



FINAL INTERNAL PROJECT EVALUATION

Increasing Girls Access to football in Jordan

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Executive Summary

In October 2016, Search for Common Ground (SFCG) concluded the implementation of the project “Increasing Girls’ Access to Football in Jordan.” The project, funded by the US Embassy, had the overall goal to increase girls’ access to football in Northern Jordan, specifically in the cities of Irbid and Ramtha. The project lasted for 6 months and had three major objectives and a fourth internal one: 1) increasing the football skills for girls (aged 12-14) in northern Jordan; 2) increasing the confidence levels of the girls and their ability to positively engage with their communities, and 3) increasing the collaboration among the families of the girls playing football to break down barriers to access for girls in sports. The fourth objective, “Inspire girls across Jordan to achieve their full potential, around the theme of football through media highlights” was added by the project team for internal monitoring purposes and is discussed in more depth in the annexes section.

Evaluation methodology

The evaluation was conducted internally by SFCG’s Institutional Learning Team’s MENA Regional DM&E Specialist in November 2016. The evaluator visited the two districts of Irbid and Ramtha. In total, the evaluation interviewed 41 project participants from the eight schools where the project was implemented (a mix of coaches, parents, girls, in addition to the donor, and the government counterpart). The evaluation utilized Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) in order to collect data for the OECD- DAC Peace Building evaluation criteria: relevance and effectiveness.

Findings

SFCG Jordan opted to conduct an internal and summative evaluation to draw key qualitative lessons learned to inform future programming.

On Relevance:

The project was based on two assessment missions in Jordan to analyze the drivers of tensions and potential connectors for peace. The assessments identified a clear need for more safe spaces for Syrians and Jordanians to interact, particularly children and youth. Taking this into account, SFCG started this 6 months initiative, which seized the opportunity of Jordan hosting the U-17 World Cup in September 2016, to implement its activities. The project was built off a previous initiative that helped strengthen social cohesion among girls through sports programming

between Syrian refugees and Jordanian nationals. The initiative sought to empower girls and develop their skills for peaceful conflict resolution.

The US Embassy, the donor of this initiative, saw the project as a good strategic fit as it helped bring Jordanian and Syrian groups of girls together, despite their diverse backgrounds. The Jordanian Ministry of Education viewed this project as a new approach to the context of Northern Jordan, and they understood the importance of the project and the need for it especially within conservative communities. There were mixed opinions from the parents and coaches of the girls about the relevance of the project. Some were open and understood the need for it, while others voiced their concerns and deemed it as culturally inappropriate. The interviews with the coaches and parents revealed that they considered the project unique in specifically targeting soccer for girls. It offered something new that other organizations working in these specific local communities did not offer. There were other organizations working on the sports theme in general but not specifically on soccer for girls.

Based on the above statements, the evaluation found that the project was highly relevant to the peacebuilding context in Jordan as it emphasized the important role girls can play within their communities as agents of peace.

On Effectiveness

The effectiveness of this endeavor was assessed based on the four objectives of the project, its major activities, and outputs.

The project was largely successful in achieving its first two objectives: 1) Girls (aged 12-14) in northern Jordan have increased football skills and 2) Girls in northern Jordan have increased confidence in their ability to constructively engage with their communities. It managed to introduce the sport to a rather conservative community. Syrian and Jordanian girls from eight schools in the districts of Irbid and Ramtha participated in the project. They gained basic skills on how to play soccer. The project also built the girls' leadership capacities, strengthened gender equality, and contributed to increasing social cohesion among the Syrian and Jordanian communities. It helped increase the girls' confidence and their ability to constructively engage with their communities.

Based on the interviews with the coaches and the girls, it became evident that most of the girls participating in the project were really shy, and they did not interact well with the community. The project gave them a safe space in which they were able to express themselves and learn new skills. Most of them did not know anything about soccer. The project gave them the unique opportunity to not only to learn about soccer but also to play alongside great football role models, both American and Jordanian. Almost all of them participated for the first time in their lives in an exciting tournament and received medals from the US Ambassador. They managed to

build new friendships, sometimes with girls of a different nationality which they did not have much interaction with prior to the project.

The project was only somewhat successful in getting the families of girl football players in northern Jordan to work collaboratively across diverse lines to break down barriers to access for girls in sports. Based on discussions with different stakeholders, the evaluation concluded that the objective was a little too ambitious for a 6 months project, specifically because of the conservative nature of the communities in which the project activities took place.

It became clear from the focus group discussions that no formal collaboration occurred among the families of the girls. The project was more successful in reaching the specific group of people who were already more open to girls participation in soccer. In other words, the project was more successful in reaching the families that were not completely convinced of the importance of girls' participation in sports but not completely opposed to it either. A lot more effort needs to be done to actually reach the people on the other side of the spectrum who are completely opposed to the idea of girls participating in soccer activities.

Challenges and Lessons Learned:

The project was not free from shortcomings; it faced many challenges during the implementation of the activities. There were also some important lessons learned.

It was noted that not all the selected coaches had the necessary skills to teach the girls how to play soccer. Due to cultural restrictions, qualified male coaches were not allowed into some of the schools to teach the girls. Therefore, less qualified female coaches were selected. It became evident from the focus group discussions that many female coaches had never played soccer before and were not very familiar with the rules of the game. Thus, they could have benefitted from additional training on soccer.

There were not enough staff time for Search to monitor the implementation of all the activities in the field. There was only one Project Manager and one part-time staff who handled finances. Many of the activities, particularly soccer practices and community dialogue sessions, took place without any representation from Search to ensure their quality and proper implementation.

The project encountered delays in its implementation in part due to the fact that it did not take into account the month of Ramadan and other holidays and in part related to an unresponsive partner (JFA). This hindered the implementation of activities and led to a lack of direct support to the football teams by experts in the sport. Instead, this expertise came from the PE teachers and coaches.

While there was a schedule for the football practices, there was no clear schedule of other project activities that was prepared beforehand and shared with the coaches and families of the girls. The Ministry of Education was coordinating the implementation of the activities and the information reached the coaches randomly and just before the activities were supposed to take place. This lack of clarity created confusion for the coaches, the girls and their families, as sometimes they were not ready for the activities. This also led in a few cases to girls being pulled out of their classes to participate.

The evaluation offers the following recommendations, should Search wish to implement similar initiatives in the future:

- For future projects, in order to strengthen social cohesion, SFCG needs to increase the representation of girls from different backgrounds on the teams. The current composition of the teams was 79% Jordanian and 21% percent from other ethnicities.
- There is a need for Search to increase the number of staff working on the project so that they can be more available at the field level to ensure the quality and proper implementation of the activities.
- It is recommended that a technical expert participate if possible in the initial design of the project so he/she can offer some insights on how to design activities around the sports theme and what needs to be taken into consideration for the activities to be successful in terms of location, skills and equipment.
- A detailed plan of the activities should be prepared and shared beforehand with the schools, parents and coaches, taking into consideration the holidays and potential delays to avoid any confusion and ensure maximum participation of the coaches and students in the practices.
- Because of the delays and challenges encountered when working with the JFA, SFCG needs to look for other viable options and to consider other strategic partner institutions or individuals. One option would be to identify experienced trainers or players and contract them without going through the JFA.
- SFCG needs to work with the Ministry of Education to build their capacities on how to implement sports initiatives specifically for girls, and to help them integrate peacebuilding into their sports curriculum in public schools.
- In order to maximize the project impact and inspire girls across Jordan around the theme of football, SFCG needs to publicize its work. Media briefs need to be shared with the local communities more often and more systematically.
- To have greater impact, it is recommended that Search implements the program in a larger number of schools and across a wider geographic area if possible.

- Several community dialogue sessions need to be organized in local communities for them to be effective, as one community dialogue per location is not enough to change the public's opinions about girls' participation in sports.

In summary, the project has made a good beginning in introducing a new project to a rather conservative community. It managed to create a safe space where Jordanian and Syrian girls could positively interact and collaborate through the common language of sports. It aimed to empower girls and provide them with the skills necessary for them to positively interact with their communities. It is therefore recommended that this initiative continues longer-term and that it reaches greater geography and a larger population.

1. Background Information

Introduction and project overview

The Hashemite Kingdom of Jordan's hosting of the 2016 FIFA U-17 Women's World Cup has created an atmosphere ripe for fostering excitement and engagement around women's participation in athletics in the country, particularly football. Though women's access to sports has increased notably in recent years in Jordan and throughout the Arab world, socioeconomic, religious, and cultural barriers to participation remain.¹ Until 2012, official FIFA regulations banned women from wearing the hijab while playing football, which resulted in the exclusion of the Jordanian women's national team from participating in World Cup qualifying rounds.² Despite the lift on the ban at the national level, the perception that women playing sports in Jordan is not compatible with their traditional roles that prevail in many communities. Engaging girls in football activities across communities in northern Jordan will build their capabilities for leadership, strengthen gender equality, and build social cohesion.

Building off an ongoing initiative and the energy in anticipation of Jordan hosting the U-17 World Cup in September 2016, SFCG proposed a 6-month (15 April - 15 October), \$128,244 project with the overall goal to increase girls' access to football in northern Jordan, specifically in the cities of Irbid (where several World Cup matches will take place) and Ramtha. This will be achieved by overcoming key barriers to girls' access through three major objectives and a fourth internal one :

1. Girls (aged 12-14) in northern Jordan have increased football skills.
2. Girls in northern Jordan have increased confidence in their ability to constructively engage with their communities.

¹ <http://uk.reuters.com/article/2015/05/08/uk-soccer-world-jordan-idUKKBN0NT1IC20150508>

² <http://www.greenprophet.com/2012/05/hijab-women-sport-jordan/>

Type of Evaluation | Name of Project

3. Families of girl football players in northern Jordan work collaboratively across diverse lines to break down barriers to access for girls in sports.
4. Inspire girls across Jordan to achieve their full potential, around the theme of football through media highlights (3 media highlights will be produced).

In order to achieve its objectives, the project implemented the below activities:

- Community Consultations
- Training of football coaches & dialogue facilitators
- Football practices and competitive games for girls
- Community dialogues & actions
- Female football role models
- Media highlights
- Final tournament and ceremony

2. Methodology

Evaluation Objectives

The goal of this evaluation is to improve culture-based peacebuilding programs by SFCG in the MENA region and outside as well. It draws from the OECD Development and Cooperation (DAC) Conflict Prevention and Peacebuilding Criteria with the core objectives being relevance and effectiveness.

The scope of the evaluation rests on looking at project implementation, outputs of the project and the result achieved, through focus group discussions and Key Informant Interviews along the below lines of inquiry:

Relevance:

- Is the intervention based on a valid analysis of the situation of conflict and fragility?
- Are the project's stated goal and objectives relevant to the context in Jordan? Do the activities fit project objectives?
- Is the project adding value that other actors in peacebuilding were not previously providing?
- How relevant are the project activities as perceived by the beneficiaries and other stakeholders?

Effectiveness:

- To what extent has the project been successful in reaching all of its stated objectives and outputs?
- What major factors have contributed to the achievement or non-achievement of objectives?
- What have been the major strengths of the project and what have been the challenges the project faced during its implementation?

Data Collection and Analysis

The evaluation was conducted by the MENA Regional DME Specialist in November. The field visit of the evaluation was carried out from the 21st to the 24th of November. Overall, 6 Focus group discussions were held in the two districts of Irbid and Ramtha where the project was implemented. The FCGs were organized according to semi-structured questionnaires, prepared in advance, targeting the girls who participated in the program. In addition, a group of girls who did not participate in the program were selected as a control group. Focus groups were held also with coaches, parents, and project coordinators assigned by the Jordanian Ministry of Education. Different focus group facilitation guides were prepared for the different target groups.

Moreover, Key Informant Interviews were carried out with representatives from the US Embassy and the Jordanian Ministry of Education. One semi-structured interview facilitation guide was prepared and used to collect the information from both the donor and government counterpart.

Data Collection for the focus group discussion was done according to the below schedule:

District :	Date	Focus group sessions	Total # of Participants	Male	Female
Irbid	22 November 2016	Girls, participants in the program	10		10
		Girls, control group			
		Coaches & Coordinators	10	4	6
		Parents			5
Ramtha	23 November 2016	Girls participants in the program	9		9
		Coaches & Coordinators	8	1	7

3. Findings

Relevance

In 2014 and 2015, SFCG conducted two assessment missions in Jordan to analyze the drivers of tensions and potential connectors for peace. SFCG also identified a clear need for more safe spaces for Syrians and Jordanians to interact, particularly for children and youth. As a result, SFCG, with support from the US Embassy, built on a previous initiative and seized the opportunity that Jordan hosted the U-17 World cup in 2016 to implement a 6 month project with the overall goal to increase girls' access to football in northern Jordan. Therefore, the project is highly relevant to the peacebuilding context in Jordan. Overall, there has been internal coherence between what the program did and what it was trying to achieve. There is a good fit between program goals and objectives and peacebuilding needs.

The project managed to successfully create a safe space where Jordanian girls and Syrian girls interacted. It was noted, however, that the representation of girls from different ethnic backgrounds, including Syrian and Egyptian was around 21 % percent of the total team composition with the remainder being Jordanian.

The project was deemed very relevant by both the MOE and the US Embassy.

The US donor, saw the project as very fitting to their strategies specially because sports is a common language that helped bring Jordanian and Syrian groups girls together, despite their diverse backgrounds.

From their perspective, the Jordanian Ministry of Education counterparts viewed this as somewhat a new approach to the context of Northern Jordan because it focused specifically on girls playing soccer. The districts of Ramtha and Irbid are somewhat conservative and girls playing sports, in general, is still frowned upon. They understood the need for these type of activities but suggested however, for future initiatives, to include other group sports as well, such as basketball or volleyball, instead of focusing just on soccer since female participation in these sports is also low and they would like to improve it. This sports are also viewed as less rough.

There were mixed opinions from the parents and even the coaches of the girls about the relevance of the project. Many of them viewed soccer as too rough for girls to play. For some parents, girls playing soccer past their puberty caused a huge problem. Most of them agreed that the communities where the initiatives were implemented were still very conservative, in Irbid even more than in Ramtha. Therefore, they deemed the incident as a little inappropriate to the context and would have preferred if the girls engaged in different kinds of activities.

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The coaches and parents were asked if they were aware of any similar initiatives in the districts of Irbid or Ramtha in which the project was implemented. They replied that there were other organizations working around the theme of sports but not particularly soccer for girls. The idea was new in these districts and this is why it was received with apprehension.

It follows from the above rationale that:

Most parents were not interested to see their daughters playing soccer in the long run. They would not encourage their daughters to participate in similar activities once they hit puberty as this would be considered inappropriate to the prevailing culture.

The Ministry of Education representatives expressed an interest in seeing a more sustainable change in the future and expressed an interest in a phase II of the project especially if it could cover a wider range of schools and a much wider geographic area, not just limited to Northern Jordan.

Effectiveness:

After reviewing the project proposal, log frame and other related documents, it was clear that the project was successful in achieving its outputs. For most indicators, the targets were met.

Objective	Indicator	Target	Achievements
Objective 1: Girls (aged 12-16) in northern Jordan have increased football skills.	# of Syrian and Jordanian youth participants	96 girls participating in football practices	95 girls from 8 schools
	# of coaches and dialogue facilitators trained	16 coaches and 8 dialogue facilitators (4 from each governorate)	16 coaches and 7 dialogue facilitators
Objective 2: Girls in northern Jordan have increased confidence in their ability to constructively engage with their communities.	# of Syrian and Jordanian girls participating in the football practices and games	96 girls	95
	# of football practices (12 in each governorate)	12	12
	# of football games and tournaments (8 football games in each governorate and one final tournament)	9	9
Objective 3: Families of girl football players in northern Jordan work collaboratively across	# of parents and community members participating in the preparatory community	N/A (No information was available on this	49

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diverse lines to break down barriers to access for girls in sports.	consultations (3 in each governorate)	indicator)	
	# of parents and community members participating in the bi-weekly community dialogues	20-25 people in each session including parents, siblings and local community leaders	197
	# of civic initiatives – awareness raising campaigns, joint initiatives with diverse members, etc.(one for each governorate)-	2 initiatives	--
Objective 4: Inspire girls across Jordan to achieve their full potential, around the theme of football through media highlights (3 media highlights will be produced).	# of media highlights	3 media highlights	-
	# of female football role models participating in the practices during the second and third month 4 Jordanians, 3 Americans)	7	6

- 95 girls were selected from eight schools in the districts of Irbid and Ramtha, North of Jordan to participate in the program. The composition of the girls was 79% Jordanian, 18 % Syrian and 3% Egyptian.
- 16 coaches were trained under the project following their selection.
- A total of three community consultation meetings were held in cooperation with the MoE in both Irbid and Ramtha.
- SFCG and its local CSO partners facilitated 10 community dialogue sessions. In total around 197 community members participated in these sessions.
- SFCG trained seven Jordanian civil society experts in dialogue. The achieved result is slightly less than the initial target of eight, as one of the selected candidates cancelled his participation last minute.
- During the time of the evaluation the media highlights were not published yet.
- Six Top-tier female footballers – two American and four Jordanian were successfully integrated into the project. This is a slight deviation from the initial set target of seven.
- During the time of the evaluation, the two civic initiatives listed in the log frame were not completed yet.

Project objectives

The degree to which the project was successful in reaching its established objectives was examined in more details during the interviews and focus group discussions.

Regarding its stated first two objectives.

- 1. Girls (aged 12-14) in northern Jordan have increased football skills**
- 2. Girls in northern Jordan have increased confidence in their ability to constructively engage with their communities.**

From the perspectives of the coaches, the project was very successful in increasing the skills of the girls, as many of them did not play soccer at all. The girls were very enthusiastic and from their perspective, they gained a lot from the project. They enjoyed learning about soccer and playing it, even if it meant learning from their own peers at times. What was deemed as a “boy sport” became accessible to them. “If I play soccer, it does not mean I am a boy”, asserted one girl. The girls also learned more about each other and a few of them developed friendships with girls from different backgrounds.

Most of the girls said that the training helped them to improve their self-confidence and ability to express their opinions in front of others. This was confirmed during the focus groups with both the parents and the coaches. Some of the girls were really shy and the fact that they participated in a final tournament in front of the US Ambassador, representatives of the Ministry of Education and a big crowd was an achievement by itself. “The attitude of my daughter changed 180 degrees”, said one mother, before joining the project, her daughter was very shy and did not interact much with people”

Overall, the girls were very excited about the project and some of them asserted that they will continue to play soccer with their friends outside the schools, even if the project will end. Some of the friendships they made are also long lasting. Prior to the initiative, they did not know many of the girls they played with but after the initiative, a few of them developed friendships with girls from different backgrounds. They were very interested in a phase II of the project and all without exception expressed that they would like to participate if another project starts.

On the third objective:

- 3. Families of girl football players in northern Jordan work collaboratively across diverse lines to break down barriers to access for girls in sports.**

It was evident from the focus group discussions and the interviews, that the success of this objective was somewhat limited. Its evaluation concluded that this objective was a little too ambitious for a 6 month project, specifically because of the extremely conservative nature of the communities in which the project activities took place.

Many of the parents who accepted the participation of their daughters in the program only did so reluctantly. They were already somewhat in the middle. They were not completely opposed to the idea of their daughter playing soccer but were not entirely convinced of its appropriateness or necessity. They needed a little convincing to accept their daughters’ participation in the project.

Therefore, the project was more successful in reaching this specific group of people who were already in the middle, but a lot more effort needs to be done to actually reach the people on the other side of the spectrum who are completely opposed to their daughters participating in sports.

It became clear from the focus group discussions that no collaboration occurred among the families of the girls to actually break down the barriers to access for girls in sports, when they themselves were still wrestling with the idea. “I was just going to refuse, but when I saw how happy and excited my daughter was, I did not have the heart to say no” said one of the mothers. “The community we live in is very conservative” said another, “It will take a lot more time and effort to actually break the barriers and change people’s minds”, said another.

To further demonstrate the reality of the situation, it came to the attention of the evaluator that the project stirred up some serious discussions within the local community in Irbid when a photo of the girls who participated in US Embassy event was posted on the local school website. Opinions were divided among supporters and those in opposition. “To community elders, girls pausing for a photo is considered highly inappropriate” explained one of the mothers. The school resolved the situation by removing the photo from the website. Other schools took a precautionary act and never posted any photos of the event.

To actually break the barriers to girls’ access to sports, a lot more effort needs to be done. Raising public awareness is key towards shifting the negative opinions and attitudes of people in very conservative communities where the mere posting of one photo generated so much controversy.

On the Major project activities:

The evaluation attempted also to explore the success of the project in implementing its major activities:

Regarding Community Consultations:

Community consultation meetings were held in cooperation with the MoE in each of the governorates of Irbid and Ramtha. The first one targeted the MoE branches; the second one focused on school principals and PE teachers; and the last one targeted local community members and parents.

These consultations served to identify the target schools and gain knowledge about the local communities and their perception about girls’ participation in sports, in order to determine the right approach with families and ensure successful participation in the project. The meetings introduced the project, familiarized the communities with project activities and objectives, and created dialogue around girl’s access to football. SFCG understood how to adapt its program based on community needs. For example, the age of the participants was lowered when many

community members expressed their concerns as they considered it to be more appropriate for younger girls to participate in sports rather than older girls. It was also pointed out during these meetings that some community members would not allow male coaches to teach their girls. As a result it was agreed that only female coaches would be recruited.

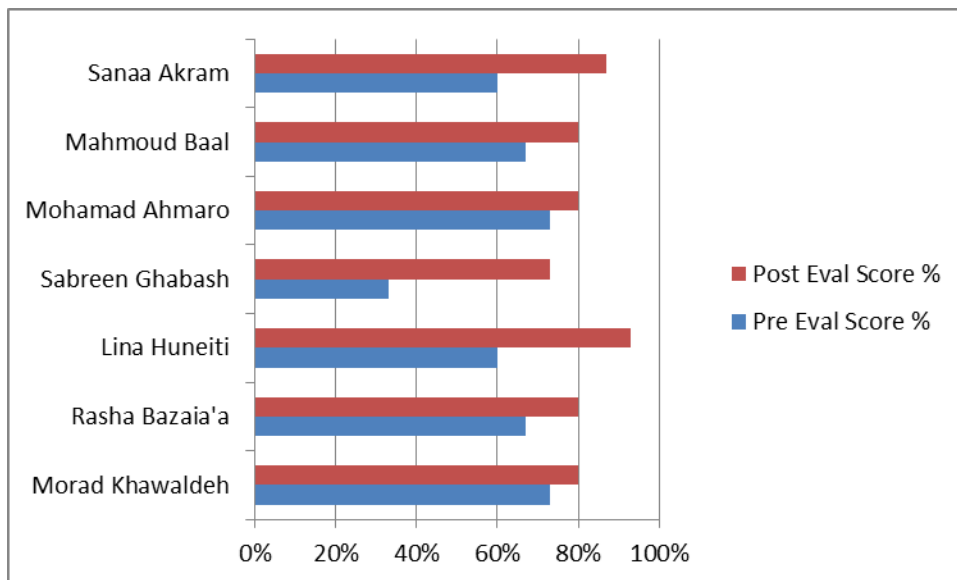
The consultations were effective in breaking barriers that would have stopped many families from enrolling their daughters in the project. They were necessary to ensure positive reception of the project within local communities.

Community Dialogue and Actions:

On the training of facilitators:

SFCG trained civil society experts in dialogue facilitation and dialogue design process to prepare them to lead local community dialogues to identify and overcome barriers to girls’ access to sport across communities in Northern Jordan. The goal of these training sessions was to increase participants’ knowledge on a number of areas pertaining to dialogue facilitation and dialogue design process. The training covered various topics including, but not limited to, the role of a facilitator, communication skills and their importance in dialogue sessions, neutrality in dialogue facilitation sessions, the impact of the message content on the facilitator’s approach.

Below are the results of the pre-post-tests that demonstrate the increase in knowledge of the project participants.



Facilitators pre-post test scores on knowledge of dialogue facilitation and dialogue design

On the dialogue sessions that were held:

Out of the 197 community members who attended the dialogue sessions, only 23 were males. It was difficult to get more males to the session due to reasons related to the community culture where men don't tend to care about female issues and ask their wives to represent them. In addition, working fathers were unable to attend, so mothers replaced them. Some men were just not interested in the topic of the session.

From the focus group discussions with the parents and coaches, it was clear that these activities were very helpful in actually encouraging the parents to allow their daughters to participate in the program. However, they were only somewhat successful in overcoming the cultural and religious barriers. Shifting the mentalities of the community members that opposed the girls' participation in sports was more challenging. As one coach put it, "There was one dialogue session in each school, for these to be effective, a lot more sessions need to happen."

To demonstrate this further, an invited community leader who is well known for his good reputation and impact in Ramtha refused to attend, saying: "I don't agree with girls participating in football games, that's out of our traditions and norms. I won't add value if I joined your session."

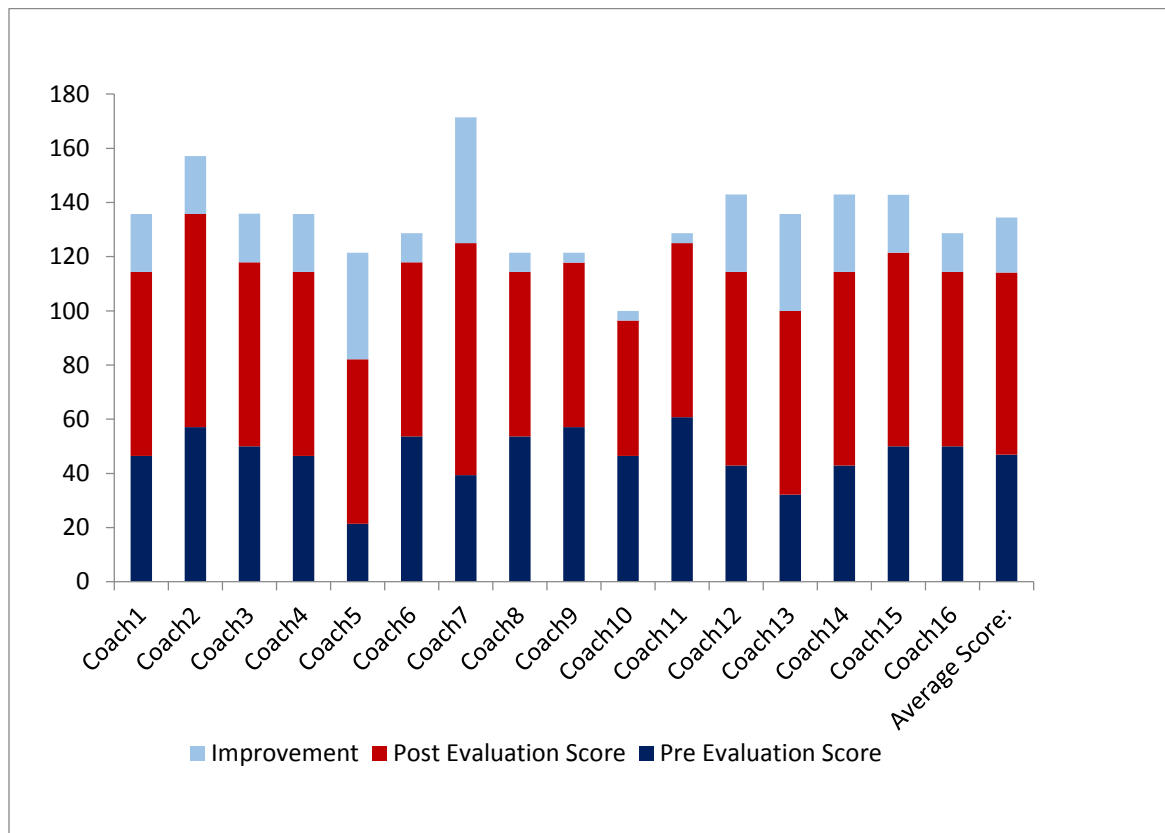
Unfortunately no monitoring data is available from the dialogue sessions to help better assess their effectiveness.

Training of football coaches

Sixteen football coaches attended a training aimed at increasing their abilities to promote conflict resolution skills among their students and players. The coaches and PE teachers learned how to use negotiation, dialogue, and non-violent communication skills to promote conflict resolution among different groups in the community.

	Pre Score	Evaluation	Post Score	Evaluation	Change
Coach1	46.4		67.9		21.4
Coach2	57.1		78.6		21.4
Coach3	50.0		67.9		17.9
Coach4	46.4		67.9		21.4
Coach5	21.4		60.7		39.3
Coach6	53.6		64.3		10.7
Coach7	39.3		85.7		46.4
Coach8	53.6		60.7		7.1

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Coach9	57.1	60.7	3.6
Coach10	46.4	50.0	3.6
Coach11	60.7	64.3	3.6
Coach12	42.9	71.4	28.6
Coach13	32.1	67.9	35.7
Coach14	42.9	71.4	28.6
Coach15	50.0	71.4	21.4
Coach16	50.0	64.3	14.3
Average Score:	46.9	67.2	20.3



Coaches conflict resolution training pre-post assessment results

During the focus group discussions, the opinions of the coaches were divided regarding the usefulness of the training. Some viewed it as very helpful in resolving conflict among their students while others expressed the need for a more concrete training on football skills and viewed conflict resolution and communication skills as secondary and not directly relevant to their work.

Football practices and competitive games for girls:

The girls participated in a series of activities including training sessions and a final tournament. The practices overall were very successful among the girls, and they enjoyed them immensely. Most of them did not play soccer at all and did not know anything about the game.

However, during the focus group discussions and the interviews with the US donor and the government counterpart, it became evident that not all of the coaches selected by the Ministry of Education had the necessary skills to actually teach the girls soccer. The girls made amends by playing together or learning from their more knowledgeable peers.

The playgrounds in which the girls played were made of cement and therefore not very suitable for football practices. Consequently some of the girls sustained injuries when playing. In addition to the above, as indicated by some coaches, there was a problem with the quality of the balls purchased for practice because they were not suitable for cement play grounds.

Also it came out during the discussions that not all schools adhered to the instructions of the ministry of not taking the girls out of their classes to practice but rather wait for the free periods or after hours. Some of the girls had to leave their lessons to go for football practice.

No monitoring data is available from the practice sessions to properly assess their effectiveness and usefulness.

Female football role models and the final tournament ceremony:

Top-tier female footballers were integrated into the project, serving as incentives for young girls' to join the "Ana La'abah" program and offering them unique face-to-face interactions with positive female role models in sports.

The girls enjoyed these activities very much. They expressed their excitement and happiness to play alongside the US and Jordanian football role models, "The experience was very special", one girl simply said. They considered it to be a great achievement for them to play in the final tournament and ceremony. "At first when I saw the crowd, I was terrified", said another, "but once the game started, I regained my confidence."

It also came out during the focus group discussions that many of the parents were not able to attend and watch their daughters play as some of them were not aware of the event, and others said the timing of the event was not very convenient since they had to work.

Media highlights:

It was clear from the focus group discussions with the parents, coaches and the girls themselves, that the role of the media in the project was very limited.

During the time of the evaluation, the media highlights were not made public yet. However, SFCG had already contracted Middle East & Africa for TV Productions (MEA), to produce three documentary short films on the Ana Laabah initiative. Two of them would reflect stories from the field – one on social cohesion and the other on the girls' access to football game, the third film would reflect on the project results in general. There were no plans however, for wide dissemination. Once ready, the media highlights will be posted on Search for Common ground website.

There were a few featured stories about the project that appeared in the media. For example, the American football role models were hosted on the Jordanian private TV satellite station program, “Dunia Ya Dunia,” and Bliss FM Radio. They did not reach a large audience however, their reach remained very minimal. It was noted during the focus group discussions with the coaches, parents and the girls that most of them were not aware of the stories and did not see them.

For all the above reasons, the evaluation concluded that the media highlights were not particularly effective in contributing to breaking barriers that prevent girls' access to sports.

Challenges and Lessons Learned:

A major challenge was noted during the discussions with both the Ministry of Education representatives and the donor. This is related to the fact that there was not enough staff available from Search to ensure the proper implementation of the activities. The project had only one project Manager and one part-time staff member who handled finances. Both the donor and the Ministry of Education appreciated the good and timely support received from the project Manager but also noted the necessity of having more staff available in the field to monitor and ensure the proper implementation of activities. Neither the Ministry nor the US Embassy were available to attend all of the football practice sessions, or the dialogue sessions, and Search was not represented either, so the coaches and the girls were left to their own devices most of the time.

It was noted that not all the selected coaches had the necessary skills to teach the girls how to play soccer. Due to cultural restrictions, no qualified male coaches were allowed into the schools to teach the girls. Therefore, less qualified female coaches were selected. Many of them never played soccer before and had little understanding about the rules of the game. No clear selection criteria was set and no minimum qualifications were required from the coaches. The selection of the coaches was done based on accessibility to the schools and convenience rather on qualifications and skills. For these reasons, it became evident from the focus group discussions that many coaches could have benefited from additional training on soccer.

Initially, Search established a partnership with the Jordanian Football association (JFA) but had to terminate the partnership for financial documentation reasons related to their concern on

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providing supplier receipts for items in their subgrant breakdown budget, including transportation, food, and t-shirts. Since SFCG's policies require this documentation, it was decided to terminate their contract and keep on their technical support only. However, this decision ultimately led to a lack of direct support to the football teams by experts in the sport. Instead, this expertise came from the PE teachers and coaches. SFCG, in addition, encountered a very lengthy response time of the JFA to the projects' milestones and activities, as noted by SFCG and the manager of the sport branch of the MoE. This problem was addressed by assigning a coordinator to follow up with the JFA. As a result, the Ministry of Education became the direct body for communication with coaches and schools.

In terms of implementation, the project faced many delays, as it did not account for Ramadan and other holidays in which it was impossible to implement project activities. In addition, the interaction and the lack of response on the part of the JFA and a lengthy process for the MoE further added to the delays in implementation. These delays were reflected in a two months No Cost extension request submitted by the project to the US Embassy asking for two additional months for the project to wrap up and complete its planned activities. A leaflet about project activities and a schedule of the football practices were developed by the project and shared with the coaches. However, there was no clear schedule of other major activities such as community dialogues, US embassy events, peer activities or for the week the US and Jordanian athletes joined the girls for practice and scrimmage. The Ministry of Education was directly coordinating the implementation of the activities, but no schedule was developed and no clear time frame was communicated beforehand with the coaches and the families of the girls. As a result, the coaches commented that the information reached them very randomly and just before the activities were supposed to take place. This lack of clarity created confusion for the coaches and for the girls and their families as sometimes they were not ready to engage. This also led to a few cases where girls were being pulled out of their classes to participate.

4. Conclusions

The project was a unique initiative in the context of Northern Jordan. Organizations were found to be working around the theme of sports in general but not specifically on soccer for girls. Despite the outlined challenges, the project was able to achieve the major intended results to a large extent. As already mentioned, it is unrealistic to expect major shifts in opinions or a major change to culture in a 6 months period of time. Changes in culture are really difficult to achieve, particularly in very conservative communities.

In terms of effectiveness, the project was more successful in achieving its first two objectives: Teaching soccer to girls who previously had little skills and boosting their confidence so they can interact more positively with their communities. The project was successful in establishing 8 teams for the girls in locations where there were none. The project successfully organized a mini tournament mid-project life and a final tournament in which all the girls got the chance to participate.

The major challenges to hinder project effectiveness of these two objectives included a lack of capacity on the part of some coaches, as they never played football and they lacked the skills that enabled them to effectively teach the girls. A lack of staff was also noted on the part of Search to monitor field activities and ensure proper implementation. In addition, delays were encountered during the implementation of the project, because of holidays and some of them related to the JFA partner. All of these encountered delays resulted in the project asking for a no cost extension for two months and created a little confusion among the girls and their families about the schedule of football practices.

Problems were encountered regarding the quality of some of the purchased equipment such as balls that were not suitable to the cement playgrounds the girls played on. Moreover, a few girls sustained injuries while playing on the cement playgrounds.

Considering that the project duration was only for six months, it had limited success in actually getting the families of girl football players in Northern Jordan to collaborate to break down barriers to access for girls in sports. The parents of the girls did not establish any networks for collaboration nor were they engaged in breaking barriers on a big scale. It is worthy of noting though, that the community consultations were very essential in allowing the families of the girls to voice their concerns and find practical solutions so that the girls can enroll in the project. The number of community dialogue sessions held in each community was not enough to actually bring about any serious changes to the mentalities of people or to convince them of the importance of their girls participating in sports.

There were mixed feelings on the part of the families of the girls regarding allowing their daughters to participate in similar initiatives in the future. Many of them were not interested because they felt they lived in a very conservative society where it is not appropriate for girls to play football or sports in general after puberty.

In summary, the project has made a good beginning in introducing a new project to a rather conservative community. It managed to create a safe space where Jordanian and Syrian girls could positively interact and collaborate through the common language of sports. In terms of its goals and idea, soccer for girls, the project offered an added value that other organizations working in these specific locations did not. It aimed to empower girls and provide them with the skills necessary for them to positively interact with their communities. It is therefore recommended that this initiative continues long-term, and reaches greater geography and larger demography. This will be an important stepping stone for maintaining a peaceful and socially cohesive society in Jordan, where the girls feel their contribution is solicited and appreciated.

5. Recommendations

It is important for SFCG to give continuity to the project in these specific districts with wider reach among the girls in the region. It will be a mistake to put an end to the project and leave the

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girls in limbo, just when the community is starting to be aware of the importance of such initiatives and important role their girls can play in their communities specifically in strengthening social cohesion.

The following recommendations are meant to inform and improve similar projects in the future:

For future projects, in order to strengthen social cohesion, SFCG needs to increase the representation of girls from different backgrounds on the teams. The current composition of the teams was 79% Jordanian and 21% percent from other nationalities.

There is a need for Search to increase the number of staff working on the project so that they can be more available at the field level to ensure the quality and proper implementation of the different activities.

To ensure the project reaches and inspires girls across Jordan around the theme of football, it is recommended to increase the number of schools covered by similar projects in the future and to target a wider geography instead of just focusing on Northern Jordan.

It is suggested to have a technical expert participating if possible in the initial design of the project so he/she can offer some insights on how to design activities around the sports theme and what needs to be taken into consideration for the activities to be successful in terms of location, skills and equipment.

A detailed schedule of major project activities should be developed and shared beforehand with the schools, coaches and families of the girls to ensure maximum participation in the different activities. The schedule needs to take into consideration the holidays and potential delays. Preferably the activities should be implemented in weekends or over the summertime in order to not interfere with the girls' learning and classes.

Because of the delays and challenges encountered when working with the JFA, SFCG needs to look for other viable options by considering other strategic partner institutions or individuals. One option would be to identify experienced trainers or players and contract them without going through the JFA.

Search could collaborate with the MOE to integrate peacebuilding into the sports curriculum .It could also help build their capacities in implementing similar sports initiatives for girls with potential support from university students studying physical education, retired athletes or other CSOs national and international working on similar projects.

In order to maximize the project impact and shift the mentalities of people, more needs to be done in terms of leveraging the role of media and maximizing its coverage of project activities. Media briefs need to be shared with the local communities more often and more systematically

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so that all community members are aware and have access to the briefs. It is also recommended to increase the number of project outreach initiatives in such a way that they impact all of Jordan instead of being limited to the small local communities in which the project is being implemented.

It is recommended to organize a series of community dialogue sessions in each local community for them to be effective as one community dialogue session per location is not enough to change the public's opinions about girls' participation in sports, especially when working in very conservative communities.

6. Appendices

Annex 1: Evaluation of an internal fourth objective

An internal fourth objective **“Inspiring girls across Jordan to achieve their full potential, around the theme of football through media highlights”** was added by the project team and subject to evaluation.

Findings

During the time of the evaluation, the media highlights were not made public yet. However, SFCG had already contracted Middle East & Africa for TV Productions (MEA), to produce three documentary short films on the Ana Laabah initiative. Two of them would reflect stories from the field – one on social cohesion and the other on the girls' access to football game, the third film would reflect on the project results in general. There were no plans however, for wide dissemination. Once ready, the media highlights will be posted on Search for Common ground website.

There were a few featured stories about the project that appeared in the media. for example, the American football role models were hosted on the Jordanian private TV satellite station program, “Dunia Ya Dunia,” and Bliss FM Radio. They did not reach a large audience however. It was noted during the focus group discussions with the coaches, parents and the girls that most of them were not aware of the stories and did not see them.

From the interview discussions with the Jordanian Ministry of Education representatives, it was pointed out that the project targeted eight schools while there are around 4000 schools in Jordan. This is why the impact was of the project remained very limited to the local communities in which the project operated and did not go much beyond that.

In order to further inspire their peers around the theme of football, the girls who participated in the project conducted peer-to-peer presentations inside their schools, targeting two different groups of 25 students each. They talked to their classmates about their experience with soccer. A focus group discussion was held with girls who did not participate in the project as a control group to assess the degree to which the girls were inspired by these presentations. All the girls without exception expressed their interest and said they would like to participate in a similar project in the future. “At first, we thought that playing football was for boys, but after seeing how fun it was for the other girls, we wanted to join too” they said.

Conclusion:

It was clear from the focus group discussions with the parents, coaches and the girls themselves that the role of the media in the project was very limited. Some stories were featured in the local news but they did not reach a wide audience in the community. Most of the participants in the focus group discussions had not seen them and were not even aware that they aired on television or radio. The impact of the project remained limited to the local community but did not go much beyond that. A lot more needs to be done in terms of outreach activities to inspire girls across Jordan around the theme of football. In addition, a 6 months' time span is too short for the project to effectively produce the necessary level of change on a wide scale.

For the above reasons, the evaluation concluded that this objective was a little too ambitious for a 6 months project.

Annex 2: Inception report

Evaluation Plan for SFCG Jordan

“Increasing Girls’ Access to Football in Jordan”

December 2016

Background

1.1 Project Summary

Building off of an ongoing initiative and the energy ahead of Jordan hosting the U-17 World Cup in September 2016, SFCG proposed a 6-months (15 April - 15 October), \$120,200 project with the overall goal to increase girls’ access to football in northern Jordan, specifically in the cities of Irbid (where several World Cup matches will take place) and Ramtha. This will be achieved by overcoming key barriers to girls’ access through the following two objectives:

1. Girls (aged 12-14) in northern Jordan have increased football skills
2. Girls in northern Jordan have increased confidence in their ability to constructively engage with their communities
3. Families of girl football players in northern Jordan work collaboratively across diverse lines to break down barriers to access for girls in sports

Project activities:

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- Community Consultations
- Training of football coaches & dialogue facilitators
- Football practices and competitive games for girls
- Community dialogues & actions
- Female football role models
- Media highlights
- Final tournament and ceremony

The Evaluation

The evaluator will apply the OECD DAC Evaluation Criteria of effectiveness and relevance and will adhere to the SFCG Evaluation Guidelines. The evaluation will be conducted in November 2016 for approximately 10 working days. Data collection in the field will take place between November 21 and November 23 and will be conducted by the MENA Regional Specialist with assistance from the Project Manager. The evaluation report is scheduled to be completed by end of December. The results of the evaluation, including data collection and analysis, will provide guidance to SFCG in assessing the effectiveness, relevance, sustainability and impact of the program and will allow for continuous improvement and learning within programs and across the organisation.

Evaluation Objectives

The goal of this evaluation is to improve culture-based peacebuilding programs by SFCG in the MENA region and outside as well. Drawing from the OECD Development and Cooperation (DAC) Conflict Prevention and Peacebuilding Criteria with the core objectives being

Relevance:

- Is the intervention based on a valid analysis of the situation of conflict and fragility?
- Are the project's stated goal and objectives relevant to the context in Jordan? Do the activities fit project objectives?

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- Is the project adding value that other actors in peacebuilding were not previously providing?
- How relevant are the project activities as perceived by the beneficiaries and other stakeholders?

Effectiveness:

- To what extent has the project been successful in reaching all of its stated objectives and outputs?
- What major factors have contributed to the achievement or non-achievement of objectives?
- What have been the major strengths of the project and what have been the challenges the project faced during its implementation?

The evaluation will contribute recommendations on how SFCCG and its partners can strengthen similar programs and more broadly replicate positive results.

Project log frame

Objective	Indicator	Target	Means of Verification
Objective 1: Girls (aged 12-16) in northern Jordan have increased football skills.	# of Syrian and Jordanian youth participants	96 girls participating in football practices	JFA and SGCCG records (e.g. attendance sheet, pre and post-evaluations forms, reports)

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	# of coaches and dialogue facilitators trained	16 coaches and 8 dialogue facilitators (4 from each governorate)	SFCG records (e.g. attendance sheet, photo reports)
Objective 2: Girls in northern Jordan have increased confidence in their ability to constructively engage with their communities.	# of Syrian and Jordanian girls participating in the football practices and games	96 girls	JFA records (e.g. attendance sheet, photo-reports)
	# of football practices (12 in each governorate)	96 girls	Football practices schedule
	# of football games and tournaments (8 football games in each governorate and one final tournament)	96 girls	Football games and tournament schedule
Objective 3: Families of girl football players in northern Jordan work collaboratively across diverse lines to break down barriers to access for girls in sports.	# of parents and community members participating in the preparatory community consultations (3 in each governorate)	Parents, formal and informal community leaders, members of the ministry of education, teachers	SFCG records (e.g. attendance sheets, reports)
	# of parents and community members participating in the bi-weekly community dialogues	20-25 people in each session including parents, siblings and local community leaders	SFCG records (e.g. attendance sheets, reports)
	# of civic initiatives – awareness raising campaigns, joint initiatives with diverse members, etc.(one for each governorate)-	2 initiatives	SFCG records (e.g. reports, pictures,)
Objective 4: Inspire girls across Jordan to achieve their full potential, around the theme of football through media highlights (3 media highlights will be produced).	# of media highlights	3 media highlights	Ensure the timely production of the 3 media highlights
	# of female football role models participating in the practices during the second and third month 4 Jordanians, 3 Americans)	96 girls	SFCG record (e.g. attendance sheets and photo-reports)

Methodological Approach

3.1. Key Elements

- The evaluation will be implemented in line with the program design, available project documents and will be based on primary and secondary research using qualitative methods. The approach will be based on consultations and dialogue. Sources of information will be quoted for each finding. Conclusions will be clearly linked to findings. Own comments by the evaluator will be marked as such and explained.
- Information on specific questions will be gathered from different sources and by different techniques. Internal and external factors affecting implementation will be addressed.
- Evaluation questions will be mainly descriptive (seeking to determine what is). Where indicators are available for the end values (of outputs, objectives), also normative questions will be used, comparing what is with what should be.
- Language used for the implementation of the evaluation will be Arabic, the final evaluation report will be produced in English.
- Analysis of possible methodological barriers and evaluation limits will be included in the evaluation report.

Data collection and sources of information

A. Evaluation Type: This will be a summative evaluation, led by an internal evaluator, the MENA Regional Specialist and assisted by Search for Common Ground project manager in Jordan.

B. Approach: The evaluator will apply a utilization focused evaluation approach. The evaluator and project leadership have agreed that the evaluation should be able to inform decisions about how best to strengthen and replicate the positive outcomes.

Data Collection Methodologies:

Desk Review: Review of literature including the project proposal, M&E plan, SFCG records, and quarterly reports to extract quantitative information, also to assess to what extent was the project able to reach the targets set in the log frame.

The evaluator will rely on qualitative methods to collect data along the different lines of inquiry.

The evaluator will conduct three focus group discussions in each of the two cities of Irbil and Ramtha where project implementation took place. The focus group discussions will be carried out with 1) coaches & Ministry of Education field staff .2) parents, caregivers (of the girls who participated in the program and those who did not. 3) With girls, those who participated in the program and those who did not to enable a comparison between the two groups for the purpose of assessing the impact of the project.

Key informant interviews will be conducted with key stakeholders including US Embassy staff, Ministry of Education staff and JFA to evaluate the relationship with partner organizations

The findings from each of these tools will be analyzed and used to provide SFCG with feedback on key points of both success and failure as well as to be informative to the extent possible for the reasons behind these results. The evaluation report will contain recommendations on how to improve future programs.

Evaluation Matrix

The evaluation design in table below includes the evaluation questions from section, related sub-questions, type of questions, evaluation design and techniques for gathering data.

Lines of Inquiry	Methodology
Relevance	

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Is the intervention based on a valid analysis of the situation of conflict and fragility?	KII , focus group discussions
Are the project’s stated goal and objectives relevant to the context in Jordan? Do the activities fit project objectives?	KII , focus group discussions
Is the project adding value that other actors in peacebuilding were not previously providing?	KII , focus group discussions
How relevant are the project activities as perceived by the beneficiaries and other stakeholders?	KII , focus group discussions
Effectiveness	
To what extent has the project been successful in reaching all of its stated objectives and outputs?	KII , focus group discussions
What major factors have contributed to the achievement or non-achievement of objectives?	KII , focus group discussions
What have been the major strengths of the project and what have been the challenges the project faced during its implementation?	KII , focus group discussions

Audience

The primary audience of this evaluation includes: The staff of SFCG Jordan and partner organisations to draw out reflections and lessons learned from the project and to use the recommendations for future project design.

The secondary audience for the evaluation would be the US Embassy.

Evaluation Plan

Location: The primary data collection will take place in the city of Amman where key stakeholders are located including US embassy , Ministry of Education and JFA, in addition data

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collection will take place in the cities of Irbil and Ramtha where project implementation took place. The final evaluation report will be written remotely from within Lebanon.

Deliverables:

- 1 Inception Report and Evaluation Plan Matrix (Thursday November 17, 2016)
- 2 Evaluation Report: A report emphasizing evidence-based recommendations for the project and program The report will include the following sections:
 - a Executive Summary
 - b Introduction to the context in Jordan
 - c Description of the Project
 - d Commentary and Analysis of the program, emphasizing learning and evidence-based recommendations
 - e Core Recommendations
 - f Conclusions
 - g Appendix: List of interviews, FCGs , and data collection tools

Duration and Working Days: The duration of the evaluation will be around 10-12 working days, including data collection days and evaluator travel.

Expected Deadlines

Evaluation Plan and Inception Report – November 17, 2016

Data Collection Completed in Jordan by November 24, 2016

Draft Report: January 6 2016

Final Report: January 18, 2016

Logistical Support Needed

The following support is requested from SFCG's Jordan office:

- 1) Facilitation of local transportation
- 2) Facilitation of key contacts and setting up of key meetings and focus group sessions
- 3) Internal financial support

The Evaluation Team

The evaluation team will be comprised of the MENA Regional Specialist.

Annex 3: Focus group and KII questions

Focus group discussion questions with the coaches and field officers of the Ministry of Education.

- 1) From your perspective, what are the main achievements of the project in your opinion?
- 2) Do you think the project is relevant to the context in Jordan?

Probes:

- what is the feedback from the field, do you feel the project was appropriate and needed by the community

- 3) Is the project adding value that other actors in peacebuilding were not previously providing?

Probes:

- Are there other organizations promoting the access of girls to sports
- How do you think what the project did compares to what others are doing
- Can you share any relevant experiences about this?

- 4) What is your level of satisfaction with the activities you did?

Probes:

- Are there other activities you think would have been more appropriate? Or perhaps responded more to community needs
- Would you change anything from the current project, if yes, what would you change?

- 5) What are some of the strengths of the project and some of the major challenges that you noticed during project implementation?

Probes:

- What major factors contributed to the achievement or non-achievement of a successful project?

6) To what extent was the project successful in increasing football skills of the girls?

Probes:

- From your opinion, has the project been successful in transferring enough knowledge and skills to the participants to ensure effective and independent application of those skills in the future? Why or why not?
- If no, do you think a second phase of the project is needed? Why?

7) How did the community respond to the activities?

Probes:

- From your observation how did the community react to girls' involvement in sports?
- Where they accepting of this or did you sense any opposition?
- Can you provide examples

8) From your perspective did the project contribute to increased awareness of the wider community of the importance of the participation of girls in sports? Why or why not?

Probes:

- To what extent, did the activities play a role in shifting public opinions about the participation of girls in sports?
- Did you see any highlights in the Media? What was the impact of those highlights in your communities, among your neighbors? Do you feel other girls are inspired to join now that they are aware of the project and project activities?

9) From what you noticed How successful was the collaboration among the families of the girls in addressing and breaking barriers to the participation of girls in sports

Probes:

- Can you provide us with examples? What kind of barriers did the families break? Did any stories stand out?

10) If this project was to continue, what recommendations would you make? What would you keep the same? What would you change?

11. Is there anything else you would like to add? Or that you think is important that we did not discuss?

Focus group discussion questions with Parents / Caregivers:

- 1) What do you know about the project? From your perspectives what were the achievements of the project.

Probes:

- Do you see this project as important /relevant to the context in your communities
- In your opinion, did the project respond to the needs of the girls?

- 2) Is the project adding value that other actors were not previously providing?

Probes:

- Are there other organizations promoting the access of girls to sports
- How do you think what the project did compares to what others are doing
- Can you share with me your experience with this?

- 3) What is your level of satisfaction with the activities of the project? Why , please explain

Probes:

- Are there other activities you think would have been more appropriate? Or you would have preferred your girls to be engaged in.

- 4) Would you change anything from the current project, if yes, what would you change?

- 5) What are the major outputs of this project from your perception?

Probes:

- Were there any unexpected changes among your daughters who were participating in the program?
- If yes what were the changes? Were they Positive or negative? To what extent did the confidence of the girls in interacting with their communities increase?
- Were girls from different backgrounds encouraged to participate? Can you tell me about the experience? Did this cause any problems? If so, how were the problems resolved?

- 6) To what extent was the project successful in increasing football skills of the girls?

- 7) From your perspective did the project contribute to increased awareness of the wider community of the importance of the participation of girls in sports?

Probes:

- Did it manage to positively shift public opinions about the participation of girls in sports? How did your family and friends respond when they heard your daughter was playing football?

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- What were, if any, some of the positive results of this project? On the participants? On Jordan overall? What were, if any, negative consequences of the project? On the participants? On Jordan?
 - Did you see any highlights in the Media? What was the impact of those highlights in your communities, among your neighbors? Do you feel other girls are inspired to join now that they are aware of the project and project activities?
- 8) What are some of the strengths and challenges that you noticed during project implementation?
Probes:
- What major factors contribute to the achievement or non-achievement of objectives?
- 9) From what you noticed How successful was the collaboration among you as parents to these girls in addressing and breaking barriers to the participation of girls in sports
Probes:
- Can you provide us with examples? What kind of barriers did you break? Did any stories stand out?
- 10) Is there anything else you would like to add? Or that you think is important that we did not discuss?

Questions of the Key Informant Interviews with members of the US Embassy and Ministry of Education

- 1) What is the level of your satisfaction with the project overall?
- 2) From your perspective, are the project's stated goal and objectives relevant to the context in Jordan? Do the activities and strategies fit project objectives? What do you think are the major achievements of this project?
- 3) Are there any changes you would suggest to improve similar projects in the future? What are they? What would you keep the same?
- 4) From your perspective did the project contribute to increased awareness of the wider community to the importance of the participation of girls in sports? If yes how?
- 5) Did the project manage to positively shift opinions about the participation of girls in sports? Can you please explain?
- 6) Are there any unintended positive or negative results of this work in Jordan?

- 7) What are some of the strengths and challenges that the project faced during implementation?
- 8) What major factors contribute to the achievement or non-achievement of objectives?
- 9) Would you be interested in a phase II of the project?
- 10) How do you evaluate your partnership with Search for Common Ground?
- 11) Is there anything else you would like to discuss or any other points you would like to highlight

Focus group discussion guide with the girls:

- 1) What do you know about the project?
Probes:
 - what are your opinions, did you feel the project responded to your needs
- 2) What is your level of satisfaction with the activities of the project?
Probes:
 - Are there other activities you think would have been more appropriate? Or perhaps responded more to your needs?
- 3) What are the major achievements of this project from your perception?
Probes:
 - Can you explain to me how were you selected for the program, were there any unexpected changes that happened to you after joining the program? Can you share the experience?
 - Were they Positive or negative? To what extent did your confidence increase in interacting with the communities?
 - Were girls from different backgrounds encouraged to participate? Did you make friendships from girls from different backgrounds that you did not know prior to the program?
- 4) To what extent was the project successful in increasing your football skills?

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Probes:

- From your perspective, has the project been successful in transferring enough knowledge and skills for you to participate in more advanced programs? If no, do you think a second phase of the project is needed?
- 5) From your perspective did the project contribute to increased awareness of the wider community of the importance of the participation of girls in sports?

Probes:

- Did it manage to positively shift public opinions about the participation of girls in sports?
 - How did you parents react to your involvement in the project? your teachers /class mates/neighbors / community members
 - Did you see any highlights in the Media? What was the impact of those highlights in your communities, among your neighbors? Do you feel other girls are inspired to join now that they are aware of the project and project activities?
- 6) What are some of the things that you liked about the project and what are some of the things that you would like to change /improve.

Probes:

- What major factors contribute to the achievement or non-achievement of objectives?
- 7) From what you noticed how successful was the collaboration among your families in addressing and breaking barriers to the participation of girls in sports

Probes:

- Can you provide us with examples? What kind of barriers did they break? Can you share with me any stories that stood out with you?