



SambaSports Youth Agenda



ENDLINE SURVEY REPORT

TISA & Trauma Healing Sessions

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Abbreviations

FGD Focus Group Discussion

KII Key Informant Interview

TISA Targeted Integrated Sporting Activities

Executive Summary

SambaSports Youth Agenda implemented a 3-month pilot project, Young Cities Under 14 boys' sensitization project, with the goal to strengthen resilience of young adolescent boys in Waa-Ng'ombeni ward against joining juvenile gangs and indulging in social ills.

In December 2019, the project conducted an endline study to assess its impact based on the approaches used during implementation. Specifically, the project sought to assess the approaches used and impact of the TISA and trauma healing session.

In order to gather the necessary information to answer these questions, a qualitative approach was used. The research process included a desk analysis, key informant interviews (KIIs), and focus group discussions (FGDs). In total, 48 stakeholders participated in focus group discussions and 3 key informants interviewed. The study findings indicate that the project has had a significant positive impact on the social and academic welfare of the boys who participated.

Key Findings

Both TISA and trauma healing were useful in shaping the boys positively. Trauma healing particularly encouraged the adolescents to be tolerant and able to understand their emotional thermometer to be able to effectively control their emotions.

The most striking element of the TISA was the use of young, talented, influential young people from the project area as resource persons in the integrated sporting activities. These were people whom the target group could relate with thereby immensely motivating them.

Important behavioral, socialization and changes in academic performance were observed. Of note was the behavior change from being indisciplined, disrespectful, home absenteeism, associating with bad company and engaging in neighborhood gang fights to being responsible, disciplined, role models and disassociating with bad company. Academic changes were observed in terms of increased interest in learning, class participation and academic performance.

Recommendations

1. The timeframe of undertaking project activities should be redesigned to include engaging target participants more during school holidays where they have a lot of free time that can be channeled to constructive engagements.
2. Increased mentorship and sensitization on talent development, juvenile gangs and drugs and substance abuse.
3. Informing and inclusion of parents in project activities, particularly the trauma healing sessions.

4. For the football games, there is need to have consistent tournaments. The games should also observe fairness paying attention to age categories. Rewarding system should be reconsidered to include provision of sports gear, shoes and certification.
5. Increasing target group to class 6-8 pupils and upscaling of the project to have more participants engaged.
6. Close monitoring and follow up of participants at individual level to assess individual progress for long term impact.
7. Development of a well-defined selection criteria for pupils to participate in the project.

1. Background Information

Introduction

Waa/Ng'ombeni ward is a hotspot zone in Matuga Sub-County, Kwale County. Bordering Likoni Sub-County of Mombasa County in the North, the ward is characterized by a proliferation of social vices including juvenile criminal gangs, violent extremism, radicalization, drugs and substance abuse due to its proximity to Likoni Sub-County. The sub county is known for out cropping of social ills due to its dense population of which 80% live below the poverty level (less than 1 dollar per day). Both hard and soft drugs have found ready market in the area thus further making it more conducive for the gangs. Violent extremism and both religious and ethnical radicalization have found a safe heaven and is easily accepted in Likoni amongst the many uneducated and unemployed young boys and girls. Members of Juvenile gangs from Likoni are known to seek for shelter and hiding in Ng'ombeni –Waa area whenever they commit crimes and the police launch a manhunt for them. This close interaction between Likoni and Waa/Ng'ombeni youth leads to propagation of similar gangs which act as feeder gangs to those operating in Likoni.

Project Overview

The project targeted school going adolescence boys from class 4-6 between the ages 10-14 years. The goal of the project was to increase self-awareness of the young boys regarding their vulnerabilities, and to influence resilience through better capacities and skills to avoid being sucked into juvenile gangs and indulgence in drug abuse.

The goal pursued 3 objectives:

1. To increase knowledge and understanding on danger of joining gangs to at least 320 adolescent boys from Waa-Ng'ombeni Ward (At least 320 young boys imparted with knowledge and understanding on the dangers of joining gangs during TISA)
2. To enhance emotional resilience to the normalization of violence (trauma healing trainings) for at least 70% of the 80 boys involved in trauma healing sessions by December 2019
3. To increase the level of critical and creative thinking amongst the participants. (life skills techniques) for at least 50% of the 320 involved in TISA boys by December 2019

The projects intended to achieve its goals by undertaking two key activities:

- **Targeted Integrated Sporting Activities (TISA)**

This activity used football as an alternative allure to help the boys understand their surroundings and equip them with relevant coping skills to better deal with issues facing them on a day to day basis. Life skills education and motivational talks from successful young people within the locality were integrated in the football games to achieve this.

- **Trauma Healing Sessions**

Trauma healing sessions intended to expose the young boys on understanding trauma and mental health, the three key brain functions (Thinking brain, emotional brain and Survivor instincts brain), in order to tune or help them understand better the reactions in various contexts, and then use the emotional thermometer to help them understand how to self-regulate when in high situations that raise their emotions, or lower their self-worth.

2. Methodology

Objectives

The overall objective of the endline survey was to assess the project's impact based on the approach used in its implementation.

Research questions were defined to address lines of inquiry for two specific objectives that the endline sought to inquire:

SO1. To assess the approach used in TISA and Trauma Healing sessions

- What activities did the boys engage in?
- How were the activities useful?
- What was the most liked/striking thing about the activities?
- What was the least liked/striking thing about the activities?

SO2. To assess the impact of TISA and trauma healing sessions

- What impact did the sessions have on the boys' social life?
- What impact did the sessions have on the boys' education?

Data Collection and Analysis

The endline was done between 14th – 21st December 2019 in Waa/Ng'ombeni ward where the project worked in. The target population for the study were young boys who participated in the project activities, their parents/ care givers and teachers who were directly involved in the project.

A qualitative approach was adopted in undertaking the study. Desk review of project documents was done. Thereafter FGDs and KIIs were conducted with project participants in the target areas of Kombani, Denyenye, Ng'ombeni and Waa primary schools.

6 FGDs and 3 KIIs were conducted reaching 48 participants (44M, 4F). FGDs were done for the boys and parents while teachers were used as key informants.

The table below show the number of respondents under the Focus Group Discussions disaggregated by sex and location:

	Pupils		Parents	
	M (No. Respondents in the FGD)	F (No. Respondents in the FGD)	M (No. Respondents in the FGD)	F (No. Respondents in the FGD)
Denyenye	0		5	1
Waa	8		7	
Kombani	8		5	3
Ng'ombeni	8			
Total	24		17	4

The table below shows the number of respondents to the Key Informant Interviews disaggregated by sex and location:

	KIIs	
	M	F
Denyenye	1	
Waa	1	
Ng'ombeni	1	
Kombani	1	
Total	4	

Data analysis was done by triangulating all the data collected.

Limitations

Not all participants were met as designed. One parents FGD in Ng'ombeni, one boys FGD in Denyenye were not met. Parents participants in Denyenye did not finish the discussions as the time conflicted with their prayer time while those in Ng'ombeni did not participate due to other commitments. The unmet participants could be attributed to models of mobilization of the participants. This however did not significantly affect findings of the monitoring visit.

3. Findings

This chapter gives an account of findings that emanated from the FGDs and KIIs. The findings seek to respond to objectives of the study and are discussed as a combination of information gathered from the FGDs, KIIs and project documents.

3.1) Effectiveness of TISA and Trauma Healing Sessions' Approach

3.1.1 Activities Engaged

TISA – Targeted Integrated Sporting Activities

All the young boys interviewed had participated in the TISA programme. Participants in Kombani had participated in 4 sessions while those in Ng'ombeni and Waa had participated in two sessions each. Activities that took place in during the sessions included football and mentorship talks on drug abuse, discipline, talent, hygiene and living a peaceful life free of fights and crime.

Parents were vaguely aware of the TISA activities. Apart from playing football and boys being given exercise books, they did not know of the motivational talks and life skills education integrated in the games. Some teachers were also partially aware of the TISA activities as they were not engaged during their implementation.

Trauma Healing Sessions

All boys interviewed had participated in the trauma healing sessions. Lessons covered during the trauma healing sessions included: Understanding Trauma and mental health, understanding various types of trauma, understanding how the brain works, understanding the Survival brain's for reactions that affect behaviors (Flight, fight, freeze, and submit), understanding emotional thermometer (Hypo feelings, normal feelings and hyper feelings), understanding skills to self-regulate through the emotional thermometer (including sports, prayers, meditation, reading etc), conducting journey of life to appreciate past triggers/experiences and to offload as journey of life, effects of drug abuse and nurturing talents.

Parents interviewed were not aware of this activity. They only knew that their children went to school on Saturdays and were engaged with activities organized by SambaSports, a reputable organization in the community. Parents allowed their children to participate in the activities because of the trust they had in the organization. They however stated the need to be given a detailed account of activities their children are engaged in, views shared by teachers interviewed. Additionally, teachers felt that making parents aware and involving them in the activities helps in building trust and relationships between parents and adolescent boys deepening the impact and sustainability of the project.

3.1.2 Usefulness of activities

TISA – Targeted Integrated Sporting Activities

Study findings reveal that the **TISA activities have been useful in shaping the boys’ behaviors and attitudes positively**. The boys interviewed admitted that the activities had helped them in nurturing their talents, avoiding gang violence, maintaining peace and unity by avoiding neighborhood fights and rivalry, respecting parents and avoiding drugs. The activities had also exposed them to diverse cultures and contexts through interaction with boys from other areas.

“The activities are very interesting and engaging. They keep me busy. Nowadays I don’t have time to do silly things like participating in neighborhood gang rivalry or mingling with gang group” Study Respondent, Waa

This behavior change has been bolstered by parents who stated that before their children started participating in TISA, they were indisciplined, stubborn, bullies, lazy, did not stay home and mingled with bad company. **The behavioral improvement after the TISA program is quite visible**. Now the boys were more peaceful, hardworking, disciplined, obedient, stay home studying, help in house chores, advice other boys, engage more in sports and can admit to wrong doing and ask for forgiveness.

“I didn’t know my child could play football so well. SambaSports has nurtured his football skills. He’s now a marvelous footballer” Study respondent

“My son was very antisocial. The program has helped him open up. He can now interact more freely” Parent FGD

Trauma Healing Sessions

Equally, the boys felt that the trauma healing sessions had been useful to them. **The most significant lesson learnt was tolerance and understanding emotional thermometer and the skills to self-regulate through the emotional thermometer**. Through the sessions, they were now better able to tolerate starving at home, accept and cope with the poverty situations in their homes, avoid fighting, encourage others and correct them, condemn wrong doing and transfer knowledge acquired to others.

Further, the sessions helped them focus more on education, participate in house chores, accepting responsibility, knowing how to interact with others, overcome personal fears and above all, give them **a drive to work hard for a better future**.

“I used to fear crossing the road. I could not do it alone. Now I can comfortably cross the road without a bother” Study Respondent

Since both activities were aimed at improving the behavior of the boys, it is evident that the usefulness of the two activities was more or less interchangeable. Similarly, parents were able to observe behavioral changes in their sons comparable to those described by the boys themselves without knowing the detail of the activities they engaged in.

3.1.3 Most striking/liked element of the activities

TISA

The mentorship sessions, life skills session and motivational speeches during the TISA were some of the most liked things in the activities. Other things that the boys liked in the activity was the food and playing the game itself.

The most striking element of the TISA was the use of young people who were either successful or in the path of success from the project area as guest speakers to provide motivation or insights on topical issues. Some of the topics that were found to be most useful were: Emphasis on talent, drugs and substance abuse and juvenile crime.

Trauma Healing Sessions

The most striking element of these sessions were their **practicality and intimacy** involved in conducting them. The scope of activities undertaken in the journey of life particularly was found useful in helping the boys understand their surrounding and their contribution in it. It was helpful in encouraging the boys to avoid drug abuse and juvenile crime. Sessions on dealing with trauma were also liked by the session participants.

Both TISA and trauma healing sessions were commended to be **providing a safe space** for the boys to freely talk about issues affecting them. These changes were observed by both parents and teachers who stated that the boys now share with them issues concerning them especially those related to love and gang groups.

The study was found to be involving the right target population. There were however feelings from some respondents **to expand the target group to include class 6-8 pupils** some of whom were active gang members

3.1.4 Least striking/liked element of the activities

TISA

The study found that the least liked aspects of the TISA were: favoritism by some referees, disrespect and rough playing of some team players, insufficient food and asking of too many questions in the integrated activities. They also felt that mixing players of different age groups gave some teams an unfair advantage suggesting that teams should be categorized by age in which a team is composed of players of the same age.

Trauma Healing Sessions

Participants felt that the sessions were very important but only reached out to very few people leaving out other needy students. The time set aside for other games was also reported to be very short suggesting that while the boys enjoyed knowledge acquired from the sessions, they equally valued the in between games that acted as powerful icebreakers. This depicts the importance of understanding the concentration span of adolescent boys and using adaptive techniques to harness this time.

3.2) Impact of Project Activities

3.2.1 Impact on Social life

Given the many ways in which the project activities demonstrated to be useful, it is evident that the project had a significant impact on the social lives of the boys who participated in it. Important behavioral and socialization changes were observed. Of note is the behavior change from being indiscipline, disrespectful, home absenteeism, associating with bad company and engaging in neighborhood gang fights to being responsible, disciplined, role models and disassociating with bad company.

“Most of these boys were undisciplined, some parents had already given up but now things are gradually bettering; the boys can now confess their misdeeds, ask for forgiveness as well as seek advice from both their parents and teachers. Those who used to associate themselves with bad companies (maskanis) have withdrawn from such groups” Study Respondent

Interaction with boys from other areas gave them exposure through which they learnt to appreciate diversity and improve their socialization skills.

3.2.2 Impact on education

The project has had positive impact on the boys’ education. The boys testified to be more focused on education, actively participate in class and improved in certain subjects such as maths and science. This testimony was confirmed by parents and teachers who stated that the boys could now be seen studying at home and actively participating in class respectively. They had even become role models to their peers. Their overall performance had generally improved across board. A number of parents proudly explained how their sons’ performance had improved compared to the previous term.

“In Denyenye primary school, an analysis was done on the performance of the students who participated in the project. Out of the 18 students, 17 had improved their performance compared to the previous term. The headteacher was impressed and applauded the boys wishing the project would continue and benefit more students.” Teacher, Denyenye

4. Conclusions

The project has been impactful to those who participated in it. This is evidenced by the many positive results it has contributed to the boys' social and educational life. Approaches employed during implementation were effective as they were able to reach the target population in a way they enjoyed and could relate to thereby achieving the project's goals.

5. Recommendations

1. **Consistency in tournaments.** Participants requested to have more consistent tournaments. The tournaments should involve teams from different areas and should be done in rotation so that the boys get to visit different areas.
2. More mentorship and sensitization sessions on juvenile gangs, drugs and substance abuse.
3. **Fairness in games.** The referees need to be fair and avoid favoritism in refereeing the matches.
4. **Broaden scope of activities** to include drama and poetry
5. **Provision of sports gear to all team players.** Sport shoes should be given as gifts while trophies awarded to be permanently belong to awardees.
6. **Parents should be notified before engaging kids.** This makes them aware of what is happening in their sons' lives as the children themselves don't speak up.
7. **Enhanced monitoring and follow up of project participants at individual level.** This way, the project is able to track individual progress and provide personalized assistance. This helps in ensuring long term impact and sustainability.
8. School going children are more idle during the holidays. There is need to **engage pupils more during the holidays** to keep them engaged in constructive activities instead of idling at home.
9. **Expand the target group to include Class 6-8 pupils and out of school boys and girls.**
10. **Involve parents in trauma healing sessions** to understand the basic concepts of trauma healing and provide support to their kids whenever needed. This ensures sustainability once the project life comes to an end.
11. Increase the number of participants in the trauma healing sessions given the positive results it has on individuals.
12. There is need for a **well-defined criteria for selection of pupils to participate in the project.** This ensures that the most deserving students are reached.
13. More practical sessions such as journey of life in the trauma healing sessions
14. Provision of certificates as a motivation and accreditation to participants who have successfully completed the sessions

Annex 1: Tools



Boys FGD Guide



Parents FGD Guide



KII Guide

Annex 2: Documents Consulted



Proposal document