

CSCF ANNUAL REPORTS

This annual report format has been updated to take into account feedback from the CSCF grant holders at the M&E seminar (October 2011) and the new reporting requirements of DFID (January 2012). This format will inform a wider portfolio analysis of the CSCF, and will contribute to a better understanding and learning among DFID and CSCF partners on the emerging results from CSCF projects.

Annual Report requirements – note that there are some differences between the reporting requirements of projects depending on the start date of your project as stated in your Grant Arrangement.

How:

You must submit a your Annual Report and all accompanying documentation by email to cscfreports@tripleline.com. We do not require a hard copy.

When:

If your project started after 1st May 2011: your report is due by **30th April** each year. This report should cover the period from 1st April to 31st March.

If your project started before 1st May 2011: your report is due by 30th June each year. This report should cover the period from 1st April to 31st March (e.g. the report for the year 1st April 2011 - 31st March 2012, it is due by 30th June 2012).

Note for the final year of the project if your project ends between March and June you will not be required to produce an annual report as it will be incorporated within your project completion report.

What is required:

1. Narrative Report.

Please use form below. It has been designed to allow you to record all the information DFID needs on the progress of your project in a concise way. It is important that you focus your narrative on describing results and emerging impact rather than providing a list of activities undertaken. Please note the following:

- Your report must be submitted using **Arial 12 font**
- Section 1: **Maximum of two (2) A4 pages**
- Section 2: **Maximum of three (3) A4 pages**
- Section 3: **Maximum of two (2) A4 pages**
- Section 4: **Maximum of one (1) A4 page**
- Annex A (as applicable): **Maximum of six (6) A4 pages**
- Annex B (as applicable): **Maximum of four (4) A4 pages**
- Annex C – Beneficiary Tables: **Maximum of six (6) A4 pages**

2. Annual Financial Report and Financial Summary

Please submit your report in Excel format using the template available on DFID's web site (please double check for any updated templates).

You are asked to fill out two worksheets – one which shows your expenditure over the most recent financial year (April-March), and one which shows a summary of your expenditure over the life of your project. Your expenditure must be reported against the **full budget that was agreed by Fund Managers/ DFID** and not the summary budget used for expenditure claims. Any variances in excess of 10%, either positive or negative, (or transfers between main budget-sub-headings) must be explained. You should also show your variances both in terms of total amount in GBP and percentage of your budget.

3. Logframe and Activity Log

You must revisit the project logframe and activity log each year and **measure progress against indicators** in your **approved logframe**. If you consider your indicators are no longer suitable, or if outputs or activities have changed, the logframe should be revised, and subsequent progress recorded against the agreed revised logframe. When submitting your revised logframe, please highlight any changes. **All revisions to a logframe require approval from DFID / Fund Manager**

You must submit a copy of your most recent logframe and activity log with your Annual Report. This can be in Word or Excel format.

Annex A: Scoring of Outcome and Outputs (applicable for all projects starting after 31st March 2010)

This is one of the major changes for the new Annual Report but **applies only to projects funded after 31st March 2010**. For these projects, Achievement Rating Scale has been replaced with a series of questions in which you are asked to provide an overall score against the outcome statement (see section 2) and a score against each output (see Section 4 – for the Detailed Output Scoring system).

We would expect you to refer to progress against any relevant milestones in your logframe. For those projects which have submitted the logframe in the DFID Excel template you should use the logframe to report on what was achieved against what was planned in relation to specific milestones. **This Annex should be a maximum of six (6) A4 pages.**

Annex B: Achievement Rating Scale (applicable for all projects funded before the 31st March 2010)

If your project was funded **prior to 31st March 2010** you should use the ARS as the basis for your narrative. This should be an assessment against the current approved version of your logical framework.

Annex C: Portfolio Analysis

This is a new section and is required **for all grant holders, regardless of when the project was funded.**

Annex D: Beneficiary Tables

This is a new section and is required **for all grant holders, regardless of when the project was funded.**

Annex E: Case Study (year 2 onwards)

This is for communicating results from the CSCF. It is a requirement for all projects apart from those submitting their first annual report. The format has been simplified. Please note that we may request additional information for specific DFID communications.

CSCF ANNUAL NARRATIVE REPORT

SECTION 1: BASIC INFORMATION (Maximum 2 pages)

1.1	UK Organisation Name	International Development Through Sport (IDS)
1.2	UK Organisation Address	40 Bernard Street, London. WC1N 1ST
1.3	Project partner(s) (with countries where they are based if more than one country). Please highlight if there are any changes to partners	EduSport Foundation, Zambia
1.4	Project Title	Organisational capacity building of EduSport and expansion of the Go Sisters – Girls’ Empowerment through Sport in Zambia
1.5	CSCF Number	CFA 0438
1.6	Country/ies	Zambia
1.7	Location within country/ies	Lusaka, Southern and Western Provinces, Zambia
1.8	Project Start & End Dates	Start: 10/2008 End: 03/2013
1.9	Reporting Period	From: 04/2011 To: 03/2012
1.10	Project Year (e.g. Year 1, Year 2)	Year 4
1.11	Total project budget	£500,948
1.12	Total funding from DFID requested for project	£432,687 (over 5 years) Requested from DFID to date: £351,576
1.13	Financial contributions from other sources Please state all other sources of funding and amounts in relation to this project. Sources should be listed in brackets, e.g.: £75,000 (ABC Foundation)	Total £68,261 List all contributions £45,000 (UK Sport) (£12,000 in yr 4) £23,261 (Commonwealth Games Canada) (£9,162 in yr 4)
1.14	Date report produced	30 th June 2012
1.15	Name and position of person(s) who compiled this report	Name: Joanna Knight Position: International Development Manager
		Name: Sharon Museke Position: National Go Sisters Coordinator
		Name: Nyachilongu Muzeya Position: Lusaka Province Go Sisters Coordinator

1.16	Name and position of contact point for correspondence relating to this project	Name: Joanna Knight Position: International Development Manager
1.17	Email address(es) for correspondence	joanna.knight@uksport.gov.uk
1.18	Acronyms <i>Please list all acronyms used in this annual report.</i>	Commonwealth Games Canada (CGC), Price Waterhouse Coopers (PWC), Kicking Aids Out Network (KAO), Boys by Girls for Girls workshops (BGG), Girls Empowerment through Sport (GES), Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Peer leaders (PL), Community Contact Forum (CCF), Tournaments and Festivals (FT), International Development Through Sport (IDS), Community Development Resource Association (CDRA), Trainer of Trainers (ToT), Accountancy for International Development (AFID), Memorandum of Understanding (MOU), The Forum for African Women Educationalists of Zambia (FAWEZA), Sport in Action (SIA)

SECTION 2: PROGRESS AND RESULTS (maximum of 3 pages)

2.1	<p>KEY RESULTS</p> <p><i>Please list three of the most significant results you have achieved over the last year, making specific note of who has benefitted and what contribution DFID funding has made. For a more detailed summary of progress against the outcome and outputs, see Annex A or B as appropriate.</i></p>
	<p>1. Go Sisters Network</p> <p>The Go Sisters network goes from strength to strength creating a real platform for girls and young women to work together, have a collective voice on issues affecting them and learn from each other. The project has expanded to the Copperbelt, so is now in four provinces, working in 25 communities and 28 schools across Zambia. The team has trained a total of 1,368 peer leaders (370 this year) who in turn cascade their skills and knowledge to over 25,000 children and young. In total, 41 Action Teams have been established, involving 285 peer leaders (245 female) who are gaining practical experience of organising teams, events, and workshops. In addition, they are able to take decisions on behalf of their communities for tournaments, sports leagues and workshops. Creating this safe female only space within their communities has been really valued.</p> <p>“Go Sisters is the best place to learn because for a start, I think it’s a good platform where girls can interact, giving each other ideas without feeling inferior because most of the time we don’t have a lot of males around here. So it’s very happy to do things on their own here... [To have] vital conversation, there are certain times when you need to create the space, like maybe getting to really know the girls more, yeah, [to say] the thing that they want to say but they just can’t really say, yeah. So we try our best to create that vital conversation, one on one thing, creating a space, so like having a workshop full of girls and then they get the chance to talk about real life situations.” (Go Sisters Peer Leader)</p> <p>A new survey which was conducted this year with a sample of peer leaders who have</p>

participated in the programme for at least one year (42), really highlighted the value of the Go Sisters network:

- 100% have made new friends through Go Sisters
- 100% believed that taking part in Go Sisters had encouraged them to stay in education
- 78% strongly believed that taking part in the programme has encouraged them to stand up for themselves
- 77% strongly believed that Go Sisters has given them a sense of purpose

In addition, the in depth interview also highlighted key success factors in the strength of the network:

“Go Sisters gives an opportunity to each and everyone, whether poor or rich, to join the same level, yes, in doing sports and also in making them know of their rights, to say I’m a girl child, what am I supposed to do? By doing that, they can speak out for themselves, even in public. So it has given them the sense of what do you call this, of being, to stand up on their own.” (*Go Sister Peer Leader*)

Peer leaders explained the value of creating a female-only social space in which girls and young women could get to know and trust each other and work together:

“[It is] giving girls chance, maybe to work together. I’ll give an example, maybe giving them a chance to form up their own basketball team or league. A long time ago we never had anything like girls playing soccer, a group of girls, a bunch of girls coming together playing soccer or anything, we never had that. But now, yeah we have quite a few people who come together, a few girls doing this and that, and then it is nice to see our very own, the Go Sisters tournament, where girls are given a chance to make something out of themselves, to be part of a great change. Like the Go Sisters tournament, we have the action team yeah, most of the girls are part of the group organising that, so ... So **it’s a great honour for some of the girls to be organising such a big event**, yeah.” (*Go Sisters Peer Leader*)

Inspired by the work of the Go Sisters team, a small UK-based charity has established the Go Sisters World Series, a global advocacy event which aims to share the vision of equality and girls’ empowerment with a worldwide audience. Presently tournaments take place in 10 countries across the global to raise awareness around gender equity.

2. Community Mobilization and Engagement

One of the key lessons learnt at the end of year 3 was the importance and need to encourage community-wide participation and for the Go Sisters and gender equality movement to be discussed and adopted by community members as well. The team adopted a new door-to-door campaign in approaching a discussing the programme with parents. This seems to have been extremely successful in engaging and getting support from parents. As one of the Go Sisters steering committee stated:

“Oh what the Go Sisters programme has done is, apart from training the young girls, they also spread to the parents or the guardians that are looking after these children, they are trained also, training them in what the young girls have been trained in, letting them know that this is what we have taught them, and at a family level they can also continue to

encourage their young girls, to continue with what they have been taught, because it is the right thing to do. And what it is, **is that parents, according to statistics, have been quite helpful in helping these young children, these young girls especially, attain what they want to attain in life, either be it in the talent that they have of playing football and also combining with education, all the academics.** So they have helped them in trying to reduce let's say the household chores, that they are shared, if they have males in the house, those household chores are shared between the female and the male, and not sidelining which one should take up the job, but everybody else should be treated the same, yes... And parents also have their own sessions of training that are held. So it is receiving quite a lot of feasibility and attention from the parents, and they're also supporting the programme, and we just wish and hope that it will continue."

Over the year, the team held **48 parents forums** or door to door campaigns engaging over 500 parents. Again 95% of parents surveyed agree that the Go Sisters' programme is good for their community and their daughters and support their participation. Some parents have now joined the main community action committees and support the youth action teams, others are now mentoring girls who are able to go back to school but need help with their studies. In addition, **488 community members** have been engaged through stakeholder meetings, which has contributed to the community wide support and gradual understanding of gender equity and girls' empowerment within the wider setting of the community. The programme has also started to generate real positive discourse about how sport is used in allowing the space and voice of girls to be heard:

"Go Sisters, it's a project that we've come to understand that it's trying to empower the girl child in participating in sports, but at the same time in education, trying to make sure that each girl child is both you know doing some sports activities and at the same time you know being in school, retaining them in school because of sports. And we've seen the impact ... they are taught a lot of life skills, you know, how to take care of their bodies and things like that. So it makes them be well informed girls. They grow up well matured girls and responsible girls who have appreciated the Go Sisters programme very much" (*Head Teacher*)

"... in the classroom we see one, two, not talking, and the one who will seem to have no answer to the question that is being asked. But if it comes to sports, you know, the girl opens up, you know, she's free to jump around, to talk, to shout, you know, that's the time they even voice out, in the classroom they would zip their mouth, but outside they talk, they play around, and you know we feel it's good that way, yeah. EduSport is actually, I mean the girls' sport is playing that important role, making the girls open up, you know speak out, be active, yes." (*Head teacher*)

This strengthening of engagement and partnerships, particularly with schools has also helped Go Sisters access facilities. Increasingly, schools are letting them use the school facilities for free.

3. Supporting Go Sisters Peer Leaders' Futures

This year Go Sisters was able to have **4 interns** in each of the EduSport offices. Internships are very rare in Zambia, so to work as an assistant coordinator for four months has been extremely beneficial to those girls. A total of 8 have been offered since the beginning of the programme, with 2 going on to pursue further education, 1 started her own business and 2 have been employed by EduSport.

“In Livingstone because like I was working more like as an assistant coordinator, so like if there’s a meeting somewhere, they’ll say to me you go and handle this meeting, you go and do this meeting, just like that. So that made me become confident, and you know because of that, and I learnt how to write a report, and when I came back here, whatever I learnt from there, I introduced here, [so] I thought like you know I’ve done something different and I know I can do something different if I continue working hard. Yeah. So I did learn something.” *(Intern Livingstone)*

In addition, Go Sisters has offered **106 school scholarships** supporting girls who would not have had the opportunity to stay in or go to secondary school the chance. 19 graduated secondary school this year. After identifying learning from year 3 in providing extra support to girls who have been out of the education system for along time, homework groups were created in communities and senior peer leaders and interested parents have been mentoring the girls to help them adjust back into school and with their school work. This has been successful, as not one girl has dropped out this year.

From the surveys and interviews, it highlighted that the programme was having a positive affect on employability and skill development. The before and after questionnaire are the peer leader workshop showed a 5% to 20% increase in confidence in six core skills: motivating others; negotiating conflict; organisations events; teaching about HIV and AIDS; leading dicussions; and delivering sports sessions.

244 female peer leaders have adopted other leaderhip roles outside the programme including school prefects, Sunday school teachers, coaches, youth action group leaders, and nurse assistants. Others have started, or are assisitng their families with, small businesses. A group of Go Sisters have come together and successfully applied for a group loan and started a typing and printing enterprise in the central market. **45 girls have gone on into formal employment.**

2.2 TIMESCALE AND BUDGETING

Please explain whether the project is on-track against (a) its budget and (b) against the original timescale. If you are off-track in either your expenditure or your timescale for completion, please provide an explanation and detail the remedial actions you are taking. You should also indicate when you expect to be back on track. If appropriate please link this to your Risk Assessment (see Section 2.6).

In general, the project is on track against both budget and timescales. For the core activities of training and supporting peer leaders 78% of targets have been reached with one more year to go. Output 3-5 have been reached in terms of targets in the logframe.

Activities have been planned within budget for year 5 (taking into account risk no. 6).

2.3 CHANGES

Have there been any significant changes to the project design, context or partners this year? How have these impacted on the delivery of the project? If appropriate please link this to your Risk Assessment (see Section 2.6).

There have not been any significant changes to the project design this year. Reflecting on the process, in year 1 to 3 the programme did change and adapt to learning that came out of the research and reviews. This year, the programme is really starting to work both with the impact on girls, but also the wider-community. The establishment of the programme has reduced the outcomes risks and no 2 and 5.

The areas that is still in the pilot and new phase is the introduction of an inclusive curriculum and how this will be translated into practice (risk 4). Previously the action plan was to work with special schools on a special adapted curriculum. Now the core EduSport curriculum is in the process of being adapted and training and integration of the ethos of inclusion will be across the whole of EduSport. The Go Sisters programme particularly will try to champion inclusive practice across all their communities.

2.4 HAS YOUR LOGFRAME/ACTIVITY LOG/BUDGET CHANGED?

Are you proposing any new changes to the logframe, activity log or budget? Please explain the rationale for this and highlight the changes in the logframe and/or activity log. Please ensure that your activity log (if applicable) reflects all of the planned activity for the next year.

There are some minor changes to the logframe which have been revised to reflect feedback and the project in its final year. The additions and changes are highlighted in red on the logframe and require no significant budget adjustments. They are slight edits to reflect decisions on activities for year 5 after reflecting on learning from year 4.

There are few budget changes across different lines requested (see attached revised budget). The changes are to ensure that the budget is in-line with the activity plan for year 5 and adjusted so that it represents costs in Zambia at the moment. For example, we are requesting to increase the travel budget line (with a reduction on the workshop line) as petrol and travel costs have increased considerably last year.

UK Sport has committed £15,000 this year, but CGC is no longer in a position to contribute to the project. Fortunately this does not affect core activities adversely. Jjust the annual tournament budget will be less than previous years and UK Sport can absorb CGC's contribution towards the monitoring and evaluation.

2.5 RISK MANAGEMENT AND MITIGATION

Please list the risks to the achievement of the project's Outcome (Purpose) and Outputs. You should differentiate between the internal risks and those that are part of the external environment and over which you have less (or little) control. Please use the table below to tabulate risks showing their potential impact and probability and how you intend to mitigate these. With internal risks to the project it is important to show how you are addressing these and overcoming any problems to effective implementation.

Risk	Likelihood	Impact	Mitigation measures	Overall Risk Rating
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<i>Internal/ External</i>	<i>H/M/L</i>	<i>H/M/L</i>	<i>Show how you are tackling the risk in question.</i>	<i>H/M/L</i>
Other influences impacting on the girls (i.e.church. school)	H	H	<ul style="list-style-type: none"> • Provide the community and other partners with a platform for discussion over the influences in the girl's life 	H
Cultural norms act as a barrier for girls to take up leadership positions	H	H	<ul style="list-style-type: none"> • Continue to provide a safe space for girls to discuss all aspects of their lives • Continue to work closely with community members to challenge gender norms. 	H
1. Senior Management do not drive the strategic vision and EduSport struggles to define it's space in the S4D sector	M	L	<ul style="list-style-type: none"> • Support sr management with leadership and driving the vision. • Engage the board in governance process 	L
2. High drop-out/ turnover rate and difficulty to retain PL long term	M	H	<ul style="list-style-type: none"> • Educational scholarships and internship opportunities • PL recognition systems • PL mentoring and follow-up • Role sharing so if PL drops out the programme continues • Flexible volunteering system 	H
2a Communities fail to support the programme and prevent girls from being involved	L	H	<ul style="list-style-type: none"> • Hold community stakeholder meetings • Involve communities in planning • Meet key stakeholder individually 	L
3. Information on sexual reproductive rights does not translate into behaviour change	H	M	<ul style="list-style-type: none"> • The survey showed that 25% of boys did not think that girls had a right to ask them to wear a condom. With this knowledge the team can focus in on discussions with girls and boys to further understanding and change minds. • Continue to speak out about 	H

				female reproductive rights.	
4. Promoting access for young people with disabilities increases –ve stigma towards them.	L	M		<ul style="list-style-type: none"> • Create an understanding around inclusive practice with all- PL, parents and community members • Promote access to participation in all mainstream programmes, not just going into special schools. 	L
5. Parent do not pay their contribution towards school fees	M	H		<ul style="list-style-type: none"> • Ensure that parent/guardian is able to pay contribution • Ensure understanding that the scholarship is only a contribution towards the fee and they still have responsibilities • Encourage girls to go to schools which are appropriate to age/ education and ability to pay 	M
6. Inflation and currency fluctuations	H	H		<ul style="list-style-type: none"> • Exchange rate monitored and flexibility incorporated into project planning to prepare for decreases in grant amounts. • Local fundraising initiatives • Continue to create local partnerships to reduce programme costs (such as free venues with schools or companies) 	H

SECTION 3: VALUE FOR MONEY AND SPECIFIC CONDITIONS (maximum of 2 pages)

3.1 VALUE FOR MONEY (VfM)
All projects need to be able to relate the costs and inputs incurred to the achievement of results. In considering the VfM offered by the project, please explain whether (a) The results are appropriate to the costs incurred? (b) Whether the results could have been achieved at a lower cost or with fewer inputs. (c) Whether more or better results could have been achieved with the same inputs and costs.

Throughout the year feedback on programme progress, efficiency and effectiveness are addressed. Every M&E tool used demonstrates positive findings on the programme:

- Participants and peer leaders all record positive answers about the impact of the programme and those data address several aspects of personal and social development, and increased knowledge and understanding
- Boys show positive shifts in several of their attitudes towards females
- Parents are very positive about the value and impact of the programme, as an empowerment programme

The strong support from the steering group members, Head Teachers and parents are all because they think it is a very valuable programme for young women and effective at empowering them. Peer leaders continue to value the programme for their individual development and the development of their communities.

This year a total cost to DFID was £105,673 of which 90% of went on direct project costs across Zambia. Considering that approximately 13,000 youths are directly impacted on a weekly basis by the project, roughly estimated that £8 is spent per year in order for children and youth not only to have the enjoyment and fun of accessing organised sport, but also access to important information about their rights and health so they can make informed decisions which positively affect their lives. This is an extremely cost effective way of engaging and creating a platform for change in a bottom-up community approach.

3.2 CONDITIONALITIES
Many grant agreements contain specific provisions (e.g. relating to the building of capacity for partners in relation to child protection). Please list the specific provisions in your grant agreement and provide an update on progress against them.

EduSport and IDS have worked together since 2005, the agreement for this Go Sisters programme set up in 2008 does not contain any specific conditionalities outside the standard grant agreement. Throughout this programme the following has been raised and dealt with:

- Transparent and efficient financial management and accounting systems are in place- EduSport's financial manager is being support to attain her CIMA qualifications and with the help of accountancy volunteers, their financial management systems are now greatly improved.
- That a payroll system allow for transparency and understanding for staff to know what they are getting paid and the salary scale that is being used
- That HR policies are put in place and are available to staff. Each staff member now signs a contract and has a job description
- Each volunteer signs up to a code of conduct
- EduSport is reviewing its child safeguarding and protection policy and practices

SECTION 4: LESSONS (maximum of 2 pages)

4.1 LESSONS

*Please describe lessons either identified or learned as they relate to one or more of the four key lesson learning areas for the CSCF below (these have been jointly identified by the Fund Manager and DFID's Civil Society Department). **Please note you do not have to provide lessons under each area.** Lessons are observations or conclusions that can be applied to improve performance and shared with others. Try to avoid presenting obvious lessons (e.g. "the participation of women in project activities is key to their empowerment").*

(a) Approaches to Empowerment and Advocacy: *What lessons have you identified or learned in relation to empowering individuals and/or communities to negotiate and advocate for better outcomes with decision-makers and service providers? Please consider whether there are particular lessons in relation to negotiation or advocacy in terms of (a) service delivery (relevance, quality, availability, and access), (b) political participation, (c) economic participation and (d) household decision-making. If something has worked particularly well, why? If a particular approach did not work well, why was this? How has this learning been applied in your project?*

'Empowerment' is very firmly established as the overarching aim and focus of the Go Sisters programme. The research has shown that it is essential to provide girl-friendly spaces where the girls have independence and autonomy to construct their own activities on their own terms. The peer leaders are empowered by equipping them with the skills and responsibility to plan and deliver activities for their communities.

Throughout this programme we are learning that this is a step by step approach starting with the girls themselves and the knowledge they need. Short structured interviews with 44 peer leaders in year 3 provide information about their experiences of empowerment. All leaders report benefits and gains relating to new knowledge and skills (e.g. HIV AIDs and human rights knowledge, and sports skills), personal development (e.g. confidence and assertiveness), and improved social skills (e.g. the ability to interact others and to take a leadership role). Now in year 4, we are starting to see an impact on empowerment within the household through a real emphasise of working with all influencers on the girls.

(b) Equity: *What observations or conclusions have you made in relation to strategies to engage marginalised and excluded groups (as defined by your project – this might include people of a certain age or ethnicity, etc.), particularly women, in project activities or benefits? What has worked particularly well and why? If something has not worked well, why was this? How has this learning been applied in your project?*

Gender equity is the key driver of this programme, focussing on the needs of girls and young women, Go Sisters reaches out to girls and young women, providing them with a safe space to discuss issues and have a collective voice. The direct beneficiaries are those involved girls and young women who can join the programme, become peer leaders and lead others. Organising sports activities, events, workshops or coaching a team gives them practical experience of the skills learnt at peer leader workshops.

Including all genders:

What has worked particularly well has been the inclusion of boys into the programme.

Gender equity will never be achieved without focusing on both sexes and by allowing boys to benefit from the programme, they also learn about gender equity too. Of course, numbers are limited to ensure that girls and young women still have a safe female-friendly environment where they are in charge. The responses from boy questioned show change in boys' views towards more gender-equitable standpoints. The biggest shifts are in relation to domestic roles, where 27% changed their views towards more equal sharing of housework. Although 30% still felt that girls should do more at home to help the family than boys. The data reinforce the importance of Go Sisters working with boys and men.

Reaching out to hard to reach girls:

One area that continues to be a challenge is reaching out to very 'difficult to reach' girls who may be in head of household, extremely poor or have parents who see the programme as an indulgence which distracts their daughters from their domestic responsibilities. Peer leaders recognise the importance of investing time to establish relationships with parents to address some aspects of this.

Gender equity involves changing social relations and an important part of Go Sisters is the impact it has on how others view young women and gender. Data from peer leaders, Steering Group members, community interviewees, participants, parents and male participants indicate that the programme is changing others' views of what girls and women can do.

"Many people say that it's a very good programme and they should continue funding it...It's in Zambian tradition, people believe that girls are supposed to be in the kitchen only, but they now realise but they are can do something else as well." (*Peer leader*)

Inclusive practice:

In year 4 the Go Sisters team also began to link with special schools in Lusaka and Southern Province. After consultation and training with the National Paralympic Committee the Go Sister conducted training peer leaders with disabilities. It was identified that actually be more inclusive, it was more appropriate to developed their existing peer leader curriculum and train all peer leaders to understand that it is possible to include everyone in the same session. The challenges to inclusive practice were identified as:

- Need for more trained leaders

There is a widespread network of coordinators, deliverers and peer leaders active around the country. However, little if any input on the inclusion of disabled children and young people has been integrated into training or training materials. Throughout the year the team has worked with an inclusion specialist to develop an inclusive curriculum and deliver sensitization trainings.

- Lack of an infrastructure promoting inclusive practice

Although a 1996 amendment to the Zambian Constitution and the Persons with Disabilities Act the same year outlines provisions and expectations with regards to the rights of disabled people, there has been a lack of commitment and investment to ensure that these rights are fully implemented. Employment and education opportunities for disabled adults and children remain at a low level. The Go Sisters are just starting on the journey to understand inclusive practice and then sensitize and teach others as at the moment most activities are based in special schools for young people with disabilities, rather than including all within the community setting. This will take time and require a clear understanding of how best to proceed..

	<ul style="list-style-type: none"> • Need for patience and time <p>An acknowledgment that the integration of inclusive policy and practice requires long-term investment of time and effort is an important step change.</p> <ul style="list-style-type: none"> • Need for specialised equipment <p>As with resources, specialised equipment can be seen as an insurmountable barrier. However, a focus on the use of locally available materials and a realistic and pragmatic assessment of the activities that lend themselves to inclusion can provide an attainable starting point. In year 5, EduSport will continue with its agreed philosophy of promoting inclusive activity rather than disability sport or producing material about specific impairment groups. This provides a specific role for the EduSport programmes that avoids conflict with existing competitive disability sport or impairment-based programmes.</p> <p>An overall aim is to ensure the inclusion of young people of all abilities in EduSport programmes and activities. The start of this work has huge potential for EduSport to represent a beacon of good practice in inclusive physical activity influencing and supporting other organisations as appropriate.</p>
	<p>(c) Monitoring & Evaluation: <i>What tools and methods have been most useful and practical in measuring and demonstrating evidence of results, including disaggregation of data? If something has not worked well, why was this? How has this learning been applied in your project?</i></p>
	<p>Since year 2, a research team led by Brunel university has been working with IDS and EduSport to measure the impact of the Go Sisters programme and build capacity of the team to develop their data collection and analysis practices. Together with the Go Sisters team an M&E manual was developed and has been used since year 2. The manual includes interview guidelines and questions for participants, peer leaders, parents, community members and boys and also before and after questionnaires for the core workshops. Each year, the research team visits Lusaka, conduct in-depth interviews, collects all the data to be analysed, and conducted training. This has enabled IDS and EduSport to have a strong body of evidence on the impact of the programme and learning coming out from it has always informed programme developments.</p> <p>Best practice for action research:</p> <p>Previously the training had been focused around data collection. This year, as the team is now competent at data collection and training others to conduct questionnaires and interviews the research team focus on training in data analysis and understanding what that means for programme development. In the workshop, the example the team presented the data on the responses to HIV and AIDS teaching in the peer leader training workshops: the research shows that while this raises overall knowledge of HIV/AIDS, there is a lot of variation in the level of knowledge of different components of the teaching, and for some items a high proportion of trainees still give wrong answers when the training is completed. This indicates that some aspects of HIV and AIDS training might need to be reviewed and strengthened, which has important implications for how the programme as a whole addresses this, and also for how individuals deliver this training. The staff and senior peer leader present immediately saw the importance and relevance of this information to their own roles. Throughout the workshop there was extensive discussion about the data and the issues it raised about the delivery and impact of the programme. This was a really successful step for them to really use M&E to learn more about the programme by those delivering on the ground, rather than just as a</p>

mechanism for collecting information for donors.

Lessons Learnt:

Also this process, the workshop and further discussion revealed some lessons about the tools and dissemination:

- It is clear that the English language prevents many research participants from participating in the research unassisted. Peer leaders routinely overcome this by translating the questions into local language. The language issue potentially affects all of the tools used i.e. all of the surveys and all of the interview schedules.
- Design of the 'before' and 'after' surveys: Several peer leaders mentioned that the use of 'before' and 'after' surveys is in itself confusing – some respondents are unclear about why they are being asked to answer the same questions twice. We have been told that in some cases they feel they 'should' provide a different answer second time round – which can easily mean giving a more negative one. This will be addressed by the staff team who understand the concept, but had previously been unaware that this was happening.
- The use of the research data within the programme is limited. Relatively few people receive the Annual Research Report and those that do struggle to read it. In addition, although the report is received by a number of more senior personnel in Go Sisters (e.g. steering group members) peer leaders and others do not receive any information about it. Therefore IDS and the team will work on a more structured way of disseminating the information including developing easy to read information sheets which are aimed at different target audiences.

To really ensure that those in the communities understand and have the opportunity to discuss the research findings in year 5, the team will incorporate dissemination of findings into CCF's and other stakeholder meetings.

ANNEX B: ACHIEVEMENT RATING SCALE (maximum of 4 pages)

Achievement Rating Scale (Maximum 4 A4 pages)

Please note that you should use the following scale to rate **the likelihood of achieving your project’s purpose and outputs by the end of the project period.**

- 1 = fully achieved, very few or no shortcomings
- 2 = largely achieved, despite a few shortcomings
- 3 = only partially achieved, benefits and shortcomings finely balanced
- 4 = very limited achievement, extensive shortcomings
- 5 = not achieved

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
<p>Purpose The number of girls and young women aged 13-20 in the target communities adopting leadership roles at district and community levels and empowered to demand and realise their rights are increased by 50%.</p>	2	<p>50% adopting leadership roles</p> <p>312 Action team members</p> <p>70 ToT</p> <p>Over 1000 PL</p>	<p>General lack of female leaders</p> <p>31 members (3 action teams)</p> <p>0 ToT</p> <p>35 PL</p>	<p>35% PL have adopted leadership roles</p> <p>285 members (41 action teams)</p> <p>60 ToT</p> <p>1368 PL trained (736 – very active)</p>	<p>Over 700 peer leaders are active in their community, including 244 peer leaders adopting positions of responsibility outside of the programme, 45 into formal employment.</p> <p>The number of community model teams has decreased from 98 to 46 as it has been noted that young (below 15) peer leaders do not want to start new teams, but be apart of the team. In addition, for sustainability the Peer Leaders link</p>

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
					more to school or existing teams, thus reducing the number of teams formed in the community. As these links with school grow, peer leaders are also conducting PE classes rather than coaching community teams aswell. So although the number has decreased this does not imply that activites have decreased, just changed.
Outputs: 1. Improved organisational structure, systems and strategic planning as a result of external consultations and professional development for key staff.	2	1.1 Board role and responsibilities defined 1.2 PL Database 1.3 Policies in place 1.4 weekly meetings 1.5 planning	1.1 No clear split between secretariat and board 1.2 No database 1.3 Little or few policies and contracts	1.1 Board and secretariat split clear 1.2 Database in place 1.3 Staff and volunteer contracts in place. Other policies under development. 1.4 Regular	The strategic planning process and formation of road map 2011-16 is now in place and enabling EduSport to know their strategic direction. They have successfully applied to Standard Bank and are delivering their GOAL programme in Zambia. The communication and team work of the staff has improved with to Go Sisters team administration, management and planning skills really improved. The team is operating in an increasingly business like way.

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
		<p>systems</p> <p>1.6 Financial management improvements</p> <p>1.7 60% staff believe org has improved</p>	<p>1.6 Unclear financial recording</p> <p>1.7 Dissatisfaction of staff and volunteers</p>	<p>meetings, yearly activity plans, strategic road map 2011-2015</p> <p>1.6 better financial management - New manager & further efforts to be more transparent</p>	<p>The new financial manager has succeeded in changing the culture of financial management and is organised and able to present receipts and accounts promptly.</p> <p>The staff & volunteer survey on EduSport as an organisation has been delayed until year 5.</p>
<p>2. 1750 peer leaders (incl. 30 girls with disabilities) equipped with leadership & life skills make informed decisions that positively affect their lives by end of Yr 5.</p>	1	<p>2.1 1750 PL trained</p> <p>2.2 1750 PL demonstrating their skills</p> <p>2.3 380 trained at KAO LL1</p>	<p>2.1 35 existing PL came into programme</p> <p>2.3 23 trained in KAO</p>	<p>2.1 1368 PL trained- 46 model teams, 60 Tot, and 285 in action teams</p> <p>2.2 over 1000 demonstrating their skills (736 'very' active)</p> <p>2.3 191 (153 females) are</p>	<p>Naturally in a volunteer programme, commitment varies from each peer leaders. Very active is classified as engaged with teams and activities once a week or more. Other volunteers may work once a month or in summer holidays when their time allows. Those active are the ones who benefit from scholarships and further training areas which they are interested in. All that volunteer are demonstrating leadership and life skills.</p>

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
		<p>2.4 40 action teams</p> <p>2.5 80 workshops with 70% of participants reporting skill increase</p>	<p>2.4 3 Action teams</p>	<p>LL1. 13 are LL2</p> <p>2.4 41 Action teams</p> <p>2.5 89 Workshops. Average 74% report an increase in skills and knowledge.</p>	<p>All PL received training in KAO activities during training, so making the LL1 not necessary to be seperated.</p> <p>Some action teams are really becoming a central part of the communities in organisation sport for children and youth</p>
<p>3. Over 25 000 youths have increased awareness of HIV/AIDS, sexual reproductive health and gender equality on female rights through Go Sisters programmes.</p>	2	<p>3.1 35% increase in HIV/AIDs knowledge</p> <p>3.2 70% demonstrating life skills</p> <p>3.3 40 TF</p> <p>3.4 KAO/ Gender assertiveness</p>	<p>3.1 34% had 'sufficient' understanding of HIV prevention methods and could correctly identify myths about HIV/AIDS</p> <p>3.5 10 CCF</p>	<p>3.1 Overall, there is a slightly increase in participant knowledge from year 3- e.g 97% knew that you could no tell if a person had HIV by looking at them (91% in year 3)</p> <p>3.2 66% believed</p>	<p>Over 15,000 children and youth are actively engaged on a weekly basis. A further 10,000 are reached through tournaments and community based workshops led by the peer leaders.</p> <p>Investigating the wider community, the programme stood out in terms of giving more holistic support in terms of information and rights awareness</p> <p>CCF and action teams are communicating better – allowing for</p>

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
		activities 3.5 300 CCF		life skills had improved 3.3 15,000 children and youth reached through 51 TF 3.4 regular activities 3.5 300 CCF (168 Lusaka, 48 Southern, 36 Western, 48 Copperbelt)	youth to have a voice at community-level decision-making. In addition, parents are getting involved and providing that link too.
4. Promote physical activity to youths with disabilities, (with a focus on girls) leading to increased access to participate in sport and the Go Sister's programme	2	4.1 30 female PL with disabilities trained 4.2 200 youth with disabilities involved	4.1 0 PL trained 4.2 10 youth involved	4.1 39 PL trained (30 female) 4.2 250 youth involved	After consultation with 2 special schools in Choma and Lusaka and the national parlympic committee, Go Sister staff were trained in adapted sport techniques. The team now has links with 5 special schools with peer leaders regularly delivering PE, sport and play sessions.

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
		<p>4.3 inclusive curriculum developed</p> <p>4.4 30 ToT trained to deliver curriculum</p> <p>4.5 25% increases in girls with disabilities involved</p>		<p>4.3 On-going work on inclusive curriculum</p> <p>4.4 Tot training will take place in yr 5.</p> <p>4.5 Significant increase as working with special schools, but not within the community setting</p>	<p>An inclusive specialist has been supporting the team to develop the EduSport curriculum using the STEP process to look at how the four core sports codes can be adapted to include all and using the inclusion spectrum ethos.</p> <p>Once the curriculum is finalised, all peer leaders and existing ToT's will be trained in the developments and this will be integrated into all EduSport programmes, rather than just training 30 selected ToT's.</p>
5. Over 100 peer leaders have improved employment and life opportunities through completing secondary education or HEI scholarships	1	<p>5.1 100 PL school scholarships</p> <p>5.2 2 PL HEI Scholarships</p>		<p>5.1 106 scholarships</p> <p>5.2 2 HEI scholarship</p>	<p>Homework groups and mentoring from senior peer leaders and parents are supporting those on scholarships. They remain a great motivation tool for girls to be really active within the programme and contributed to community acceptance of the programme.</p>

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
or EduSport internships by the end of year 5.		5.3 12 internships 5.4 75% PL remain in programme for 5 years		5.3 8 internships 5.4 There remains a 20% drop-out rate after training as per year 3.	The internships are extremely successful and therefore we have increased the amount of opportunities available. In terms of comparison with regular volunteer programme, Go Sisters is doing extremely well with retaining and continually engaging peer leaders to remain in the programme.
6. Changed attitudes of parents and boys, in target schools and communities, to actively support and promote access to sport for girls	2	6.1 60% communities/ schools support girls 6.2 80 workshops	No information	6.1 from sample survey and interviews in the community there is a high level of support 6.2 89 w/s held (boys and girls)	Year 4's research focussed on community (including parents and boys) views on the programme and it's impact. The data suggests that there are changes of attitude from parents in supporting their girls to participate in sport and education.

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
		<p>6.3 2 parent forums per quarter</p> <p>6.4 60% parents demonstrate support for PL's</p> <p>6.5 60% boys have increased knowledge on gender equity</p> <p>6.6 boys show support for girls participation in sport</p>		<p>6.3 48 Parent forums held</p> <p>6.4 95% of parents support their daughter's involvement</p> <p>6.5 Those boys involved report increased knowledge. 27% changed their views toward more equal sharing of housework.</p>	<p>Door to door campaigns for proved to be successful in engaging parents and gaining support for the programme as well as being able to generate discussion around girl's rights.</p>

	Achievement Rating score for whole project period (Nov 08 to Mar 13)	Logframe Indicators	Baseline Values for indicators	Progress against the indicators	Comments on changes over the whole project period, including unintended impacts
7. Model of best practice for using sport for gender empowerment & HIV prevention & M&E tools produced for use by other partners/ networks & government in Zambia & internationally	3	7.1 Best practice paper (yr 5) 7.2 M&E tools 7.3 Policy influence 7.4 Bi-annual newsletter	N/a	7.2 M&E tools in place and being used 7.3 Connecting with government in place and some results about the programme impact available 7.4 Bi-annual news- letters produced	The staff team is able to train new staff and PL on the M&E tools. They feel confident to collect data. The first data analysis training was successful and the team felt empowered by being able to use the data better. EduSport has made go links with various ministries, and sits on the Lusaka gender steering group, influence will take time. The best practice paper will be distributed to ministries for discussion.
Activities Please comment on the relevance, efficiency and effectiveness of the activities overall	An annual plan of activities is developed in March which corresponds to the activities laid out in the logframe, in general targets are being met. The programme is effective in delivering a meaningful community sport development programme that focuses on female involvement. The team implementing the programme are to be admired for their innovative and consistent motivation to deliver activities and encourage peer leaders to remain active.				

ANNEX C: PORTFOLIO ANALYSIS *(maximum of 3 pages)*

To be completed for all projects

DFID aims to capture and compare performance and results across the whole CSCF portfolio based on the information provided in the Annual Reports.

For each question below you are either asked to respond 'yes' or 'no'; or you are asked to provide a score of 1 to 4 in terms of level of achievement:

- 1 = no evidence of achievement
- 2 = low / early indications of achievement
- 3 = significant achievement
- 4 = substantial achievement

Please tick one box only using an X.

1. Is your project contributing to a change in government policy or practice? <i>If you answer No, go to Question 2</i>	Yes			
1.1 What type of change has been achieved to-date?	1	2	3	4
(a) Change in discourse - <i>e.g. verbal support for proposed changes; popular demand emerges; technical expertise applied.</i>		X		
(b) Policy development – <i>e.g. proposed changes/principles reflected in draft policies or legislation.</i>		X		
(c) Policy adoption – <i>e.g. support for legislative body is secured, policies are approved/passed into law.</i>				

2. Is your project leading or contributing to changes in rights and/or government services? <i>If you answer No, go to Question 3</i>	Yes			
2.1 What type of change has been achieved to date?	1	2	3	4
(a) People are aware of their rights <i>which are being targeted by the project</i>			X	
(b) Rights <i>which have been targeted by the project</i> are being claimed.		X		
(c) Rights <i>which have been targeted by the project</i> are being enforced.	X			
(d) People have improved access to government services <i>which have been targeted by the project.</i>		X		
(e) People experience improved quality of government services <i>which have been targeted by the project.</i>	n/a			

3. To which of the Millenium Development Goals (MDGs) is your project contributing directly? <i>Please select up to three MDGs and prioritise these as 1, 2 and 3 (with 1 being of highest significance). If none apply, please go to Question 4</i>	
MDG 1: Eradicate Extreme Hunger and Poverty	
MDG 2: Achieve Universal Primary Education	2
MDG 3: Promote Gender Equality and Empower Women	1
MDG 4: Reduce Child Mortality	
MDG 5: Improve Maternal Health	
MDG 6: Combat HIV/AIDS, malaria and other diseases	3
MDG 7: Ensure Environmental Sustainability	
MDG 8: Develop a Global Partnership for Development	

4. How far have the following factors influenced project success or failure to-date? <i>Please select up to three factors and prioritise these as 1, 2 and 3 (with 1 being of highest significance).</i>	
4.1 The capability of the project partners	
4.2 The level of government engagement	
4.3 The level of ownership by citizens / beneficiaries	3
4.4 The level of participation of citizens / beneficiaries	1
4.5 Understanding of the context	
4.6 Flexibility of approach and being able to adapt to changes in the external environment	
4.7 The capability of the project leader	2
4.8 The quality and extent of communication between key stakeholders	
4.9 Integration with the work of government and other actors	
4.10 Use of specific tools and methods developed for the project	
4.11 The capacity for good financial management	
4.12 The geographical reach or spread of the project	
<i>If you consider there are other factors which have influenced project success or failure, please note them in the box below</i>	

5. What is the main methodological approach being used by the project to bring about the changes envisaged? <i>Please select up to three factors and prioritise these as 1, 2 and 3 (with 1 being of highest significance).</i>	
5.1 Rights awareness – <i>e.g. making ‘rights holders’ more aware of their rights so that they can claim rights from ‘duty bearers’.</i>	2
5.2 Advocacy / Campaigning – <i>e.g. advocating publicly for changes in policy and/or practice, campaigning on specific targeted issues.</i>	3

5.3 Modelling – e.g. demonstrating best practice / approaches / behaviours which can be adopted or relicated by others to bring wider improvements in policy or practice.	1
5.4 Policy engagement – e.g. building relationships with decision-makers behind the scenes, pragmatic collaboration on policy development to achieve incremental improvements.	
5.5 Service provision in collaboration with government – e.g. working with government to enhance the services already provided.	
5.6 Service provision in parallel to government – e.g. providing an alternative service.	
5.7 Monitoring of government policy – e.g. monitoring budget-making or enforcement of rights	
If you consider there are other key methodological approaches which are being applied and which are not listed above, please note them in the box below.	

6. Whose capacity (in the main) is being built through the project? <i>Please identify one only</i>	
6.1 End-beneficiaries (poor and vulnerable groups)	X
6.2 Local leaders / change agents	
6.3 Local Community-Based Organisations	
6.4 Civil Society Organisations / Networks	
6.4 Local government	
6.5 National government	
6.6 Local implementing partner(s)	
6.7 Trade unions	
6.8 Private sector organisations	
6.9 Other (<i>Please name below</i>)	
The Peer leaders	

ANNEX D: BENEFICIARY TABLES (maximum of 6 pages) – To be completed for all projects

Direct Beneficiaries at Outcome Level

The number of girls and young women aged 13-20 in the target communities adopting leadership roles at district and community levels and empowered to demand and realise their rights are increased by 50%.

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What changes have occurred as a result of the project outputs for those people
Total number at directly impacted at outcome level	1027	1027	30		
Female Peer leaders trained	1018	1018	30	Peer leader database	Equipped with the life and leadership skills, confidence and abilities to take on leaderships rolls witin their communities and realsie their rights.
Female Staff developed	9	9	0	Payroll	

Output 1

Improved organisational structure, systems and strategic planning as a result of external consultations and professional development for key staff.

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
Total number of staff and volunteers in EduSport	3016	1027	39	Registers, activity report, peer leader database	See below.
Staff	16	9	0	Number off payroll	Strategic planning, administration and project management support; financial management; professional development

					opportunities; support with policy developments
Volunteers	2500 (includes all EduSport programmes)	1018	39	Workshop registers, community activity reports, Peer leader database	Through EduSport capacity building the peer leaders have been provided with a better 'service'. Training developments, more opportunities to participate, better communication and organisation of activities.

Output 2:

1750 peer leaders (incl. 30 girls with disabilities) equipped with leadership & life skills make informed decisions that positively affect their lives by end of Yr 5.

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
Total Peer leaders (aged 13-25)	1368	1018	39	Workshop registers, community activity reports, Peer leader database	The girls have learnt about their rights, health issues, soft skills (negotiation, teamwork, communication) which has enabled them to make informed decisions. They also benefit from professional skills development such as planning, organisations and report writing.
Girls (aged 13-18) trained as peer leaders	820	820	23	Workshop registers, activity reports, peer leader certificates	To gain positions of leadership at such a young age has given them a sense of identity, purpose and confidence. (In addition to the knowledge and skills development above).
Peer leaders who receive further training in KAO.	191	153	0	Workshop registers and certificates	This group received more extensive knowledge into leading KAO games and facilitating discussions on HIV and AIDS.

Output 3:

Over 25,000 youths have increased awareness of HIV/AIDS, sexual reproductive health and gender equality on female rights through Go Sisters programmes.

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
Total children and young people	23,248	14,274	250	Tournament reports, activity reports, team lists and league and tournament registrations support this.	As well as the below- this groups also benefit from have access to organised sport in four different sports codes in their communities.
Children and young people (aged 8-18) involved in regular activity once a week or more.	13,248	9,274	250	Each 'active' peer leader trained engages an average of 18 youths of which 60% are female. Go Sisters works 5 special schools engaging with approximately 70 participants per school.	Child and youth are taught various life skills from their peers such as teamwork, communication, planning, facilitating and assertiveness. They are also given knowledge and a platform to discuss about respect, inclusion, their rights, health issues, issues particular to their communities and HIV and AIDS.
Child and young people who participate in tournaments, festivals and local workshops	10,000	5,000	unknown	Tournament reports on numbers who come to watch and take part in activities off the field. (KAO games and health messaging)	Go Sisters holds many local tournaments around key themes such as World Aids Day or Women's Day. KAO games that maybe delivered alongside the tournament increase knowledge on HIV and AIDS.

Output 4:

Promote physical activity to youths with disabilities, (with a focus on girls) leading to increased access to participate in sport and the Go Sister's programme

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
Children and young people with disabilities	289	130	289		
Trained peer leaders with disabilities	39	30	39	Workshop register, activity reports, certificates	The peer leaders are trained in core sports skills which have been adapted to enable the leader to still lead the sessions. Peer leader status is valued in the community and therefore contributes to young people with disabilities integrating in their communities.
Children and young people with disabilities involved in the programme.	250	100	250	Activity reports on the approximate number of participants in each of the 5 special schools (50)	Increased access for children and young people with disabilities to play adapted sport and games. The peer leaders run sessions

Output 5:

Over 100 peer leaders have improved employment and life opportunities through completing secondary education or HEI scholarships or EduSport internships by the end of year 5.

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
Girls and young women who volunteer with EduSport (Aged 13-25)	116	116	0		
Girls and young women on school scholarships	106	106	0	School fee payment slips	Ability to go back to secondary school and gain valuable education

Young women with HEI scholarships	2	2	0	College fees	Further their educations after secondary education a persue their careers
Young women who intern at the EduSport offices	8	8	0	Intern reports	Gain valuable work experiences and learn new professional skills.

Output 6:

Changed attitudes of parents and boys, in target schools and communities, to actively support and promote access to sport for girls

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
Total parents/ guardians, community members, boys and young men	5,357	615	159		
Parents who receive training and opportunities to discuss issues affecting their children	576	346	Not known	Conducted 48 parent forums with an average of 12 parents enaged each time and a 60:40 female ratio.	Knowledge and information on the Go sisters programme, raises awareness about gender equity issues and gives parents a chance to discuss and raise issues facing their children.
Boys and young men who receive training or regularly participate in activities.	4,333	0	159	350 male peer leaders are trained across Zambia, approximately 30% of participants are boys.	They also begin to gain knowledge and understanding about issues affecting them, including
Community stakeholders (teachers, community leaders, storekeepers...etc)	448	269	Not known	Minutes and attendance records of communtiy stakeholder meetings	Knowledge and information on the Go sisters programme, raises awareness about gender equity and empowerment of girls and young women. Buy-in to and promotion of

who participate and support the programme					the programme to others.
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Output 7:

Model of best practice for using sport for gender empowerment & HIV prevention & M&E tools produced for use by other partners/networks & government in Zambia & internationally

Type of Beneficiary	Total Number	Female	People with Disabilities	How were these numbers calculated?	What type of benefit was received by this group?
KAO network partners & local organisations	39 orgs	n/a	n/a	22 organisation members of the KAO network, 8 local organisations who work together	Access to each other's programmes, learning around working with girls and young women. Stronger voice for change for the rights of females across Zambia.
Ministries and government					Improved access for girls and young to government services across Zambia.

Overall outputs	Total Number	Female	People with Disabilities
Total number of direct beneficiaries at output level	25,640	15,907	289

ANNEX E: CASE STUDY (year 2 onwards)

Title of Case Study:	The Pathway of a Go Sister!
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1. Title of CSCF Project	Organisational Capacity Building of EduSport and expansion of the Go Sisters – Girls’ Empowerment through Sport in Zambia
2. CSCF Reference Number	CFA 0438
3. Country/ies	Zambia
4. Name of UK and local CSOs	International Development through Sport (IDS), UK EduSport Foundation, Zambia
5. Project duration (dates)	10/2008- 03/2013

Subject area	X
1. Private sector development with a particular emphasis on women's economic empowerment	
2. Violence against women and children	X
3. Education with a particular emphasis on girls education	
4. Reproductive health/maternal and neo-natal health	
5. HIV/AIDs, malaria, tuberculosis	
6. Disability	
7. Child labour	
8. Youth	X
9. Elderly	
10. Access to justice and rule of law	
11. Climate change and environment	

Project Summary:

This project aims to contribute to the achievement of the MDG3 in Zambia - promoting gender equity and empowerment - by increasing the number of girls in the target communities adopting leadership roles at the community and district levels.

The project will train 1,750 girls as peer leaders/educators who will in turn cascade their life skills and knowledge on health and girls’ rights issues to a further 25,000 youths. In addition, the project will aim to increase the peer leaders’ retention and completion rates in secondary education by providing them with educational support.

The project addresses gender equity by equipping girls and young women in target communities with core life skills and knowledge. This enables them to adopt leadership roles and make informed decisions that positively affect their lives through:

1. Building a sustainable network of female role models (peer leaders) who lead and inspire the next generation of female leaders.
2. Peer leaders organise themselves into Action Teams, self-managed organising committees, supported by the EduSport staff, to devise and lead

educational and sports programmes for their communities. Action Teams work with community leaders and parents, to engage in after-school sports clubs. Sports coaching clinics are held and ongoing sports league activities take place weekly.

3. Local inter-school and inter-community sporting tournaments and special events are organised in each community. These events have thematic focuses around health and girls' rights issues and culminate in an annual national 'Go Sisters' Tournament.
4. All Go Sisters activities are open to girls of all abilities and are inclusive of the girls with disabilities, EduSport is trying to develop a strategy specifically aimed at meeting the needs of girls with disabilities. An adapted curriculum will be piloted and then incorporated into Go Sisters programming.

Over the 5 year project, Go Sisters will strengthen existing community activities and expand into new districts:

- Lusaka Province: 5 districts, 14 communities
- Southern Province: 2 districts, 24 schools
- Western Province: 2 districts, 10 schools
- Copperbelt Province: 1 districts, 5 schools

At the heart of the project is its focus on engaging the wider community (parents, community leaders and boys/young men) with the project in order to challenge their attitudes and perceptions of the role of girls/women in the community and to secure their buy-in and support.

Sharon's Story:

Skill. Ability. Discipline. If becoming a sportsman is hard work, becoming a sportswoman in Zambia is even tougher. You need the mental strength to challenge the assumptions of nearly everyone around you, including your own family. This is the story of 31 year-old Sharon Museke, who embodies those qualities.

In her community, Chawama, sport was "for boys", which left no opportunities for girls. Bored from a tough routine of domestic chores, many girls inevitably become involved in drugs, alcohol abuse and casual sex. But Sharon used sport to look beyond this and knew other girls could, too.

She is the eldest of three children and the only one in her family to have completed higher education. "My father passed away when I was in Grade 8," she told me, "and by the time I had completed school, my mother was sick. After she died, my brother and sister could not afford to go to school. All we could afford was food for the family."

Struggling to scrape together the money to survive, Sharon was sufficiently motivated to start volunteering at a community school. She worked hard there as a PE teacher, encouraging girls to get involved in sport, but also facing her own challenges: "My family and friends did not support my decision to become a PE teacher because it was not common to see females in sport. Parents felt I was trying to promote prostitution because I allowed girls to use the same sports facility as the boys whilst we were wearing shorts that exposed our thighs," she said. "I wanted to change people's perception of females in my community, so I never listened to what

people said about me, I just tried to make sure that a lot of girls are participating in sport."

Resisting the pressure to conform, and strengthened by the values she found in sport, she continued to work at the school. It was there that she met Annie Namukanga, an intern programme officer for EduSport, a Zambian charity using sport to educate young people. Annie introduced Sharon to Go Sisters: a programme that aims to build girls' physical resources, to give them social recognition and to challenge some traditional gender myths - all through the use of sport.

Together, Annie and Sharon formed an action team of eight girls and two female teachers to plan and organise community sports activities specifically targeted at girls and at changing attitudes in their community. As more and more girls joined the group, they started forming teams and eventually leagues "My experience with Go Sisters has changed me physically, emotionally and built my capacity," Sharon told me.

Go Sisters gives girls responsibility for organising community sports activities. It allows trained peer leaders to test their leadership potential, and to develop their organisational and negotiation skills through team and event management. Local sports festivals that bring the community together showcase the work of Go Sisters: the focus is not only the field of play, but also important messaging around topical health issues and human rights.

In being part of a team, members of Go Sisters support one another to grow and believe in their potential as leaders. In a recent project evaluation, 79% of girls involved said they believed that Go Sisters had given them a sense of purpose in life.

Sharon's life has certainly been transformed. Her skills and competence led to her appointment as a National Co-ordinator for EduSport and she now travels the world to speak about the way sport opened up new horizons for her and thousands of other girls in Zambia.

Now girls say to her, "We want to be like you one day" and the same parents that once judged her as a harmful influence thank her for what she has done for the community.

"Go Sisters has produced leaders who have good opportunities and are developing skills and gaining employment because of it," Sharon told me. "Parents have come to realise the importance and benefits of girls' participation in sport. Girls are able to talk in public and assert their rights. Go Sisters has helped them to adopt these leadership roles and take the lead in their own lives. Now many see the importance of staying in school."

Sharon is an outstanding young woman who is both proud of what she has achieved against the odds, and modest enough not to see herself as anyone special. I came away from our meeting inspired by someone whose life story is a testament to the power of sport to transform individuals and communities.