

Project Concept Note Pilot 'Chess for Refugees'

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Project Title:	Chess for Kakuma People
Implementing Organizations & Partners:	<ul style="list-style-type: none"> • International Chess Federation (FIDE) • UNHCR Kakuma (UNHCR) • Lutheran World Federation (LWF) • Kenya Chess Federation • Kakuma Chess Club
Project Location:	Kakuma Refugee Camp
Starting Date:	July 30 th 2021
End Date:	July 29 th 2023
Duration:	2 years

I. BACKGROUND

Kenya is one of the biggest refugee-hosting countries in Africa and the world, hosting over 508,000 refugees mainly from the Great Lakes and Horn of Africa region. Over 40% of all refugees reside in Kakuma refugee camp. The majority of the refugee population in Kakuma and Kalobeyi consists of children and youth.

Having been forced to flee from their homes, youth and adolescents are exposed to extreme stressors that may impact their psychosocial well-being. Further, 30% of children in primary school age and 94% at the secondary school age are out of school and not engaged in any income-generating activities, leaving them vulnerable to risks related to idleness such as developing stress, disorientation and hopelessness which predisposes them to engage in dangerous and risky behaviours – crime, violence, drugs, gang activities, and survival sex – as a means for coping with the situation.

Further, many young women and girls find it difficult to meaningfully engage in education and extra-curricular activities due to negative cultural norms that often prevents them from equally accessing opportunities. They are expected to take care of family members while their parent/parents are working, which leaves them with very little time for learning opportunities.

During the COVID-19 pandemic, most youth activities have scaled down and others have been put on hold. It is critical to address both the immediate and long-term psychosocial needs and

ensure youth are engaged in meaningful activities where they have a chance to heal, develop and grow.

II. PROJECT OVERVIEW & JUSTIFICATION

UNHCR in partnership with Lutheran World Federation (LWF) has been engaging youth in various activities including sports, performing arts, awareness and information dissemination and capacity development in various areas. Chess has been predominantly embraced among the youth from Kakuma and currently 74 (69 men; 5 women) youth are actively participating in chess. Building on existing chess activities, the International Chess Federation will further bring in the experience and expertise of chess programmes to contribute to the protection and well-being of refugee youth and adolescents and elevate chess to the level of key activities through which young people are engaged.

Chess could help youth heal, increase skills and capacity, and provide a sense of hope which in turn contribute to enhanced psychosocial wellbeing. In addition, chess will provide opportunities for social inclusion of more marginalised members of the community – in particular female youth - to engage and build their confidence and be included.

The program will aim to raise awareness about availability of chess as a sport including the opportunities it presents to talented players. This will be followed by a recruitment drive through registration of chess clubs across the different areas of the camp and Kalobeyei. Requisite chess equipment and materials will be procured and shared with registered Chess clubs to promote learning by recruited/registered players. The program will provide training to improve players' knowledge and life skills which will in turn be passed to others. Linkages and networks will also be created with larger chess community in Kenya and globally for greater development of chess in the camp and for opportunities externally for professional development of players.

III. BENEFICIARIES

The project is expected to directly benefit 1.600 learners, with various levels of chess proficiency through online presentations, provision of play materials/equipment, trainings and mentorship. Further, it is estimated that another 800 individuals from various parts of the camp community at large will be affected indirectly in various positive ways (see breakdown in table).

Table 1¹

		Direct Beneficiaries		
	Age	Male	Female	Total
Primary school	10-19	770	330	1 100
High School	19-26	350	150	500
Total		1 120	480	1 600
		Indirect beneficiaries		
Kalobeyei schools; Host community	15-20	210	90	300
Community clubs Follow up in schools for sustained activity	21-35	350	150	500
Total		560	240	800
		Total Beneficiaries		
Total		1 680	720	2 400

Even further, for each member taking part in the project, , it is estimated that 6 people (family member, friends or neighbours) will benefit indirectly as a result of reduced protection risks of youth. This will constitute a total of ca 9.600 people.

The proposed interventions will target refugee youth and adolescents 10-35yrs in Kakuma and Kalobeyei settlement and host communities living within the surrounding villages in Kakuma ward. Identification for beneficiaries will be conducted through community outreaches/ recruitment drives as well as through linkages and referrals from partners and community structures.

¹ The 1.600 direct beneficiaries will come from 26 different schools within Kakuma: 21 Primary Schools with more than 2.000 learners each, and 5 High Schools which takes learners from the 21 Primary Schools – 50 from each Primary School and 100 from each High School. The 800 indirect beneficiaries will be selected from the club within the Camp and Kalobeyei settlement which are within the project Zones .The clubs have a great deal of chess skills which will enable them interact with the kids being taught by the Facilitator through organized chess competitions.

IV. OBJECTIVES

A. Overall objective

Improving the psychosocial wellbeing of refugee youth with particular focus on empowerment of young female and girls.

B. Programme Logic – Outcomes, Outputs & Activities

Objective	Enhanced Psychosocial Well-being		
Outcomes	Participants Feel Safe & Protected	Participants show increased Self-Competence	Female youth and girls gain positive outlook
Outputs	Safe spaces (both physical and mental) to play chess are created	Chess skills are enhanced through regular chess activities	Female youth and girls develop life skills related to empowerment
	Participants strengthen their support network and build trust	Life skills & capacity development (dedication, empathy, respect, fairness, leadership, comradeship)	Development of role models
	Well trained coaches and facilitators are able to provide sustained chess activities; participants get integrated into local and international communities through the game of chess		
Activities	<p>Introduction and awareness raising</p> <p>Introduction of the project (a kick-off event 30.07.2021.):</p> <ul style="list-style-type: none"> - FIDE. How chess connects people around the world; chess as a tool for empowerment. - Planned pilot project activities. <p>Provision of essential equipment</p> <ul style="list-style-type: none"> - Laptops, chess boards, studying material, stopwatch, audio, screen, internet connectivity will be required for chess lessons. - Bicycles&motorbike for mobility of the trainers. <p>Provision of Trainers</p>		
	<p>Building Life-skills: Online presentations/master-classes</p> <p>Chess game & society:</p> <ul style="list-style-type: none"> - Chess history, development of modern chess rules. Chess and Life. Fair play. <p>Chess and psychology:</p> <ul style="list-style-type: none"> - Chess and mental skills. Sports psychology. <p>Leadership&Empowerment:</p> <ul style="list-style-type: none"> - Success stories of great chess people. How to find your way in your life, how chess can help. 		

	<p>Trainers needed in phase 1-4: 10 trainers will be selected through interviews from those who have finished their high school and thus have confidence in delivering the contents to the target groups. These are the same trainers to be used in Phase 2,3 and 4 but we will be required to add one trainer in phase 2 since there are 11 schools in Kakuma 2,3 and 4 (second phase).</p> <ul style="list-style-type: none"> - Calls for applications and selection of trainers for training phase 1-4 Date: 10/07/21. - One week training for Trainers phase 1-4 Date: 16th -22nd JULY <p>FIDE EDU Preparation of Lecturers (people able to train teachers) and/or Preparation of Teachers (teaching chess to children in schools) course provided online upon necessity.</p> <p>Over the course of the training, trainers provided online with specific chess/organizational/sports psychology topics to be used in their work (experienced speakers from FIDE Trainers Commission, Medical Commission, Women Commission, Education Commission), so that they have the necessary set of skills to create a secure environment for trainees and have the set of skills necessary to complete the task.</p>	<p>Chess for Children and Youth</p> <ul style="list-style-type: none"> - Regular training by a trainer or a teacher: basics of chess game, simultaneous sessions, games, contests, quizzes, training tournaments, etc. - Will target 1 600 (1 120 male; 480 female) beneficiaries, and classes will be broken down into groups in different regions of Kakuma: 10 Kakuma schools and up to 500 children/youth reached in phase 1-2; 26 schools and 1 600 children/youth reached in phase 3-4 	
	<p>Girl Club Project (either a summer-camp or a 6 month programme)</p>	<p>Project activities of Girl Club Project:</p> <p><u>Weekly Online Chess Training *</u></p>	<p><u>Book club monthly meetings</u> Every month, the participants will be offered a list of literature</p>

	<p>Project goals:</p> <ul style="list-style-type: none"> - To learn what is chess and how to play chess, and improve personal chess skills - Creative development - Meeting and communicating with successful women - Achieving personal goals <p>Only the fulfillment of our own desires makes us truly happy. At the beginning of the project, each participant will write a letter to herself in the future, which she will receive exactly one year later, when the project is finished. Technically, this is implemented using a specific app, or simply by paper.</p> <p>Thus, each participant will see her own personal progress.</p>	<p>Classes will be held according to a specially designed program.</p> <p><u>Monthly lectures with successful female chess players **</u></p> <p>In addition to professionalism and unconditional talent, personal example is very important in chess. Through live communication, the project participants will be able to not only improve their chess skills and develop personally.</p> <p><u>Online meetings with outstanding women of different professions</u></p> <p>Inspirational examples are things that can inspire us and give us a lot of ideas. They will talk about their life's work and where they get inspiration.</p>	<p>for reading: modern, classic, professional, etc. At the monthly thematic meeting, I will discuss the books I have read in order to exchange opinions, impressions and a deeper understanding of what I have read.</p> <p><u>Painting workshops</u></p> <p>It is scientifically proven that art therapy contributes not only to the manifestation of talents, but also to the development of logic, spatial thinking and empathy, which is extremely necessary in chess. At the FIDE Chess Academy in Belarus, the practice of holding drawing classes together with chess lessons is successfully practiced and finds positive feedback.</p> <p><u>Celebration for World Chess Day 20 July</u></p> <p>Chess tournament with the opening and closing ceremonies, the establishment of special nominations. Simul or any other chess activities.</p>
	<p>Training of Teachers</p> <ul style="list-style-type: none"> - One day workshop for Headteachers improving the methods of teaching chess. 	<p>Tournaments & Networking</p> <p>Potential for online friendship tournaments and</p>	<p>Special leadership programme for girls</p> <p>In the addition to the general Online chess presentations, guest speakers (online and offline)</p>

	<p>Date: 23/07/21</p> <ul style="list-style-type: none"> - Training of teachers: lectures with a skilled trainer, teaching the basics of chess, teaching methods, on-line resources; tournament rules. Date: xxx - FIDE EDU Preparation of Teachers (teaching chess to children in schools) course provided online upon necessity. - 	<p>internal OTB tournaments, as well as establishment of the local chess clubs will be used to strengthen networking and sense of belonging to community</p> <ul style="list-style-type: none"> - Registration of learners and formation of school chess clubs 26 -28 July 2021 - An online chess event with Chess Kenya 09.2021. - Interschool competition 10.2021. - Friendly online friendship tournaments with Jordan Chess for Refugee project and others (to be defined in details over the course). - Intense Offline Seminar/chess festival with guest speakers on chess and different life-skills matters. Masterclasses, competitions. 04.2022. (TBD) - Refugee Chess Club Tournament organized on World Refugee Day on 20.06.2022. 	<p>will be invited for the girls' course:</p> <ul style="list-style-type: none"> - Girl empowerment: Exciting women in chess. - Chess and Life. Fair Play. - Chess and emotional strength. - Chess and arts. - Books club. <p>The Pilot programme will be carried out first in the following girls boarding schools:</p> <ul style="list-style-type: none"> - Xxx - xxx
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	Monitoring & Progress control <ul style="list-style-type: none"> - The local project leader will control the quality of the contents and everyday management, solve any issues related to socio-emotional well-being of the team and children involved. - Chess Kenya would provide the monitoring on quality of trainers work, assist with advise/ technical support where needed. - The Project Supervisory Panel would take care on any strategic needs, evaluation of the project progress and results. 		Monitoring & Progress control <ul style="list-style-type: none"> -Supervisor WGMs from FIDE will provide online trainers work and control the quality of the contents, assist with advise/ technical support where needed. -Achievement of personal goals would be measured: At the beginning of the project, each participant will write a letter to herself in the future, which she will receive exactly one year later. Thus, each participant will see her own personal progress.
	Psychologists from Armenian Chess Institute would be attracted to prepare the programme evaluation system for the Psycho-Social well-being evaluation of the participants.		
Principle	Equal access to the game of chess has been laid down in FIDE Charter as one of the key principles		

V. WORKPLAN FOR PILOT

The Gant diagram below shows the three initial phases in Q 3 and 4 of 2021 and Q1 of 2022, with related activities:

Table 2²

Year			2021						2022			2023
Month			July	Aug	Sept	Oct	Nov	Dec	Q1	Q2	H2	H1
Activity	Target group	Participants										
Phase	1		Phase 1 duration July-Sept									
Kick-Off event	Participants, Parties	50										
Two weeks training		25										
One day workshop	Partners with head teachers from 10 schools in Kakuma 1	20										
Registration of learners and formation of chess clubs in 10 schools	Learners	500										
Teaching of chess in 10 schools	Learners	500										
Inter-school competition						October						
Phase	2		Phase 2 duration Oct-Dec									
Expand teaching to more schools from Kakuma 2, 3 and 4	Learners											
Inter-school competition									January			
Phase	3		Phase 3 duration Q1'22									
Target 5 secondary schools in Kakuma												
Inter-school competition										April		
Half-way event	Participants, Parties	50										
Phase	4		Phase 4 Q2'21-H1'22									
Training teachers in 26 schools												
Consolidation; sustainability												
Closing event	Participants, Parties	50										

(to be developed further)

² On trainers needed in phase 1-4: Ten trainers will be selected through interviews as the project needs trainers who have finished their high school and thus have confidence in delivering the contents to the target groups. These are the same trainers to be used in Phase 2,3 and 4 but we will be required to add one trainer in phase 2 since there are 11 schools in Kakuma 2,3 and 4 (second phase)

VI. BUDGET

A preliminary budget for the FIDE part of the cost elements is set out in the table below:

Table 3

Category	Item	Quantity	Unit price, Kenya (est)	Euros	Phase				Notes
				Total budget	1	2	3	4	
Period					Q3'21	Q4'21	Q1'22	Q2'22-Q2'23	
Print/Online	Training Manuals for trainers	50	3	125	125				1
Chess equipment	Chess Boards/pieces Tourname	250	6	1 563	1 563				2
Chess equipment	Chess Clocks	20	10	200	200				3
Chess equipment	Demo Boards	10	6	63	63				4
Technical Equipment	Laptops	4	75	300	300				5
Technical Equipment	Printer	1	50	50	50				6
Tournament equipment	Tables	100	13	1 250	1 250				7
Tournament equipment	Chairs	200	8	1 500	1 500				8
Participant equipment	Branded T-shirts			330	330				8b
Practical	Bicycles	15	50	750	750				9
Practical	Motorcycle or other vehicle	1		tbd					9b
Practical	Office rent		9 per month	216	27	27	27	135	9c
Practical	Camera	1		150	150				9d
				6 346	6 157	27	27	135	
Shipment and setup		25 %		1 587	1 587				10
Equipment				7 933	7 744				
Girl School	Coach costs			1 000					
	Drawing/Book Club			1 000					
	Sessions w inspiring women			1 000					
	Local Coordinator			500					
	Equipment			500					
	Tournaments, exhibitions, oth			1 500					
	Unforeseen			500					
	Total			6 000	4 000	2000			10b
Remuneration trainers	Motivation stipends to trainers	25	200	5 000	1250	1250	1250	1250	11
Remuneration Project Leader	Motivation stipends to project leader	24	500	12 000	1500	1500	1500	7 500	11b
Opening-, halfway, closing events	Setup, other related costs (to be specified)	3	100	300	100		100	100	12
Tournament	Kakuma open chess tournament		128	128	128				12b
Tournament	Online chess tournament with Chess Kenya Sept'21		n/a						12c
Tournament	International friendly math with ie Jordan refugee project: timing tbd		tbd						12d
Other, non-equipment				17 428	6 978	4 750	2 850	8 850	
Equipment + Non equipment				25 361	14 722	4 750	2 850	8 850	

The total cost level for phase 1-4 would constitute EUR 25.361, with 77% (19.472) to be spent in phase 1 and 2(Q 3 and 4, 2021).

Notes:

1 Training manuals: It is most likely possible to use something that FIDE already have, but it needs to be clarified if print-out version(s) are required

2-9 Quantities estimated by Peter Diing. Unit price estimated by Geir Nesheim and Peter Diing, as ¼ of similar equipment costs in Norway. Some quantities have been increased compared to

original estimate from Peter Diing, due to the increased scope of the project.

8.b Branded t-shirts: Cost estimate by Peter Diing

9.b Motorcycle or other vehicle: The motorbike can be used by the project leader. One should buy a new motorbike, a second-hand motorbike can have a variety of complications which can halt the activities of the Project or even be costly. Alternatively, UNHCR might have a vehicle available for this purpose – to be discussed.

9.c There's a need to request for the office from the UNHCR since it's the same agency that we rely on for WiFi. To rent an office space cost £ 9 a space per month.

9.d Camera: There is a need for a camera for taking photos of learners during the project. The Photos will help us in report writing.

10 Some of the equipment must most likely be shipped from abroad or at least within Kenya, with related costs. 25% is a high-level estimate.

10.b A separate Girl School project has been developed. See above section IV B Page 6 and following for details.

11 Based on input from Peter Diing. Each teacher would expect a motivation fee for a duration of 1 year at this level. If the project runs for 2 years, this cost category will increase accordingly.

11.b Also, there is a requirement for a motivation stipend for the project leader. To be determined.

12. It is best practice to do opening-, halfway- and closing events for motivation and publicity purposes among other.

12.b There will be an open tournament already in August 2021, organised in part by the project.

12.c There will be an online chess event with Chess Kenya in September 2021.

12.d It is logical to organise various friendly matches with e.g. Jordan Chess for Refugee project and others. His program will be developed further going forward.

13. There are many uncertainties. 25% is a higher number than standard project allocations for uncertainty (10-15%) to reflect this.

Extra note: FIDE own costs for possible travel to Kakuma for 2-4 specialists at a later stage (e.g. half-term event Q1 2022) is not included.

The cost levels for the other partners will be provided by them and included in the final total budget, for transparency and learning purposes. One such issue is travel-cost and remuneration of trainers from Chess Kenya – maybe from Nairobi.

VII. PARTNERS

- **UNHCR – The UN Refugee Agency**
- **FIDE – The International Chess Federation**
- **Lutheran World Federation (LWF):** Other than the popular outdoor games among the Kakuma youth, namely football and athletics; indoor games are slowly gaining popularity among the youth. LWF who are the UNHCR implementing partners on youth activities have registered 4 Chess clubs of which 74 youth are involved in the game. Five other clubs are operating in the camp unofficial and are thus not registered. With piloting of Chess project in the camp, youth will be sensitized on the game with intention of bringing up more clubs of young women and young men for the love of the game.
- **Chess Kenya:** Chess Kenya have experience with working in Refugee camps. Chess Kenya launched the first tournament for refugees in 2014 on the World Refugee day. In 2019 they

organized players from South Sudan travelling to the Zonal tournament to Nairobi. With their help it would potentially be possible to get the trained kids involved in regular Kenya's chess activities.

- **Kakuma Chess Club:** Founded in 2002. Some 280 members. Club leader: Peter Diing

VIII. PROJECT ORGANISATION

The Project will be organised with

1. a steering committee, reporting to all the partners, and with representation from
 - a. UNHCR,
 - b. FIDE,
 - c. LWF,
 - d. Chess Kenya,
 - e. Kakuma Chess Club and
 - f. representation from the participating schools,
2. a project leader, who will report to the steering committee, and
3. a project organisation (to be defined)

IX. MONITORING & EVALUATION PLAN

To be discussed with UNHDR.

Data collection & reporting requirements

The project will integrate a strong monitoring & evaluation framework in all the phases of the project to track progress against established outcomes and key indicators.

LWF & UNHCR will generate and share with FIDE, mid-term and end of project narrative reports which will provide cumulative progress against indicator targets, summary of feedback received from affected populations and responses/actions taken and share challenges and mitigation measures undertaken. Stories/case studies highlighting lessons and/or successes will also be shared.

Kenya/Norway, July 2021

Peter Diing and Geir Nesheim

Draft based on UNHDR concept note from earlier.