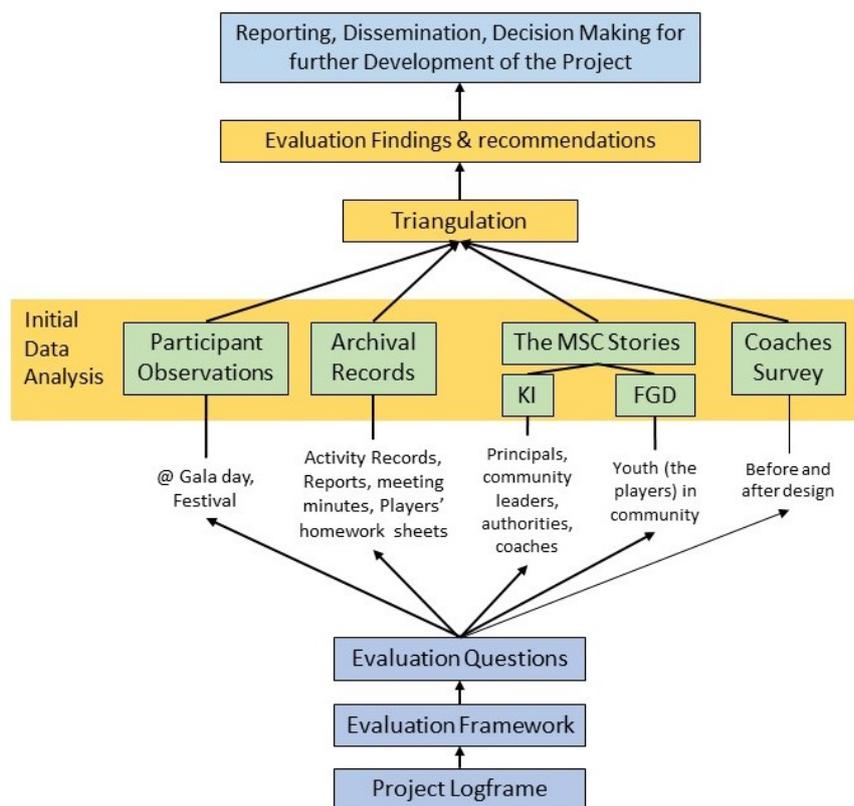
4.4 Data Analysis

Quantitative data: The evaluation team used Microsoft Access software for data entry and data storage; and then used SPSS software for data analysis. The team rechecked the internal consistency and reliability of each survey instrument through calculating a Cronbach Alpha score for each instrument’s pre-test and post-test data. The variance between the pretest and posttest means for each measure was analyzed using a paired samples t-test in SPSS. Data gathered from document review and desk survey was reorganized according to the indicators presented in M&E framework.

Qualitative data: The evaluation team used NVivo software to conduct a deductive thematic analysis of the qualitative data obtained through interviews, audios, participant observation notes/photos/videos and scan copies of players’ homework exercise sheets. The head of the evaluation team, the project consultant, commenced data coding with a purposeful sample of data with rich and diverse content. As the initial codes emerged, the consultant used these to construct an index system from which to code the remaining qualitative data.

Data Triangulation: as the evaluation data was gathered from multiple sources, the data triangulation phase was arguably the most important step in the data analysis. The data from the following sources was cross-validated – surveys, interviews, participant observation and document review – with the aim of strengthening the evaluation findings by increasing the overall validity and credibility of the data sets and information used. This triangulation methodology is outlined in the following diagram.

Figure 2: The Evaluation Methodology



KI = Key Informant interviews, FGD = Focus Group Discussion

5. Evaluation Findings

The findings of the program evaluation are presented in two categories – 5.1 expected results and 5.2 the project’s objectives – both to be aligned with the project logical framework.

5.1 Expected Result/Short-term Outcome Level

The evaluation team found significant positive results regarding the short-term fidelity of the programme and concluded that the project is currently being implemented as intended. The below tables categorize the current achievements of the project according to expected results and lists the indicators used to identify these outcomes.

Expected Result/Short-term Outcome (1.1)		
The project steering committee and key stakeholders have an improved capacity to deliver project activities. The indicator is the extent to which stakeholders engage in project activities.		
Indicator:	Current achievement so far:	Verification:
<ul style="list-style-type: none"> - # of students trained for project - # of community partners engaged - # of activities/events carried out by key stakeholders on their own (inspired by the project) 	<ul style="list-style-type: none"> - 76 Hpa-an university students were trained as youth coaches for the project - 19 village communities and 23 schools in 5 townships of Kayin State engaged in the project - 14 in-school gala days were carried out by schools and teachers. The village communities took leading roles in organizing and conducting these gala days. The FUn project team provided financial support for the medals/ trophies and shared their method for how to run the gala day. However, all other activities were coordinated by the community. 	Project activity records

Expected Result /Short-term Outcome (1.2)		
Student volunteers have an improved positive outlook towards others and developed knowledge to deliver grassroots peacebuilding and reconciliation activities.		
Indicator:	Current achievement so far:	Verification:
<ul style="list-style-type: none"> - # of trained coaches who reported that they have enough confidence to lead the project - # football for peace coaching sessions delivered by trained university student coaches - # of peacebuilding & reconciliation functions/events led by the trained university student coaches 	<ul style="list-style-type: none"> - 95% of trained university student coaches reported that they have enough confidence to lead the project - 20 Football for Peace coaching courses (each course includes 8 sessions) and 160 sessions delivered by trained university student coaches - 4 Football for Peace Regional Festivals were organized and led by the trained university student coaches 	<ul style="list-style-type: none"> Post training coaches debriefing reports Project activity records

Expected Result/Short-term Outcome (2.1)		
Critical local collaboration with trust and confidence on youth-led football for peace & social cohesion initiatives was established and strengthened.		
Indicator:	Current achievement so far:	Verification:
<ul style="list-style-type: none"> - # of events jointly implemented with local partners - # of players and families engaged 	<ul style="list-style-type: none"> - 4 football for peace regional festivals were jointly implemented with local community partners who contributed lunch for players and their fans, helped to get approval from local authorities, provided sports gear including soccer shoes for participating teams, and mobilized the local community to join in. - 1331 youth players engaged in football coaching activities and 1241 youth players and their families engaged in football for peace festivals in 4 regions – Kyarinseikgyi, Hpa-an, Kawkayeik, and Myawaddy. 	<ul style="list-style-type: none"> Project activity records

Expected Result/Short-term Outcome (2.2)		
Positive identity, community connectedness, civic responsibility and sense of belonging are improved and awareness on peace and reconciliation issues is increased among youth and their families in project areas.		
Indicator:	Current achievement so far:	Verification:
<ul style="list-style-type: none"> - The extent to which participants develop positive perceptions and attitudes towards others. - The diversity of the groups led by the volunteers. 	<ul style="list-style-type: none"> - The most significant change stories show improvements in players' perceived sense of belonging and positive outlook. - The below tables highlight the ethnic/religious diversity of the groups led by the project volunteers. 	<ul style="list-style-type: none"> Significant change story reports Registration /profile data.

Table 1: Diversity of the Project Beneficiaries (Ethnicity)

	Karen	Burman	Mon	Shan	Pa-O	Rakhine
Hpa-an	229	28	2	0	30	0
Kawkayeik	382	21	0	7	0	0
Hlaingbwe	92	10	0	0	0	0
Kyarinseikgyi	319	23	23	0	0	0
Myawaddy	89	164	8	32	4	4
TOTAL	1,111	246	33	39	34	4
	76%	17%	2%	3%	2%	0.3%

Table 2: Diversity of the Project Beneficiaries (Religion)

	Buddhist	Christian	Hindu	Muslim
Hpa-an	350	11	0	1
Kawkayeik	389	20	0	0
Hlaingbwe	44	48	0	12
Kyarinseikgyi	364	1	0	0
Myawaddy	283	3	1	22
TOTAL	1,430	83	1	35
	92%	5%	0.1%	2%

5.2 Effectiveness: achievement of the project against stated objectives

The evaluation team applied a mixed-methods design (used both qualitative and quantitative methods) to maximize the reliability and validity of findings.

Objective-1: Participating university students' personal development, social efficacy, connectedness, competencies and level of engagement in grassroots peacebuilding and reconciliation process will increase by the end of the project.		
Indicator:	Current achievement so far:	Verification:
- Level of social and personal responsibility, social self-efficacy, social connectedness, prosocial behaviours	- Hpa-an university students' sense of belonging and civic attitude towards their community was improved, their social connectedness and sense of social responsibility were increased, and there was positive youth and community connection.	Project base-line and end-line studies

The mean-variance analyses of the pre-test/post-test measurements revealed that the Hpa-an university coaches are experiencing some positive changes in the five-personal development/social cohesion constructs being examined. Unfortunately, these changes were not found to be statistically significant, most likely due to the low statistical power of the study.

Table 3: Comparison of Means between Pre and Post-tests of the 5 Measures

Measurement	Score		Variance	Direction
	Pre-test	Post-test		
Sense of Belonging (n=65)	16.0	17.5	+1.5	Positive
Civic Attitude (n=64)	21.8	21.9	+0.1	Positive
Social Connectedness (n=65)	34.2	35.3	+1.1	Positive
Responsible Choices (n=65)	18.2	18.7	+0.5	Positive
Positive Youth/Community Connections (n=65)	14.8	15.1	+0.3	Positive

The "most significant change" evaluation method was used to explore the project's effect on participants and the local community from a qualitative perspective in relation to Objective-2.

Objective-2: Social bonds in the community and collective actions based on networks of trust, relationships, reciprocity will be improved by the end of the project.		
Indicator:	Current achievement so far:	Verification:
- % of people reported that most people can be trusted	- The 3 most significant change stories show restoration of hope, positive outlook toward others, improved trust and harmony, increased engagement with project activities between and among the program participants and community, despite these findings not being evident in the quantitative figures.	The most significant change stories

Story-1: Academic inspiration

Phoo Mu [nick name for the girl] has a birth defect in her left leg and participated in the Football for Peace gala day and festival activities as a goal keeper. Her dedication and hard work inspired several players, not only from her team, but also from the other team and wider community. Her coaches also appreciated her strong commitment at the coaching sessions and participation in group discussions about fair play values and life skills. Finally, she was recognized as an inspirational young leader of her village team, as selected by her teammates and coaches. In an interview, she said, *“my coaches inspired me a lot, they are university students and good football coaches and players as well. I really want to be a university student and a good football player like them. I’m now studying more than before to reach university, then I will do like what they are doing.”*

Her School Principal also mentioned, *“I see obvious change among her peers, she is now becoming a role model in the school for her commitment, dedication and hard work in school lessons. Because all grades in my school (Years 5-8) got to participate in the program, they got to know each other on the field, which is fantastic as they did not get this kind of opportunity before. This opportunity gives other students the chance to see her commitment and dedication on the field and that inspired them a lot. Coaches of the program were awesome, being university students. Their voluntary contribution to my school and the village woke up the community and families of the students to take part in the cause, youth development, with a collective effort.”*

Story-2: Value diversity

Pyaing Kyone is a little town in the Hlaing Bwe township. There are Buddhist, Christian and Muslim communities living around the town, which is quite unique in Kayin State. Kids from the villages study at Pyaing Kyone High School where the football for peace coaching course was delivered by trained Hpa-an university student volunteers in October 2017. In an MSC report prepared by university student coaches, the coaches mentioned that they found some positive relationship changes among the religiously diverse high school students and the story was selected by coaches as the most significant change due to the project’s contribution. The project evaluation team went to the village in December 2017 and conducted two interviews (one key informant interview with the Principal and one focus group interview with a student group).

In the interview, the principal told Football United that *“your coaches did very well and treated all participants equally with due respect. The discussions about fair play values help my students understand and appreciate diversity.”*

The student group shared, *“we saw some good and friendly new relationships emerge among several high school students who did not engage before, sometimes even fought each other. Generally, students with different religions do not engage very well in our school, but the football sessions made us friends as our coaches arranged for us to play together and join discussions together. We all cried at the farewell party when they were about to return to university after finishing the program.”*

Story-3: Community ownership

The story is about a high school teacher who joined the community football coaching course delivered by Football United’s Coach Educators. In an MSC report, a coach described him as being a catalyst of the program, creating a strong bond between the community and the program. The story occurred in Kale village in the Kyarinseikgyi region.

During the interview with the teacher, he told the project evaluation team that *“I have been working with the Kele high schools for 3 years, and in July 2017 I was asked by my Principal whether I want to join a football coaching course. I said Yes! Because I love football, and also love to teach (coach) kids. At that time, I thought it was just a football coaching course, but it was more than that. When I joined the course,*

at the introductory session, I realized it is much more than football, and clearly understood where the project wanted to go when I received the coaching manual. I like the project's youth development components, football basic skills and translation of fair play values into social values for the youth and community. Based on this understanding, I tried my best to help the Hpa-an university coaches when they got here and delivered coaching courses, gala days and festivals. As a local person and a high school teacher as well, I know the local context and key persons who can assist, support and contribute to the program especially for the special events."

6. Discussion

7.1 Fidelity and Reach of the Project

The evaluation findings show that the project was implemented according to the underlying philosophy and that all components of the action plan were successfully delivered to the programme participants. The majority of university student and community volunteer coaches completed the training evaluation forms. This demonstrates their commitment to process evaluation. The strong fidelity of the project was largely attributed to the project steering committee using best practice in their governance and management of coaches and volunteers. Furthermore, fidelity was achieved through optimizing our partnerships with our key stakeholders – the Hpa-an university, the Kayin State Education Authority, local administrative authorities, community leaders and school principals at project sites. Football United conducted a series of advocacy visits (detailed in annex-6) where the project team met with key stakeholders at project sites and promoted the proven impact of the programme. This generated a richer understanding of what we do for the community and resulted in requests for new programmes which expanded the reach of the project.

7.2 Effectiveness of the Project

Since Football United targets young people, it is hypothesized that the programme will be most effective if it is delivered by other youths to whom the participants can relate. For this reason, Football United uses youth-to-youth mentoring. University students act as coaches and teach local high school students (players) football-based activities. The significant change stories show that this process is effective.

All activities of Football United are designed to promote inter-group engagement and contact and do so by providing a healthy for youth and local community members to come together and share values. The football gala days and festivals provide a unique opportunity for youths to connect with people from other townships and broaden cultural appreciation. Sociodemographic data reveals there is great ethnic and religious diversity among program participants which shows that the project is successfully facilitating other-group contact. The story from Lower Pyaing Kyone village further also compliments this narrative that the project is having a positive impact on intergroup engagement.

The story from Kale village shows that integrating the university-based and community-based approaches to programme implementation created a synergy that enhanced the effectiveness of the project within the local context. In the 2016 project pilot phase, Football United only trained university students to deliver promotional activities. However, in 2017 it became clear that the community needed to play a more active role in implementation and so the project team provided community coaching courses for local teachers and community volunteers. Football United then facilitated the integration of university and community coaches by providing them with the opportunity to work together in weekly programs, gala days and festivals. The success of this integration can be seen through the effective delivery of the Football for Peace Festival and gala days and provides broader evidence for the need to merge university-based and community-based models of programme implementation.

Although the positive social changes among the university student coaches were not statistically significant, the feedback from their debriefing reports and program review workshop in December provided partial evidence to suggest that the project improved their self-confidence, enhanced their positive outlook towards others and led to a better understanding of diversity and the values of other groups.

Furthermore, the university student coaches expressed that they learnt a lot when they reviewed the most significant change stories. The MSC method is not just about collecting and reporting stories but about having processes to learn from these stories – in particular, to learn about the similarities and differences regarding the values of groups and individuals, findings that are difficult to obtain through quantitative means. The project steering committee and staff also had the opportunity to learn about these processes as they reviewed and selected the final most significant change stories.

7. Recommendations

- 1) To strengthen the integration of university-based and community-based programme implementation; the project team should recruit more community volunteers (local youth and local teachers) from villages proximal to the project sites and provide them with coaching training.
- 2) To maximize the positive impact of the project, the project team should provide more support to empower community volunteer coaches to deliver more weekly programs and gala days in their local context. It is recommended that the project team set up a technical support group or team of coaching instructors to supervise and support these community coaches.
- 3) To maximize the validity and reliability of the project's evaluation, the project team should investigate how to achieve fewer drop outs, higher response rates, higher MSC story reporting rates and provide interview and data collection training for participating university students who are interested in conducting monitoring and evaluation research.
- 4) Future research should continue to use the mixed method model, combining quantitative tools to measure psychosocial changes in program participations with qualitative tools to explore more nuanced information about experience.
- 5) Football United needs to make it a priority to disseminate information about the positive experiences of existing youth coaches (both university and community) to young people currently outside of the programme in Myanmar. This will help reach more people and lead to an increase in recruitment of youth coaches which is vital for ensuring the long-term sustainability of the project. It is proposed that the quarterly youth forum should be used as a platform to disseminate this information.

Annex-1: Project Log frame

Hierarchy of Objective	Indicators	Means of Verification	Risk & Assumption	
Goal (Impact or Longer-term outcome) To create a more harmonious and cohesive society, and to heal the social wounds inflicted by long term conflict.	<ul style="list-style-type: none"> - Crime and communal violence rates - Incidence of non-recognition of civil, social and cultural rights 	<ul style="list-style-type: none"> - Government Crime statistics - Media coverage 	<ul style="list-style-type: none"> - Development gains are not lost due to re-emergence of conflict and violence - Supportive public policies 	
Objectives (Medium-term Outcomes) 1) Participating university students' personal development, social efficacy, connectedness, competencies and level of engagement in grassroots peacebuilding and reconciliation process will be increased by the end of the project. 2) Social bonds in the community and the collective actions based on networks of trust, relationships and reciprocity will be improved by the end of the project.	<ul style="list-style-type: none"> - Level of social and personal responsibility, social self-efficacy, social connectedness and prosocial behaviours - % of people reporting that most people can be trusted 	<ul style="list-style-type: none"> - Project baseline and end-line studies and reports - The Most Significant Change Stories 	<ul style="list-style-type: none"> - Supportive key stakeholders - Access to communities is unhindered - Political & socioeconomic situation is stable 	
Expected Results (Short-term outcomes) 1.1) The project steering committee and key stakeholders have an improved capacity to deliver project activities. The indicator is the extent to which stakeholders engage in project activities. 1.2) The student volunteers enhance their positive outlook towards others and acquire the knowledge needed to deliver grassroots peacebuilding and reconciliation activities. 2.1) Critical local collaboration with trust and confidence on youth-led social cohesion, reconciliation and peace initiatives was established and strengthened 2.2) Positive identity, community connectedness, civic responsibility and sense of belonging are improved and awareness on peace and reconciliation issues are increased among youth and their families in project area	<ul style="list-style-type: none"> - # of students trained for projects - # of community partners engaged - # of activities/events carried out by key stakeholders on their own accord - # of trained coaches reporting that they have enough confidence to lead the project - # football for peace coaching sessions delivered by trained university student coaches - # of peacebuilding/reconciliation events/functions led by the trained coaches - # of events jointly implemented by local partners - # of players and families engaged in project activities 	<ul style="list-style-type: none"> - Project activity records - Project baseline and end line studies and reports 	<ul style="list-style-type: none"> - Committed and supportive stakeholders, - Community, schools, youth and local organisations are fully engagement with the project - Political & socioeconomic situation is stable, - Supportive regional and national policies - The communities and regional/local actors are interested in project 	
Key Activities (Process and Participation)		Resources	Sources	Preconditions

<p>1.1.1) Establish the Project Steering Committee at Hpa-an University to oversee and supervise the project activities</p> <p>1.1.2) Recruit Hpa-an university students, who live in conflict-affected areas and have expressed willingness to work with the project as volunteer coaches</p> <p>1.1.3) Development of Playing Football, Promoting Peace manual</p> <p>1.1.4) Monitoring & Evaluation guideline and tools development</p> <p>1.1.5) Planning and evaluation workshop for working committee, key stakeholders & volunteers</p> <p>1.1.6) Provision of Community Football Coaching training for the university student volunteers which includes 1) an equivalent of the FFA’s Skilled Training Certificate course and 2) the Training of Trainers course. Here, the Playing Football, Promoting Peace manual is administered.</p> <p>1.2.1) Run trial weekly Football for Peace coaching programmes at 5 selected schools/villages in the Hpa-an township</p> <p>1.2.2) Run Football for Peace coaching programmes at 14 selected schools/villages in 4 townships – Myawaddy, Kawkayeik, Kyarinseikgyi and Hlaingbwe.</p> <p>1.2.3) Organise in-school or community football for peace gala days at participating villages/schools</p> <p>2.1.1) Project Launch and advocacy to state level authorities (government and state departments)</p> <p>2.1.2) Organise program review and lessons learnt workshop with local and key stakeholders, working committee and student volunteers</p> <p>2.1.3) Organise stakeholder/steering committee meeting and explore collaborative opportunities with peace and development agents in Kayin State</p> <p>2.2.1) Conduct a village-level advocacy and coordination meeting with local authorities and community elders in selected post-conflict areas</p> <p>2.2.2) Conduct message development and field testing for culturally appropriate information, education and communication materials for the project (posters, flyers, flipcharts, planners).</p> <p>2.2.3) Produce the promotion materials - vinyl posters, banners, and flyers</p> <p>2.2.4) Recruit community volunteers and provide them with quality coaching courses</p> <p>2.2.5) Organise inter-community football for peace festivals at 4 regions - Hpa-an, Myawaddy, Kawkayeik and Kyarinseikgyi.</p>	<p><u>Human Resources</u></p> <ul style="list-style-type: none"> - Project Working Committee - Hpa-an University student volunteers - Kayin State Red Cross Supervisory Committee and Hpa-an University RC Branch Executive Committee - Football United team <p><u>Methodology</u></p> <ul style="list-style-type: none"> - Manuals & management guidelines <p><u>Materials</u></p> <ul style="list-style-type: none"> - Training facilities, - Project promotion and BCC materials, <p><u>Financial Resources</u></p> <ul style="list-style-type: none"> - Project funds - Local stakeholder contribution 	<ul style="list-style-type: none"> - Donors’ grants - In-kind contribution from Hpa-an university, the Red Cross, Football United and local community 	<ul style="list-style-type: none"> - Funding secured, - Received local authorities’ approval in-time - Political and Economic situation in Myanmar and project area are stable
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Annex-2: Project Evaluation Framework

Information Requirements	Indicators	Means of Verification		
		Data Source	Frequency of Collection	Collection Method
Objective- 1) Participating university students' personal development, connectedness, competencies, social efficacy, and level of engagement in grassroots peacebuilding and reconciliation process will be increased by the end of project.	- Level of social and personal responsibility, social self-efficacy, social connectedness and prosocial behaviours	- University student coaches	Beginning & end of project	Baseline and Edline survey
2) Social bonds in the community and collective actions based on networks of trust, relationships, reciprocity will be improved by the end of the project.	- % of people reporting that most people can be trusted	- University student coaches	At the end of project	The Most Significant Change Method and follow up Interview
Expected Results (Immediate outcomes) 1.1) The Project steering committee and key stakeholders will have an improved capacity to deliver project activities.	- # of students trained for projects - # of community partners engaged - # of activities/events carried out by key stakeholders on their own (inspired by the project)	- Project Stakeholders - Project Record & Report	Quarterly	- Document review, - Participant observation, - Key Informant interview
1.2) Student volunteers have an improved positive outlook towards others and knowledge to deliver grassroots peacebuilding and reconciliation activities.	- # of trained coaches who reported they have enough confidence to lead the project. - # football for peace coaching sessions delivered by trained university student coaches. - # of peacebuilding and reconciliation functions/events led by the trained university student coaches	- University student coaches	- Beginning & end of project	- Baseline and end line survey
2.1) Critical local collaboration with trust and confidence on youth-led social cohesion, reconciliation and peace initiatives was established and strengthened.	- # of events jointly implemented with local partners - # of players and families engaged	- Project records & reports - Special events	- Quarterly - At special events	- Document review - Participant observation

2.2) Positive identity, community connectedness, civic responsibility and sense of belonging are improved, and awareness of peace and reconciliation issues is increased among young people and their families in project areas.	- Extent to which participants develop positive perceptions and attitudes towards others.	- Program participants (players)	- end of project	- The Most Significant Change Method and follow up Interviews
	- Diversity of groups led by the volunteers		- end of weekly football program	- End of program self-assessment questionnaire

Annex-3: Instruments and items used in pre and post survey for coaches

Instrument	Construct measured	Rationale for consideration
Sense of belonging⁴	This scale measures a sense of belonging in a community programme. Youth are asked to report how connected, committed, supported and accepted they feel in a specific programme they are attending.	<ul style="list-style-type: none"> - There is a strong match to constructs of interest. - High reliability as indicated by the Alpha score of .93 - Language is simple and clear compared to other related scales and thus good for our ethnically diverse population. - Includes 5 items (construct is multifactorial)
Civic attitude⁵	This scale measures civic attitudes related to participation in community service. The items assess the extent to which youth are willing to assume responsibility to help others and solve societal problems.	<ul style="list-style-type: none"> - There is a strong match to constructs of interest. - High reliability: Alpha score is .81. - Language is simple and clear compared to other related scales. - Includes 5 items
Social connectedness⁶	This scale measures the degree to which youth feel connected to others in their social environment.	<ul style="list-style-type: none"> - There is a strong match to constructs of interest. - High reliability: Alpha score is .93. - Language is simple and clear compared to other related scales. - Includes 8 items
Youth Social Competencies⁷ (Responsible choices)	This scale measures good behavior, hard work, personal responsibility and fairness as critical parts of Youth Social Competencies.	<ul style="list-style-type: none"> - There is a strong match to constructs of interest. - Reasonable reliability: Alpha score is .78. - Language is simple and clear compared to other related scales. - Includes 6 items
Positive youth and community connection⁸	This scale measures youths' sense of pride and willingness to participate in volunteer efforts to improve their community.	<ul style="list-style-type: none"> - There is a strong match to constructs of interest. - Reasonable reliability: Alpha score is .78. - Language is simple and clear compared to other related scales. - Includes 6 items

⁴ Anderson-Butcher, D. & Conroy, D.E. (2002) Factorial and criterion validity of scores of a measure of belonging in youth development programs. *Educational and Psychological Measurement*, 62 (5), 857-876.

⁵ Mabry, J. B. (1998). Pedagogical variations in service-learning and student outcomes: How time, contact and reflection matter. *Michigan Journal of Community Service Learning*, 5, 32-47.

⁶ Lee, R. M., & Robbins S. B. (1995). Measuring belongingness: The social connectedness and the social assurance scales. *Journal of Counselling Psychology*, 42 (2), 232-241.

⁷ Oman, R. F., Vesely, S.K., McLeroy, K.R., Harris-Wyatt, V., Aspy, C.B., Rodine, S. & Marshall, L. (2002). Reliability and validity of the youth asset survey. *Journal of Adolescent Health* (31), 247-255. (Part of Youth Asset Survey)

⁸ Ibid.

Annex-4: List of interviewees, location and related MSC stories

	Interviewees	Location	Related MSC Stories
1	Principal (KII)	High School, Pyaing Kyone, Hlaingbwe Township	Story about learning to value diversity (selected as top 3 stories)
2	Coach (KII)		
3	Students (FGD) (M=7)		
4	Principal (KII)	High School, Wai Shan village, Myawaddy Township	Story about a teacher developing an understanding of the football for social change approach.
5	Teacher (KII)		
6	Students (FGD) (M=5, F=3)		
7	Principal (KII)	High School, Kale village, Kyarinseikgyi Township	Story about community ownership. (selected as top 3 stories)
8	Teacher (KII)		
9	Students (FGD) (M=4, F=4)		
10	Principal (KII)	Middle School, Thone Se Thone Su village, Kawkayeik Township	Story about a Principal who likes to set up a coaching team at his village to deliver more activities.
11	Students (FGD) (M=4, F=4)		
12	Community (FGD) (M=7)		
13	Principal (KII)	Middle School, Kyone Doe Chaung Pyar village, Kawkayeik Township	Story about academic inspiration from a girl with a disability. (selected as top 3 stories)
14	Community leader (KII)		
15	Students (FGD) (F=4)		

KII = Key informant interview, FGD = Focus Group Discussion

Annex-5: Survey Questionnaire

Unique ID

F	L	D	D	M	M	Y	Y
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Date:

Venue:

This questionnaire is designed to explore changes of attitude, knowledge and perceptions among university students due to their participation in the Football for Peace project as coaches.

Youth and the Project⁹

[A] Circle the answer that shows how much you agree with the following statements. NO! means you disagree a lot, no means you disagree, yes means you agree, and YES! means you agree a lot.

1. I feel comfortable at this program.	YES!	yes	no	NO!
2. I feel I am a part of this program.	YES!	yes	no	NO!
3. I am committed to this program.	YES!	yes	no	NO!
4. I am supported at this program.	YES!	yes	no	NO!
5. I am accepted at this program.	YES!	yes	no	NO!

Helping Others¹⁰

[B] Circle the answer that best shows how much you agree or disagree with each statement.

1. Adults should give some time for the good of their community.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
2. People regardless of whether they've been successful or not, ought to help others.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
3. Individuals have a responsibility to help solve our social problems.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
4. I feel that I can make a difference in the world.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
5. It is important to help others even if you don't get paid for it.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree

Your Choices¹¹

Circle the answer that best shows how much each of the following statements is like you.

1. You can say no to activities that you think are wrong.	Not at all like you	A little like you	Mostly like you	Very much like you
2. You can identify the positive and negative consequences of behavior.	Not at all like you	A little like you	Mostly like you	Very much like you
3. You try to make sure that everyone in a group is treated fairly.	Not at all like you	A little like you	Mostly like you	Very much like you
4. You think you should work to get something, if you really want it.	Not at all like you	A little like you	Mostly like you	Very much like you
5. You make decisions to help achieve your goals.	Not at all like you	A little like you	Mostly like you	Very much like you
6. You know how to organize your time to get all your work done.	Not at all like you	A little like you	Mostly like you	Very much like you

You and Your Environment

Circle the answer that shows how much you agree or disagree with each of the following statements.

⁹ Sense of belonging

¹⁰ Civic Attitude

¹¹ Youth Social Competencies (Responsible Choices)

1. I feel disconnected from the world around me.	Strongly Agree 1	2	3	4	Strongly Disagree 6
2. Even around people I know, I don't feel that I really belong.	Strongly Agree 1	2	3	4	Strongly Disagree 6
3. I feel so distant from people.	Strongly Agree 1	2	3	4	Strongly Disagree 6
4. I have no sense of togetherness with my peers.	Strongly Agree 1	2	3	4	Strongly Disagree 6
5. I don't feel related to anyone.	Strongly Agree 1	2	3	4	Strongly Disagree 6
6. I catch myself losing all sense of connectedness with society.	Strongly Agree 1	2	3	4	Strongly Disagree 6
7. Even among my friends, there is no sense of brother/sisterhood.	Strongly Agree 1	2	3	4	Strongly Disagree 6
8. I don't feel that I participate with anyone or any group.	Strongly Agree 1	2	3	4	Strongly Disagree 6

You and Your Charity Work¹²

Circle the answer that best shows how much each statement is like you.

1. You work to make your community a better place.	Not at all like you	A little like you	Mostly like you	Very much like you
2. You volunteer on a regular basis to help others in your community.	Not at all like you	A little like you	Mostly like you	Very much like you
3. You know where to volunteer in your community.	Not at all like you	A little like you	Mostly like you	Very much like you
4. You are a person who tells others about your community.	Not at all like you	A little like you	Mostly like you	Very much like you
5. You participate in out of school clubs such as boy scouts, volunteer, or community service groups.	Not at all like you	A little like you	Mostly like you	Very much like you
6. You are a person who is proud to be part of your community.	Not at all like you	A little like you	Mostly like you	Very much like you

¹² Positive Youth/Community Connections

Annex-6: Project Advocacy Visits in 2017

The project steering committee, project team and their consultant conducted a series of advocacy and coordination meetings in project areas. The following table highlights the sites, attendees, purposes and dates of these meetings.

Project Sites		Purpose	Date
1 Hpa-an Township			
1.1	State Director of Kayin State Education department and high school principals in Hpa-an township	Project Orientation, village- based activities	27 to 30, June 2017
2 Kyarinseikgyi Township			
2.1	School Principals and village administrators at Kale, Tagonding, Taung Dee, Kyon Kha Won, Phar Pya villages	Project Orientation	Tuesday, 4-4-2017
2.2	Same as above	Advocacy for village-based activities	Saturday, 10-10-2017
2.3	Same as above	Meeting for progress and monitoring	Friday, 20-10-2017
3 Myawaddy Township			
3.1	School Principals and village administrators at Thin-Gann-Nyi-Naung and Shwe Koke Ko villages	Project Orientation	Wednesday, 26-4-2017
3.2	School Principals and village administrators at Thin-Gann-Nyi-Naung and Wai Shan villages	Advocacy for village-based activities	Friday, 6-10-2017
3.3	School Principals and village administrators at Thin-Gann-Nyi-Naung, Wai Shan and Shwe Koke Ko villages	Meeting for progress and monitoring	Sunday, 22-10-2017
3.4	School Principals and village administrators at Thin-Gann-Nyi-Naung and Wai Shan villages	Advocacy for village-based activities	Friday, 6-10-2017
3.5	School Principals and village administrators at Thin-Gann-Nyi-Naung, Wai Shan and Shwe Koke Ko villages	Meeting for progress and monitoring	Sunday, 22-10-2017
4 Kawkayeik Township			
4.1	Township Education Department officials and Township Red Cross members	Project Orientation	Tuesday, 25-4-2017
4.2	School principals and village administrators at Kyone Doe Chaung Pyar, Aung Pha Lay and Thone Se Thone Su villages	Advocacy for village-based activities	Friday, 6-10-2017
4.3	School Principals and village administrators at Kyone Doe Chaung Pyar, Chaung Taung, Aung Pha Gyi, Ka Maing Kone and Thone Se Thone Su villages	Advocacy for village-based activities	Wednesday, 18-10-2017
4.4	Same as above	Volunteer deployment	Wednesday, 26-10-2017
4.5	Same as above	Meeting for progress and monitoring activity	Monday, 30-10-2017
4.6	Same as above	Advocacy for village-based activities	Friday, 6-10-2017
4.7	Same as above	Advocacy for village-based activities	Wednesday, 18-10-2017
4.8	Same as above	Volunteer deployment	Wednesday, 26-10-2017
4.9	Same as above	Meeting for progress and monitoring activity	Monday, 30-10-2017
5 Hlaing Bwe Township			
5.1	Deputy Head of Township Education Department and deputy school principal of Paing Kyone (lower) village	Project Orientation	Wednesday, 5-4-2017
5.2	School Principal and community leaders of Paing Kyone (lower) village	Advocacy for village-based activities	Sunday, 8-10-2017
5.3	Same as above	Meeting for progress and monitoring	Wednesday, 25-10-2017
5.4	Same as above	Advocacy for village-based activities	Sunday, 8-10-2017
5.5	Same as above	Meeting for progress and monitoring	Wednesday, 25-10-2017