

Playing for Peace, South Africa Outcomes Measurement
University of the Free State's Centre for Development Support
Assessment Summary

Recently, Playing for Peace sponsored a study conducted by the *Centre for Development Support* at the University of the Free State to find out what effects the PFP program has had on the people of South Africa. The study consisted of various surveys and questionnaires so as to allow the participants a chance to accurately reveal what kind of feelings they have regarding race, culture and integration. Playing for Peace specifically attempts to encourage integration, understanding, and acceptance among the different cultures within areas of conflict, and this kind of assessment provides PFP with useful information to enable further progress for its program. Among those who participated in the study were children within the program, children outside of the program, parents of PFP children, and school representatives or principals involved with PFP.

The assessment findings can accurately show differences in race because the study shows that the participants themselves belong to various races. However, the main goals of this project deal with what kind of attitude improvements towards race issues among those children participating in PFP can be seen, and secondly, the different parent and school principal attitudes towards the effectiveness or value of PFP's programs. Overall the study showed that PFP has brought about numerous positive impacts to South Africans and their perspectives on diversity.

Most importantly, the study asked PFP-children and non-PFP children alike to discuss their views on racism and stereotypes by presenting them with questions that involve a wide range of social situations. Specifically the questions presented social

situations where race may play a deciding factor for these young boys and girls.

Furthermore, considering South African's history of racial strife, these questions attempt to bring the sensitive issues to the forefront. By doing this, the questions therefore determine how PFP can help relieve some tension from the situation. For example, the questions discussed some racial attitude indicators like anti-cultural difference, insecurity with difference, racial hierarchy indicators, and experiences and prejudices of persons to another race group.

Specifically, Figure 1 presents the study's findings on these issues and it shows that PFP children have developed more positive views on race, stereotypes and multiculturalism since they became involved in the program. Similarly, the assessment approached non-PFP children with the same questions and their answers showed that they held more negative views than the PFP-children about people from other races. Also, the amount of non-PFP children that chose the *uncertain* option greatly outnumbered the amount of PFP-children. This clearly indicates PFP's effectiveness in encouraging understanding and acceptance among different cultures.

Another part of the survey looked at how PFP-children and non-PFP children interact directly with those from different cultures and again, the results showed that PFP children have greater interaction with others while also achieving more positive outcomes than those not in the program.

The study also succeeded in pointing out where PFP needs to concentrate in order to make its program even more successful. For example, Figure 3 and Q4.7 show that despite PFP's efforts, a few children (30.4%) still experience some degree of racial conflict within the program. Although a majority (46.8%) did not find racial conflict within the program, PFP still chooses to use this information to strengthen their position

by challenging this degree of conflict head on.

The second part of the survey dealt with how the children's parents and the principals of the children viewed Playing for Peace and its contributions. The survey included parents and principals from all backgrounds, including: Black (African), Coloured, Indian and White (European) populations. Although a small number of parents saw the program as being driven primarily to the promotion of sports, the vast majority of those asked saw the program as an independent organization with positive and effective aims. Further, the parents and principals predominantly saw PFP as a positive experience for the children and none of them indicated that PFP had worsened the interactions between their children with those children from different races.

Specially, parents and principals saw that the children involved benefited in three main ways through PFP's program. First, their ability to interact with those from other cultures and accept each other's differences had improved. Secondly, the children's confidence, teamwork skills, and concepts of self-image had grown, and lastly; they had improved their sporting abilities in the process.

Overall, the parents and principals indicated that basketball can be used to effectively spread life skills and understanding among cultures. PFP also asked those surveyed for their concerns. The greatest concern among the parents stated that transportation costs could be improved through fundraising, while a small number of principals saw sport as a hindrance with school. Most of those asked had little concern about the program, but PFP can use this feedback in order to make its experience more enjoyable to all those involved. Through the survey given to those children, parents and principals, Playing for Peace and its encouragement has clearly had overwhelmingly positive effects on the people of South Africa and their views on racism and stereotypes.