

# Report 5: FFPI Global Alumni Programme evaluation: Summary report

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# 1 Executive summary

This report is a summary of 3 reports on the evaluation of Fight for Peace International's Global Alumni Programme.

Detailed information regarding the Nairobi, Johannesburg, UK and Jamaica cohorts is available in the supporting reports.

The general learnings across the entire evaluation were:

- 1) An intensive, personally developmental kick off such as Rio catalyses teamwork and loyalty, and seeds the respectful relationships which are crucial to achieve the aspired outcomes
- 2) Creating local networks deepens the impact of the initiative, and leverages existing resources such as skills, space and contacts.
- 3) We are not convinced that just any organisation could have delivered GAP so successfully. FFPI are distinctive in terms of the clarity of their intervention, skills of the staff, their commitment to learning, and their thoughtfulness in terms of how to customise the initiative to ensure that it meets each organisations' need.
- 4) The GAP initiative itself is innovative, but in a number of big and small ways, the implementation of GAP was also innovative, and helped to create a solution focused culture among GAP alumni.
- 5) For a future initiative, in order to detect and attribute change, ensuring that there is a way of profiling organisations and documenting their baseline state, particularly in organisational development, would be valuable. Linking this to concrete and prioritised plans for support over at least the first 6 months is also valuable: FFPI started to do this with later cohorts in response to interim learning sessions with the evaluation team.
- 6) For a future initiative, having clear intermediate outcomes will continue to be important. A year is not long, especially in a less mature organisation, so defining what success will look like *during* an intervention remains important.

## 2 Introduction

Fight for Peace International (FFPI) has developed the Global Alumni Programme (GAP) to build the capacity, and capability of community based organisations (CBOs) to implement the FFP methodology with appropriate local adaptations. The objective is to improve the quality of services delivered by CBOs, and as a result create positive impact for young people in their local community. Órla Cronin (Orla Cronin Research and Framework) and Catherine Squire (Framework) were commissioned to evaluate the effectiveness of GAP as an approach for capacity building and methodology sharing, and its value in helping FFPI achieve its broader objectives.

This document summarises our findings across the entire GAP project, covering our evaluations of the Kenya, South Africa, UK and Jamaica cohorts.

### 2.1 *FFP methodology*<sup>1</sup>

Fight for Peace interventions are based on FFP's "Five Pillars" methodology. The pillars are: 1) Boxing and Martial Arts 2) Education 3) Employability (e.g. training or other support) 4) Youth support services (e.g. legal information, psychological support) 5) Youth leadership (e.g. a Youth Council). The FFP methodology is underpinned by values which have been articulated as: a) embracing b) champion c) solidarity d) inspiring e) fearless.

### 2.2 *FFP Global Alumni Programme*

The Global Alumni Programme (GAP) aims to support communities affected by violence. The objective is that rather than proliferating FFP academies around the world, that FFPI would train excellent community based organisations and help build their capability to deliver B&MA-based personal development programming.

GAP is delivered over 12 months with cohorts of approximately 10 CBOs at a time. CBOs who are identified as being potentially able to implement FFP methodology (with appropriate adaptation and customisation) are screened by FFPI. Once each CBO is accepted into the GAP programme, a representative attends a one week training course which is held in Rio.

The course focuses on seven learning areas:

- The principles behind using B&MA
- Designing an holistic set of services around B&MA
- The FFP Five Pillars
- The importance of organisational values
- Outreach, and engagement with the community
- The importance of iconic space and brand

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<sup>1</sup> <http://fightforpeace.net/metodologia/>

- Embedding monitoring and evaluation throughout an organisation

Holding the course at the Academy in Rio (or Newham, for the UK cohort) also exposes participants to an environment where similar challenges to those in their own community are being addressed.

At the end of the course, CBOs then create their own organisational development plan and articulate with FFPI the in kind support they need to implement that plan. FFPI then provides consultancy over the following year, via a case worker assigned to each organisation, on a one to one basis and via local networks to help each CBO adapt and implement the methodology and strengthen their organisation.

The aim of GAP is to provide frontline CBOs with the support to enable them to: access proven approaches and develop their programming; strengthen the organisation in areas such as governance, funding and monitoring and evaluation (M&E); ensure sustainability through being better networked at a local level to ensure collaboration around potential funding and access to decision makers; and increase their visibility and credibility with supporters. Support is given individually to the organisations and is responsive to their needs.

The support is flexible, bespoke to the needs of each CBO, and can include a variety of inputs from FFPI such as programme design, fundraising, extra training on specific areas of practice, or coaching to support the CBO leader through the process of implementing change.

CBOs also have access to the FFP toolkit: FFP provide a web-based resource accessible to all CBOs on the programme. It contains a number of practical tools such as job descriptions for coaches and youth workers, boxing gym equipment lists, registration forms for young people, guides to youth work, and M&E questionnaires. It also lists relevant research papers and links to other organisations that can help CBOs to connect to the broader development world. CBOs are individually directed around the resources, and signposted to relevant content and opportunities.

### 3 Evaluation Design

#### 3.1 *Data Collection Framework*

The development of the data collection framework (Table 1) was conducted collaboratively with FFPI staff: the process is documented in a separate report<sup>2</sup>.

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<sup>2</sup> Evaluation Design v4.

**Table 1: Data collection framework**

Enquiry Area	Questions
Outcomes for YP	<p>Measured changes in:</p> <ul style="list-style-type: none"> <li>• self-esteem</li> <li>• quality of relationships</li> <li>• aspirations</li> <li>• employment/training</li> <li>• less crime and violence</li> <li>• CBO specific outcomes</li> </ul> <p>Are the tools and processes for measuring all of these fit for purpose?</p> <p>To what extent are these changes attributable to the YP's participation in GAP Alumni programmes?</p> <p>Were there any unexpected changes (positive or negative?)</p>
Organisational Capacity Changes	<p>What changes have been identified?</p> <p>How reliably have these been measured?</p> <p>What unintended changes have taken place? (Positive or negative?)</p> <p>What is the contribution made by different parts of the GAP programme to these changes? (Training, M&amp;E, CM, networking etc.).</p>
Adaptation of FFP methodology	<p>How were local needs identified and prioritised by CBOs?</p> <p>Which local needs were targeted by CBOs?</p> <p>How was FFP methodology adapted and implemented? (content/approach/other)</p> <p>How did GAP support help with making the adaptations?</p>
Local Networking	<p>What are the characteristics of the networking between GAP alumni at the end of the programme?</p> <p>What has local networking brought to the GAP organisations?</p> <p>What approaches to supporting collaboration had the most impact?</p>

## 3.2 *Methods*

Data were gathered via document review, interviews and consensus workshops. Details of the methodology used are provided in previous reports.

### 3.3 *Participants*

A total of 123 participants from 16 organisations across 4 cohorts (Kenya, South Africa, Jamaica and UK) were consulted during the evaluation (this was a subset of the 110 organisations who participated in GAP).

Individual participants in the evaluation comprised:

- 59 young beneficiaries
- 39 staff and coaches
- 25 'boundary partners' (including trustees, collaborators and parents)

FFPI staff were also interviewed in relation to each of the cohorts.

The 16 organisations who formed part of this evaluation are listed in Appendix 1.

Organisations were selected by FFPI to span a matrix of different organisational parameters (Table 2). It was very clear as GAP evolved over time that the selection of organisations to participate in GAP became more and more refined. It was clear how each could benefit from the support offered directly by FFPI, and could benefit from and contribute to each cohort. The organisations were very heterogeneous: some are very mature and experienced organisations with independent sources of funding; others are smaller, less mature and potentially had most to gain from the input of FFPI.

A future project like this could reinforce the selection of organisations by conducting additional capacity assessment exercises using existing tools and categorising organisations as emerging, evolving and strong.

**Table 2: Organisation sampling**

Analysis Dimension	Categories within dimension	Organisations to be evaluated in depth from each location			
Sphere of influence	Policy level actor	Nairobi	Johannesburg	Jamaica	UK
		Usalama	Sportstec	JBBC	
	Community level actor	Dallas & MNBC & MKK & KI	Fight with Insight	Capoeira Alafia	PB Boxing Child UK Berkshire Youth
Main change in terms of adapting FFP methodology	NGO/S4D adds boxing	MKK	Ikageng		Child UK
	NGO & Boxing club form partnership	KI & Trinity BC		YUTE/Boy's Town	Berkshire Youth
	Boxing club adds social	MNBC & Dallas BC	Fight with Insight		Pat Benson Boxing
Scale/scope of operations	Breadth	Usalama	Sportstec	BREDS	Child UK
	Depth	Dallas, KI	Fight with Insight	Capoeira Alafia	PB Boxing Berkshire Youth
Outliers	Adaptation not as successful	MKK			
	Not like any other adaptation	Usalama	Sportstec	BREDS	
	Long-time GAP membership	Ngunyumu PS			
Amount of contact with FFPI	Regular contact			Cap. Alafia, JBBC	
	Less regular contact	BC		BREDS	PB Boxing Child UK Berkshire Youth
Capacity & sophistication of CBOs systems and processes	Advanced	Usalama		YUTE	
	Basic	Dallas BC		Cap. Alafia, JBBC	PB Boxing Child UK Berkshire Youth
Who led relationship between CBO & FFPI	CBO Founder/Director	Dallas BC, MNBC	Sportstec	ALL	PB Boxing Child UK
	Other CBO staff member	Usalama, Ngunyumu PS	Ikageng		Berkshire Youth



## 4 Summary findings

### 4.1 *Summative assessment of the impact of GAP in relation to each of the original evaluation questions*

#### 4.1.1 Outcomes for Young People

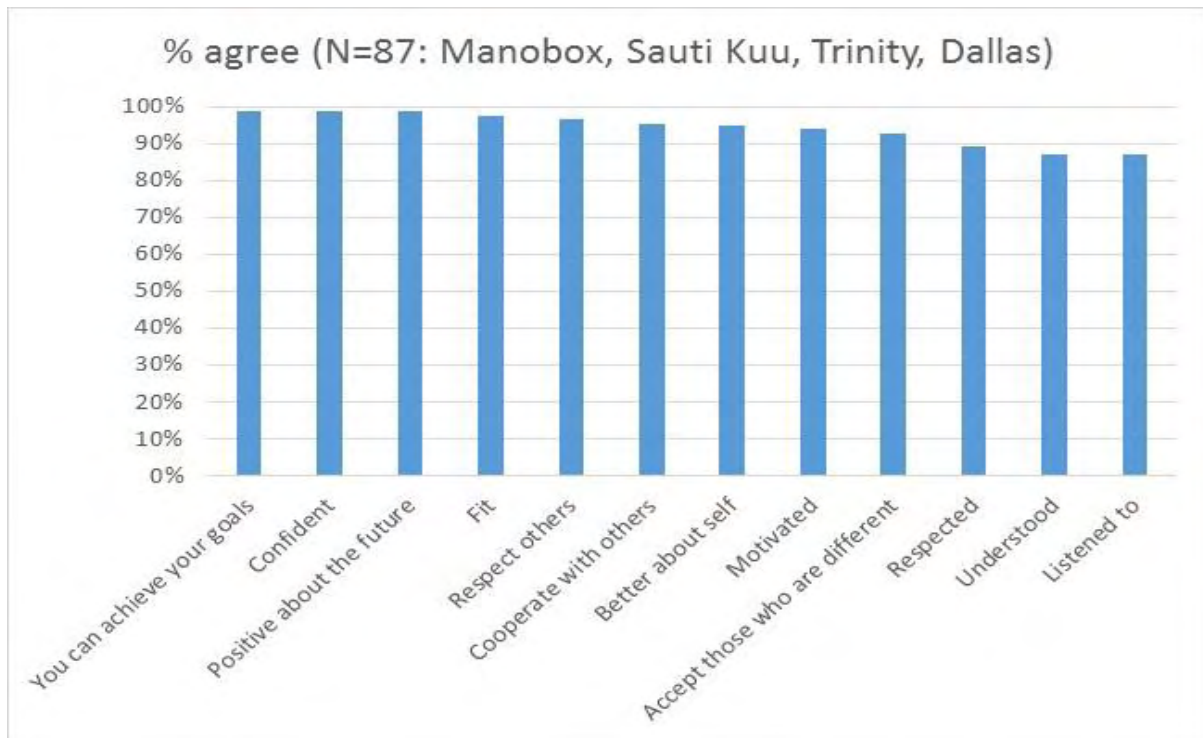
*Have there been measured changes in:*

- self-esteem
- quality of relationships
- aspirations
- employment/training
- less crime and violence
- CBO specific outcomes

For many, if not most, GAP organisations we visited, it was slightly too soon to detect or measure changes in outcomes for young people. In some cases, activities were not yet being conducted with enough young people to be able to detect improvements. In other cases, the activities were still at the pilot stage, and it would have been too soon to expect substantial changes.

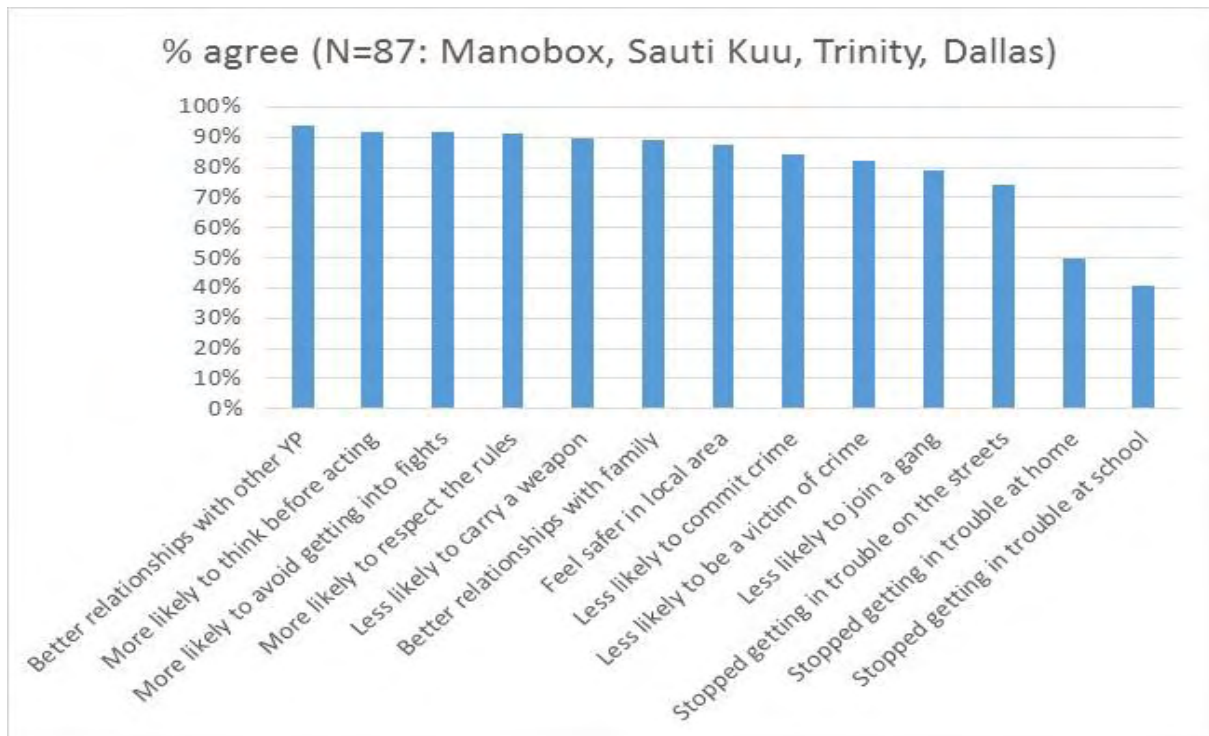
In a 12 month evaluation across 4 organisations in the Nairobi cohort (Manobox, Sauti Kuu, Trinity and Dallas), there were indications that young people felt very positive about coming to the club.

Figure 1 illustrates the suggested benefits of attending their club with which the young people agreed. We can see that they detected both physical and psychological benefits for themselves, though they are marginally less certain about how they are perceived and treated by adults around them (outside the club) than they are about their own development. This is to be expected: their own behaviour is something over which they have much more control than the behaviour of those with whom they interact. In fact, the slight difference between their agreement between personal changes and more general changes in their environment gives us some confidence that they were not merely “top boxing”, i.e. agreeing with everything.



**Figure 1: Since coming to the club, I feel more....**

Figure 2 shows the changes in negative behaviour which the young people have experienced since coming to the club. These data are controlled for the fact that some young people did not experience problems in all of these areas. As with the positive changes in their behaviour, we can see that the areas which are under their control have improved the most: (though the extent to which getting into trouble at home and at school is entirely their own doing is an issue which warrants closer inspection). The young people noticed improvement in both of these areas, but to a lesser degree than in other areas such as getting into fights or carrying a weapon.



**Figure 2: Since coming to the club I have/am...**

Qualitative discussions with young people across the cohorts indicated that they found B&MA activities compelling and felt that participation in the organisation was helping them in their lives. Several young people indicated that coming to their organisation helped them to stay out of trouble ‘in the streets’ – either spontaneously, in interviews (e.g. CA), or in response to a questionnaire (e.g. the Manobox questionnaire, where 23 of 27 young people said that coming to the club keeps them out of trouble on the streets).

Organisation staff are in a good position to detect changes in the young people with whom they work. For example, Berkshire Youth started working with a very vulnerable group – young people excluded from school- for the first time. They saw marked improvements in the motivation, social relationships, and trust in adults in the young people.

Across all the organisations, the *potential* of young people to progress on these outcomes, given the current status of the organisation and its activities, is summarised in Table 3.

**Table 3: Qualitative summary of potential to achieve outcomes**

	self-esteem	quality of relationships	aspirations	Employment/training	Less crime and violence	CBO specific outcomes
<b>Capoeira Alafia</b>	Visible qualitative effect	Visible qualitative effect	Visible qualitative effect	Yes (plans in progress)	Likely in longer term, given qualitative indications from young people	
<b>BREDS Treasure Beach Foundation</b>	Pilot only – potential for positive outcomes	Pilot only – potential for positive outcomes	Pilot only – potential for positive outcomes	Yes; plans in progress	Likely in the long term (but not a big local problem)	Edusport likely to improve school attendance rates and decrease dropouts
<b>Jamaican Boxing Board of Control</b>	N/A – enabling organisation	N/A – enabling organisation	N/A – enabling organisation	Potential to increase number of accredited coaches (and coaches trained in Sport for Development)	N/A – enabling organisation	Aspires to expand the footprint of boxing in Jamaica, and ensure social benefits. Likely to take some time, but JBBC plays important role as enabler for other organisations
<b>YUTE</b>	Yes – qualitative feedback from participants in pilot	Yes – qualitative feedback from participants in pilot	Yes – qualitative feedback from participants in pilot	Core activity of YUTE: clear programme, and expansion of programme in partnership with RISE is attributable to relationships developed during GAP	Likely, given the argument that increasing youth employment reduces crime.	

	<b>self-esteem</b>	<b>quality of relationships</b>	<b>aspirations</b>	<b>Employment/training</b>	<b>Less crime and violence</b>	<b>CBO specific outcomes</b>
<b>Child UK</b>	Not clear that intervention substantial enough to achieve these outcomes	Not clear that intervention substantial enough to achieve these outcomes	Not clear that intervention substantial enough to achieve these outcomes	Not clear that intervention substantial enough to achieve these outcomes	Ongoing relationship with police and acceptance of referrals indirectly helped by relationship with GAP	
<b>Pat Benson Boxing Academy</b>	Yes - qualitative	Yes - qualitative	Yes - qualitative	Likely if apprenticeship scheme goes ahead	Likely in longer term given aspirations of club	
<b>Berkshire Youth/ Reading ABC</b>	Yes – qualitative	Yes – qualitative	Yes – qualitative	Yes, plans in progress	Possible in the long term	
<b>Usalama</b>	Yes – qualitative	Yes – qualitative	Yes – qualitative	N/A	Likely in long term	improved school attendance, according to teachers and parents. Speculation that participation in the programme may reduce early marriage;
<b>Miss Koch</b>	Yes- qualitative	Yes – qualitative	Yes- qualitative	No	Possible in long term	
<b>Kilimanjaro Initiative Initiative/Trinity</b>	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Discussions underway to create income generating initiative	Likely in longer term	

	<b>self-esteem</b>	<b>quality of relationships</b>	<b>aspirations</b>	<b>Employment/training</b>	<b>Less crime and violence</b>	<b>CBO specific outcomes</b>
<b>Manobox</b>	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Training provided in IT skills		
<b>Dallas</b>	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Yes – particularly wide range of income generating activities	Likely in longer term	
<b>Ngyunyumu Primary School</b>	Yes – qualitative & quantitative	Yes – qualitative & quantitative	Yes – qualitative & quantitative	N/A – school environment	Yes – qualitative	Teacher reported increased school attendance and academic performance
<b>Ikageng</b>	Yes – qualitative	Yes – qualitative	Yes – qualitative	Potential – plans to establish relationships with colleges and employers	Likely in longer term	
<b>Fight with Insight</b>	Yes – qualitative	Yes – qualitative	Yes – qualitative	N/A	Yes – ‘diversion programme’	Emphasis on school attendance
<b>Sportstec</b>	Yes – qualitative	Yes – qualitative	Yes – qualitative	Yes – coach development	Likely to be indirect	New programme planned which is more directly based on FFPI methodology

*Are the tools and processes for measuring outcomes for young people fit for purpose?*

Substantial effort was made by FFPI in developing or improving M&E systems within organisations, considering both quantitative and qualitative approaches to M&E, and this is likely to steadily improve as those systems and tools become embedded within organisations. The FFPI questionnaires, customised to particular organisations' needs, are fit for purpose as quantitative tools, though any quantitative tool is dependent on having enough young people present in the project for long enough to be able to detect changes.

For smaller organisations, it will be very important that M&E is proportionate – to the size and resources of the organisation, and to the size and scale of the programmes, so some organisations may need to scale back their ambitions in order to make their future M&E systems manageable (this was the case for YUTE, and FFPI assisted in that process). There is substantial emphasis in the wider sector on quantitative evidence, but it is important that deeper, qualitative evidence is also gathered, to really understand how interventions are working locally, to gather case studies, and to detect unintended changes.

*Were there any unexpected changes (positive or negative?)*

Though it might have been expected, the changes in professional capacity of individuals who went to Rio or London was not documented, but particularly for individuals who had not travelled abroad before, or whose organisations were less developed as sport for development organisations, the combination of the intensive week in Rio, the membership of the networks (in the case of Nairobi and Kingston) and the ongoing mentoring from FFPI, was transformative. It may prove difficult to track and measure the impact of this in the longer term, but it is nevertheless extremely important. It 'changed the game' for many of them, expanding their aspirations for their organisations, helping them to 'professionalise' and, ultimately, is likely to continue to reinforce their organisations.

One area where FFPI may need to reflect on its responsibilities when intervening in and potentially reinforcing, local systems, is that of gender responsiveness. There are many stages in which gender inequalities can be reinforced, perpetuated or even amplified during well meaning interventions, e.g. staff selection, coach gender, young women's participation, voice etc. The FFP model doesn't aim for equal numbers of young women and men participating in programmes, and that is legitimate given that it is primarily young men who are both victims and perpetrators of violence. However, one of FFPI's values is 'Embracing': *"We believe in a society without exclusion. Everyone is welcome."* Where young women want to be involved in an organisation, they have a right for their aspirations and contributions to be valued equally. In some of the organisations this was clearly not happening, and this meant that young women were not getting the same opportunities for B&MA or even for participation in sport and exposure to positive role models more generally.

One practical approach could be to develop guidelines to help clubs to see how they can support girls to participate, by discussing questions such as "does it help to have a female

coach? What if that's not possible?" "What kind of progression of activities would help girls to move towards greater participation?" "What other things could be done?"

FFPI acknowledge that there is not a strong emphasis on gender within the methodology, or within FFPI itself. However, there is a real question to be asked about the "missing girls" and to consider what can be done to encourage young women into both participation and delivery of programmes. This is only likely to happen if it is accepted that addressing gender inequality has benefits for both young women *and* young men<sup>3</sup>.

#### 4.1.2 Organisational Capacity Changes

*What changes have been identified?*

Data gathered by FFPI from all GAP organisations regarding the relative importance of different GAP outcomes for self-assessed organisational capacity were very heterogeneous (because the organisations were very different in size, history, experience with B&MA and social outcomes).

Across the entire GAP cohort (not just those in this evaluation), organisations were asked to rank the importance of GAP impact. The overall rank order of GAP impacts, as self-assessed by organisations, with 1 being most important and 6 being least important, were:

1. Focussing our operations to where we can make the biggest difference
2. Increasing the quality of our work with YP
3. Increasing our ability to work with more YP
4. Helping to build a stronger foundation for our organisation's future
5. Giving us a vision for our organisation
6. Giving us access to new contacts

We can see from this that according to organisations' self-assessment at the end of GAP, they felt that the area of biggest change was in their focus, and in the quality of work they could achieve e.g. Berkshire Youth developing the confidence to deliver B&MA (in partnership with Reading ABC) to a 'high risk' group of young people excluded from school: stepping into that work enabled them to see the potential of using FFP methodology for working with this group.

*How reliably have these been measured?*

Changes were assessed qualitatively and quantitatively, though mainly quantitatively. This is appropriate given the number of organisations and the heterogeneity of the cohorts. This could have been improved by conducting more detailed baseline organisational assessments, in order to detect change at a finer level. The BOND Health Check (which was

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<sup>3</sup> <http://menandboys.ids.ac.uk/blog/emerge-blog-9-reframing-gender-equality-and-sustainable-change-should-men-be-picture>



co-written by Framework associates) is now being used by some UK organisations at the suggestion of their FFPI case worker.

*What unintended changes have taken place? (Positive or negative?)*

This was an ambitious and highly intentional programme, and few of the detected changes were unintended. No negative changes were detected. A possibly unintended positive effect was that while FFPI explicitly wished to reinforce organisation's abilities to raise funds, in the case of at least some organisations, the entrepreneurial approach of FFPI certainly expanded the thinking around fundraising beyond raising grants to considering income generation initiatives and crowdfunding. This was supported by the facilitation of a webinar on the topic of crowdfunding.

*What is the contribution made by different parts of the GAP programme to these changes?*

It is difficult to attribute changes to different parts of a coherent, holistic programme. However, the customised, personal support provided by FFPI to each organisation, and the initial convening at FFPI sites were two elements of which organisations spoke extremely highly.

#### 4.1.3 [Practical support for Organisation Development](#)

The nature of the relationship with FFPI is that the focus of OD is on developing practical B&MA programmes with elements of at least some of the other 4 pillars.

Depending on the nature of the organisation, they benefited in different ways. Some benefited more from support for the development of the B&MA programme and others from the more strategic approach (e.g. using appreciative inquiry), and some from help with registration as a charity and funding applications.

The quality of advice and support on M&E was particularly appreciated by organisations. "M&E thinking" varied significantly across organisations. Some are making ambitious (perhaps overly ambitious) plans for starting/improving M&E, and others have refined their systems. For one UK organisation, the vision of what an M&E system could do for the organisation has resulted in a collaboration with a university to generate a really strong evidence base.

As GAP evolved, FFPI implemented a planning and goal setting process which helped to clarify what organisations would do post GAP, and this was extremely useful.

There were variations in how much organisations felt able to 'use' the ongoing support from FFPI. As GAP evolved, the nature of the relationship organisations could expect to have was clarified. It is conspicuous that there wasn't a single instance of FFPI not reaching organisations' expectations. How much interaction there was, and how much use organisations could make of the support on offer, was very much determined by the time and inclination of organisations themselves. The quality as well as the quantity of support was hugely appreciated, and the importance of GAP in enabling organisations (particularly smaller/newer organisations) to stand back and reflect on their own direction shouldn't be underestimated. Particular contributions were made by GAP to the following:

- Identifying values and purpose of organisation
- Strategic planning (e.g. CA, JBBC)
- Writing funding proposals (e.g. FWI)
- Developing a network of contacts (particularly Kenya and Jamaica)
- Clarifying roles within organisations and supporting delegation (e.g. Manobox)
- Support to help organisations articulate and begin to codify their own interventions (E.g. CA, BREDS) and articulate their outcomes
- Expanding the intervention (number of young people reached, components of intervention) (e.g. Breds, CA, MKK)
- Micro support of networks (especially in Kenya and Jamaica – and conspicuously missing from UK and South Africa) – amplification by networking, particularly for smaller/newer organisations
- Support to clarify M&E system (CA, BREDS, YUTE, JBBC, PBBA)

## 4.2 *M&E*

All organisations benefited from Bec's help with setting up workable systems for M&E. However, it was not always obvious how well the systems were being used – with lack of capacity for monitoring a factor in two organisations.

Although a lot of progress was made in creating “M&E thinking”, M&E is still in the planning stage in organisations who were not already doing it (the work with RISE and YUTE consisted of refining existing systems).

It's going to be really important to continue to work with organisations to find informative, proportionate and appropriate approaches to M&E. For organisations which work holistically with smaller numbers of participants (e.g. CA), qualitative work will be needed to complement quantitative work. Furthermore, organisations which have a strong ethos of participation and an emphasis on being youth driven may benefit from using peer research methods, and this could be something which could be contributed to the larger network.

### 4.3 *Implementation and Adaptation of FFP methodology*

#### *How were local needs identified and prioritised by CBOs?*

Organisations varied in the extent to which they had systematically identified local needs. Many made use of secondary data (e.g. city or regional development plans) as a basis of their intervention.

#### *Which local needs were targeted by CBOs?*

All organisations were focused on improving the overall wellbeing of young people, and particularly young people who were excluded, disenfranchised or vulnerable. Some organisations worked on risk mitigation, by reaching out to young people who were in school, in order to augment the curriculum, and improve attendance and performance of young people. Other organisations worked with young people who are not in education, employment or training. (“NEETs” in the UK, “unattached” young people in Jamaica). Table 4 illustrates how local needs were identified and which particular needs were targeted.

**Table 4: Identifying and addressing local needs**

Cohort	Organisation	Identification of local needs	Needs addressed
Jamaica	Capoeira Alafia	Secondary data – CRP;	Conflict; proenvironmental behaviour
	BREDS Treasure Beach Foundation	Secondary data – Ministry of Education, Treasure Beach Development Plan. Primary data: Breds Community Survey	
	Jamaican Boxing Board of Control	Historic (boxing culture), commitment to societal value of sport; currently exploring schools’ interest in and need for physical activity, particularly boxing	Coach accreditation, which supports other organisations delivering B&MA;
	YUTE	Secondary data – national (e.g. ILO, Caribbean Development Bank) and city statistics (e.g. Jamaican Planning Institute)	Unemployment in “unattached” young people
UK	Child UK	Secondary data – areas of high social deprivation	Alternative provision for young people not succeeding in mainstream school, outreach to at risk young people
	Pat Benson Boxing Academy	Secondary data – area of high social deprivation. Historical presence in the community; parental feedback regarding school performance	Supportive environment for at risk young people; alternative provision for those not succeeding in mainstream school

Cohort	Organisation	Identification of local needs	Needs addressed
	Berkshire Youth/ Reading ABC	Secondary data – area of high social deprivation.	Alternative provision for young people not in mainstream school
Kenya	Usalama	Systematic overview of local needs via regular Peace Committee survey	Conflict and violence reduction (particularly across different segments of the community), augmenting school curriculum, improving school attendance and performance
	Miss Koch	Secondary data	Improving opportunities for young people
	Kilimanjaro Initiative/Trinity	Secondary data and own surveys	Supportive environment for at risk young people; improving school performance; violence reduction
	Manobox	Secondary data – areas of high social deprivation; Historical presence in the community; parental feedback regarding school performance	Supportive environment for at risk young people; improving school performance; violence reduction
	Dallas	Secondary data – areas of high social deprivation Historical presence in the community;	Working with at risk young people to reduce/avoid risky behaviours
	Ngyunyumu Primary School	Secondary data – area of high social deprivation; Historical presence in the community;	Augmenting school curriculum; building community cohesion
South Africa	Ikageng	Secondary data	Safe and constructive environment for highly vulnerable young people (orphans, HIV positive etc)
	Fight with Insight	Secondary data – area of high social deprivation	“Diversion” of young people involved in crime/violence from the mainstream court system
	Sportstec	Secondary data	Supporting the development of sport in schools, and provision of cadre of trained coaches

Organisations differed slightly in the degree to which they formally referenced local needs, e.g. in strategy documents. Some organisations have existed for a long period of time and which had grown organically, sometimes on the basis of a single individual's urge to take action to address observed problems. The importance of this embedded local knowledge acquired over time should not be underestimated. National and city statistics can often be a useful pointer and justification for the need for an intervention, but a small CBO with a small catchment will always need to consider its micro locality. For example, in Kingston, young people are often not willing to travel out of their particular locality to another, and therefore a sensitive consideration of where to site an intervention, as well as the nature of the intervention called for, will always be necessary.

*How was FFP methodology adapted and implemented? (content/approach/other)?*

Table 5 illustrates the ways in which different organisations implemented and adapted the 5 pillars methodology. The ways in which FFPI helped them to do so are described elsewhere in this report, and in more detail in the cohort specific reports. Table 5: Implementation and adaptation

Cohort	Organisation	B&MA	Education	Employability	Youth Support	Youth Leadership
Jamaica	Capoeira Alafia	Already doing capoeira – delivered to partners	Provision of scholarships	Informal employability training e.g. green construction; coach development	Will expand mentoring via other GAP partners	Created active Youth Council
	BREDS Treasure Beach Foundation	Introduced boxing	Supporting a local secondary school – hopes to integrate /extend Breds activities	Formal employability training (preceded GAP)	Planning to deliver peer mentoring	Created a youth council
	Jamaican Boxing Board of Control	Reactivating youth boxing	Starting to talk to schools to integrate boxing	Accreditation of coaches	n/a	n/a
	YUTE	Introduced boxing	Aimed at young people not in school	Key part of YUTE intervention (preceded GAP)	YP already receiving mentoring and coaching	Created a youth council
UK	Child UK	Introduced MMA	-	None	-	-
	Pat Benson Boxing Academy	Already doing boxing	Creating after school homework club	Expanded plans for access to work programme	Looking into creating a referral pathway, and	Created a youth council

Cohort	Organisation	B&MA	Education	Employability	Youth Support	Youth Leadership
					augmenting existing informal mentoring	
	Berkshire Youth/ Reading ABC	Partnered with local boxing club	Partnering with an organisation working with excluded young people	Partnering with an organisation delivering functional skills training	Initiated PD sessions	-
Kenya	Usalama	Introduced boxing to primary schools	Delivering within school environment	-	Augmenting existing schools life skills programmes	-
	Miss Koch	Introduced boxing	Already delivering lifeskills training; funds secondary school scholarships	-	Already provide one to one mentoring and have youth peer providers	-
	Kilimanjaro Initiative/Trinity	Reactivated a defunct club with a youth focus	Scholarships and following YP progress in school	Preexisting entrepreneurship programme	Extending existing KI psychosocial support programme to Trinity members	-
	Manobox	Existing, & started to deliver to a primary school	Following YP progress in school	Partnering with another organisation to deliver employability training	Partnered with another organisation to deliver lifeskills and peer mentoring	Set up a youth council;
	Dallas	Already doing boxing	expanded existing secondary school scholarship schemes	Existing entrepreneurial training expanded	Started to provide mentoring to members	Set up a youth council
	Ngyunyumu Primary School	Introduced Taekwondo, boxing and capoeira	A primary school	-	-	-
South Africa	Ikageng	Partnered with local boxing club	Liaising with local schools	Liaising with colleges and employers to support progressions	Delivering existing psychosocial support programme	Set up a youth forum

Cohort	Organisation	B&MA	Education	Employability	Youth Support	Youth Leadership
	Fight with Insight	Already doing boxing	Project ensures all children attending school regularly	Shadowing and mentoring with older volunteers; connection with local employer	Delivering existing psychosocial support programme via a partner	Progression to volunteering
	Sportstec	Will pilot boxing as part of Freeplay scheme	Delivers through schools	-	-	-

All of the organisations interviewed found the holistic approach of FFP compelling when they were exposed to it in Rio or London.

#### 4.3.1 [Boxing and martial arts](#)

Of the 16 organisations evaluated, B&MA was new to 11 of them. There was a real variety in the type of B&MA adopted, with the choice being determined largely by availability of particular coaches, cost and availability of venue and equipment (boxing was often seen as more expensive than other B&MA), and, in one case (YUTE), exposing young people to different kinds of B&MA and allowing them to choose. A number of organisations found that they had underestimated the amount of sensitisation which would need to be conducted with parents/carers and schools, in relation to the risks involved of B&MA (particularly boxing), the value of B&MA in the context of a holistic approach to youth development, and the value of letting girls participate in sports in general and in B&MA in particular. All of the parents and other stakeholders to whom we spoke across cohorts (including, for example, the state prosecutor for youth in Johannesburg) were passionate about the benefits for young people of participating in B&MA.

A marked feature of the adoption of B&MA was that it also brought in passionate, skilled coaches who were able to develop very good relationships with young people.

Two particular hurdles to be overcome were availability of suitable coaches (particularly when cover was needed in case of unavailability of a coach), and expenses for equipment, attendance at competitions and transport for the young people to and from training, and payment of coaches. Some organisations also endeavour to provide some snacks/breakfast/lunch for young people.

The issue of availability of coaches was generally addressed by working with other GAP organisations who did have coaches available, using their networks to find suitable coaches (e.g. Fletchers Land and YUTE in Jamaica, Dallas and Manobox with Usalema in Kenya), or training up young people to be coaches, e.g. Berkshire Youth/Reading ABC, and training teachers (Sportstec). This was more of a problem for organisations who did not have B&MA expertise and did not have access to it (e.g. Ikageng in South Africa). FFPI are seeking funding for a 'Life Champions' initiative which will develop the potential of existing boxing coaches globally to serve as mentors for young people in the course of training.

In many cases, coaches worked as volunteers. We would question the extent to which this creates a sustainable model, particularly if there are not enough coaches to cover for each other when one of them is offered paid work which conflicts with the timing of class.

#### 4.3.2 [Education](#)

One organisation (PBBA, UK) was particularly interested in providing homework support and extension classes based on the Twilight programme which they had seen at the FFP Academy, and have started to offer homework supervision in the club. Some organisations who were providing B&MA outside of a school environment to school going young people developed informal or formal processes for inquiring into young people's progress at school, and endeavoured to provide appropriate support to the young people or their parents when problems were encountered.

Two organisations (CA and KI) created and awarded scholarships for school expenses to some of their participants; others were already doing this, e.g. Dallas, MKK.

Several organisations commenced or expanded their work in schools, e.g. BREDS have extended their Edusport programme to 60 schools, Usalama started to partner with a primary school, and some existing school based programmes started to incorporate B&MA.

#### 4.3.3 [Employability](#)

Membership of the GAP programme did not catalyse new employability initiatives, but helped organisations who were already involved in delivering employability initiatives to consider how to integrate their existing or planned employability initiatives with other activities.

Two organisations already delivered employability training (YUTE, BREDS).

One organisation (Manobox) started providing IT skills training to participants, in partnership with another organisation.

One organisation (YUTE) is collaborating with another GAP member (RISE) to enable participants to access micro-enterprise support.

#### 4.3.4 [Youth support services](#)

Organisations who did not already have formal youth support services started to consider how to formalise their offering, e.g. by arranging formal mentoring, or expanding their referral system

One organisation (YUTE) was already delivering mentoring; another (CA) does some informal personal development work; two (BREDS and JBBC) are looking to deliver mentoring in the future.

Trinity extended the lifeskills programme of KI to its participants, and are also planning to offer more extensive psychosocial support. They are also advising Manobox on their weekly counselling and PD sessions.



#### 4.3.5 [Youth leadership](#)

Seven of the organisations who comprised this evaluation created or had started to create youth councils (CA, BREDS, YUTE, Dallas Boys, Ikageng, MNBC, PBBA).

It is important to notice that youth councils means very different things in different organisations. It would be interesting to explore further what a thriving youth council means, and what circumstances enable it to flourish and reach its potential. The youth council at CA is very active in designing and delivering their annual 'graduation' (batizado), and representatives take part in decision making. YUTE's youth council repainted a building, and BREDS youth council appears to be a source of helpers for events but there is a plan to involve them in peer mentoring. The youth council in PBBA is still very young, and its role is slowly being defined.

## 4.4 *Summative assessment of the GAP model for sharing methodology and building of a community of practice*

### 4.4.1 Local Networking

*What are the characteristics of the networking between GAP alumni at the end of the programme?*

In the two cohorts where networks were convened (Kenya and Jamaica), networking was valued and was very effective. Each network meets regularly. Geographical dispersion and more heterogeneous organisations meant that there was no networking in South Africa and the UK.

At the end of the GAP year, there are strong indications that the established GAP networks will continue. In Kenya, this is likely to be relatively informal, based on strength of relationships, but in Jamaica, the Safer Communities Incubator is likely to continue to give the Alliance a reason to exist, over and above individual collaborations.

*What has local networking brought to the GAP organisations?*

Local networking magnified the FFPI direct support by providing members with personal and professional support, access to information, access to resources (e.g. using each other's space and equipment) and formal collaboration e.g. sourcing mentoring or B&MA expertise from each other.

*What approaches to supporting collaboration had the most impact?*

Both the Jamaica and Kenya networks were convened explicitly. Some members of the Johannesburg and UK cohorts might have benefited from the existence of a network but individuals were not strongly motivated enough to initiate that. There was definitely a geographical advantage in the creation of the Jamaica (Kingston) and Kenya (Nairobi) networks.

A particular difference between the two networks was that in Kenya, there was an individual nominated as co-ordinator, whose duties were paid for via a secondment from his own organisation. This was enormously valued by the Kenyan cohort.

The Jamaica cohort convened around a particular initiative – the Digicell bid – and this provided great momentum and initiative, enabling them to avoid becoming a mere 'talking shop'. Some momentum was lost after this initiative ended, and it may be that had there been a local co-ordinator, momentum might have been better maintained.

### 4.4.2 Unexpected outcomes

Aside from the UK organisations, who attended the FFP London Academy instead of Rio, all of the other organisations felt that the week in Rio was really important, in terms of the content covered, the exposure to social problems in a different geographical location ("we thought we had social problems – but it's much worse in Rio"), and the opportunity to get to

know and bond with the other GAP members. As a catalyst for successful networking in Jamaica and Kenya, this was superb.

The post-Rio period is crucial in building on the energy generated, and FFPI needs to ensure that momentum is kept up at that time with visits planned, information shared about exactly what support can be expected, and relationships consolidated with phone calls and responses to emails. This has now been put in place for subsequent GAP cohorts e.g. Northern Ireland, Jamaica and Columbia.

A particular risk in the post-Rio period is managing expectations among the staff, volunteers, young people and other stakeholders who did not go to Rio. Keeping up the momentum while also being realistic about timescales and aspirations, was a real challenge for a number of organisations.

It will be important that organisations do not over-reach themselves in trying to implement all of the pillars. The strength of the network makes it likely that individuals will continue to contract in elements from other network members (e.g. B&MA from JBBC and CA, mentoring from RISE and YUTE, employability training from RISE and YUTE).

There are no relationships between the organisations in the UK cohort, or in Johannesburg, although some links are emerging between these organisation and those in subsequent cohorts. They are very different from each other and there are big trade-offs between the usefulness of visiting each other and the time it takes to organise and travel long distances. However, there are many virtual ways of communicating, and it may be that developing contacts across different platforms, or at least promoting the Facebook group more, could provide opportunities for clubs to learn from each other. As more UK cohorts “graduate” from GAP, there could be more opportunities to put clubs in touch with each other from different cohorts.

The glowing terms in which the Kenyan and Jamaican cohorts spoke of their network (‘Alliance’, in Jamaica) were striking.

FFPI support is underpinned by high quality relationships formed with GAP organisations, and which are characterised by trust, respect and confidence. The culture of FFPI is to be flexible, emergent and opportunistic. FFPI explicitly invested time and thought into the building of networks. The Kenya network had a local coordinator, which gave it huge momentum. The Jamaica network did not have such a coordinator, but a chair was elected.

There was a strong sense that the network served a number of different functions: interpersonal support, informal mentoring, provision of resources (advice, expertise, information, contacts, skills, collaborations), and that the networks served to enormously amplify the input from FFPI.

#### 4.5 *Staff/volunteers*

Although not beneficiaries directly, the staff and volunteers of the projects (e.g. older teens who take on coaching roles) are also part of the impact that the projects are having on

communities: providing jobs, skills, experience, making them more employable providing role models, and in some cases helping to get them out of trouble with gangs and drugs.

FFPI could consider how to capture these aspects of the transformation the projects bring about. There is scope, particularly in organisations who have 'in house' coaches e.g. PBBA, CA, FWI, Sportstec and BREDS to broaden thinking around impact to consider impact on coaches and progressions of young people from participant to youth council to further volunteering/employment within the organisation. This is likely to happen naturally in some organisations, where there is already a pathway for young people to move from participating to assisting to leading to teaching.

## 4.6 *Reflection on the evaluation itself*

We would like to comment here on the actual evaluation process of GAP, as we feel that to some degree this exemplified the approach FFPI is taking with organisations, and indicates the coherence with which organisational values are threaded through FFPI's work.

### *1. Co-creative and innovative*

From the first meeting with Bec and the team, the tone for the evaluation was set as being collaborative and co-creative, with a strong focus on learning. The value of that initial inception meeting, involving all the case managers, as well as Bec and James, cannot be overestimated.

In addition to clarifying the detail of the terms of reference, we agreed ways of working, time frames and ways of managing risk over the course of the 2 year evaluation. The FFPI team, consistent with their own approach more generally, engaged with alacrity with more novel suggestions, including a successful online workshop on organisational assessment, and a 'thinktank' approach to extracting the learning from the evaluation at the end of the project.

### *2. Positive focus*

There was a clear emphasis on trying to identify the programme elements which were working, and this felt very useful in terms of identifying where it might be best to focus effort and resource. This was also motivating for the evaluators.

### *3. Open and trusting*

Both FFPI and the evaluation team were open regarding any impediments, issues, or unplanned hitches to our work. Talking with the case managers was very helpful in understanding some of the approaches they used, and they were open in discussing the different kinds and effectiveness of support they gave to GAP alumni. We felt we could be frank when there were hitches or delays with the work: any problems which cropped up on either side were dealt with in a spirit of mutual problem solving: a constructive relationship of trust was developed.

### *4. Formative*

The feedback report that Bec wrote to tell us what had been implemented after our first formative report on M&E was both inspiring and useful for the evaluators. It showed us what aspects of our report FFPI had found most illuminating, where they felt able to do things differently, and what aspects they prioritised. Via the formal 'response' created by the team, it was helpful to hear how our observations were informing FFPI and shaping their work. This should not be such a surprising or unusual response to evaluators' feedback, but so often reports are 'signed off' without even a sense of them being read, much less engaged with, that this was a particularly motivating aspect.

### *5. Responsive*

We worked well together responding quickly to each other's queries, finding time for each other, resolving things on the phone, and getting things done when necessary at short notice e.g. report on Fight with Insight for the Comic Relief proposal.

### *How could the evaluation have been improved?*

We felt that the weakest part of the evaluation was our investigation of outcomes for young people. Because of the timescales of the GAP programmes, it was often difficult to detect substantial change in young people attributable to GAP. Coupled with this, data were already being collected by FFPI on young people and we did not wish to duplicate effort or create 'evaluation fatigue'. We did not have time to do substantial in depth work with young people, and yet, there were some valuable insights, e.g. obtaining some confirmatory information for Fight with Insight, YUTE and CA.

## 4.7 *Biggest lessons learned and highlights*

This initiative reached 110 organisations. According to data gathered by FFPI, more money was raised overall by Alumni members as a direct or indirect result of participating in GAP than GAP cost, which is a very significant finding.

The programme enabled already well-established organisations e.g. YUTE, BREDS, PBB to substantially raise their game, while enabling less mature organisations to professionalise, articulate their interventions and strategies and work towards sustainability. For example, FWI obtained a major grant from Comic Relief with significant help from FFPI.

A perhaps unintended consequence of the particular intersection between FFPI and the organisations is that FFP role modelled a wide variety of behaviours which contribute to organisational resilience: high calibre staff, a motivated approach to learning, a commitment to participation, particularly by young people, a sensitivity to local context and an emphasis on appropriate customisation, and the immense value, effort and skill placed in developing and maintaining relationships. An additional feature of FFPI is its entrepreneurial approach, both in terms of financial sustainability but also in smaller ways, e.g. innovative approaches to M&E and indeed, its unusual approach to extending its model which the GAP initiative embodied. Some of these values and practices were consciously transferred, e.g. youth councils, but others were transmitted in the course of the relationship that was developed with each organisation.

Across all the organisations, heterogeneous though they were, the main generalizable lessons for an initiative such as this were:

- 7) An intensive, personally developmental kick off such as Rio catalyses teamwork and loyalty, and seeds the respectful relationships which are crucial to achieve the aspired outcomes
- 8) Creating local networks deepens the impact of the initiative, and leverages existing resources such as skills, space and contacts.
- 9) FFPI are distinctive in terms of the clarity of their intervention, skills of the staff, their commitment to learning, and their thoughtfulness in terms of how to customise the initiative to ensure that it meets each organisations' need. We are not convinced that just any organisation could deliver GAP so successfully.
- 10) The GAP initiative itself is innovative, but in a number of big and small ways, the implementation of GAP was also innovative, and helped to create a solution focused culture among GAP alumni.
- 11) For a future initiative, in order to detect and attribute change, ensuring that there is a way of profiling organisations and documenting their baseline state, particularly in organisational development would be valuable. Linking this to concrete and prioritised plans for support over at least the first 6 months is also valuable: FFPI started to do this with later cohorts.

- 12) For a future initiative, operationalising interim success will continue to be important. A year is not long, especially in a less mature organisation, so defining what success will look like in the *interim* stages of an intervention remains important.

## 5 Appendix 1

Organisations involved in the evaluation (organisations in italics indicate that they were present as collaborators/boundary partners rather than in their own right)

Cohort	Organisation
Jamaica	Capoeira Alafia
	BREDS Treasure Beach Foundation
	Jamaican Boxing Board of Control
	YUTE
	<i>Fletcher's Land</i>
	<i>Jamaican Defence Force</i>
	<i>Joytown</i>
UK	Child UK
	Pat Benson Boxing Academy
	Berkshire Youth/ Reading ABC
Kenya	Usalama
	Miss Koch
	Kilimanjaro Initiative/Trinity
	Manobox
	Dallas
	Ngyunyumu Primary School
South Africa	Ikageng
	Fight with Insight
	Sportstec