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| Danish organisation | GAME |
| Title of the intervention | Inclusive Street Sports for All; brining street sports to girls and people with intellectual disabilities in Ghana  |
| Partner name(s) | DUNK |
| Amount applied for | 499.760 kr.  |
| Country(ies) | Ghana |
| Period (# of months) | 10 months |

**Objective and Relevance:**

The overall objective of this this intervention for DUNK and GAME is to; use inclusive street sports activities as a vehicle for youth empowerment and to promote social cohesion, gender equality, and youth leadership. The intervention will also include a special focus on targeting and include children and youth with intellectual disabilities (PWID) and to further strengthen the participation of girls and young women in activities.

**The 2 direct objectives/outcomes that will contribute to this change are**;

Outcome 1: Development and empowerment of youth to become agents of change in their communities and through street sports engage children and youth (with a special focus on the inclusion of girls and PWIDs) with an aim to strengthen social cohesion.

Outcome 2: Strengthening the awareness and acceptance of inclusion of girls, women and minorities in sports in the targeted communities, and use it as a vehicle for a broader acceptance of gender equality and the rejections and non-acceptance of any kind of discrimination.

This intervention will build upon the two successful CISU funded inteventions; *Citizen Participation* projects, *'Ghana GOALS'* (18 months), which begun in December 2018, and *Ghana Girls GOALS* (12 months), which ended in May, 2021, with the primary ambition to empower Ghanian Youth to have access to street sports and education in underserved areas of Accra and Tamale. The outcomes of the two interventions were reached with solid results and showed success with a focus on 1) Improvement of knowledge about Child protection & health through sport & life skills activities and 2) Improved Gender Focus/participation through integrated sport, and 3) Capacity Building for DUNK and YEFL GHANA, the implementing partner of our activities in Tamale.

To evaluate the results and identify learnings for the current and future projects, we have used participatory methods to include all stakeholders and collected surveys and interviews from Playmakers (<https://gameacademy.ngo/en/web/site/shared-view?id=2>), children and the local communities. 52 Playmakers completed self-assessments about social changes they witnessed in their communities in the recent intervention. An example of the positive change is the increase of female Playmakers from 24% to 35% throughout both projects. Olivia Larkai, a female Playmaker from Accra, stated, "*I witnessed both males and females trying to breach gender inequality through play and learning together, which made me realize the great impact of the Playmaker program in Ghana*." This example highlights the positive impact the project has on the youth's beliefs in gender equality. We plan to deepen this aspect of Playmakers advocating for gender equality thus positively impacting children, parents, leaders, and other community members. Read the new MEL Ghana report here: <https://issuu.com/gam3/docs/game_in_ghana_impact_120617c429a3fd>

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| Most relevant Outputs from previous Interventions |
| * Girls’ attendance in weekly street sports activities went from 29% to 41% from 2020-2021
* A total of 126 youth has been trained as a Playmaker using GAME’s youth empowerment method
* out of 126 youth who have been trained as a Playmaker we saw an increase in trained female role models from 24 to 35% from 2020-2021
* Increase in attendances in street sports activities from 9519 to 11672 attendance from 2020-2021
 |

Even though we witness a positive change in the mindsets of our playmakers, who are eager to advocate for equal rights and participation for girls, expanding this focus throughout the communities still is one of the significant challenges that we identified over the years. It will require more community work to raise awareness about gender inclusiveness which is one of the goals of this intervention. While keeping the focus on equal right and participation for girls we have also identified a need for deepening our focus on inclusion beyond gender, focusing on other vulnerable groups in society as the SDG; leaving no-one behind agenda, is essential to DUNK and GAME’s work.

Through the recent intervention we have seen cases of young people with intellectual disabilities finding a safe space in the DUNK/GAME program. Knowing that people with intellectual disabilities is a group that is discriminated against in Ghanian society, we would like to utilize GAME’s experiences with working with this specific target group in Denmark to further develop the playmaker program in Ghana in the field of inclusiveness. Furthermore, DUNK has recently worked with Special Olympics Ghana (SOG) in a unified and successful sports project in Accra, aiming at the reducing the stigmatization and discrimination of people with intellectual disabilities (PWID) which was a great success. To address the discrimination in the communities, we will focus on advocacy through our Playmakers to increase their awareness on issues around gender, inclusion, and importance of youth leadership and advocacy. This will be done in cooperation with UNFPA who has solid experience on youth advocacy. SOG will also be leading advocacy workshops on inclusion for the Playmakers aiming at further dispelling prejudices and stereotypes in the local communities based on a local adopted version of GAME’s Empowerment Model toolbox. This is part of our continued focus on empowering youth and develop our youth leader/Playmaker training, to both on a personal and community level to develop them into local leaders promting social inclusion of all groups in the community and figthing discrimination..

Finally, to support the sustanability of the activites, GAME will falso focus on supporting DUNK to further stregthen their administration, including financial procedures and system to be fully confident in adminstrating larger grants. To enhance performance, we also aim to improve the internal MEL capacity in DUNK, including implentation of an app-based monitoring system (see last paragraph on MEL).

**Context**

Even though Ghana generally can be classified as a stable country in the region (vs its fragile neighbours such as Ivory Coast and Burkina Faso) there are still significant challeges affecting the population and particularly the youth in Accra and Tamale. One of our Zones lies in Nima, which is part of Accra and often described as Ghana's largest slum. The community suffers from poverty and 60% only have primary school as their highest academic certification. The stigmatization and discrimination related to being born in Nima leaves many young people frustrated and feeling left behind which increases the potential for them to engage in potential harmful and or illegal coping starategies. Similar concerns were raised by parents in the neighbourhoods of Jamestown, Agege-Dansoman and Lareterbiokorshie in Accra, making the access to social activities and safe spaces important and which is also a central part of this intervention. Next to a safe space it is also important to support the development of the mindset and skills for youth leadership, so the youth themselves can take their future and the changes inside their communities into their own hands, which is one of the main objectives of this intervention.

Ghana has made significant strides in addressing gender inequality mainly at the national level, such as the increasing number of women appointments in public offices, signing on to various regional and international protocols to achieve gender equality and the affirmative action bill yet to be passed by the Parliament of Ghana. Nevertheless, women and girls in Ghana are still facing various forms of SGBV and discrimination which we idententified as a central challenge in all of our GAME Zones, especially in Accra and Tamale. A major issue is the alarming teenage pregnancy rate in Ghana of 110,000 in 2020 alone and a 14% rate of girls starting child bearing between 15-19. The gender inequality leaves girls isolated and particularly vulnerable to sexual and gender-based violence which affects more than 40% of girls in that age group and highlights the need of inclusive social activities and safe spaces. Jamestown is accommodating 3 of the current GAME zones and with a steady decline from colonial eminence to a poor and neglected neighborhood it bears strong potential for social resurgence, leading to possible neighboring spill-over effects.

Another group still facing strong discrimination are people with disabilities who, according to the Ministry of Health, make up 7-10% of the population in Ghana. Research has shown that the situation of people with disabilities is marked by severe socio-economic inequality compared with the rest of the population: Though many measures, including the Ghanian Parents Association of Children with Intellectual Disability (PACID), have been taken to address the various challenges facing persons with intellectual disabilities, includingcontinuous stigmatization and discrimination towards people with disabilities in Ghana. Our new partner, Special Olympics Ghana, is also addresses these issues by working with this target group through sports to develop physical fitness, demonstrate courage, experience joy, and participate in sharing skills, and friendship.

We recognize the societal issues our old and new target groups are still facing and therefore want to deepen our efforts on inclusion of women and girls and, new to this intervention, also of children with intellectual disabilities, into street sports. We strongly believe working with the youth athletes will not only promote inclusion in sports but, through advocacy work, also increase acceptance throughout the local communities.

**Strengthen Civil Society Organising to Advance Social Justice**

As in previous interventions DUNK and GAME in collaboration with the other partners on the ground will continue to focus on the promotion of voluntarism and active citizenship through youth-led street sports with an aim to contribute to social cohesion and justice. Since our Playmakers conduct their weekly street-sports activities voluntarily, the program contributes to the youth incentive for voluntarism and their intrinsic motivation for civil engagement, also outside of sports. All interventions are based on GAME’s Empowerment Model (<https://game.ngo/what-we-do/empowerment-method/>), which focuses on empowerment of youth through life skill training on the individual, social and community level communicated through sports. On an individual level, the training through our experience helps to develop life skills like leadership and communication as 96% of Playmakers stated that they learned skills useful in other areas of life. Through sports drills and participatory learning processes this effect trickles down to the zone children, who develop relevant skills like agency and confidence and are encouraged for social interactions, understanding and teamwork regardless of ethnic background, religion, gender or intellectual ability.

The empowerment model has a strong focus on motivating youth to engage in the development of their local community and equipping them with skills to actively participate in local debates and events as youth leaderes, including a focus around the SDG’s like the SDG 5 on Gender Inclusion. A quote by Playmaker Appiah Abraham, 21, who said “***At first, I thought that, girls did not have certain rights like we the boys but through this project, I learnt a lot about gender equality which has shaped my thoughts about girls and women and that made me feel that, the PM program is creating positive impacts in my community”,*** shows the program is contributing to more social justice and its relevance for youth empowerment and to further integrate feminist principles into the Playmaker development. By providing knowledge and skills through workshops and actively raising awareness in the communities we are looking at promoting the active participation of girls, giving priorities to girls through the girl mentorship activity, engaging parents to understand and demystify traditionally ascribed roles for boys and girls. This intervention is aiming at further supporting civil engagement and with expanding our target group by including PWIDs the youth is even further encouraged to challenge old structures and fight for social inclusion.

**Climate and environmental conditions**

The main focus of our project is on the social and gender challenges for children and youth but we also believe that in order to support the broader SDG agenda, it is relevant to incorporate/mainstream climate issues and doing awareness raising on protection the environment of the children and youth to whom DUNK and GAME have an outreach. DUNK is aware of the alarming environmental degradation in Ghana, including drought, logging and raising air pollution in larger city centers. Therefore, as the Ghanaian government is trying to tackle these issues DUNK is also trying to contribute by responding with knowledge sharing and training as part of the weekly street sports activities. Climate and the environment are increasingly central to DUNK’s work which is why we always look for opportunities to refurbish public spaces for our GAME Zones instead building from scratch. Our efforts even go beyond CISU-supported activities; for example, DUNK has just begun a 2-year youth exchange project between Ghana and Germany, funded by Engagement Global and targeted at youth 16-25 years (Playmakers) to share and exchange knowledge for an action-led response to the increasing pollution of world oceans with plastic. Furthermore, DUNK strives to reduce the use of plastic at the GAMES zones, for instances, increasing the re-useable drinking cups and bottles to other game zones and introductions waste sorting in two-game zones (Nima and Jamestown) as a pilot and extended to other locations. Lastly, inside the organizations we highly encourage the use of public transport, and reduce plane travel to a minimum.

**Partnerships and collaboration**

There are three implenting organizations in the “consortium” of this intevention; **DUNK** and **GAME** as main implementeres and **YEFL** (see grid below) supporting implementation in Tamale, in the northern part of Ghana. Furthermore **Special Olympics Ghana** and **UNFPA Ghana** will have minor roles as “consultants” for workshops/trainings in playmaker camps.

**DUNK** was established in 2010 and work with nurturing vulnerable groups through sports to become the voice of change in their communities through various action-led initiatives. As a youth-led community-based organization it is significant for youth in DUNK to be involved in the organization’s operations to ensure the sustainability and the feeling of ownership of the program in Ghana. Over the past 11 years, DUNK has created safe community spaces and promoted gender equality and youth empowerment through sports and children's rights to play and leisure activities, especially girls. DUNK is an expert in community engagement and the development of impoverished urban communities in Ghana through sports. Furthermore, DUNK’s staff have completed various capacity trainings both locally and internationally, focusing on youth, child development, sports coaching, gender, SRHR, women economic empowerment, education and scholarship for student-athletes (national & international).

**GAME** is working to create lasting social change through youth-led street sports and culture in Africa, Europe and the Middle East. GAME establishes innovative facilities, offers youth-leaders development (trainings) as coaches and role models in street sports and civil society and gives them the opportunity to use entrepreneurship to make positive changes for themselves and for peers and children.

GAME is a top 150 NGO with nearly 20 years of experience in lowering the threshold to the positive social communities of street sports and culture. Together with likeminded partners GAME is empowering children and youth from vulnerable areas and refugee settings. Since 2017, GAME has had the opportunity to work in Ghana with local partners, DUNK included.

**YEFL Ghana** is a CISU partner who has worked with Oxfam Ibis (with Danida funding), and their HQ and area of focus is the Northern Ghana, which has been a perfect fit for our expansion in 2020 and extension with this proposed intervention. They have a 10-year-old vibrant youth-focused, and youth-led organization focused and dedicated to empower youth socially and politically to lead the desired change in themselves and the community. With the vision of "Youth Leading Change," their projects and programmes are youth-specific and focused as we understand the context and need of vulnerable young people. They have established Youth centres in some operations districts that serve as a safe space for young people to interact, learn, share, inform, and empower each other in various ways to enhance capacities.

Sports for Development has been a critical mainstream integrated approach to rallying youth for young peoples needed socio-economic and socio-political developments. To this end, they have been part of the pilot/first phase of the Ghana Girl's Goals Project. YEFL are members of various National and International networks on youth developments and bring this experience to the partnership. YEFL also brings onboard its experiences in outcome harvesting; this will constitute a capacity budling activity for **DUNK x GAME** facilitated by YEFL-Ghana in this project while overseeing activities in Tamale, the northern part of Ghana.

**Special Olympic**s is a global organization that serves more than 4 million athletes with intellectual disabilities working with hundreds of thousands of volunteers and coaches each year. Since the establishment of the Special Olympics in 1968, the number of people with and without intellectual disabilities involved with the organization has been growing, but the unmet need to reach more people with intellectual disabilities is staggering.

The branch in Ghana has years of national advocacy on inclusion and has trained their sports trainers on the various approaches and working with an intellectual disability. Special Olympic Ghana's critical contributions to this project are the facilitation pieces of training with our playmakers to become youth advocates of inclusion and empowered to run weekly unified sports. Special will also recruit players with intellectual disabilities to join weekly sports sessions in Jamestown in **DUNK x GAME** zone one. In a meeting with their National Director for Ghana – she stated, "we have never run activities outside of a school setting, we are open to the idea of open community spaces for a person with intellectual disability, and we look forward to soliciting from our headquarters what further we can bring on board to this project moving forward" – Phyllis Dilys Biney

**UNFPA GHANA –** The project will continue to work with UNFPA GHANA on a contract basis as an expert in the field of gender and inclusion. UNFPA GHANA contact person to this project (Mr Oko Armah) has had experiences with our playmakers since 2019 and ample understanding of the playmakers' concept and youth empowerment in Ghana. UNFPA GHANA will be a leader in designing advocacy plans and facilitating the training of our playmakers to become youth advocates on the topics of gender and inclusion.

**Responsibilities**

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| **GAME**  | Project lead and responsible for overall deliverables Train and capacity build in the field of financial monitoring and accountability  MEL capacity building  bringing the methods from working with PWIDs |
| **DUNK**  | Direct implementation of the project. Identify and recruit target group (youth and children). Plan and implementation of playmakers camp. Conduct fora with parents and community leaders with playmakers (Tamale)  Upgrade of sports locations. Manage funds and allocate of budgets to partners. Delivery of project objectives and implementation plan. Monthly delivery of project reporting (narrative and accounting)  Moderate meetings between local partners in Ghana. Implement the plan for DUNK x GAME finals in Accra. Co-design a MEL plan and implementation of the plan. Prepare project Final report and financial audits.  |
| **YEFL Ghana**  | Recruit target group in Tamale (youth and children) Lead capacity building exercise on MEL with focus on outcome harvesting Supervise weekly sports trainings in TAMALE with playmakers Manage funds for activity in Tamale Conduct for a with parents and community leaders with playmakers (Tamale)  Compliance to project objectives and reporting Monitoring and evaluating activities in Tamale  |
| **Special Olympics Ghana**  | Identify and recruit 30 PWID for weekly sports training in Jamestown zone 1 Plan and conduct advocacy session for playmakers  Develop advocacy plan with players on inclusion (PWID)  |
| **UNFPA Ghana**  | Plan and conduct advocacy sessions for playmakers  Develop advocacy plan with players on gender equality.  |

**3. TARGET GROUPS. OBJECTIVES AND EXPECTED RESULTS**

**Target Groups**

**The primary target group**: 100 young people (60% male & 40% female) between the ages of 16-25 who get the chance of becoming the voice of change in their communities by learning life skills and leading advocacy through our Playmaker deveopment (education) and organizing weekly sports activities. We are expecting to educate 15 new volunteers while 85 are going to be recurrent volunteers. While the new Playmakers will be educated on the basic level of the Playmaker education, the recurrent volunteers are going to receive more advanced skill training. We are also expecting 15 recurrent playmakers are taking up more leadership roles within the organization and in their communities.

**The secondary target group A**: 1000 children (40% female & 3% PWD) from underserved communities aged 8-15 participating in the weekly Playmaker-led activities. For the first time, we also focused on the inclusion of children with intellectual disabilities in one zone. Most of the children cannot enroll in sports activities in a safe public space due to the challenges idintified in the context. We expect to see returning children, as well as, new participants. After this intervention we will be also be able to provide more specific ratios of old and new participants by using the GAME Reporter App to motinor weekly activities Based on the trickle-down effect from the Playmaker training, Zone children will also develop new skills during the activities even when they have been participating in previous programs.

**The secondary target group B:** 500 parents, guardians and community leaders from 7 locations (200 from Jamestown, 50 each from the rest of six the locations). Community herein referred to as local assembly leaders, pastors, imams and traditional leaders. Through the Playmakers awareness campaign, we expect 400 parents, guardians and community leaders to be sensitized and aware (and in support) of their actions in promoting gender and inclusion through advocacy led by our playmakers. Including this target group is important since parents and guardians often still believe in old structures, like sports is only for boys, so by inciting parents to meetings led by the playmakers and learning about equality and inclusion we hope more parents will allow their children, and especially girls, to participate in the activities.

**OUTCOMES AND ACTIVITIES**

**Outcome 1.: Targeted youth are empowered to become agents of change (Playmakers) on the court and in their communities and through street sports to engage children and youth (with a special focus on the inclusion of girls and PWIDs) with an aim to strengthen social cohesion.**

**Indicator 1.1.:** 100 of youth trained

**Indicator 1.2.:** 80% of Playmaker experience strengthened life skills,leadership capacity and feel empowered to play an active role in the local community. **Indicator 1.3.** 80% of children in the game- zones says they feel safe (we aggretae data on gender and age)

**Activity 1.1.: Playmaker training**

Continuing with our already successful Playmaker training and development programme we will use different communication channels like word of mouth, community announcements, social media and engagement with different stakeholders to engage 100 playmakers to become sports instructors for children but also role models and change makers in their communities through life skill training.

Based on our train-the-trainers method, playmakers are “developed” on a continuous basis by interacting with each other. The highlight of this exchange is the playmaker camp where Playmakers from all Game Zones in Ghana meet to learn together and exchange experiences and knowledge regardless of gender, ethnicity, religion and/or differences. The Playmakers participate in sports activities but also workshops and knowledge sharing session leaving room for sharing personal experience and participate in discussions. They are instructed on how to conduct weekly Zone activities including “how to become a role model” and improve life skills like communication, conflict management and leadership to guide the children in their communities. Due to the peer-to-peer teaching elements the camps are not only useful for new Playmakers but also enhance reflection and teaching skills for those who are more experienced. Since DUNK and GAME put high value on female empowerment and inclusion those also are guiding topic throughout the whole Playmaker education and the camp to educate and encourage the youth to become leaders of change in their communities as well as participate in relevant national debates.

**Outputs: 1.1.1.:** 100 Playmakers trained**(**40% female 60% male) in relevant locally adapted curriculum **1.1.2.:** 1. Day Playmaker camp is conducted.

**Activity 1.2.: Thematic Learning Sessions**

The current intervention puts a special focus on the SDG Agenda of "Leave No One Behind”, which is building on our success on female empowerment and will now be extended by including a new target group of PWIDs (person with intellectual disabilities). To prepare our Playmakers to work with these groups and preparing them for becoming youth advocates for equal rights for all, we will for this intervention include thematic learning sessions led by our partners; YEFL-Ghana and Special Olympics Ghana. These workshops will be part of the Playmaker camp, including 100 Playmakers from 7 GAME Zones in Ghana. We will bring Playmakers together to share and discuss local examples of challenges and success stories, as part of a process to equip the youth with the best mindsets and tools to tackle challenges they might face when promoting equality and inclusion. Mabel Lartey, 20, who is one of our Playmakers, stated *“There was a situation where a parent wouldn't allow the child to come for game practice but through what I was taught as a PM, I was able to convince the parent to allow the child to attend practice”,* demonstrating that due to the Playmaker development she learned that girls are able to participate in sports as much as boys Additionally, SOG and YEFL will support the intervention with their expertise on how to include children with intellectual disabilities and increase female participation.

**Outputs: 1.2.1.:** Gender equalityand social inclusion workshops held during Playmaker camp. **Outputs 1.2.2.:** Playmakers have been trained in community sensitization and empowerment to better enable social change in their communities.

**Activity 1.3: Inclusion through GAME sports activities (weekly practices, Street Games and GAME Finals)**

Our interventions live from the weekly Playmaker led sports activities for children and youth from the local communities in Accra and Tamale. Physical activity is important for health and overall well-being and 96% of children participating in previous projects stated that they felt an improvement in both aspects due to street sports.

The focus on gender equity is not only relevant for the Playmaker training but throughout the whole intervention and therefore also has significant relevance in the weekly sports activities. The changes inside the communities towards female inclusion has so far been a success. We know how important inclusion in society is and that girls are not the only discriminated group that can profit from our projects. Based on experience from a similar programme in Denmark, where we expand our target group to include of PWIDs, a similar approach will be added to this intervention. An example from our current project, Ghana Girl's Goals where a PWID was already successfully included is Rafael, a 14-year-old boy and player at our play zone 5. Despite culturally having all the privileges to participate in sports activities, he is often discriminated against and left behind because he was diagnosed with autism. Rafael who has joined our weekly sports session through the help of his brother, stated, *"As I moved to Agege, I heard about a DUNK/GAME program, so I joined to learn more about the sport because I love to see people play. However, I get discriminated against sometimes when I am around people and because I can't speak or hear. I feel good each time I come here to play because my teammates here never discriminate against me"*. To include more children like Rafael and to provide opportunities for further social cohesion and exchange DUNK and GAME, also organizes Street Games/ mini-tournaments in each of the 7 GAME Zones and one GAME Finals where all Zone members come together to play sports and to build friendships. Additionally, the weekly activities will not only be focused on sports but will also include workshops about life skills like fairness or respect, so the Playmakers can pass on what they have learned in the Playmaker camps to the Zone kids.

We believe that girls and PWIDs will feel empowered not only on the court but also in other areas of life, providing them with the confidence and knowledge leading to social change throughout Ghana. Additionally, we expect to reach approx. 1000 children and raise their awareness on equal rights and social inclusion.

**Outputs: 1.3.1.:** 7 GAME Zones are activated for weekly sports activities in Accra and Tamale. **1.3.2.:** 168 Weekly GAME zone activities have been carried out by the Playmakers. **1.3.4.:** 1000 children participate in zone activities. **1.3.5.:** one Street GAME mini tournament in each zone are conducted. **1.3.6.:** one GAME Finals are conducted.

**Activity 1.4: Improvement of GAME zone facilities**

Having a safe space for social interaction and to play is one of the most relevant aspects for a child’s personal development. Therefore, DUNK and GAME puts a high effort on establishing GAME Zones that not only provide the opportunity to play sports but also a space where you can speak freely and build a social network. After the refurbishment of GAME Zones approx. 50% more of the children in a targeted neighborhood will have access to a safe play area - which they did not have before.

As we know how important this aspect is we want to continue to provide these safe spaces. This intervention will invest further in upgrading existing GAME zones, where some require more investment than others. An aspect of this is also the acquisition of appropriate sports materials and equipment in good quality, as well as, using welcoming colors and designs[[1]](#footnote-1). Additionally, as the aim of this intervention is to even enhance our effort for inclusion, and we know about the lack of support for PWIDs, we are aiming at enhancing the accessibility for this group at one of our GAME Zones. Through this upgrade we try to enhance access to participate in the weekly sports activities, not only giving them the opportunity to interact with other children but also to increase their visibility in the community, hopefully leading to more awareness and acceptance.

**Outputs: 1.4.1.:** Upgrade of 6 GAME Zones in Accra and Tamale. **1.4.2.:** Upgrade one GAME Zone to make it accessible for PWIDs.

**Outcome 2: Strengthening the awareness and acceptance of inclusion of girl, women and minorities in sports in the targeted communities, and use it as a vehicle for a broader acceptance of gender equality and the rejections and non-acceptance of any kind of discrimination.**

**Indicator 2.1.:** Playmakers have together planned and executed local advocacy campaigns on women’s and other minorities´ rights including PWIDs

**Indicator 2.2.:** 500 community leaders; parents and guardians’ have gained knowledge on equal rights, gender equality and inclusion.

**Activity 2.1 Stakeholder analysis and advocacy planning**

In cooperation with our local partners YEFL and SOG, we will develop advocacy plans with messages and materials for the different target groups. Knowing your audience is essential to bring a message across in the most impactful way. We are not planning a one-fits-all community sensitization and advocacy campaign but customize it for the targeted community. Our first activity will be to identify relevant stakeholders and gatekeepers in the communities, like elders, religious leaders and influential businessmen[[2]](#footnote-2). A region for which we already possess some data is Nima, Ghana’s largest slum with a large social diversity but also where 34% of the people have never attended school. The negative connotation related to Nima leads to discrimination of its inhabitants often leaving the youth feeling marginalized and frustrated. These challenges are different to the ones the youth in Jamestown (3 GAME Zones) is facing, with one of the major risks there being teenage pregnancy related to high gender inequality and poverty among other things. Here, one of the major challenges will be to reach-out to girls and provide safe space for them to participate in streets sports, and the situation is quite similar in Tamale. Unfortunately, we still lack baselinedata for the regions of Agege-Dansoman and Larterbiokorshie where we want to gain more insight before designing sensitizing and advocacy activities.

**Output 2.1.1.: 7** sensitizing and advocacy campaigns are designed and planned (one for each zone).

**Activity 2.2 Playmaker led advocacy sessions for local community**

Since our projects are based on youth leadership it is only natural to make them the leaders of change for a sensitizing and advocacy campaigns. With the usage of our participatory-design-thinking method the Playmaker, together with the expert support from UNFPA, SOG and YFEL-GHANA, we are going to develop advocacy plans for the different focus areas of gender equality and social inclusion, as part of the playmaker camp. We believe that the process of involving them in the development will produce ownership and also be part of our life skills training and development by teaching competences of communication, problem-solving and confidence. After developing the advocacy plans and identifying the appropriate messaging for the different target groups the Playmakers will lead different sensitizing and advocacy sessions about the corresponding topics in their local communities to raise awareness and acceptance for gender equality and social inclusion. We believe that the youth is able to lead a change inside their communities and that this can produce a movement of change also reaching local authorities and leading to an increase of inclusion and acceptance over time throughout the country. One part of these activities is the playmaker-led sensitization sessions for parents and guardians to gather and be educated by the Playmakers about equal rights, gender equality and inclusion to ensure that the Playmakers and children can also live in a supportive environment. As a result, we expect the Playmakers to feel confident and capacity about going into their communities and advocating for equal rights leading to a change of mind in their local communities regarding those topics. By bringing Playmakers, children and community member together we hope to strengthen social cohesion and engagement which is the key for social transformation.

**Outputs 2.2.1.**: 7 Playmaker led advocacy sessions, 500 community leaders; parents and guardians’ have gained knowledge on equal rights, gender equality and inclusion.

**MONITORING, EVALUATION, AND LEARNING (MEL) and overall strengthening of partner capacity.**

DUNK has together with GAME been working during the last 2 CISU funded projects on enhancing their

To move to the next level in terms of financial accountability and capacity, GAME and DUNK see a great potential in building DUNK’s capacity in the field of financial monitoring through workshops with GAME’s financial team. This includes a focus on 1) Strengthening financial planning systems and tools including introduction of the financial monitoring tool QuickBooks which will also strengthen financial transparency and accountability e.g., by ensuring double entry bookkeeping. 2) Introduce tools and processes for forecasting, which provide a flexible approach to decision-making and resource allocation on a rolling basis

In previous projects between GAME and DUNK we have tested and executed an extensive mixed method evaluation design composed of both quantitative and qualitative methods involving relevant stakeholders, partners, and Playmakers (read the MEL report for our projects here: <https://issuu.com/gam3/docs/game_in_ghana_impact_120617c429a3fd> ). For this intervention we will further strengthen the MEL design and work capacity building DUNK to be even more self-reliant when it comes to planning, executing and also analyzing on the captured data. The design will consist of both baseline and follow-up surveys for Playmakers. With a combination of both general and self-assessment questions, the design aims to measure progress in individual empowerment, wellbeing and attained life-skills. As examples we are integrating the WHO-5 Well-being Index in the baseline and follow-up design. The data collected from the surveys are further qualified through semi-structured interviews inspired by the methodology of MSC (Most Significant Change). By using a qualitative participatory approach that involves assessing the expected and unexpected changes and impacts that have happened from the perspective of participants, we aim to strengthen the focus on capturing insights and learnings on the individual gains of participating in the project.

The biggest MEL component for this intervention, will be to prepare, test and implement an online application-based monitoring system called GAME Reporter. GAME reporter has been developed in 2021 and is currently being tested and implemented in Denmark and Lebanon the application is to be used by all Playmakers and provides membership cards to all Zonekids, that are scanned through the application at every GAME practice. This allows the project to count unique participants in activities and follow participation patterns in zone trainings.

To further strengthened the partnership between GAME, DUNK and Yefl, we will conduct a learning & sharing workshop in Ghana, where Yefl will share experiences and best practices on using the Outcome Harvesting method.

1. (GAME has a long tradition of developing good, inclusive and price winning designs with artist, arqitects and the youth that will actually use the facilites) [↑](#footnote-ref-1)
2. We will use an inclusive model that will incorporate our Playmakers inspired by the collaboration multipliertool (<https://www.preventioninstitute.org/tools/collaboration-multiplier>) identifying the relevant local resources from all sectors. [↑](#footnote-ref-2)