

# **Namibia Football Association's Galz and Goals Sports for Development Programme – Impact Evaluation Report**

November 2015

## Contents

LIST OF TABLES AND BOXES .....	3
LIST OF ACRONYMS.....	4
EXECUTIVE SUMMARY .....	5
<i>PURPOSE OF THE EVALUATION</i> .....	5
RECOMMENDATIONS .....	6
1.0 INTRODUCTION .....	9
1.1 BACKGROUND AND CONTEXT.....	9
1.2 CONTEXT: KEY CHALLENGES FACED BY ADOLESCENT GIRLS IN NAMIBIA .....	13
GALZ AND GOALS PROGRAMME .....	14
1.2 PROGRAMME GOAL.....	14
1.3 OBJECTIVES.....	14
1.4 SCOPE OF THE EVALUATION.....	15
1.5 PURPOSE OF THE EVALUATION .....	15
<b>2.0 METHODOLOGY .....</b>	<b>15</b>
2.1 SAMPLING DESIGN.....	16
<b>FINDINGS.....</b>	<b>18</b>
3.0 RELEVANCE .....	18
4.0 EFFECTIVENESS .....	23
5.0 EFFICIENCY.....	36
6.0 SUSTAINABILITY .....	43
9.0 LESSONS LEARNT .....	48
10.0 THE GALZ AND GOALS PROGRAMME IN A BROADER GLOBAL AND REGIONAL CONTEXT.....	48
11.0 CONCLUSION.....	49
11.1 RECOMMENDATIONS .....	50
APPENDIX ONE: LIST OF PEOPLE INTERVIEWED.....	54
APPENDIX 2: LIST OF REFERENCES .....	56
APPENDIX 3: KAPB SURVEY RESULTS.....	60
APPENDIX 3: KAPB SURVEY QUESTIONNAIRE .....	72
APPENDIX 4: PROPOSED DETAILED BUDGET .....	76
PROPOSED ORGANOGRAM: NFA GALZ & GOALS 2016 .....	80
APPENDIX 6: EVALUATION TERMS OF REFERENCE .....	83

## **List of Tables and Boxes**

Table 1: Sport, Gender equity and the Millennium Development Goals

Table 2: Teenage pregnancy and motherhood in Namibia

Table 3: NFA Galz & Goals proposed budget for Leagues, HR and monitoring

Box 1: The State of Women Worldwide

Box 2: Awards won by the Galz and Goals Programme

Box 3: How can you as an adolescent avoid getting HIV?

Box 4: Current Galz and Goals Organogram

Box 5: When only closer monitoring will do

Box 6: More than teething problems

Box 7: How Selma Found her Voice

## List of Acronyms

ANC	Antenatal Clinics
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
HR	Human Resources
FDGs	Focus Group Discussions
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MYSA	Mathare Youth Sports Association
NFA	Namibia Football Association
NGO	Non-governmental Organisation
SFD	Sports for Development
KAPB	Knowledge, Attitude, Practice and Behaviour
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
WHO	World Health Organisation
CRC	Convention on the Rights of the Child
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women

## **Executive Summary**

Around the world, sport is increasingly being used to promote health and prevent disease, strengthen child and youth development and education, foster social inclusion and gender equity. Multiple studies have shown that playing a sport improves confidence, enhances self-esteem, improves body image and lowers depression rates (include references). Through sport, girls have the chance to develop leadership and negotiation skills and to serve their peers as leaders. Sport and recreational activities can also promote education, which can enhance female empowerment.

The use of sport as a health information and education platform is particularly important for girls entering adolescence and confronting choices, challenges, and risks in connection with sexual activity, pregnancy, and HIV. In developing countries, the higher risk of sexual violence, family pressure to marry early and gender norms emphasizing submission and obedience to men leave girls vulnerable to early, unwanted and unsafe sexual activity. In this respect, Sport for Development (SFD) initiatives can play a powerful role both in preventing and helping to address a broad range of social and economic challenges.

The Namibia Football Association (NFA) Women's Department and UNICEF have been working together to drive forward women's football as part of the country's Sport for Development (SFD) Programme. In partnership with UNICEF and SCORE Namibia, the Galz and Goals Programme was developed to establish structured football leagues for girls aged 10-17 years across the country. NFA integrated Life Skills and Basic football coaching into the curriculum of the G&G Programme. The Galz and Goals Programme was launched in October 2009, following a successful pilot phase of under 13 and under 15 leagues in three regions earlier that year.

Adolescent girls in Namibia face several inter-related challenges that the programme sought to address. These include high HIV and AIDS prevalence rates among young women aged 15 to 24 years old; high levels of teenage pregnancies; high levels of gender based violence as well as drug and alcohol abuse (include references).

### *Purpose of the evaluation*

The purpose of the evaluation was to assess how the implementation of the Galz and Goals SFD programme led to positive outcomes for the participating adolescent girls and their families and the role of the Sport2Life tool in fostering the development of life skills. The evaluation focused on programmatic results and short term impacts generated by the SFD programme.

### *Methodology*

The methodology for the evaluation included both literature review and field work. Field work was carried out in four regions across the country – Karas, Khomas, Eenhana and Rundu. A Knowledge, Attitude, Practice and Behaviour Survey was also administered on girls in the programme and girls who were not participating in the programme to determine the effectiveness of the HIV and AIDS education component of the programme.

## *Findings*

Among the key findings of the evaluation was that the Galz and Goals Programme is relevant as it addresses some of the key challenges adolescent girls in Namibia face. The programme is in line with the country's Vision 2030, with the UN Partnership Framework for Namibia and UNICEF's global mandate of promoting gender equality and empowering girls.

Overall, the programme had made a huge difference in the lives of the girls. Girls at all sites visited spoke spontaneously of how the programme had changed their lives and had helped them to become team players and to develop a positive attitude to their school work. The programme motivated them to pursue their dreams and prevented them from getting involved in risky behaviour. But perhaps most importantly, the programme had helped them to develop self-confidence, self-esteem, self-worth and self-efficacy. The programme also helped the girls to develop leadership skills. This was despite the fact that the NFA has not yet introduced a dedicated leadership development into the programme.

Although in some schools, the life skills component was not covered as the coaches had not been trained or did not have time to devote to it, the girls spoke confidently about the life skills benefits they had derived from the programme, which confirmed the theory that playing sports alone has positive life skills benefits.

A notable achievement is the extent to which it has increased access to football for girls in Namibia by establishing leagues for the different age groups (under 13, under 15 and under 17) in eight of the country's 10 regions. The Programme has become the main provider of players to the Women's National Football team through its well organised junior football league.

The evaluation however noted that although the programme has been operational for close to seven years, it was only reaching 3,000 girls, which was low and made it difficult for it to make an impact on a broader scale. Strategies therefore need to be devised to expand the programme's reach beyond just the number of girls playing football or to build in an advocacy and peer education component into it so that the girls in the programme can influence others.

The evaluation noted several challenges facing the programme which include inadequate monitoring of activities by NFA; the failure to draw up terms of reference for Coordinating Committees and to carry out induction programmes for new committees. The evaluation also noted that without regular follow ups, the life skills component of the programme was not being given sufficient attention. As a result, in the KAPB survey, there were no significant differences between girls in the programme and those who were not.

## **Recommendations**

- *Need for a clear programme theory of change*

The Galz and Goals does not have clear objectives and outcomes that can lead to the achievement of the project goal. This makes it difficult to assess its impact. Going forward, there is a need to come up with a strategic plan, with a clearly articulated theory of

change, setting out how the Programme will achieve the desired changes among the adolescent girls. The strategic plan should also be accompanied by a budget that reflects the real needs of functional national and regional structures.

- *Need to broaden the programme to include more girls*  
Although the SFD Programme has achieved positive results in all areas, it is reaching out to too few girls, only 1.1 percent of adolescent girls nationwide. There is a need to broaden the programme to reach out to more girls than just those playing football.
- *Need for better programme coordination and monitoring*  
Most of the challenges noted in the evaluation relate to inadequate monitoring by the NFA and inadequate project oversight by UNICEF. There is a need to strengthen monitoring by NFA and to increase the frequency and coverage of site visits so that NFA is always in the picture about what is happening in the regions. There is also need for improved communications between the NFA and the regions. UNICEF should also provide adequate project oversight through regular site visits.
- *Need to involve girls in programme implementation for greater ownership*  
There is need for greater involvement of the girls in the implementation of the project. To address both the project ownership and the turnover of coaches, as well as to empower the girls further, consideration should be given to involve the girls as peer educators for the life skills component along the lines of the “GO Sister” programme in Zambia. This would enhance the programme sustainability by building skills in the girls in schools.
- *Need for clear terms of reference for the coordinating committees*  
There are no terms of reference for the Coordinating Committees which leaves them groping around in the dark to understand their roles and responsibilities. NFA should draft clear terms of reference for the committees so that they understand their duties and responsibilities.
- *Need for well structured induction programmes for new committees*  
There is a need for a well structured induction programme for the incoming committees to clarify their responsibilities and clearly demarcate their mandate.
- *Need for more regular follow up and site visits*  
There is need for more regular site visits by the NFA to monitor what is happening in the regions and to take corrective measures where necessary, including training of new coaches or establishing new committees where the old ones are no longer functioning.
- *Need to align Galz and Goals life skills programme to school life skills curriculum*

There is need to align the Galz and Goals life skills curriculum to the school curriculum to get a buy in from the Ministry of Education Arts and Culture. Equally, there is a need to create synergies between Galz and Goals coaches and school life skills teachers to ensure that their messages build onto each other.

- *Need for Strategies to incentivise coaches*

The Galz and Goals programme has been relying on volunteers to implement its activities. However, with a few exceptions, this does not seem to be working well. As NFA moves to institutionalise the programme, there will be need to come up with a system of structured incentives to motivate the volunteers most of whom are teachers.

- *Need to ensure buy in of Ministry of Education Arts and Culture and Principals into the Programme*

There is a need for the Galz and Goals programme to get a buy in not only from the Ministry of Education Arts and Culture but also the Ministry of Sport, Youth and National Service so that they can be included in their budgets. This would ensure that the programme is sustainable in the long run.

- *Need to negotiate formal cooperation agreements with the Ministries of Education Arts and Culture and Ministry of Sport, Youth and National Service*

There is a need for the Galz and Goals programme to negotiate formal cooperation agreements or Memorandum of Understanding with the Ministry of Sports, Youth and National Service and with the Ministry of Education Arts and Culture to enable the programme to access school resources such as transport and also Ministry of Sports, Youth and National Services' resources, which also include transport. Transport is perhaps the single biggest impediment to the programme's growth given the huge distances in Namibia.

- *Need to ensure that the life skills component of the Galz and Goals Programme is implemented*

The NFA Women's Department is football oriented and does not appear to have programme management skills especially in relation to life skills. UNICEF should seriously consider engaging an NGO partner to monitor and follow up on the life skills component of the programme to ensure that this is implemented. SCORE has indicated its interest to do this and might produce better results.



## 1.0 Introduction

### 1.1 Background and Context

Sport is one of the most cross-cutting of all development tools. It is increasingly being used to promote health and prevent diseases, strengthen child and youth development and education, foster social inclusion and gender equity, enhance inclusion of persons with disabilities as well as promote employment and economic development. Sport can be used as a platform for public education and social mobilization and as a vehicle to strengthen individual capacity and improve lives. In this respect, Sport for Development initiatives can play a powerful role both in preventing and helping to address a broad range of social and economic challenges. They can be a highly effective and low-cost means of reducing the individual and public costs associated with development challenges.<sup>1</sup>

In 1978, the United Nations Education, Scientific and Cultural Organization (UNESCO) adopted the International Charter of Physical Education and Sport<sup>2</sup> in accordance with the Universal Declaration of Human Rights. The UNESCO Charter promoted sport as a contributor to lifelong education and as a conduit for achieving social needs through the development of sport programmes, coaches and facilities. National and international governing bodies were encouraged to promote universal participation in physical activity and sport with the belief that sport, as a common language, has the potential to promote peace, respect and friendship. The UNESCO Charter was one of the first documents to specifically identify sport as a human right. That is, access to physical activity and sport should be assured and guaranteed for all human beings.<sup>3</sup>

Sport's value as a social connector is one of its most powerful development attributes. Sport is an inherently social process bringing together players, teams, coaches, volunteers and spectators. Sport creates extensive horizontal webs of relationships at the community level and vertical links to national governments, sport federations and international organizations for funding and other forms of support. These community sport networks, when inclusive, are an important source of social networking, helping to combat exclusion and fostering community capacity to work collectively to realize opportunities and address challenges.<sup>4</sup>

The role of sport in development has risen in the international agenda over the last five years, gaining recognition at the United Nations (UN) level and amongst development agencies and Non-Governmental Organisations (NGOs) around the world. In 2003, UN Secretary General, Kofi Annan, established an Inter Agency Task Force to report on the role of sport in development and peace. The Task Force's report found a role for sport as a "vehicle to help mitigate the spread and impact

---

<sup>1</sup>Introduction to Sport for Development and Peace: [http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter1\\_Introduction.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter1_Introduction.pdf) (30/9/15)

<sup>2</sup> UNESCO, editor. International Charter of Physical Education and Sport. General Conference; 1978.

<sup>3</sup> Hancock MG () Sport for Development Programs for Girls and Women: A Global Assessment

<sup>4</sup> Ibid

of HIV/AIDS”.<sup>5</sup> The use of sport as a health information and education platform is particularly important for girls entering adolescence and confronting choices, challenges and risks in connection with sexual activity, pregnancy and HIV<sup>6</sup>.

In 2000, the UN established the Millennium Development Goals (MDGs) to eradicate poverty, hunger and disease as well as to promote gender equality, health, education and environmental sustainability on a global scale<sup>7</sup>. Several MDGs – universal education, gender equity, maternal health, child health and combating HIV/AIDS – relate directly to girls and women<sup>8</sup>. To achieve the MDGs, the UN, UNESCO and national governing bodies advocated the use of one particular human right – sport – to achieve another – gender equity. The UN encouraged governments and sport-related organizations to create and implement educational partnership initiatives to help achieve MDGs.<sup>9</sup>

Sport will also play a critical role in the achievement of the Sustainable Development Goals and the Post-2015 Development Agenda. In a recent document, the International Olympic Committee outlines areas where sports will contribute to the achievement of the goals. These include:

- *Goal 3 on health* – Ensure healthy lives and promote well-being for all at all ages;
- *Goal 4 on Education* – Ensure inclusive and equitable quality education and promote life-long learning opportunities for all;
- *Goal 5 on Gender Equality* – Achieve gender equality and empower all women and girls;

### **Box 1: The State of Women Worldwide**

- Of the world’s one billion poorest people, three-fifths are girls and women.
- Of the 130 million children who are out of school, 70% are girls.
- Women make up only 16% of parliamentarians worldwide.
- Up to 50% of all adult women have experienced violence at the hands of their intimate partners.
- Each year, half a million women die and 18 million more suffer chronic disability from preventable complications of pregnancy and childbirth.
- Globally, women make up nearly half of the 37.2 million adults (aged 15–49) living with HIV and AIDS.
- In sub-Saharan Africa, 57% of those living with HIV are female and in South Africa, Zambia and Zimbabwe, young women aged 15–24 are 3–6 times more likely to be infected than young men of the same age group.

*Source: UNDP, Taking Gender Equality Seriously (2005)*

<sup>5</sup> *Sport for Development and Peace: Towards Achieving the Millennium Development Goals*, Report from the United Nations Inter-Agency Task Force on Sport for Development and Peace, United Nations 2003, p. 22.

<sup>6</sup> Sport and Gender: Empowering Women and Girls (Chapter 4) [http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4\\_SportandGender.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf)

<sup>7</sup> Windhoek CfA, editor. *The Windhoek Call for Action. The Second World Conference on Women and Sport*; 1998; Windhoek, Namibia. Available from <http://www.iwg-gti.org/conference-legacies/windhoek-1998/>

<sup>8</sup> United Nations GA. 55/2: United Nations Millennium Declaration. New York: United Nations, 2000.

<sup>9</sup> United Nations GA. Sport for development and peace: The way forward. In: Nations U, editor. New York: United Nations; 2006.

- *Goal 11 on Cities and Human Settlements* — Make cities and human settlements inclusive, safe, resilient and sustainable;
- *Goal 16 on sustainable development* – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels and
- *Goal 17 on the Global Partnership for Development* – Strengthen the means of implementation and revitalize the global partnership for sustainable development.<sup>10</sup>

The broad array of areas in which sport can play a role in development shows the potential of sports to act as a mediating influence in society, especially on issues relating to human development.

Sport programs can enhance women’s empowerment by challenging gender norms, reducing restrictions and offering girls and women greater mobility, access to public spaces and more opportunities for their physical, intellectual and social development. By involving families, community leaders, boys and men in gender education, changes to gender norms can benefit men and women alike. Sport can also provide girls and women with powerful role models, leadership skills and experience that they can transfer to other domains such as their family life, civic involvement and advocacy. All of these beneficial effects are self-reinforcing and may also make sporting opportunities for girls and women more sustainable over time.<sup>11</sup>

Research on sport, gender and development indicates that sport can benefit girls and women by:

- Enhancing health and well-being;
- Fostering self-esteem and empowerment;
- Facilitating social inclusion and integration;
- Challenging gender norms; and
- Providing opportunities for leadership and achievement.<sup>12</sup>

<b>Table 1: Sport, Gender equity and the Millennium Development Goals</b>	
<b>Millennium Development Goal</b>	<b>Contribution of Sport to girls</b>
<b>Promote gender equality and empower women</b>	<ul style="list-style-type: none"> <li>• Improved physical and mental health for girls and women</li> <li>• Increased opportunities for social interaction and friendship</li> <li>• Increased self-esteem, self-confidence, and sense of control over their bodies</li> <li>• Enhanced access to health information</li> </ul>

<sup>10</sup> The Contribution of Sport to the SDGs and the post-2015 development agenda – the IOC Position February 2015

<sup>11</sup> Sport and Gender: Empowering Women and Girls (Chapter 4) [http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4\\_SportandGender.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf)

<sup>12</sup> Larkin, “Gender, Sport and Development.”

- Access to leadership opportunities and experience
- Positive changes in gender norms giving girls and women greater safety and control over their lives
- Empowerment of women and girls with disabilities through sport- based opportunities
- to acquire health information, skills, social networks, and leadership experience

**Combat HIV and AIDS, malaria, and other diseases**

- Reduced risk of HIV infection as a result of sport programs aimed at prevention education and empowerment of girls
- Reduced stigma and increased social and economic integration of girls and women living with HIV and AIDS

**Source: Sport and Gender: Empowering Women and Girls**

In recent years, Sport for Development has become increasingly popular around the world as governments and sport bodies realize its importance and contribution to development.

Sport provides women and girls with an alternative avenue for participation in the social and cultural life of their communities and promotes enjoyment of freedom of expression, interpersonal networks, new opportunities and increased self-esteem. It also expands opportunities for education and for the development of a range of essential life skills, including communication, leadership, teamwork and negotiation.<sup>13</sup> The participation of women and girls in sport challenges gender stereotypes and discrimination, and can therefore be a vehicle to promote gender equality and the empowerment of women and girls.

Multiple studies have shown that playing a sport improves confidence, enhances self-esteem, improves body image and lowers depression rates. Through sport, girls have the chance to develop leadership and negotiation skills and to serve their peers as leaders. Sport and recreational activities can also promote education, which can enhance female empowerment.<sup>14</sup>

The use of sport as a health information and education platform is particularly important for girls entering adolescence and confronting choices, challenges, and risks in connection with sexual activity, pregnancy, and HIV. In developing countries, the higher risk of sexual violence, family pressure to marry early and gender norms emphasizing submission and obedience to men leave girls vulnerable to early, unwanted and unsafe sexual activity<sup>15</sup>.

<sup>13</sup> UN Division for the Advancement of Women (2007) Women, Gender Equality and Sport

<sup>14</sup> Hancock M, Lyras A, Ha JP. Sport for Development programmes for girls and women: a global assessment. Journal of Sport for Development. 2013; 1(1):15-24

<sup>15</sup> Sport and Gender: Empowering Girls and Women Chapter Four,

[http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4\\_SportandGender.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf)

Sport can be an important tool for social empowerment through the skills and values learned, such as teamwork, negotiation, leadership, communication and respect for others. The social benefits of participation in sport are thought to be especially important for girls, given that many girls, particularly in adolescence, have fewer opportunities than boys for social interaction outside the home and beyond family structures.<sup>16</sup>

Despite these obvious benefits, historically women in countries around the world have had limited access and opportunities to participate in sport<sup>17</sup>. As such, girls and women may be denied the physical, social, emotional and relational benefits of sport participation<sup>18</sup>. Inability to participate in sport and physical activity is perceived to inhibit development and contribute to a “weaker position of women and girls in social, political, economic, legal, educational and physical matters”.<sup>19</sup>

## 1.2 Context: Key challenges faced by adolescent girls in Namibia

Adolescent girls in Namibia face several inter-related challenges that the programme sought to address. These include high HIV and AIDS prevalence rates among young women aged 15 to 24 years old; high levels of teenage pregnancies; high levels of gender based violence as well as drug and alcohol abuse.

HIV and AIDS is a major challenge facing young women in Namibia. According to Spectrum modelling, HIV prevalence amongst people aged 15 and above was estimated at 12.8 percent in 2013/14. Approximately 208,000 people aged 15 and above are currently estimated to be living with HIV. This figure is projected to increase to over 227,000 by 2016/17 and to over 245,000 by 2019/20<sup>20</sup>. The 2014 National HIV Sentinel Survey estimated that the overall national HIV prevalence among pregnant women attending Antenatal Clinics (ANC) stood at 16.9 percent. A good proportion of the pregnant women are adolescents.

Region	% of girls 15-19 years who have begun childbearing
Zambezi	28.1
Erongo	15.2
Hardap	19.3
Karas	17.6
Kavango	34.4
Khomas	12.3
Kunene	38.9
Ohangwena	22.7
Amaheke	36.3
Omusati	11.1
Oshana	9.0
Oshikoto	13.2
Otjozondjupa	23.6
National average	18.6
<i>Source: Namibia DHS 2013</i>	

<sup>16</sup> United Nations Inter-Agency Task Force on Sport for Development and Peace (2003).

<sup>17</sup> Bailey R, Wellard I, Dismore H. Girls' participation in physical activities and sports: Benefits, patterns, influences, and ways forward. Canterbury Christ Church University College, 2004.

<sup>18</sup> Brady M. Laying the foundation for girls' healthy futures: Can sports play a role? *Studies in Family Planning*. 1998;29(1):79-82.

<sup>19</sup> Meier M. Gender equity, sport, and development. Biel/Bienne: 2005.

<sup>20</sup> Spectrum Policy Modelling System, Version 4.69\_500 (2013); Namibia Model September 2013

Namibia experiences high levels of teenage pregnancies. Table 2 shows that on average 18.6 percent of girls in Namibia fall pregnant or have babies by the age of 19, with huge differences across the regions, ranging from 9.0 percent in Oshana to 38.9 percent in Kunene.

Girls and women in Namibia also experience high levels of gender-based violence (GBV), including physical and sexual violence. According to the 2013 Namibia Demographic and Health Survey (NDHS), 34.1 percent of girls aged 15 to 17 years have experienced physical and/or sexual violence.<sup>21</sup> Many children – especially girls – remain at great risk from pervasive, persistent, and seemingly endemic levels of violence, especially from guardians and carers within families and schools. Many more children are the victims of violence perpetrated by an adult against a carer adult, typically their mothers at home.<sup>22</sup>

### **Galz and Goals Programme**

The Namibia Football Association (NFA), Women’s Department, FIFA and UNICEF have been working together to drive forward women’s football as part of the country’s Sport for Development (SFD) Programme. Beginning in 2008, FIFA and the NFA agreed to target the delivery of a coaching course focused on technical and tactical skills, specifically for girls and women. This led to the development of a long-term strategic plan focusing on the broader development of women’s football in Namibia.

In partnership with UNICEF and SCORE Namibia, the Galz and Goals Programme was developed to establish structured football leagues for girls aged 10-15 years across the country. NFA integrated Life Skills and basic football coaching into the curriculum. The Galz & Goals Programme was launched in October 2009 in Windhoek, following a successful pilot phase of under 13 and under 15 leagues in three regions (Khomas, Kavango and Omaheke) earlier that year.

#### **1.2 Programme Goal**

The overall goal of the Galz and Goals Programme is to increase access to football for adolescent girls by integrating HIV/AIDS education, life skills and healthy lifestyle components into their sporting activities in order to create a platform through which adolescent girls gain skills and knowledge.

#### **1.3 Objectives**

The Specific objectives of the programme are to:

---

<sup>21</sup> The Namibia Ministry of Health and Social Services (MoHSS) and ICF International. 2014. *The Namibia Demographic and Health Survey 2013*. Windhoek, Namibia, and Rockville, Maryland, USA: MoHSS and ICF International.

<sup>22</sup>

- Provide increased opportunities for adolescent girls to participate in structured organized sport and provide opportunities for the development of knowledge and skills related to HIV/AIDS education, life skills and healthy lifestyle choices
- Strengthen the capacity of the Regional Coordinators and Coaches to deliver Galz & Goals programming activities including Sport 2 Life, Kicking AIDS Out! and Life Skills.
- Increase programme visibility and strengthen programme delivery
- Promote and create pathways linking Galz & Goals players to the Namibian National Women's Football team
- Support and promote the development of young leaders
- Promote and create opportunities for participation in international competitions

#### **1.4 Scope of the Evaluation**

The evaluation covered the whole program implementation period from March 2009 to November 2015. It included all program components and activities implemented by the partners. The evaluation also assessed the effectiveness of UNICEF's programme implementation support.

#### **1.5 Purpose of the evaluation**

The purpose of the evaluation was to assess how the implementation of the Galz and Goals programme, which is a sports for development initiative, led to positive outcomes for the participating adolescent girls and their families and the role of the Sport2Life tool in fostering the development of life skills. The evaluation focused on programmatic results and short term impacts generated by the Programme.

#### **2.0 Methodology**

The consultant employed a wide variety of methods to undertake the impact evaluation. Highlights of the methodological approaches are outlined below:

- Debriefing Meetings:* Debriefing meetings were held with key stakeholders including NFA, SCORE Namibia, SPAR and UNICEF. The meetings provided a broad overview of the project and helped the evaluation process to chart a road map for conducting the evaluation.
- Content review and analysis of pertinent documents:* A review was carried out of project documents and other relevant literature relating to the project and to SFD in general. The exercise provided insights into the project as well as background data that informed the design of the data collection tools. Document review was ongoing throughout the evaluation as new documents came to the attention of the consultant.
- Key Informant Interviews and focus group discussions:* Key informant interviews were conducted with stakeholders who included NFA, SCORE, SPAR, GIZ, UNICEF, UNAIDS, UNFPA, Ministry of Education, Ministry of Sports, Youth and National Service as well as with volunteers and community stakeholders (coaches, teachers and school principals). Focus group discussions were conducted with girls participating in the programme in Windhoek, Karasburg, Rundu and Eenhana.



- (d) *Administering a Knowledge Attitude, Practice and Behaviour (KAPB) survey:* A KAPB survey was administered to determine the level of knowledge as well as the changes in attitude, practice and behaviour among girls participating in the programme. The same survey tool was also administered on girls not participating in the programme to determine if there were any significant differences between the two groups which could be attributed to the programme.
- (e) *Data collation, Analysis and Report Writing:* following fieldwork data from the content reviews, in-depth interviews and observations was collated. Data analysis was guided by the overarching objective and the key outcome areas, which included analysis to inform: relevance, effectiveness, efficiency, sustainability, replicability, lessons learnt and recommendations. The draft evaluation report was initially shared with UNICEF and NFA. Feedback and comments were then incorporated into a report which was then shared with other key stakeholders before it was finalised.
- (f) *Validation workshop:* a final validation workshop was conducted where the final report was presented to key stakeholders.
- (g) *Simplified version:* Following the validation workshop, a simplified version of the report was prepared, which is accessible to the girls and other community stakeholders participating in the programme.

## 2.1 Sampling design

The sampling design used was influenced by the purpose of the evaluation, which was to assess the impact of the Galz and Goals Programme. To do this, several interlinked factors were considered, which include the following:

- ***Whether the programme was successful across the whole country or only in selected sites:*** to assess this aspect the evaluation selected Windhoek and a remote region – Karas for comparison.
- ***Whether the programme has taken firm root in communities and is therefore more sustainable:*** to assess this aspect, the evaluation selected Windhoek where the programme was introduced in 2009, which is where it was more likely to have taken root and where ownership was expected to have increased over the years and consequently programme sustainability was likely to be higher.
- ***Extent to which the Programme is decentralised and how efficient the coordinating mechanisms are:*** to determine this aspect, the evaluation selected Rundu and Eenhana



which are both far from the coordinating office and compared them with Windhoek to establish whether the sites were getting similar services.

- ***Whether the programme was accepted equally in all parts of the country and how it was performing:*** to assess this aspect, the evaluation selected Eenhana Region where the programme was performing well and contrasted this with Karas where it was not performing well (based on information provided by NFA) to determine some of the success and failure factors and how best these could be addressed.

**2.2 KAPB Survey:** One of the primary objectives of the Galz and Goals programme was to increase the knowledge of girls participating in the programme on HIV and AIDS to reduce their vulnerability to the disease. To assess this aspect, a KAPB survey (see KAPB Survey Questionnaire Appendix 3) was administered on 94 girls from the different sites who were participating in the programme. While the idea was to administer the questionnaire to at least 25 girls per site, this was not always possible as in some cases such as Rundu and Eenhana, the number of girls available was less (10 and 15 girls respectively). The same survey questionnaire was administered on 106 girls at a school in Rehoboth, a region that was not participating in the programme. Informed consent was obtained from all the girls before administering the survey tool on them and the girls were instructed not to include their names on the questionnaire.

Administering the questionnaire to these two groups enabled the evaluation to determine the effectiveness of the HIV and AIDS programme within the Galz and Goals based on the hypothesis that girls in the programme would perform better than those who were not. To eliminate bias, the survey questions were deliberately limited to HIV and AIDS issues and excluded other life skills areas which could only be known by girls participating in the programme. This made it possible to compare the two groups of respondents.

## Findings

### 3.0 Relevance

*3.1 Extent to which the design of the Galz and Goals SFD programme was appropriate and relevant for addressing issues faced by adolescent girls in Namibia and was in line with national development priorities and policies and norms of child/girls rights, priorities and needs.*

#### *3.1.1 Addressing national priorities*

The Galz and Goals programme is relevant as it addresses priorities faced by girls as articulated in Namibia's Vision 2030, which under "Selected Youth and Sports Sector" aims to:

- Reach 90 percent of youth to ensure correct sexual and reproductive health information for protection from HIV/AIDS.
- Ensure that 90 percent of young people have the opportunity to acquire appropriate skills for HIV prevention.
- Ensure that 90 percent of young people have free and convenient access to quality condoms.
- Provide basic sport facilities in all 13 regions.<sup>23</sup>

The Galz and Goals Programme is in line with the United Nations Partnership Framework for Namibia (2014 – 2018), which under the Education and Skills Pillar states that: "The HIV response will remain as a major crosscutting theme for programming at all levels of education. This will be addressed through curriculum revision, mainstreaming of HIV response within all sub-sectors and by bringing services to educational institutions aimed at reversing HIV prevalence trends and responding to the needs of learners and teachers on other critical life skills".<sup>24</sup>

The programme is also in line with UNICEF's global mandate of promoting gender equality and empowering girls, which is grounded in both the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which are mutually reinforcing in the realization of the rights of children.<sup>25</sup>

The Galz and Goals programme was therefore relevant as it sought to address problems faced by adolescent girls in Namibia and reduce their vulnerability by providing them life skills to ensure that they are empowered and are able to make healthy lifestyle choices for themselves.

*3.1.3 How has the SFD programme adapted over time to reflect changes in Global, Regional and National programming practices for adolescent girls?*

---

<sup>23</sup> Office of the President (2004) Namibia Vision 2030: Policy Framework for Long Term National Development

<sup>24</sup> United Nations Partnership Framework – Namibia (2014-2018)

<sup>25</sup> UNICEF (2014) UNICEF Gender Action Plan 2014-2017

Although the Galz and Goals programme was operationalised in 2009, the approach it uses and its guiding theory remain relevant and reflect current global and regional trends in programming for girls. The Sports for Development theory, which guides Namibia's Galz and Goals Programme, uses three strategies to draw in participants which are recognised globally as essential for the success of such interventions. These include the following:

**Social inclusion:** Social inclusion programmes are designed for a specific population to increase the number of participants from a specific population, as well as the diversity of participants in a given sport. Through social inclusion the Galz and Goals programme offers a safe sporting environment, which allows girls the freedom to socialise and express themselves through playing football.<sup>26</sup>

**Diversion:** Diversion programmes “require an activity that is attractive enough to divert participants from anti-social behaviours”. In the Galz and Goals Programme, Diversion focuses on getting girls active in football and through this, diverts them from anti-social behaviours such as drug and alcohol abuse and teenage pregnancy.<sup>27</sup>

Many girls interviewed for the evaluation indicated that playing soccer kept them busy and away from trouble, including early pregnancies and drug and alcohol abuse. This was true for girls at all sites including those where there was little or no life skills offered and the programme only concentrated on soccer. As a 17-year old girl at the Karas football festival said, “Most of the girls in my community are getting pregnant when they are young, but playing football prevents me from that”.

**Sport as a hook:** the Galz and Goals Programmes employ sport as a “hook” to attract participants and then provide them with knowledge and skills to enable them to make positive life choices. Using football as a hook is critical to attract learners and to develop their interest in football so that they can benefit from the life skills messages that constitute part of the programme.<sup>28</sup> This approach is particularly relevant to learners as they need educational programming in areas such as HIV/AIDS, reproductive health, self-efficacy and skills development.

Several girls in the programme indicated that the life skills programme in school was less effective than what they were learning through the G&G programme and was also more fun: “We are being taught using the game, which is more fun, but at school we are being taught by a teacher who is probably not interested. At the football, the issues are being taught from a more practical perspective and so we take them more seriously,” said a 16-year old girl in Rundu. From this perspective, football has been used as a hook in the G&G Programme to good effect.

---

<sup>26</sup> Hancock M, Lyras A, Ha JP. Sport for Development programmes for girls and women: a global assessment. *Journal of Sport for Development*. 2013; 1(1):15-24

<sup>27</sup> Hancock M, Lyras A, Ha JP. Sport for Development programmes for girls and women: a global assessment. *Journal of Sport for Development*. 2013; 1(1):15-24

<sup>28</sup> Hancock M, Lyras A, Ha JP. Sport for Development programmes for girls and women: a global assessment. *Journal of Sport for Development*. 2013; 1(1):15-24

Programmes similar to the Galz and Goals are being run in different countries across the world. In Zambia, the EduSport Foundation, a community-driven sports NGO in Lusaka uses sport, recreation and other forms of physical activities as tools to achieve empowerment, education, health and other development goals in underserved communities. Through its sports programmes, EduSport reaches out to youth in various communities with messages on HIV and AIDS, sexual reproductive health and life skills. The programme uses various interventions, including the Kick AIDS Out, (which is also used by Galz and Goals) and the GO-Sisters programme which are both HIV and AIDS, adolescent sexual reproductive health and life skills-focused.<sup>29</sup>

In Kenya, the Mathare Youth Sports Association (MYSA), an NGO based in one of Africa's largest and poorest urban slums, uses sports (football) as an entry point to community development. Over 10,000 youths have been involved in the organization's activities in different capacities: as team members, referees, coaches, or organizational participants. MYSA's girls' league has over 3,500 members. The Mathare girls' team is especially significant because it changed cultural norms that associated football with boys.<sup>30</sup> Among its activities, the MYSA has an HIV/AIDS prevention and awareness project, which also raises awareness on substance abuse and on reproductive health issues.

At the global level, data collected from four Internet databases between August 2009 and June 2010 yielded 1,033 SFD programmes<sup>31 32 33</sup> and of these, 101 were in Africa. The study also identified 440 SFD programmes for girls and women in countries around the world. Common programme content in most of the SFD interventions included health education – HIV/AIDS, alcohol/drug abuse; – social inclusion; – gender equity, breaking down stereotypes, accessibility, while personal development was also included focusing on key issues including increased self-esteem, self-worth, self- efficacy, life skills and leadership development.<sup>34</sup>

From the foregoing, it is clear that the Galz and Goals Programme is operating in line with Global, Regional and National programming practices for adolescent girls.

*3.1.4 Extent to which the SFD programme created change in services for adolescent girls during the period of operation? What is the value of the project in relation to the situation of children and women in the country?*

---

<sup>29</sup> Restless Development (2011) Good Practice on HIV and AIDS Awareness Raising and Impact

<sup>30</sup> Priscilla Wamucii (2007) Scoring For Social Change: A Study of the Mathare Youth Sports Association in Kenya

<sup>31</sup> Lyras A. (2010). Measuring Success: Sport for Development and Peace Monitoring and Evaluation. Keynote presentation at the Power of Sport Summit, International Association of Sport for Development and Peace; 2010; Boston, MA, USA.

<sup>32</sup> Lyras A. & Wolff, E., Sport for Development Global Initiative: Strategic planning concept map. Unpublished Manuscript; 2009; Louisville, USA.

<sup>33</sup> Lyras A, Wolff E, Hancock M, Selvaraju U. Sport for development global initiative. North American Society for the Sociology of Sport; 2009; Ottawa, Canada.

<sup>34</sup> Hancock M, Lyras A, Ha JP. Sport for Development programmes for girls and women: a global assessment. Journal of Sport for Development. 2013; 1(1):15-24

Perhaps one of the shortcomings of the Galz and Goals programme is that it does not offer any direct services to girls apart from enabling them to access football and providing them with information. There may be need for the Galz and Goals programme to consider introducing some basic reproductive health services to meet the demand generated from their life skills programme.

As previous sections of the report have shown, Namibian girls are highly vulnerable to HIV and AIDS, to gender based violence and to drug and alcohol abuse. By empowering girls with knowledge, improving their self-efficacy and self-confidence, developing their leadership skills and diverting them from activities that are likely to expose them to risk, the Galz and Goals Programme has added value to their lives as it addresses some of the most urgent problems they face.

*3.1.5 Was the intervention supported by government, parents, community members, schools and other organisations? If so, how?*

#### *3.1.5.1 Community support*

Although the Galz and Goals programme is largely operating from schools, it was conceived to operate in “an out of school settings”<sup>35</sup>. This is different from a school-based programme, which benefits from school structures and resources. As “an out of school setting” programme, the Galz and Goals relies almost entirely on volunteers, except for a few dedicated staff working fulltime at the NFA Women’s Department in Windhoek. Since the programme started in 2009, over 400 volunteer coaches, comprising mostly of teachers and some community volunteers have been trained. Although, as will be discussed later in the report, there have been some problems with the voluntary nature of their work, that the programme has survived and continues to function over the last seven years riding on a team made up entirely of volunteers speaks volumes of the support that it is getting from communities across the country.

As “an out of school settings” programme, Galz and Goals has no claim to school budgetary allocations, but some Principals set aside money to buy uniforms for the girls’ football teams and provide transport and refreshments during tournaments, which has enabled girls to participate in the leagues. Although there is no formal agreement between the government and Galz and Goals, the government, through the Sports Commission, the government provides transport for teams travelling to the league championship in Windhoek.

#### *3.1.5.2 Parental support*

Support from parents can be assessed at two levels: through their physical presence at sporting events and the moral and material support they provide to their children in the programme. According to coaches interviewed and from observations at the two festivals that were held during the evaluation period, the physical support of parents for Galz and Goals activities was minimal. At the Karas festival, for instance, only two parents were present at an event where at least 150 adolescent girls were participating: “Parents in Namibia generally do not jump to watch their kids

---

<sup>35</sup> Interview with Rushnan Murtaza, UNICEF Ghana, who initiated the Galz and Goals Programme in Namibia

play. We are still waiting to get them there. But those who get to know about the programme and come to watch are very supportive.” says Astrid Vries, Galz and Goals’ Technical Manager.

A coach interviewed partly attributes the low parental support to the stigma attached to girls’ football, where girls who play football are labelled as lesbians. To increase parental interest, there were suggestions that Coordinating Committees should meet with parents to explain what the programme is about: “If they know about the programme they will support it and spread the word about its benefits”, a coach in Rundu said.

Although few parents attend the sporting events, most of them support their children by providing them money for transport, buying football kits for them – football boots, stockings and shin pads – and pocket money when they go on trips.

#### *3.1.5.3 Government support*

Through informal arrangements, Regional Sports Officers in the Ministry of Sports, Youth and National Service, support Galz and Goals by providing transport during league games. There is however scope for increased support from the Ministry if the informal arrangements are formalised. Mr Roger Kambatuku, the Senior Sports officer in the Ministry of Sports, Youth and National Service suggests that UNICEF and the NFA could put together a proposal to the Ministry outlining their plans for the next three years and based on the available budget, the Ministry would determine how much assistance they could provide to the Programme: “The NFA has a good relationship with the government, but the relationship is limited to funding of national teams. Let us build that relationship to encompass all the programmes that the NFA is engaged in, including Galz and Goals. Then we can appreciate that the money we are giving them is not enough. It is time we grow and enlarge our vision. Our relationship with them should be broadened to include all aspects of their work”, he said.

#### *3.1.5.4 Corporate support*

UNICEF supported the Galz and Goals Programme to strike a unique partnership with the private sector through SPAR Cape Town, a supermarket franchise with shops across Namibia. At national level, SPAR provides direct financial support to Galz and Goals of over N\$500 000 a year and also provides uniforms to the teams. At regional level, local SPAR supermarkets provide refreshments and snacks to teams during league matches. SPAR also pays the stipends of regional coordinators. The partnership with SPAR is a win-win situation for both. Through their banners and T shirts, SPAR gets mileage from the advertising. Supporting Galz and Goals is also part of their corporate social responsibility, which puts them in good light with communities. For Galz and Goals, the partnership enables them to tap resources from the private sector, which in due course could attract other private sector players to support girls’ football and may be the way to go for the programme’s future sustainability.

### 3.1.5.5 Donor support

Other support for the programme is from GIZ, the German International Development Cooperation arm. GIZ is currently funding the construction of a hostel at the NFA headquarters that will accommodate girls when they come to Windhoek for tournaments and for training. One of the challenges for girls' football in Namibia is the lack of sports facilities, or where they exist, their poor state. GIZ has embarked on a programme to upgrade football facilities across the country, which will make girls football more attractive. Other critical partnerships and organisations providing support to the Galz and Goals include SCORE, an NGO which trains the volunteer coaches on the life skills component of the programme and UNAIDS, which has come in to buttress the life skills programme with their "Protect the Goal Campaign", which resonates well with Galz and Goals' primary focus of HIV prevention.

### 3.1.5.6 UNICEF support

UNICEF's support to the programme has been key to the survival and development of the Programme as it has acted as a catalyst and has also helped NFA to leverage resources from other donors and sponsors. UNICEF was the first to buy into the NFA idea of supporting girls' football and has provided the most consistent and largest form of support. UNICEF support has extended beyond the financial to technical support where it has worked to strengthen systems, including the monitoring and evaluation (M&E) and the financial systems. As a result of the support, NFA's rating has improved from high risk to medium risk, which gives other funders confidence to provide resources to the institution.

The level of support for the Galz and Goals programme from various stakeholders, ranging from communities, government ministries to UN agencies and the private sector is a clear indication that the programme is relevant and is playing a key role in the lives of adolescent girls across the country. It is also an indication of the potential for growth and long term impact that the sponsors and funders see in the programme that attracts them to continue to support the initiative.

## 4.0 Effectiveness

The benefits of the Galz and Goals Programme to girls, and hence its effectiveness are multi-dimensional and multi-faceted. In assessing the effectiveness of the Galz and Goals programme therefore, it will be important to factor in these dimensions and to place the programme within the SFD context and to be guided by the theoretical frameworks that inform SFD programming.

At the level of individual beneficiaries, sport-based programmes have been linked with the personal development of important abilities and values, including teamwork and social skills<sup>36</sup>, respect and fairness,<sup>37</sup> personal responsibility,<sup>38</sup> self-esteem<sup>39</sup> and a sense of community.<sup>40</sup> These

---

<sup>36</sup> Svoboda B. Sport and physical activity as a socialization environment: scientific review part 1. Strasbourg: Council of Europe; 1994

<sup>37</sup> Hellison Teaching responsibility through physical activity. 2nd ed. Champaign, IL: Human Kinetics; 2003



outcomes are considered life skills when applied more widely to daily life.<sup>41</sup> In other words, although the life skills component, using tools such as the Kicking AIDS Out and the Sports to Life Manual, is an integral part of the Galz and Goals programme, playing football alone (minus the pep talk), has an intrinsic value of its own that can instil the values and abilities listed above.

That this is the case was illustrated time and time again during field work for this evaluation where at some schools although the life skills component, in the form of the Spots2Life Manual and other life skills tools, was absent because the coaches had not been trained or because they simply felt that they did not have time to devote to it, in FGDs the girls spoke equally confidently about the life skills benefits they had derived from the programme. These mostly related to improved self-confidence, self-esteem and self-efficacy, which are all positive attributes that girls living in a patriarchal society such as Namibia, often lack and need.

This finding, on the importance of sports for its own sake, is in line with the views of the Norwegian Sport for Development Consultant, Pelle Kvalsund, who argues that: “Sport is what attracts the children and it’s therefore ‘the glue’. If we reduce sport too much, the glue becomes less effective and the effects of sport start to reduce. Although it’s important to use sport to spread important health messages, we must make sure we don’t ‘kill sport’ in the process.”<sup>42</sup>

While not underplaying the importance of the life skills programme attached to the Galz and Goals programme in the form of the Sports2Life Manual and other life skill tools, there is a growing consensus among experts that the provision of information alone is not sufficient to achieve behaviour change as this is a more complex process.

As Kylie Bates, Senior Sport for Development Consultant for the Pacific Region with the Australian Sports Commission points out: “It’s well documented in research on topics from tobacco use to safe sex that being informed about health issues is only the first and possibly the *least significant* (emphasis mine) step in adopting a healthy behaviour. The crucial next steps involve being convinced that the behaviour is worthwhile, taking action, re-confirming the idea is a good one and maintaining the behaviour”.<sup>43</sup> <sup>44</sup>So while sport’s convening power provides an opportunity for

---

<sup>38</sup> Fox The effects of exercise on self-perceptions and self-esteem. In: Biddle, S., Fox, K., and Boutcher, S., editors. *Physical Activity and Psychological Well-Being*. London: Routledge; 2000.

<sup>39</sup> Jarvie Communitarianism, sport, and social capital. *International Review for the Sociology of Sport*. 2003; 38(2): 139-53.

<sup>40</sup> Keim Nation-Building at Play: Sport as a Tool for Social Integration in Post-Apartheid South Africa. Aachen, Germany: Meyer & Meyer Sport (UK); 2003.

<sup>41</sup> Danish Teaching Life Skills through Sport. In: Gatz M, Messner MA, Ball-Rokeach SJ, editors. *Paradoxes of Youth and Sport*. Albany, NY: State University of New York Press; 2002. p. 49-59.

<sup>42</sup> Positive Youth Development & Sport-in-Development <https://brooksportandleisure.wordpress.com>

<sup>43</sup> Positive Youth Development & Sport-in-Development <https://brooksportandleisure.wordpress.com>

<sup>44</sup> Behaviour Change Theory: Stages of change: (trans theoretical model): In adopting healthy behaviors (in this case girls adopting healthy lifestyles that do not expose them to HIV and AIDS, drug and alcohol abuse) people progress through five levels related to their readiness to change—pre-contemplation, contemplation, preparation, action, and maintenance. At each stage, different intervention strategies will help them progress to the next stage (source: Riverside Community Health Foundation).



education, the real value lies in the influence a quality sport programme has on other components of the behaviour change process.<sup>45</sup>

The argument above is not meant to justify the failure of some of the sites visited during the evaluation to integrate the life skills component into their programme, but to show that despite this shortcoming, playing football alone has an intrinsic value that should not be underrated. It also shows that the value of the Galz and Goals Programme and hence its effectiveness should not only be judged by life skills discussions that the coaches conduct with the adolescent girls, but also by playing football on its own.

Ultimately, effectiveness should be measured by the personal change and development that girls participating in the Programme undergo. In FGDs with girls at all the sites visited and at the football festivals attended, girls spoke spontaneously of how the programme had changed their lives as the quotes below show:

“I have learnt how to be a team player and not to have a short temper. I now have more self-esteem and have developed a positive attitude to my school work and will work hard until I achieve my dream. I have learnt not to surrender,” 14 year-old girl in Eenhana.

“The programme motivates me to pursue my dreams by preventing me from getting involved in wrong things while I am still at school,” 15-year old girl in Eenhana.

“We were taught how to work hard in school as we do in football so that we can achieve what we want in life. I can prevent pregnancy by abstaining and I can wait. But you can also use condoms,” 17 year-old from Rundu.

“It is about hard work and perseverance. Through this I have gained leadership skills. I was the captain of the under 14s. There are times when the coach puts different people into authority that is when we practice leadership skills. The coaches do that to build everybody’s self-confidence along the way. When the girls come into the Programme, they are quiet and withdrawn, but we pull them in and as time goes by, they start talking and come out of their shells. This boosts their self-confidence,” says a member of the under-17 National Women’s Team.

Comparing the life skills programme in school and in the Galz and Goals programme, a 16 year old girl in Rundu said: “We are being taught using the game, which is more fun, but at school we are being taught by a teacher who is probably not interested. At the football, the issues are being taught from a more practical perspective and so we take them more seriously”.

---

<sup>45</sup> Positive Youth Development & Sport-in-Development <https://brooksportandleisure.wordpress.com>

Lessons from the programme still resonate with girls who have graduated from the programme. As a young woman in the Namibian Senior National team who came through the Galz and Goals Programme said, “With our coach, she emphasises on lifestyle and she teaches us that education comes first. When we are in camp, she emphasises how issues around alcohol and drugs are not good. We are closer to our coaches than to our teachers, because the bond between us has grown and strengthened. You can tell her your situation and she will understand. She is like our mother to us; she is willing to listen to us and to help us because our bond is very strong”.

At almost all sites, girls indicated that the programme had helped them to develop leadership skills. This was despite the fact that according to the NFA this is a component of the programme that they have not yet introduced although it was one of the objectives outlined in their project cooperation agreement with UNICEF.

From discussions with the coaches and the girls, it is clear that playing football alone has enhanced leadership skills, without a dedicated formal leadership training programme. As the Principal of Eldorado Secondary School in Windhoek, Mr Hansie Hendricks, said of one of the girls at his school who is now playing for the National team: “At school you would not even notice her. But when I saw her on the sports field, I realized that she was a leader although she was not academic. Leaders are coming out of the programme all the time”.

A recurring theme among the girls interviewed in FGDs was how playing football keeps them busy and out of mischief:

“Most of the girls in my community are getting pregnant when they are young, but playing football prevents me from that,” 17-year old girl at the Karas football festival said.

“It (the Galz and Goals Programme) is not only about training the girls for football, but raising their awareness about HIV and AIDS and to stay away from drugs and alcohol and to keep them busy, especially during the weekends,” FGD with coaches in Rundu.

“We play for fitness and for fun and to avoid pregnancy because we spend more time playing football,” FGD girls in Rundu.

“It keeps me off the street, because it keeps me busy. After training, I just go home, bath, do my homework and sleep. At school, it was the same, we trained for three days during the week,” member of the under-17 National Team in Windhoek training for an international football fixture.

The importance of sport as a diversion, which keeps girls from risky social behaviour cannot be over-emphasised and in the case of the Galz and Goals it is a strong indicator of the programme’s effectiveness. It is also in line with findings from a similar study carried out in South Africa’s underserved communities. According to the study, “The focus on sport simply keeping youth busy suggests that even if coaches are not using sport as a tool for development, there are still positive

implications of the sport experience; in this case, players are kept safe and occupied through sport, thereby limiting the opportunities youth have to engage in negative behaviours”.<sup>46</sup>

There is evidence of behaviour change among the girls in the programme both from their own testimonies and from their coaches: “I have seen changes. The girls who play football are more focused. They are less on the outside things. They dedicate themselves to their school work and look forward to the training. The confidence levels of the girls are also higher,” says a coach in Rundu.

In terms of learning outcomes, there is substantial evidence that girls in the programme perform better or at least are more committed to their school work and more focused than those who are not. The Principal of Eldorado Secondary School, Mr Hansie Hendricks says, “The Galz and Goals Programme is very important and significant in the lives of the girls because it plays out at another level. These are ordinary girls coming from impoverished backgrounds, but through the football they have other things to expect that make their lives worthwhile. The programme is nurturing girls’ other talents which cannot be discovered outside sports. It instils a belief in the learners that they can achieve whatever they want and it forms friendships and leaders are coming out. Most of the learners were absenting themselves from school but when they join the team, they come every day. While grades may not improve very much, you see the commitment. The programme instils values in the girls and that is very important. In one year, to improve results, I abandoned sports altogether and the results were the worst ever. From that time on I have made sure that sports are there at the school”.

The concept of the Programme creating a new and better world for adolescents from deprived home environments is also reflected in a South African study which shows the importance of this aspect in SFD programmes: *“You have the small room [that is your home] and everybody’s in that room, mother and father are fighting because father is drunk. And you sit in a corner where you cannot study. There’s no light. But out there [on the field], you make something. You forget yourself. You forget the hardship. You with other children. Nobody looks down on you. Nothing. And you can do your thing and you can do it nicely”*.<sup>47</sup>

Sport as a means of achieving upward social mobility was addressed in Burnett’s<sup>48</sup> research as part of the educational value of sport, such as the development of social and leadership skills through sport participation enabling youth to move away from a state of hopelessness and poverty. For these young players, it is possible that these new sport participation experiences could lead them

---

<sup>46</sup> Issue 2 Coaches’ Perspectives on Sport-Plus Programmes for Underserved Youth: An Exploratory Study in South Africa: *Journal of Sports for Development Vol 1*

<sup>47</sup> Issue 2 Coaches’ Perspectives on Sport-Plus Programmes for Underserved Youth: An Exploratory Study in South Africa: *Journal of Sports for Development Vol 1*

<sup>48</sup> Burnett C. Social impact assessment and sport development: social spin-offs of the Australia-South Africa Junior Sport Programme. *Int Rev Sociol Sport*. 2001;36(1):41-56.

from a state of intransitive thought, which is Friere's<sup>49</sup> notion that people do not think critically about their social condition in the underserved communities, to a state of naïve transitivity, where the players may begin to perceive and respond to comments and questions about their context. The players may even progress to the final stage of critical transitivity, where they would be aware of their reality and the social conditions that construct this reality and they may begin to consider how they may take critical action to transform this reality. When individuals reach this final stage, they have developed a critical consciousness, which is often the first step towards creating change in their own lives.<sup>50</sup>

That some of the girls in the Galz and Goals programme have used sport to achieve that change in their lives is evident from the testimonies of some of them: "The game taught me to be persistent and not to give up. Our coach emphasises working hard and this had paid off," says Lovisa Mulunga, a member of the Senior National Women's Team, who is now a first year student at the University of Namibia studying Business Administration and who also volunteers at the NFA Women's Department.

For some girls, particularly from impoverished backgrounds, SFD can be both an empowering tool and an escape, giving them self-confidence and also enabling them to live an "enchanted" life outside their miserable home environment.

Girls in the programme see themselves as role models, which has implications both on their own behaviour and on the influence they exert on other students. As a girl in the national under-17 team said: "Other girls look up to us as role models. They come to me and say they look up to me. With them it is just school and home, but I manage my time better and also perform well in school". Being role models pushes the girls to behave in a way that matches the status, which is another positive.

Because the girls have developed so much self-confidence they transcend gender stereotypes and are not only able to take taunts from boys with equanimity, but they go a step further and are able to offer psychosocial support to boys facing problems: "Some boys at school say that we are lesbians and tomboys because we play football. It doesn't bother me because I know it isn't true. But some of the boys are more supportive while others will even come to me to share their problems", another girl at the training camp for the under-17 Girls National Team said.

#### *4.1 Extent to which the SFD programme goal and objectives have been achieved as originally envisaged and what gaps (if any) remain?*

The goal of the Galz and Goals Programme, as articulated in Project documents was *to increase access to football for adolescent girls by integrating HIV&AIDS education, life skills and healthy*

---

<sup>49</sup> Friere P. Education for critical consciousness. New York: Continuum Press; 2003

<sup>50</sup> Issue 2 Coaches' Perspectives on Sport-Plus Programmes for Underserved Youth: An Exploratory Study in South Africa: *Journal of Sports for Development Vol 1*

*lifestyle components into their sporting activities in order to create a platform through which adolescent girls gain skills and knowledge.*

This goal is perhaps not as clear as it should be as integrating HIV and AIDS education etc. is not likely to increase access to football for adolescents. The way the goal is currently phrased makes the integration of HIV and AIDS a means of achieving the football goal and by so doing relegates the life skills component to a strategy for increasing access to football. While the attention to the wording might appear to be just playing on semantics, it is more than this as it has significant implications on the way the programme was run and the importance that is attached to the life skills component.

Perhaps there may be need to rephrase the goal to the following: *“To increase access to football for adolescent girls and integrate HIV and AIDS education, life skills and healthy lifestyle components into their sporting activities, thereby creating a platform to empower adolescent girls through the skills and knowledge gained”*. In this re-phrased goal, the programme focus shifts from the football to the adolescent girl. Although increasing access to football and integrating HIV and AIDS education etc. remain, they become tools to empower the girl through the skills and knowledge gained rather than an end in themselves.

For the NFA Women’s Department, it is quite understandable that their goal should be to broaden women’s access to football as this is their mandate. But this would not be UNICEF’s focus as it is more likely to want to focus on improving the lives of the girls and using football as a vehicle. Perhaps there was need to clarify the issue of the programme focus in the discussions that led to the signing of the original partnership agreement between UNICEF and NFA to ensure that the objectives of both partners were met. As it is, UNICEF may have been short changed.

The football focus may partly explain why from the start NFA ensured that the structures that were set up for the Galz and Goals met the NFA requirements for teams to participate in the national leagues. It may also explain why NFA started Galz and Goals leagues in far flung parts of the country (Eenhana, Rundu and Karas) that are difficult to monitor and follow up because of distances, as their primary aim was to meet the NFA requirements of national representation. A programme using football as a tool rather than as an end would probably have started from areas closer to Windhoek for more effective and efficient monitoring and for better coordination before expanding to the rest of the country.

Using the original goal of the Programme, one can say that to a large extent access to football for adolescent girls in Namibia has increased. As the Galz and Goals National Programme Coordinator, Jackey Gertze says: The biggest achievement of the Programme is the high number of girls who have entered into sport and into football in particular. Previously, girls were very uncomfortable playing football and the interest is now very high. The game was dying out at senior level, but the

Galz and Goals has established a structure for the girls' game. Nothing existed before for girls to enter football. Our objective was to have as many girls as possible playing".

Although the number of girls playing football under the programme has stagnated at around 3000, largely because of resource constraints and the need to consolidate the gains made and to streamline the programme, one can safely say that this part of the goal has been achieved. As a sports development programme for girls, G&G has been very successful as shown by the awards that it has won, (see box 2 opposite).

While adolescent girls have gained life skills through playing football, it has been

more difficult to enhance their life skills using the tools – the Sports2 Life Manual and the Kicking AIDS Out!! Several reasons can be given for this:

#### **Box 2: Awards won by the Galz and Goals Programme**

2010: Chicago, USA: Beyond Sport Award for "**Sporting Federation of the Year**".

2010: Windhoek, Namibia: Namibia Sports Awards for "**Development Project of the Year**".

2012: Windhoek, Namibia: The Namibia Sports Commission award to the National Coordinator for "**Sports Administrator of the Year**".

**2014: MTC Premiership Chairman's Award** for reaching many young girls with a programme that goes beyond football and educates them in life skills and healthy living. (sources: NFA Annual Reports)

#### *4.1.1 High coach turnover*

The training of coaches included both teachers and community members (usually unemployed youths). However, there is a very high turnover of over 50 percent in these two categories – teachers moving to other schools and young people finding employment or leaving home to seek employment. Most of the new coaches coming in were not trained and therefore were not able to deliver on the life skills component.

Raymond Vries, SCORE's Programme Manager says the annual turnover of coaches is about 50 percent adding that this is partly because of the voluntary nature of the work and because many of those trained were jobless youths who have since moved out of the areas: "The high turnover puts pressure on us as we have to keep training new people all the time"

"The refresher courses are very important because the people in the programme are teachers and most of them are on the move. We lose teachers and the schools need coaches and the refresher helps the new teachers to be on par with those who are already on the programme," said a teacher in Rundu.

What makes the situation precarious is that the NFA Women's Department is not aware of the high coach turnover because of poor programme monitoring and consequently no remedial

action is being taken. In interviews with staff in the office, they denied a high coach turnover and estimated this at a mere five percent.

#### *4.1.2 Lack of interest or of motivation*

While some of the coaches were passionate about coaching girls' football, they were less keen on the life skills component and cited lack of time to cover this during their practice sessions. Some teachers/coaches argued that life skills were already being taught in school and with their busy schedule they could not accommodate that part of the programme.

Lack of motivation is also a key issue, as a coach in Eenhana said: "When people are doing things voluntarily, then the commitment is not always there. But if they were getting something, even at the end of the season, perhaps this would change. There is need to motivate coaches. It does not have to be with money, but even courses where they would get certificates or even more regular visits from NFA".

From this perspective then it becomes clear that the life skills component of the programme was not covered adequately in some sites and this resulted in girls being less informed on issues.

## **4.2 Meeting project objectives**

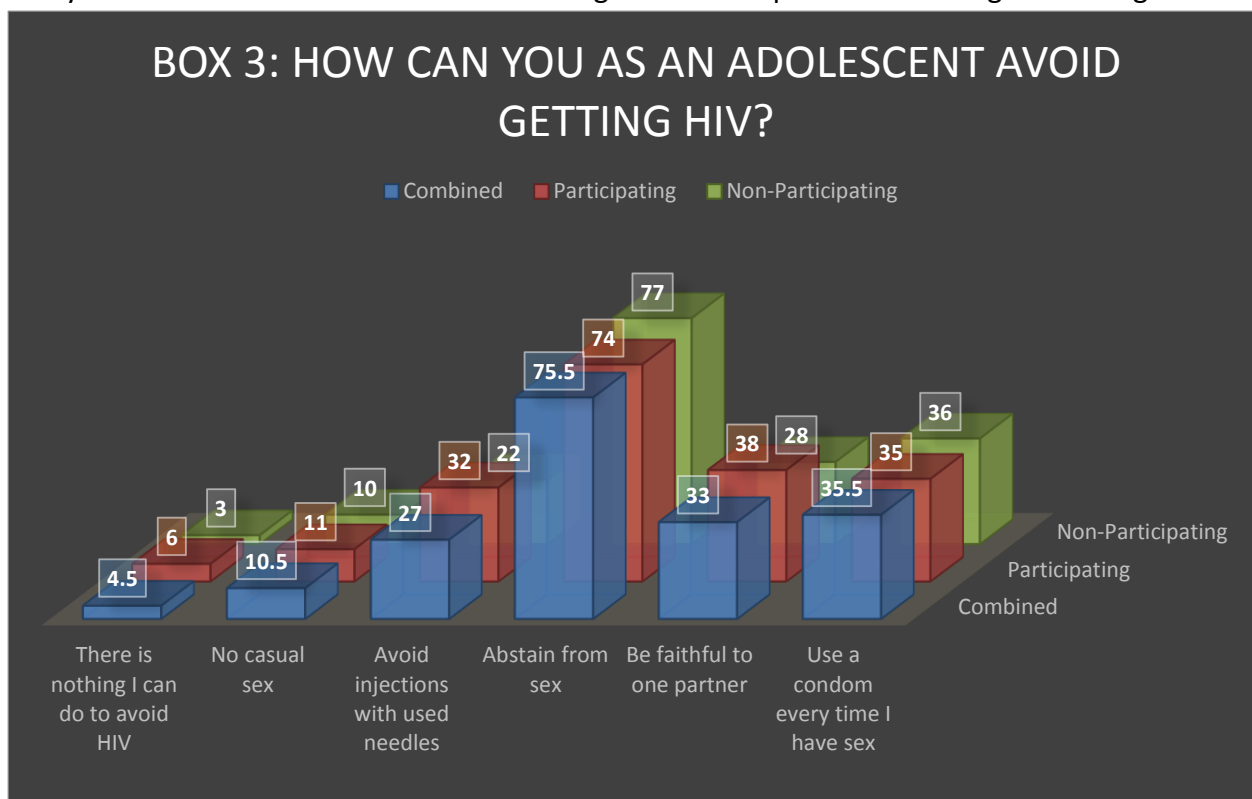
### *4.2.1 Objective 1: To increase self-worth in adolescent girls*

Previous sections of the report have highlighted the extent to which the programme has increased self-efficacy and self-esteem among the girls. This has been one of the programme's major achievements, which in some cases has come about despite the absence of a properly structured life skills training programme using the tools provided.

### *4.2.2 Objective 2: To provide knowledge to adolescent girls in order for them to make healthy choices*

While this objective does not state in which area the girls had to be provided with knowledge, if one considers that one of the programme's key focus areas was HIV and AIDS, then one would

safely assume this is an area where knowledge was to be provided to the girls. The figure below,



which was extracted from the KAPB survey results shows that there is no significant difference in the level of knowledge between the girls participating in the programme and those who are not. There appears to be dangerous levels of ignorance on how to avoid getting HIV, with only 11 percent of the girls in the programme aware that saying no to casual sex can help them to avoid HIV; only 38 percent aware that being faithful to one partner can help and 35 percent aware that using a condom every time they have sex will protect them from HIV; a higher proportion of those not participating were aware that abstaining from sex would prevent getting HIV 77% against 74%; Also twice as many participating against non-participating girls reported there was nothing they could do to avoid HIV, 6 percent against 3 percent and a higher proportion of participating compared to non-participating reported being faithful to one partners as a way to avoid HIV 38 percent against 28 percent.

What is perhaps worth noting here is that the responses from girls in the programme are almost the same as of those who are not in the programme. If anything, in some instances, girls in the programme had lower scores than those not in the programme. For instance, 74 percent of girls in the programme compared to 77 percent of girls not in the programme consider abstaining from sex as a protective measure against HIV. Similar results were obtained in the rest of the KAPB survey (see full KAPB survey results in Appendix 2). From this perspective therefore, the programme was not very effective in providing information to the girls on HIV and AIDS.



It is however important to note that the KAPB survey did not capture the life skills learnt by the girls through participating in football which contribute to preventing HIV and AIDS through girls taking care of themselves, setting goals, focusing on education, gaining confidence, learning to speak up for themselves and learning to live healthy lives.

#### *4.2.3 Objective 3: To provide increased opportunity for adolescent girls to play sport*

This objective was fully achieved in all the sites and is largely responsible for the strength of the different leagues that have been formed – under 13s, under 15s, under 17s and more recently the under 19s, making the Galz and Goals Programme the main source of players for the different age groups of the national team.

#### *4.2.4 Objective 4: To influence social change by dispelling gender myths in communities*

This objective was partially achieved as the playing of football by girls has dispelled the myth that the game is a preserve of boys. However, there is still a level of stigma attached to girls' football with some principals saying they do not want lesbians at their schools. Some parents have been said to keep their children out of the programme because of its purported links with lesbianism while some boys in school also expressed similar sentiments.

#### *4.3 Extent to which the activities and products of the SFD programme were inclusive and gender responsive*

The activities of the Galz and Goals programme focus entirely on girls. This is understandable considering their higher vulnerability to HIV and AIDS, to gender-based violence and to the consequences they face as a result of teenage pregnancies as well as the gender inequality girls face in Namibia's patriarchal society. The Galz and Goals programme broke the myth that only boys play football and it was gender-responsive as it created space where the girls could be girls and have fun. The programme was inclusive as any girl from under 13 years to under 17 years at a participating school could join.

However, several scholars have levelled criticism at girls' only programmes. According to Hall, the "discourse about women and sport, on a practical level, is now about integration versus separation".<sup>51</sup> While there are benefits to separate environments, there are also drawbacks. Separate environments may recreate — if not escalate — social divisions between men and women and between groups of men and groups of women.<sup>52</sup> Using Allport's<sup>53</sup> framework of intergroup contact, Lyras and Hums<sup>54</sup> suggested an inclusive setting as an end goal for sport

---

<sup>51</sup> Hall AM The discourse of gender and sport: From femininity to feminism. *Sociology of Sport Journal*, 1988;5:330-40

<sup>52</sup> Sugden J. *Sport, sectarianism, and society in a divided Ireland*. London: Leicester University Press; 1995.

<sup>53</sup> Allport G. *The nature of prejudice*. Reading, MA: Addison Wesley; 1954

<sup>54</sup> Lyras A, Hums MA. Sport and social change: The case for gender equity. *Journal of Physical Education, Recreation & Dance*. 2009;80(1).

development programmes. Studies have shown cross-group interaction promotes communication, tolerance, and understanding.<sup>55,56</sup>

Going forward, there may therefore be need to reconsider the girls' only option for the Galz and Goals programme. This would be particularly the case if NFA wants to sell the programme to the Ministry of Education so that it can be adopted as an in school programme. A way can however be found around this. A case can be made not to bring boys and girls together on one football pitch, but to expose both genders to the life skills messages in parallel programmes. Girls are impregnated by boys (and men) and gender-based violence is mostly perpetrated by boys (and men) on girls. Therefore empowering the girls without a similar programme to change the mindset of the "perpetrators" may not be the most effective way of dealing with the problem. Namibia has an active boys' football league within the NFA. It could be feasible to introduce a similar programme for boys within the NFA junior leagues.

#### *4.4 Extent to which the Sport2Life tool was user friendly and how effectively it supported programming for adolescent girls*

In interviews, most coaches said they found the Sports2Life tool user friendly and easy to use. This was particularly true of those who had attended refresher courses after the initial training. As a coach in Eenhana explained: "I don't find difficulty in explaining the manual because apart from the initial training, I have attended three refresher courses and this has made it easier for me to understand the manual and to explain the concepts". Perhaps there is a case for making the refreshers more regular so that coaches not only understand the concepts, but internalize them.

As the Chairman of the Rundu Coordinating Committee, Mr Kalinda says: "We use the Manual because it is a realistic book and we learn about how girls can set their goals and how they can make their voices heard. It is important to use the Manual because it provides information on how to teach life skills".

#### *4.5 What is the quality of the tool? How did the tool impact on the attitudes of the beneficiaries?*

The quality of the Sports2Life Manual is high, but it focuses too much on developing positive attributes in young people – self-awareness, positive self and group identify, situational awareness; Plan B thinking; Future focus; discipline, social confidence and Pro-Social connections – at the expense of also providing some basic information on issues around HIV and AIDS. Considering that HIV and AIDS was one of the priority areas of focus for the Galz and Goals Programme, more emphasis should have been on this.

---

<sup>55</sup> Bailey R, Wellard I, Dismore H. Girls' participation in physical activities and sports: Benefits, patterns, influences, and ways forward. Canterbury Christ Church University College, 2004.

<sup>56</sup> Lyras A. Characteristics and Psycho-Social Impacts of an Inter-Ethnic Educational Sport Initiative on Greek and Turkish Cypriot Youth. Storrs: University of Connecticut; 2007

The developers of the Manual justify this by saying: “Extensive research in designing this manual has shown that ‘knowing the facts’ about HIV does not translate into risk reduction or prevention in Namibia. Young people in the country appear to be suffering from ‘over-saturation’ of the same information from the same sources. It is our belief that sport, using a new language and a new coaching strategy, can equip coaches with a new approach to complement traditional prevention education and risk reduction approaches”<sup>57</sup>

While it may be true that there is a saturation of information on HIV, it is equally true that many young people have not fully grasped the basic and fundamental facts about HIV, including modes of transmission, risk factors as is shown in the KAPB survey results (see appendix 3).

SCORE’s Programme Manager, Raymond Vries, argues that if the Sport 2Life Manual is used properly, then there is no need for a separate focus on HIV: “Everything around HIV is about choices. The manual provides young people with the ability to make choices”. This response is based on the assumption that young people know the facts about HIV and can make choices based on that knowledge. Based on the results of the KAPB, this is perhaps not always the case.

The limited information on HIV and AIDS and on football coaching in the manual has necessitated the production of a revised manual by GIZ entitled Football4Life, which tries to address the shortcomings. The new manual is more comprehensive both in the area of football coaching and in the life skills, particularly around the provision of information on HIV and AIDS, teenage pregnancy, contraception and safe sex, drug and alcohol abuse as well as healthy lifestyles, which are the key focus areas of the Galz and Goals life skills programme.

But the new manual still falls short in giving information on HIV and AIDS that captures new developments and trends in the epidemic. For instance, there is a whole cohort of adolescents growing up with HIV and AIDS which they contracted perinatally. Now they are starting to get into relationships and as they struggle to cope with the disease they face critical problems of disclosure initially by their guardians to them and them to their partners. They also have problems of treatment adherence in a school environment and stigma and discrimination, particularly those who are stunted or who may have been scarred by the disease. There are also new issues on treatment in line with the new World Health Organisation (WHO) guidelines, which perhaps young people should be familiar with. These are not covered even in the new GIZ “Football to Life” Manual.

UNICEF’s Chief of Communications, Juditha Matjila, says, there was a need for the new manual to take into account new developments in HIV and AIDS: “It is not only children who are sexually active who need to get tested as children can be infected at birth. We are still preaching prevention, but now we have problems of adolescents who are living with HIV and AIDS. We are

---

<sup>57</sup> Unicef (2013) Sports 2 Life: A Manual for Coaches

creating a club for children who are infected but we could use the Galz and Goals Programme to deal with issues of disclosure, treatment adherence etc. instead of creating new clubs”.

## **5.0 Efficiency**

Efficiency looks at the degree to which project results justify resource injection and whether resources were used as planned. Key elements of efficiency include a robust project governance structure; transparent and accountable disbursement processes, a tight project with clear, limited interventions and fiscal control and discipline.

The governance structure of the Galz and Goals Programme comprises of the NFA National Coordinator, based in Windhoek and the regional coordinating committees in each of the regions where the programme is operating as well as volunteer coaches. Each committee is headed by a chairperson. Regional coordinators are also appointed for each region. In the hierarchy of things, only the Technical Manager is on full time staff member of the Galz and Goals Programme (see organogram below). The National Coordinator works part-time for the Programme. Regional coordinators receive a stipend during the months when the league is running. Regional committee members are volunteers who are elected from among the coaches during their initial training and are not paid any allowances. Training sessions usually take between 35 and 40 persons and cover a period of four days, with elections for the regional committees on the last day.

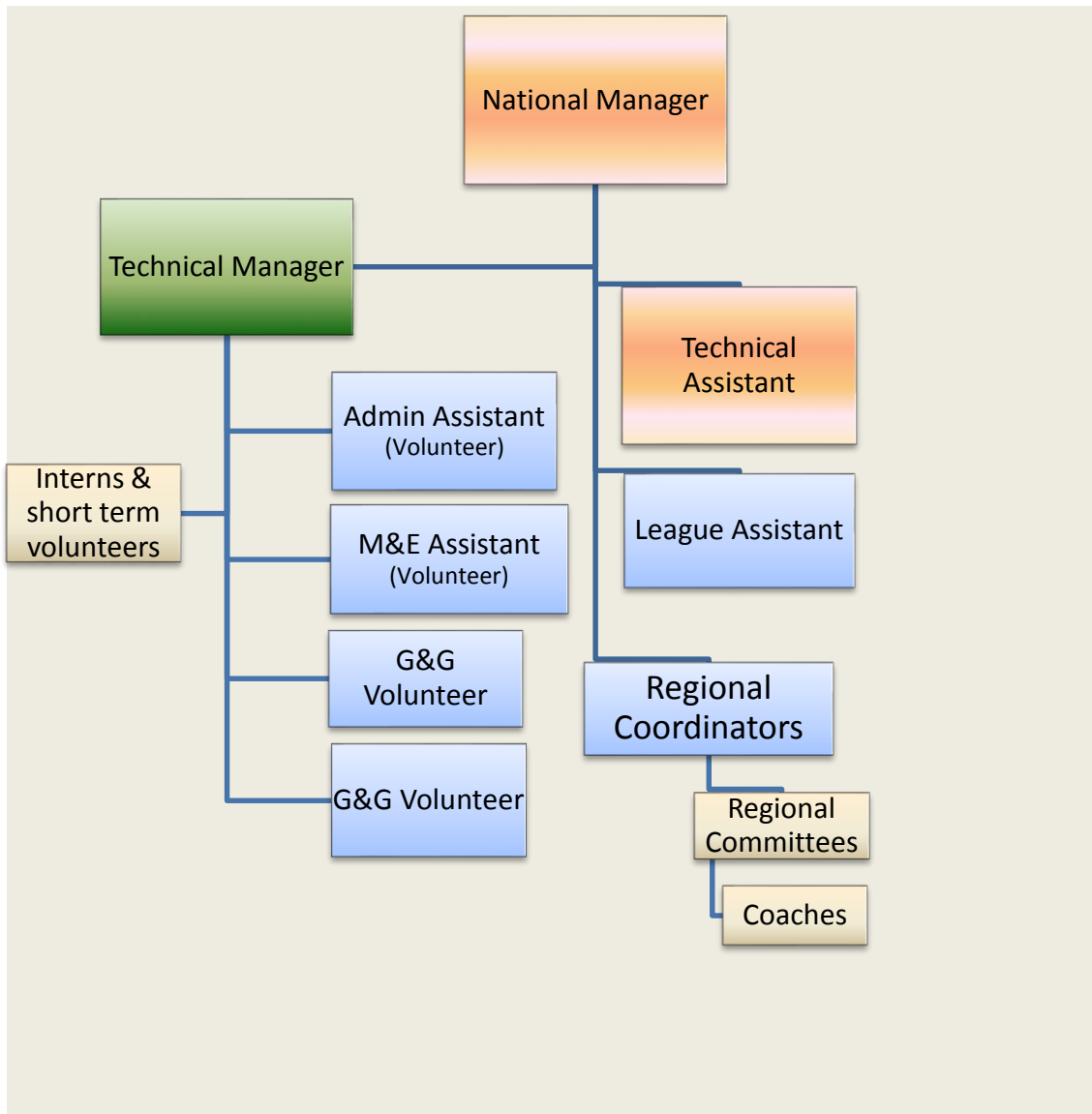
On paper the structure looks viable as regional committees, working with the coordinators, are supposed to run the programme, obviating the need for regular monitoring visits from NFA in Windhoek or at least minimising the need. The committees are also supposed to enhance local ownership as they comprise of community members. However, the reality on the ground is different and most committees in the sites visited are dysfunctional. This has implications for the programme efficiency for several reasons:

- If a committee is not functioning well, then in many cases they are not able to organise league matches and to include all the teams in the region, which makes it difficult to grow the programme
- Lack of transparency and poor financial accountability by some coordinators creates distrust, which results in committee members not participating in activities
- Programme ownership is compromised as activities are run only by the coordinator, which has implications for broader participation in the programme.
- But perhaps most important, to run a whole programme such as the Galz and Goals with only one fulltime staff member may not be very efficient.

### *5.1 Reasons why governance structures are not functioning*

The setting up of regional committees on paper is a good strategy for decentralizing the programme and in this way increasing local ownership. But several problems were observed both with the process and with the procedures:

#### Box 4: Current Galz and Goals Organogram



5.1.1 *No terms of reference were set for the Committees* clearly stating their duties and responsibilities. Without terms of reference, most committees do not know their responsibilities. An exception is Eenhana where the committee has clearly laid out roles, which could be followed by other regions:

- **Committee chairperson** – overall in charge of the programme in the region
- **Technical expert** – draws up fixtures and updates log standings
- **Media officer** – ensures media coverage of events and writes and sends articles to head office

- **Secretary** – takes minutes and is in charge of filing
- **Equipment manager** – manages equipment and makes sure they are moved to the pitch and are stowed away after the match
- **Partnership officer** – in charge of fundraising and getting sponsorship.

On paper, this is a sound structure that should bring results. But according to the Co-ordinator for Eenhana, Mr Fredrick Sitali, the structure is not functioning properly. The secretary and the media officers both come from the same school and have not been attending meetings because of distances and lack of transport; the Equipment Manager has transferred to another school and needs to be replaced. But even among the remaining committee members, Mr Sitali says there is lack of accountability and commitment: “There is a perception among the Committee members that the coordinator should do everything. People are appointed and told what to do, but there is no sense of accountability among ourselves,” he says. So even here the committee is not functioning properly.

The failure of the committees to function properly results in gross inefficiency of the regional structures and calls for a more hands on approach by NFA Windhoek, which is however expensive but also something they do not seem to have factored in when they set up the leagues in the various centres.

Asked whether it was not expensive to manage a programme spread across the country to sites that are over 700 kilometres from Windhoek, the Galz and Goals Technical Manager, Astrid Vries said this was not really a problem as the only extra expenses incurred were during the once off training: “It is only when we launch the programme and when we go to train. To run the programme and the league does not cost more,” she said.

Judging from the issues that were raised at the different sites, NFA’s hands off approach perhaps accounts for some of the inefficiencies within the programme. There is a need for more regular site visits than are being carried out at the moment, especially in newly set up sites. To put the programmes on auto-pilot is a recipe for disaster.

**Box 5: When only closer monitoring will do**

“I wish people in NFA would come and see what is happening and ask questions. UNCEF should also come here and talk to those who are participating. Every year, the NFA must visit the regions and meet the people so that they know the problems they are facing, instead of only bringing the coordinator to Windhoek who will tell them what they want to hear. There should be spot visits to verify if the games are actually taking place”. **Rundu Coach**

UNICEF says they monitor the programme through the reports submitted by NFA, but from the field work during the evaluation, it was clear that the NFA is itself poorly informed, which raises the need for UNICEF to monitor the programmes they are funding more closely through site visits.

#### Box 6: More than teething problems

“Some of the schools do not know the about the programme and therefore do not support it. We were supposed to go to the different schools to explain to the principals what the programme is all about. But we did not go because of transport problems. NFA promised that they would give us money as soon as we opened an account but up to now they have not. We as a committee do not have any funds. They trained us and afterwards they told us that this was our baby and we should run with it, but getting a project off the ground is difficult. When we encountered problems and we raised them with NFA, they did not respond,” *Karas Coordinating Committee Chairman.*

5.1.2 *No induction courses were conducted* for the incoming committees leaving them to figure out on their own what they are supposed to do. This leaves the committees confused and demotivated. As the chairman of the Karas Coordinating Committee Mr

Ricko Van Wyk, said: “What services does NFA provide? We need to know what to expect from the Galz and Goals office. We took ownership of the programme when it was introduced in Karas, but if we do not get support from the head NFA office, then it will die. We don’t know the budget. We don’t know what activities to run. Poor communication with NFA in Windhoek is hampering progress. Were the committees empowered? Since I was installed, I have not received any communication from NFA. When some committee members left, we did not know whether we had the mandate to choose other members to replace them. We are the people who should make the programme work, but if we are not attended to, then the programme will not work.

5.1.3 *Lack of follow up visits by NFA in Windhoek* means that there is little guidance from that quarter. There is little, if any, communication between NFA and the committees as communication is usually through the coordinators, but even here it is poor.

As one of the committee members in Karasburg said: “Whoever came up with the programme should be blamed, because it was just dumped and left for the schools to run. If we have problems, where do we take them? Those who introduced the programme are nowhere to be seen. What is the information that we should access so that the programme runs smoothly? The officials in Windhoek do not visit to see what is happening. They came and they went for good. The channels of communication between the region and the NFA are poor and are only through the Sports Coordinator”.

UNICEF’s HIV and AIDS Specialist, Jacqueline Kabambe, agrees and says: “The system that is failing them (NFA) is the actual oversight of what is going on in the regions. I don’t think



they are on top of what is going on. The system does not give them an oversight of what is going on in all the regions". Without this oversight, the NFA is likely to make uninformed decisions or no decisions, resulting in inefficiencies. For instance, although during the site visits the consultant noted the large number of coaches who have not been trained, the NFA was not aware of this and hence no plans are in place for new trainings.

*5.1.4 Lack of transparency in the use of funds at regional level:* Regional programmes are allocated a budget by the NFA which ranges from about N\$12,000 to N\$15,000 a season. However in some of the sites visited, the money allocated had not been disbursed – 2<sup>nd</sup> tranche for Eenhana and 1<sup>st</sup> tranche for Karas– and where it had been disbursed, committee members complained that they did not know how it had been used, for instance in Rundu. Although NFA faithfully accounts for funds to UNICEF, there is need to ensure that there is accountability of the funds they disburse to the regions.

From the above, it becomes clear that there is need for the NFA to work more closely with the regional committees to ensure that they are functional as this would improve the efficiency of the programme and lead to better results. There is also need for more regular communications and a more hands on approach to monitoring the programme by NFA to ensure that the committees are functioning. Properly functioning governance structures would not only improve local ownership of the programme, but would also explore opportunities for local sponsorship.

The current electronic monitoring and evaluation system that was installed is not working as the internet connection at NFA has still not been installed and some of the coordinators do not have computers. The SMS system is also not working as NFA still has to get the phone numbers of girls into its database.

#### *5.1.5 Value for money*

In terms of value for money, the project is achieving this as NFA is able to run the league on a budget of less than US\$1,000 a region. This is because, despite the many challenges it is facing, the Galz and Goals programme is being supported through informal arrangements by schools and by the Ministry of Youth, Sports and National Service. The programme is also being supported by parents who buy football kits for their children and provide them with pocket money when they go for matches. But above all, the support from the volunteer coaches and committee members is critical as they come at no cost to the programme. However, this support should not be taken for granted as there are clear signs of burnout among the coaches and committees, which could substantially reduce the programme efficiency and make it unsustainable in the long run. There is a need to work out a system of non-financial incentives to ensure the retention of committees and coaches and the proper functioning of the committees.

#### *5.1.6 Justifying the resources used*



The total UNICEF annual budget towards the G&G Programme amounts to N\$600 000, which goes towards supporting the league games, salaries, the electronic M&E system and for supplies by UNICEF (uniforms and equipment). Out of this amount, regions get between N\$12 000 and N\$15 000 each, depending on the number of teams in their league. Although the amount may appear huge, from interviews with coaches in the regions, it is inadequate as it is not enough to cover transport costs for teams and also refreshments for the girls during matches. It is also inadequate as a large percentage of the costs are borne by volunteers. Going forward, there may be need to increase the number of full time staff beyond the one technical manager and to increase the allowances for coordinators to make them more attractive. Below is the proposed annual budget that would see the creation of more viable national and regional structures (see appendix 4 for the detailed budget and appendix 5 for the proposed organogram).

**Table 3: NFA Galz & Goals proposed budget for Leagues, HR and monitoring**  
*Total, per year*

Item description	Quantity	Unit cost	Cost
Galz & Goals Regional Coordinators (allowances and budget)	11	74,000	814,000
Galz & Goals U/13 Leagues	11	40,000	440,000
Galz & Goals U/15 Leagues	11	30,000	330,000
Galz & Goals U/17 Leagues	11	25,000	275,000
Galz & Goals U/20 Leagues	11	25,000	275,000
Galz & Goals staff and volunteers (salaries, allowances, budget)	1	946,000	946,000
Monitoring and supervision visits and refresher workshops	1	220,500	220,500
<b>TOTAL</b>			<b>3,300,500</b>

But from another angle, although the project has made an impact on the lives of the girls it touched, a case can be made that the resources used were not used to maximum advantage if one considers that there is not much evidence of a spill-over effect of the benefits beyond the 3 000 girls participating. To what extent has the participation of less than 10 percent of the girls at a school in football influenced the behaviour of other girls in the school? Several teachers/coaches interviewed claimed that there had been a reduction in the number of girls who smoke and drink and also in the number of pregnancies recorded in their school as a result of the programme. But it is difficult to verify this as the programme does not have an advocacy role and therefore it is difficult to see how the girls playing football has influenced the behaviour of the whole school. This is an area that might need further investigation (a) to establish what spill-over effects the programme has (b) how these could be created if they are not there e.g. by building an advocacy or a peer education component into the programme (c) the extent to which the girls in the programme try to influence other girls.

A problem with the programme is its limited reach, not only in the country as even in the regions where it operates it does not cover all the schools, but perhaps more importantly within the schools themselves where it tends to cover only the girls who are playing football. As a result, the impact of the programme can only be realistically assessed at the individual level. For although from the football perspective the programme might have achieved its intended goal of increasing access to football to girls, from the life skills perspective effectiveness would be assessed by a higher number of girls reached as this would make a greater impact on the lives of girls across the country. Reaching out only to girls playing soccer narrowed the programme focus substantially, especially since the programme did not have an advocacy component where the girls in the programme would reach out to those not participating.

## *5.2 Extent to which the SFD programme influenced or strengthened programming for adolescent girls in the country*

SFD as an approach to programming for adolescent girls is unique in that at its core it is a radical departure from other initiatives for girls as it challenges gender norms and stereotypes. Football is traditionally a male sport. By introducing girls to the sport the programme challenges both the men (to accept women as equal to them in the sport and by extrapolation in other aspects of their lives) and also the girls (to accept that they are as good as the boys and they can excel in the male dominated sport of football).

The choice of the sport is as significant as the game itself. It is understandable that the girls are taunted by boys and even school principals as lesbians because they are seen as an aberration and the boys and men are try to discourage them to protect the male territory by excluding girls. From the start therefore, the success of the programme lies in girls being able to overcome the initial barriers to their inclusion and acceptance into the sport by the boys.

To a large extent, most girls in the programme have gotten over this threshold as illustrated in other parts of the report. From the start, for girls to play football is an act of defiance, but which once achieved strengthens their resilience and enables them to assert themselves, thereby achieving one of the programme's objectives, building their self-efficacy and self-confidence. As the coordinator for Eenhana, Mr Fredrick Sitali said, "Before the girls joined the programme, the boys were more dominant in class and the girls would sit back expecting only the boys to participate. But since the programme started, the girls are challenging the boys". This example clearly illustrates how joining the Galz and Goals Programme has enabled the girls to transcend the gender barriers that prevented them from participating in class by using the confidence they gained from playing football.

By integrating the life skills component into girls' football, the Galz and Goals took advantage of the opportunity football for girls created of bringing girls together in a fun environment to tackle some of the key challenges they face in Namibia. The interventions chosen were context specific –

HIV and AIDS, alcohol and drug abuse, teenage pregnancy and healthy lifestyles as well as enhancing the self-confidence, self-efficacy and self-esteem of the girls – and were therefore relevant.

Although there is little evidence of the extent to which the Galz and Goals has influenced programming for adolescent girls in Namibia, with time and as more girls go through the programme and its positive benefits are documented it is likely to become a flagship programme setting the bar for interventions for adolescent girls.

## 6.0 Sustainability

### 6.1 Does the SFD programme have the capacity to sustain its operations in terms of financial and programmatic implementation?

Currently Galz and Goals operations are supported financially by UNICEF, SPAR, GIZ and the NFA under the Women's Department. However, although UNICEF negotiated with NFA to phase out salary payments to the National Coordinator, they have got stuck at 50 percent as NFA has not been able to up its contribution.

But would NFA be able to fund operations without UNICEF support? The answer can either be no, or yes. No, because currently Galz and Goals is too dependent on UNICEF and does not seem to have come up with a strategy on how to fund their operations when UNICEF pulls out; No, because without making a strong case for itself, the Galz and Goals programme could find itself muscled out by the proposed SFD programme in which UNICEF is also involved and is collaborating with the Ministries of Education and of Sports

to draw up an MOU. No, because as it stands, it might be difficult for Galz and Goals to show “how it contributes to the key result area of the Ministry of Education, Arts and Culture – improved learner outcomes” which, according to Ms Ayesha Wentworth, the Deputy Director Diagnostic Advisory & Training Services, HIV Management Unit, Ministry of Education, is a pre-requisite for the Ministry to take a programme on board.

#### Box 7: How Selma Found her Voice

“In terms of school work. I have a number of girls who have shown real signs of improvement, one of them is doing Grade 9. When she was at my school she was failing. She repeated Grade 5 and Grade 6, She was shy and withdrawn and would only score 5 to 8 marks out of 20 in most exercises.

When she joined the team and she started playing well, she also begun to do well in class. In Grade 7, she passed so well that she was the 3<sup>rd</sup> in her class. She is now doing Grade 9. I asked her how it is that she was now doing better in class. She said: ‘I now know what I am doing’.

Before she joined the Galz and Goals, she was quiet in class and others would tease her. But when she joined the team, she would no longer tolerate people riding all over her and would assert herself. She found her voice”. **(Rundu Coach)**

On the other hand the answer can also be yes, if other donors such as GIZ can increase their contributions to cover the gap after UNICEF pulls out. GIZ is already paying the salary of the technical advisor at NFA and is renovating football and other sport facilities at schools across the country as well as constructing a girls' hostel at Football House in Windhoek. With that level of investment, GIZ cannot afford to see the programme die and would perhaps step in if UNICEF pulled out. Yes, if NFA comes up with a different business model that relies more on the corporate sector than on external donors.

Namibia has a relatively strong and viable private sector and companies could be willing to support the Programme if they are approached and are made to appreciate the mileage they would gain from supporting women's football. This is happening in South Africa with other interventions for underserved communities and so it would be possible to come up with a similar model in Namibia. Galz and Goals is already working with SPAR a private sector partner, which would make it easier to attract others.

At another level again yes, if NFA Women's Desk can tap into the current thrust by the Ministry of Sports, Youth and National Service under the theme "Namibia is a Sporting Nation" and get the government to commit a budget for women's football development through the Galz and Goals programme. As a football initiative, the Galz and Goals has positive results to show as it is contributing players to the national team across the different age groups; Galz and Goals has structures across the country, which may not be fully functional, but are there on paper, so selling the programme to the government would not be too difficult. There would just be need to ensure that the life skills component is retained.

Yes again, if the Galz and Goals can be absorbed within the SFD initiative in schools but still retain a separate identity which would enable the programme to continue focusing on girls, but to benefit from the resources allocated under the SFD initiative in schools.

The sustainability of the Galz and Goals therefore largely depends on the extent to which the NFA can think outside the box to explore all the possible sources of funding and to exploit to the full the successes they have achieved along the way. But in the process, they should not discard the life skills component as this has an attraction of its own that goes beyond protecting girls from early pregnancy, drug and alcohol abuse by also empowering them and helping them to achieve self-confidence, self-efficacy, self-esteem and developing their leadership skills.

## *6.2 How strong and sustainable are systems put in place through national systems to continue delivering quality services to adolescent girls in the country?*

As mentioned in earlier parts of the report, the governance structures that have been put in place by the NFA to run the programme at regional level are comprehensive. The National Coordinating Committees are the policy arm of the programme; the coordinators are the executive arm while the coaches are the implementing agencies. But currently the structures are weak and dysfunctional in many sites. Going forward, there would be need to build their capacity, motivate

them and perhaps more important, for the NFA to provide them with the necessary backstopping, in particular during the early stages of their formation to deepen local ownership. There would also be need to institutionalise the Galz and Goals programme by appointing more full time staff members and putting in place more comprehensive incentives for regional coordinators (see proposed organogram Appendix 5).

### *6.2.1 Lessons for sustainability*

A lesson from the execution of the programme is the importance of the NFA to ensure that the programme has taken root in a region; that structures are in place and are fully functional; that there is clarity of roles within those structures and that resources to run the programme are provided before it pulls out. Failure to do this results in (a) demotivation of the structures, (b) loss of confidence in the NFA (c) collapse of the structures (d) difficulty in penetrating the area in future.

The need to think outside the box when looking for funding partners. Bringing SPAR on board was a brilliant idea as it created a new funding stream outside the traditional donor milieu.

Although Galz and Goals is a good programme, the failure to get it into schools by getting the buy in from the Ministry of Education, Arts and Culture at an earlier stage may result in the programme remaining on the periphery. For continued sustainability there is need for the programme to get a buy in from the Ministries of Education and of Sports so that their activities are funded.

## **7.0 Impact of the programme**

Galz and Goals' reach has remained relatively low in relation to the target population – adolescent girls. According to the 2013 Namibia Demographic and Health Survey (DHS) There are 529,000 adolescents aged 10 – 19 years in Namibia. Of these 51 percent are girls, which make them 269,790. Of these, Galz and Goals is reaching 3 000, which represents 1.1 percent of the total number of adolescent girls. NFA says the programme has reached 15,000 since it started in 2009, which includes the girls who have gone through the programme and have completed Grade 12 and girls who are reached during festivals. But even if you take this figure as the total number reached, it still represents a mere 5.5 percent of the number of adolescent girls in Namibia. In terms of numbers then, the programme reached an insignificant proportion of girls.

In assessing the programme's impact therefore, it is necessary to focus the analysis on individual girls rather on the school or community. The question then becomes, what changes did the programme achieve in the individual lives of the girls? A whole section of this report under Effectiveness highlighted the positive changes that girls said had come about in their lives as a result of participating in the programme, which also speaks to the impact of the programme.

Key among these are the following: enhanced self-confidence, self-efficacy and self-esteem, building of leadership skills, greater focus on school work, keeps them busy and away from drugs and alcohol and from sex and thus from unwanted pregnancies.

Among these attributes, the anchor appears to be the way the programme instils self-confidence, self-esteem and self-efficacy among the girls, which translates to positive behaviour that reduces the risk of the girls engaging in early sex and in drugs and alcohol abuse. Self-esteem and empowerment are critical attributes for girls and women because gender stereotyping and gender norms often lead to feelings of inadequacy and lack of confidence.<sup>58</sup> Self-esteem and empowerment are often cited as significant benefits of sport participation. In a majority of studies, researchers found a strong link between physical activity and self-esteem in all age groups.<sup>59</sup>

While the increase in self-confidence that is cited by many girls in the programme might not look like a big deal, there is a need to understand where some of the girls are coming from to fully appreciate what being self-confident means to them i.e. what environmental and contextual factors they have to contend with which sap their self-confidence. At a football practice session that the consultant attended in Rundu, without any prompting, one of the girls blurted out: “My football boots are now too small, my mother doesn’t work and I don’t know who my father is”. This sounded like a cry for help, but later, during the FGD, she said she believed in her dream that she would become what she wants to be in life and go to university.

Also in Rundu, the study came across 5 girls at a school (all in Grade six), who had given birth earlier in the year and were now back in school. They were being teased by a lady teacher in the staff room about being mothers at that early age. All of them looked defeated and completely bereft of self-esteem. If one compares these girls with the one in the football team, who despite not having a father and living with a poor mother had such self-confidence and self-efficacy, then one begins to appreciate the impact that the programme is having on adolescent girls. Without the programme, she could perhaps have been one of the girls who had a child at 13 years of age. At the personal level therefore, the programme has had a huge impact on the lives of the girls.

Across the sites visited, teachers said the girls in the programme were more focused and worked harder in school. None of the girls in the programme at the sites visited had fallen pregnant. Instead, the programme has become a haven where some of the pregnant girls come for support. As a teacher/coach in Eenhana said: “We encourage girls even those who are pregnant to come and join us so that we can help them. It doesn’t mean that once they are pregnant they are no longer girls. Sometimes they get upset when they are teased by other girls, so we counsel them”. This is a good example where Galz and Goals reaches out to girls outside the programme to offer support. But not enough examples of this were found to draw a general conclusion.

---

<sup>58</sup> Sport and Gender: Empowering Girls and Women Chapter Four,

[http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4\\_SportandGender.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf)

<sup>59</sup> C. Craig, S. Russell & C. Cameron (1995), Benefits and Impacts of Physical Activity for Ontario: Physical Activity Intervention Framework Report on Issues One and Three

### 7.1 *Increased participation of girls in sport*

While the life skills component of the programme is important, it is critical not to lose sight of the key objective of the programme, which was to increase girls' participation in sport, particularly football. This objective was achieved with 3000 players in 215 teams covering the U13, U15, U17 and in a few regions, U19 in the Girls Football League. The Galz and Goals programme has become the main supplier of players for the women national football teams in the different age groups. One of the successes of the Galz and Goals was to field a complete football team of U15 girls in the junior National Team that travelled to China, for the Youth Olympic Games in August 2014 representing Africa.

## 8.0 **Replicability**

Galz and Goals is clearly a replicable programme, but there would be need to address the issues outlined in previous sections of the report that have hampered its growth and made it less effective. These include the following:

- Need for better coordination and monitoring of the project by NFA or a selected NGO partner (SCORE has indicated that it would do this if approached);
- Greater involvement of the girls in the design and implementation of the project through peer coaches for the life skills component to increase ownership, to enhance their leadership skills and also for sustainability. This is an issue that should really be explored;
- Drawing up clear terms of reference for Coordinating Committees;
- Introducing a well- structured induction programme for the Committees and coordinators;
- More regular follow up and sites visits by NFA, to monitor programme implementation;
- Greater alignment of the life skills curriculum of the Galz and Goals Programme with that offered in schools to secure Ministry of Education, Arts and Culture buy into the Programme. According to Mrs Wentworth, the Galz and Goals manual should be "explicitly aligned" to the school life skills curriculum: "There is need to align it to what we are teaching in the schools. We need to harmonize so that it is one message. One should reinforce and complement the other".
- Creation of linkages and synergies between Galz and Goals coaches and school life skills teachers to ensure that their messages build onto each other;
- Coming up with strategies to incentivise the teachers/coaches;
- Negotiating formal cooperation agreements or MOUs with the Ministry of Sports, Youth and National Service and with the Ministry of Education, Arts and Culture.

Failure to put these measures into effect will make it difficult to replicate the programme in new areas as the current problems faced would only be magnified in a larger and wider programme. As the programme is now constituted, all its elements are replicable, but there will always be need to ensure that the life skills component is not lost and that it is balanced with the football.



## 9.0 Lessons learnt

- In a programme such as Galz and Goals, to be able to measure impact, it was necessary from the start to be more specific about what programme wanted to achieve. Specific activities would then have been designed and implemented to reflect the priorities of beneficiaries and how these desired changes can be achieved.
- The need to clearly set out a theory of how a programme intends to bring about change to provide the basis for measuring impact, as well as learning about what works and what doesn't within any given programme. In the Galz and Goals, there was a need from the outset to design a theory of change to guide implementation and facilitate monitoring and evaluation.
- The need to ensure that programme implementers (coaches and coordinating committees) have a full grasp of the programme and that their structures are firmly established and running before leaving them to run with it. The practice where the newly established structures in Karas were left to their own devices with little support from NFA was counter-productive as they largely abandoned the programme.

## 10.0 The Galz and Goals Programme in a broader global and regional context

SFD is a relatively new area where researchers are still trying to understand and define what works and what does not. Theoretical frameworks are still being developed and some ideas that were accepted a few years ago are being thrown out and debunked as “myths”. But several issues are emerging that are being accepted as truths. These include the benefits of sports to girls in building their self-confidence, self-worth, self-efficacy and self-esteem. Equally it is generally accepted that sports for development enhances the leadership capacities of girls. Still controversial are issues such as the virtue or otherwise of mixing boys and girls in sport and also whether sports only programme without a life skills component can be effective.

In compiling this report, it was necessary to take into account the debates surrounding SFD but in drawing conclusions to strike a middle road by sticking to areas where there is a general consensus e.g. on the positive benefit of sports to girls and also what to look out for in a successful programme. To corroborate findings and determine their significance, there was need to constantly refer to similar studies in order to place the Galz and Goals programme within the scope of similar programmes in different parts of the world.

The evaluation took special note of SFD programmes closer to home in South Africa, Zambia and Kenya, which were serving poor communities. These clearly illustrated how different organisations had used sport to achieve specific social objectives, targeting girls. The extent to which the results from these studies coincided with findings from the Galz and Goals evaluation reaffirmed the programme's relevance in addressing the specific problems facing adolescent girls in Namibia. Also



key was the need for a clear understanding of challenges facing girls in Namibia – the high teenage pregnancy rate, the high HIV and AIDS prevalence rate among girls and women aged 15 to 24 years, the high levels of gender-based violence and of drug and alcohol abuse – in order to put the programme interventions into perspective.

What was particularly interesting from the FGDs with girls in different parts of the country and in interview with coaches is the extent to which they all agreed – independent of each other – on how the programme has fundamentally shifted the way girls perceive themselves and are perceived by others since they joined. And also how, by increasing the self-confidence of the girls, the programme has increased their resilience and capacity to cope, which are key attributes necessary for adolescent girls in underserved communities to survive and thrive.

In a way, the programme has overtaken the NFA which may not be fully aware of its impact. At the inception phase of the evaluation, the NFA was quick to point out that leadership development was an aspect they were still going to focus on and therefore should not be included in the evaluation. Little did they appreciate that leadership development is inbuilt in the programme and was ongoing without them deliberately programming for it. This is perhaps one of the positive unexpected outcomes of the initiative. However, that leadership is developing spontaneously within the programme does not obviate the need for a deliberate and focused leadership training programme as this is still important going forwards.

## **11.0 Conclusion**

The evaluation of the Galz and Goals Programme shows that the initiative is relevant as it addresses some of the key challenges adolescent girls in Namibia faces, which include the high HIV and AIDS prevalence rate; the high teenage pregnancy rate; the high GBV rate and problems of drug and alcohol abuse among adolescent girls. The programme is in line with the country's Vision 2030, with the UN Partnership Framework for Namibia and UNICEF's global mandate of promoting gender equality and empowering girls.

The evaluation noted that overall; the programme had made a huge difference on the lives of the girls. Girls at all sites visited spoke spontaneously of how the programme had changed their lives and had helped them to become team players and to develop a positive attitude to their school work. The programme motivated them to pursue their dreams and prevented them from getting involved in risky behaviour. But perhaps most importantly, the programme had helped them to develop self-confidence, self-esteem, self-worth and self-efficacy. The programme also helped the girls to develop leadership skills. This was despite the fact that the NFA has not yet introduced leadership development into the programme.

The evaluation noted that although in some schools, the life skills component was not covered as the coaches had not been trained or did not have time to devote to it, the girls spoke confidently

about the life skills benefits they had derived from the programme, which confirmed the theory that playing sports alone has positive life skills benefits

The evaluation however noted that although the programme has been operational for close to seven years, it was only reaching 3,000 girls, which was low and made it difficult for it to make an impact on a broader scale. Strategies therefore need to be devised to expand the programme's reach beyond just the number of girls playing football or to build in an advocacy and peer education component into it so that the girls in the programme can influence others.

The evaluation noted several challenges facing the programme which include inadequate monitoring of activities by NFA; the failure to draw up terms of reference for Coordinating Committees and to carry out induction programmes for new committees. The evaluation also noted that without regular follow ups, the life skills component of the programme was not being given sufficient attention. As a result, in the KAPB survey, there were no significant differences between girls in the programme and those who were not.

While the evaluation highlighted shortcomings in the implementation of the Galz and Goals programme, these should be taken as part of learning and should not detract from the achievements of the programme. Although it is important to address these challenges, it will be equally important to recognise the strengths of the programme and build on these to achieve even better results. Perhaps what was more important in the evaluation was the realisation that the Galz and Goals programme fits in well within the broader SFD framework not only in terms of the strategies being used, but also in terms of the results being achieved.

### 11.1 Recommendations

- *Need for a clear programme theory of change*  
The Galz and Goals as it is presently designed does not have clear objectives and outcomes that can lead to the achievement of the project goal (which is also not clearly articulated). This makes it difficult to assess its impact. There is a need to design a clearly articulated programme theory of change, setting out how the Programme will achieve the desired changes among the adolescent girls.
- *Need to broaden the programme to include more girls*  
Although the SFD Programme has achieved positive results in all areas, in its present format it is reaching out to too few girls (at most about 60 at a school with over 1000 learners) or 1.1 percent of adolescent girls nationwide. There is a need to broaden the programme to reach out to more girls than those who are playing football.
- *Need for better programme coordination and monitoring*  
Most of the challenges noted in the evaluation relate to inadequate monitoring by the NFA and inadequate project oversight by UNICEF. There is a need to strengthen monitoring by NFA and to increase the frequency and coverage of site visits so that NFA is always in the

picture about what is happening in the regions. There is also need for improved communications between the NFA and the region. Such communications should not be limited to the coordinator, but should include the full committee or at least the chairperson. There is also need for better project oversight by UNICEF, so that they do not just rely on reports by NFA but they also visit project sites.

- *Need to involve girls in programme implementation for greater ownership*

One of the challenges for increased project ownership is the high turnover of coaches. At the same time, there is need for greater involvement of the girls in the design and implementation of the project. To address the project ownership and the turnover of coaches, as well as to empower the girls further, consideration should be given to involve the girls in the design of the project and also as peer educators for the life skills component along the lines of the “GO Sister” programme in Zambia. Involving the girls in the design and implementation of the project would enhance the programme sustainability and ensure that it focuses on areas of crucial concern to them.

- *Need for clear terms of reference for the coordinating committees*

There appears to be no terms of reference for the Coordinating Committees which leaves them groping around in the dark to understand their roles and responsibilities. NFA should draft clear terms of reference for the committees so that they understand their duties and responsibilities.

- *Need for well structured induction programmes for new committees*

Currently there is no structured induction programme for the Coordinating Committees and coordinators and this creates confusion. This was particularly evident in relatively new sites such as Karas, where the Committee is not even aware of its responsibilities and its mandate. A structured induction programme for the committees would clarify their responsibilities and clearly demarcate their mandate.

- *Need for more regular follow up and site visits*

There is a significant mismatch between the picture of the programme painted by the NFA in Windhoek and what prevails on the ground in the regions. Part of the reason is that the NFA has not been able to carry out regular site visits to see what is on the ground. Although a budget is set aside for site visits, currently, NFA is only able to visit about four sites once a year, which judging from the problems faced at regional level is not sufficient. There is therefore need for more regular site visits by the NFA to monitor what is happening on the ground and to take corrective action when necessary, including training new coaches or establishing new committees where the old ones are no longer functioning.

- *Need to align Galz and Goals life skills programme to school life skills curriculum*

At the moment, there has been no attempt to align the Galz and Goals life skills programme to the life skills curriculum in schools. This creates the danger that the Ministry of Education, Arts and Culture will not see the value-added of Galz and Goals to its key result areas of improving learner performance. There is need to align the Galz and Goals life skills curriculum to the school curriculum to get a buy in from the Ministry of Education, Arts and Culture. Equally, there is a need to create synergies between Galz and Goals coaches and school life skills teachers to ensure that their messages build onto each other.

#### *Need for Strategies to incentivise coaches*

The Galz and Goals programme has been relying on volunteers to implement its activities. However, with a few exceptions, this does not seem to be working well. As NFA moves to institutionalise the programme, there will be need to come up with a system of structured incentives to motivate the coaches. Failure to do this will mean that the programme continues to be marginalised in terms of the time teachers are prepared to dedicate to it. This is already evident with cases of children going to matches or to practice without coaches, especially at weekends when teachers say they want to rest.

#### *Need to ensure buy in of Ministry of Education and Principals into the Programme*

Earlier parts of the report highlighted how the Galz and Goals was conceived as “an out of school settings” programme. But for sustainability, there is a need for the programme to get a buy in not only from the Ministry of Education, Arts and Culture but also the Ministry of Sport, Youth and National Service and to be included in their budgets. Failure to do this will mean that the programme will continue to rely on external donors for funding, which given Namibia’s upper middle income status is dwindling and likely to reduce further.

- *Need to negotiate formal cooperation agreements with the Ministries of Education and of Sport*

It might take some time for the Galz and Goals programme to become fully integrated into schools. But in the meantime, there is a need to negotiate formal cooperation agreements or MOUs with the Ministry of Sports, Youth and National Service and with the Ministry of Education, Arts and Culture to enable the programme to access school resources such as transport and also Ministry of Sports, Youth and National Service resources, which also include transport. Transport is perhaps the single biggest impediment to the programme’s growth given the huge distances in Namibia.

- *Need to ensure that the life skills component of the Galz and Goals Programme is implemented*

The NFA Women’s Department is football-oriented and does not appear to have programme management skills especially in relation to life skills. UNICEF should seriously consider engaging an NGO partner to monitor and follow up on the life skills component of the programme to ensure that this is implemented.

- *Need to redesign the programme to come up with a clear results framework*  
G&G programme documents do not clearly articulate the outputs and outcomes that it sought to achieve, making it difficult to assess the performance of the programme. Going forward, there will be need to come up with a strategic plan that articulates a clear theory of change and a results framework. This would make it easier to measure progress in implementation and also to evaluate the programme at the end. The strategic plan should also be accompanied by a budget that reflects the real needs of functional national and regional structures.

## Appendix One: List of People Interviewed

Anna Chikusho	Senior National Women's Team, Namibia
Annamary Mbamba	Coach/teacher Kehemu Primary
Astrid Vries	Technical Manager, Galz and Goals
Ayesha Wentworth	Deputy Director Diagnostic Advisory & Training Services, HIV management unit, Ministry of Education
Carlos Nail	Assistant Sports Coordinator Karas Combined
Christina Riet	Teacher, Aussenkehr Primary Karas
Edward Diyeve	Galz and Goals Coordinator Rundu
Esme Eises	Senior Women's National Team, Namibia
Elina "Pandu" Petrus	Regional Galz and Goals Coordinator, Karas
Fabiola Dierstaan	Teacher and Coach Geduld School, Karas
Ferderick Sitali	Galz and Goals Coordinator, Eenhana
Festus Kavamba	Teacher - Lordsville Junior Secondary School Karas
Geritt Maritz	Chief of Education, UNICEF
Grace Hidinua UNFPA	Programme Officer - HIV Prevention, UNFPA
Hansie Hendricks	Principal Eldorado Sec School
Hulda Goagoses	SCORE Coordinator in Windhoek
Ignatius Joachim	Coach teacher, sports organizer, Karas
Jackey Gertze	NFA National Coordinator, Women's Department
Jacqueline Kabambe	HIV and AIDS Specialist, UNICEF
Juditha Matjila	Chief of Communications, UNICEF
Kalinda	Chairman, Galz and Goals Coordinating Committee, Rundu
Lovisa Mulunga	Senior Women's National Team
Lydia	NFA Regional Coordinator
Marcus Betts	Deputy Representative, UNICEF
Mathias Shikerethe	Coach and Sports Organiser for Kehemu Primary
Micaela Marques De Sousa	UNICEF Representative, Namibia
Mukoja Hermine	Lifeskills teacher Kehemu Primary
Nesimus Mupiya	Sports coordinator, Karas
Nesimus Mupiya	Sports Coordinator Karas Combined
Pascal Dias	Management Information Systems Assistant, UNICEF
Paulus Swartbooi	Principal Karas Combined
Pelagia Mponda	Coach/Teacher, Sports Organiser Coach
Raymond Vries	Programme Manager, SCORE
Ricko Van Werk	Chairperson of the Coordinating Committee, Karas
Roger Kambatuku	Senior Sports officer in the Ministry of Sports and Youth
Saima Kaukewahulo	Teacher, Karasburg Combined School
Shedeem Maarsdorp	Marketing Assistant SPAR Namibia
Sophia Garises	Teacher Geduld Primary School, Karas

Susan Uushona  
Tharcisse Barihuta  
Undamuje Haimbodi  
Valerie Ostheimer  
Verna Muronga

Acting Country Manager, Star for Life  
UNAIDS Country Coordinator, Namibia  
Retail Operations Manager, SPAR Namibia  
Technical Advisor, GIZ  
Administrator Galz and Goals, Rundu

## Appendix 2: List of References

1. Allport G. The nature of prejudice. Reading, MA: Addison Wesley; 1954
2. Bailey R, Wellard I, Dismore H. Girls' participation in physical activities and sports: Benefits, patterns, influences, and ways forward. Canterbury Christ Church University College, 2004.
3. Brady M. Laying the foundation for girls' healthy futures: Can sports play a role? *Studies in Family Planning*. 1998;29(1):79-82.
4. Burnett C. Social impact assessment and sport development: social spin-offs of the Australia-South Africa Junior Sport Programme. *Int Rev Sociol Sport*. 2001;36(1):41-56.
5. C. Craig, S. Russell & C. Cameron (1995), Benefits and Impacts of Physical Activity for Ontario: Physical Activity Intervention Framework Report on Issues One and Three
6. Danish Teaching Life Skills through Sport. In: Gatz M, Messner MA, Ball-Rokeach SJ, editors. *Paradoxes of Youth and Sport*. Albany, NY: State University of New York Press; 2002. p. 49-59.
7. *Demographic and Health Survey 2013*. Windhoek, Namibia, and Rockville, Maryland, USA: MoHSS and ICF International.
8. Evaluation. Keynote presentation at the Power of Sport Summit, International Association of Sport for Development and Peace; 2010; Boston, MA, USA.
9. Fox The effects of exercise on self-perceptions and self-esteem. In: Biddle, S., Fox, K., and Boutcher, S., editors. *Physical Activity and Psychological Well-Being*. London: Routledge; 2000.
10. Friere P. *Education for critical consciousness*. New York: Continuum Press; 2003
11. Hall AM The discourse of gender and sport: From femininity to feminism. *Sociology of Sport Journal*, 1988;5:330-40
12. Hancock M, Lyras A, Ha JP. Sport for Development programmes for girls and women: a global assessment. *Journal of Sport for Development*. 2013; 1(1):15-24
13. Hellison *Teaching responsibility through physical activity*. 2nd ed. Champaign, IL: Human Kinetics; 2003



14. International Charter of Physical Education and Sport. General Conference; 1978. ancock MG ( )
15. Introduction to Sport for Development and Peace:  
[http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter1\\_Introduction.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter1_Introduction.pdf) (30/9/15) UNESCO, editor.
16. Issue 2 [Coaches' Perspectives on Sport-Plus Programmes for Underserved Youth: An Exploratory Study in South Africa](#): *Journal of Sports for Development Vol 1*
17. Jarvie Communitarianism, sport, and social capital. *International Review for the Sociology of Sport*. 2003; 38(2): 139-53.
18. Keim Nation-Building at Play: Sport as a Tool for Social Integration in Post-Apartheid South Africa. Aachen, Germany: Meyer & Meyer Sport (UK); 2003.
19. Larkin, "Gender, Sport and Development."
20. Lyras A, Hums MA. Sport and social change: The case for gender equity. *Journal of Physical Education, Recreation & Dance*. 2009;80(1).
21. Lyras A, Wolff E, Hancock M, Selvaraju U. Sport for development global initiative. North American Society for the Sociology of Sport; 2009; Ottawa, Canada.
22. Lyras A. & Wolff, E., Sport for Development Global Initiative: Strategic planning concept map. Unpublished Manuscript; 2009; Louisville, USA.
23. Lyras A. (2010). Measuring Success: Sport for Development and Peace Monitoring and
24. Lyras A. Characteristics and Psycho-Social Impacts of an Inter-Ethnic Educational Sport Initiative on Greek and Turkish Cypriot Youth. Storrs: University of Connecticut; 2007
25. Meier M. Gender equity, sport, and development. Biel/Bienne: 2005.
26. Office of the President (2004) Namibia Vision 2030: Policy Framework for Long Term National Development
27. Positive Youth Development & Sport-in-Development  
<https://brooksportandleisure.wordpress.com>
28. Priscilla Wamucii (2007) Scoring For Social Change: A Study of the Mathare Youth Sports Association in Kenya
29. Restless Development (2011) Good Practice on HIV and AIDS Awareness Raising and Impact

30. Spectrum Policy Modelling System, Version 4.69\_500 (2013); Namibia Model September 2013
31. Sport and Gender: Empowering Girls and Women Chapter Four,  
[http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4\\_SportandGender.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf)
32. Sport and Gender: Empowering Women and Girls (Chapter 4)  
[http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4\\_SportandGender.pdf](http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf)
33. Sport for Development Programs for Girls and Women: A Global Assessment *Sport for Development and Peace: Towards Achieving the Millennium Development Goals*, Report from the United Nations Inter-Agency Task Force on Sport for Development and Peace, United Nations 2003, p. 22.
34. Sugden J. Sport, sectarianism, and society in a divided Ireland. London: Leicester University Press; 1995.
35. Svoboda B. Sport and physical activity as a socialization environment: scientific review part 1. Strasbourg: Council of Europe; 1994
36. The Contribution of Sport to the SDGs and the post-2015 development agenda – the IOC Position February 2015
37. The Namibia Ministry of Health and Social Services (MoHSS) and ICF International. 2014. *The Namibia*
38. UN Division for the Advancement of Women (2007) Women, Gender Equality and Sport
39. UNICEF (2014) UNICEF Gender Action Plan 2014-2017
40. United Nations GA. 55/2: United Nations Millennium Declaration. New York: United Nations, 2000.
41. United Nations GA. Sport for development and peace: The way forward. In: Nations U, editor. New York: United Nations; 2006.
42. United Nations Inter-Agency Task Force on Sport for Development and Peace (2003).
43. United Nations Partnership Framework – Namibia (2014-2018)

44. Windhoek CfA, editor. The Windhoek Call for Action. The Second World Conference on Women and Sport; 1998; Windhoek, Namibia. Available from <http://www.iwg-gti.org/conference-legacies/windhoek-1998/>

### Appendix 3: KAPB Survey Results

Table One: Number of Girls who participated in the KAPB by School		
School	Frequency	Percent
M&K Gertze	104	52.0
Karasburg	18	9.0
EHW Board	5	2.5
NJSS	15	7.5
Eenhana	11	5.5
Rundu	10	5.0
Gobabis	8	4.0
Khorab	3	1.5
Ernst Jager	3	1.5
Windhoek	15	7.5
Empelheim	2	1.0
Romanus	2	1.0
Lordsville	4	2.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

#### Participants Distribution By Age

Table 2: Age distribution of Girls who Participated in the KAPB	
Age	Percent
13	4.0
14	25.0
15	30.5
16	16.5
17	11.5
18	4.0
19	1.0
<b>20</b>	<b>0.5</b>

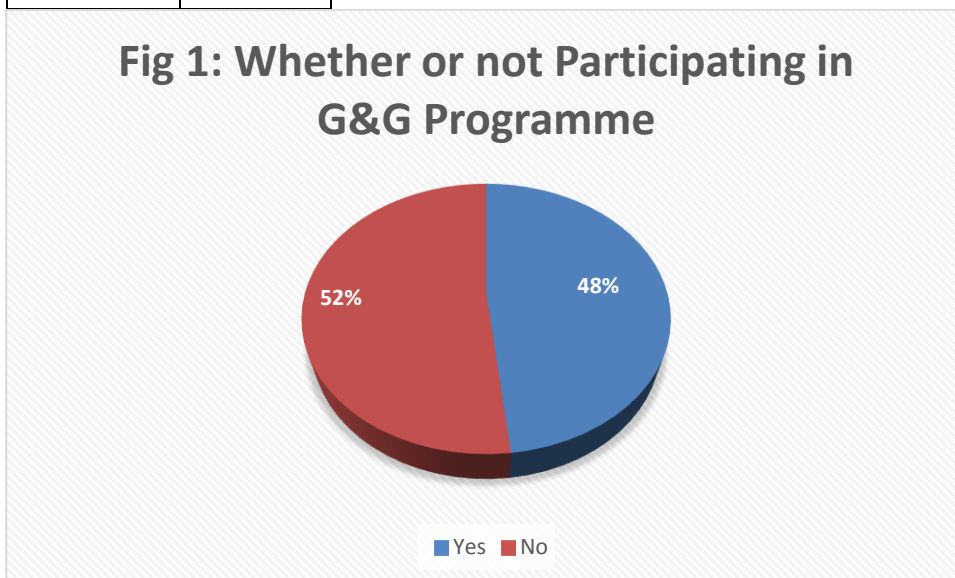
Table 3: Educational level of girls who participated in the KAPB	
Grade	Percent
5	1.0

6	2.5
7	7.5
8	34.0
9	40.0
10	3.5
11	7.0

Only two percent of participants were out of school, while most (40%) of the respondents were in Grade 9.

Whether girls were participating in Galz and Goals Programme or not

Yes	48.0
No	51.5



62% of participating students indicated that if you are 16 years old, you can get tested for HIV without your parents while 69% of non-participating students indicated the same.

If you have only one sexual partner, you are safe from HIV and other sexually transmitted infections -54% of respondents from the participating group highlighted that if you have only one sexual partner, you are safe from HIV and other sexually transmitted infections while 46% of non-participating respondents indicated the same.

When asked if young women/girls are more likely to get HIV from unprotected sex than men/boys, 48% of participating respondents agreed to that as compared to 51% of non-participating respondents.

**Table 4**

Participating Non-Participating

You cannot fall pregnant when you have sex for the first time.	Yes	19	15
	No	80	85

51% of participating respondents indicated that you can live with HIV for many years without feeling sick as compared to 48% Of non-participating respondents.

Table 5: Whether one can live with HIV for many years without feeling sick			
		Participating	Non-Participating
You can live with HIV for many years without feeling sick.	Yes	51	48
	No	48	52
<b>Total</b>		<b>99</b>	<b>100</b>

Most (82%) of the respondents who are participants of the programme had the knowledge that there is something a pregnant woman with HIV can do to protect her baby from the virus as compared to 50% from non-participating respondents.

Table 6: Age at which one can be tested for HIV without parental approval			
		Participating	Non-Participating
If you are 16 years old, you can get tested for HIV without your parents	Yes	62	69
	No	37	31
<b>Total</b>		<b>99</b>	<b>100</b>

62% of participating students indicated that if you are 16 years old, you can get tested for HIV without your parents while 69% of non-participating students indicated the same.

72% of participating students highlighted that sex with an older man is riskier than with a partner your own age while 57% from the non-participating group indicated the same.

#### HIV Infection Risk

14% or participating students indicated that they were not at risk of getting HIV while 15 % of non-participating students indicated that they were not at risk. This shows a little difference on the two groups.

The same number of students from both groups indicated that they were at high risk of getting infected with HIV.

When asked why they thought they were at risk of getting infected with HIV, students responded as follows

Response	Percentage (Combined)	Percentage (participating)	Percentage (non-participating)
<b>I am sexually active-</b>	12.0	15	9
<b>My partner has other sexual partners-</b>	16.5	21	12
<b>I have many sexual partners-</b>	15.5	19	12
<b>Blood transfusion/ unsafe injections-</b>	42.0	45	39
<b>Do not always use a condom when having sex-</b>	33.0	32	34

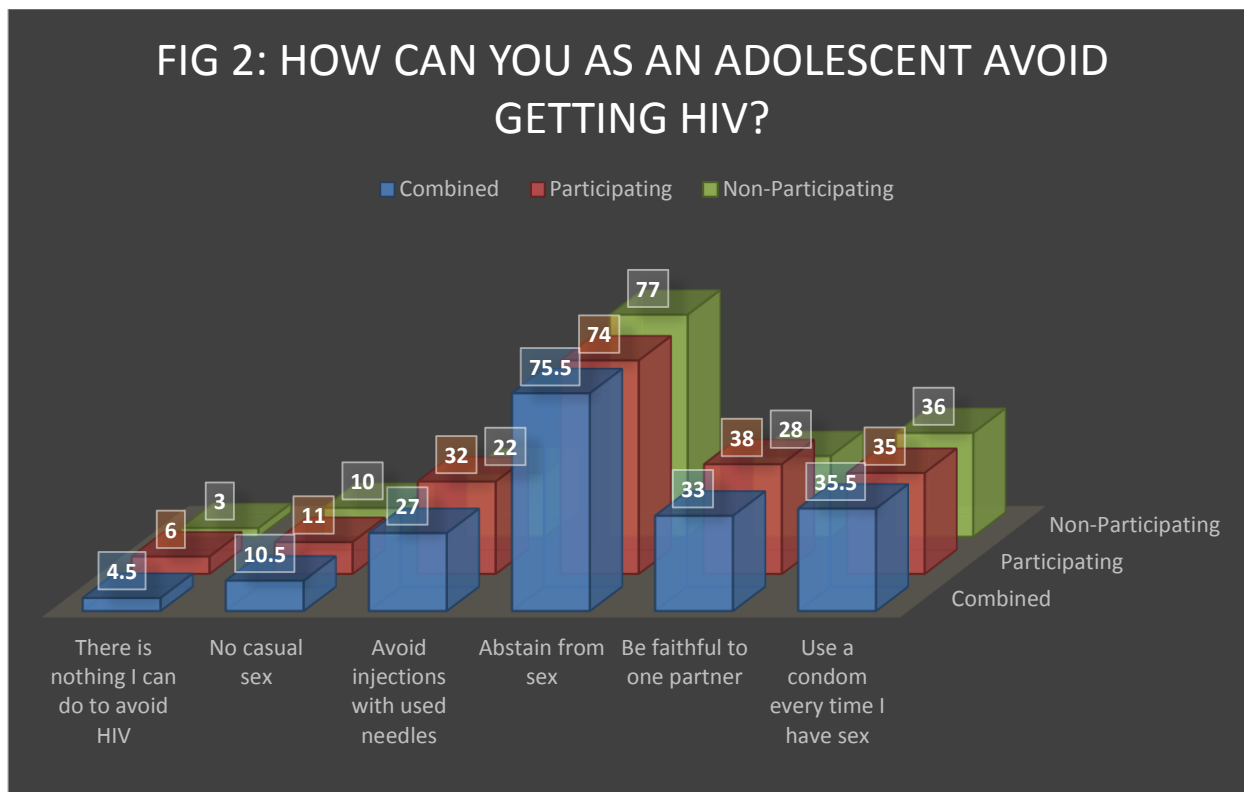
High percentages under the participating group indicate high levels of knowledge within the group as empowered by the programme. Non-participating students do not really see some of these actions as risk factors.

Response	Combined %	Participating %	Non-participating %
<b>I do not go to sex workers</b>	18.0	21	15
<b>I always use condoms during sex</b>	29.5	35	24
<b>I trust my partner</b>	11.5	10	13
<b>I have only one partner and he/she is faithful</b>	15.5	17	14
<b>I am not sexually active</b>	43.5	45	42

Responses from the above analysis indicate that percentages are fairly high for the participating students as they have gained more knowledge on how they can protect themselves from HIV. There is though a tendency amongst those students who are non-participating to believe that their partners are not having other sexual partners hence a higher percentage on issue of trusting their partners.

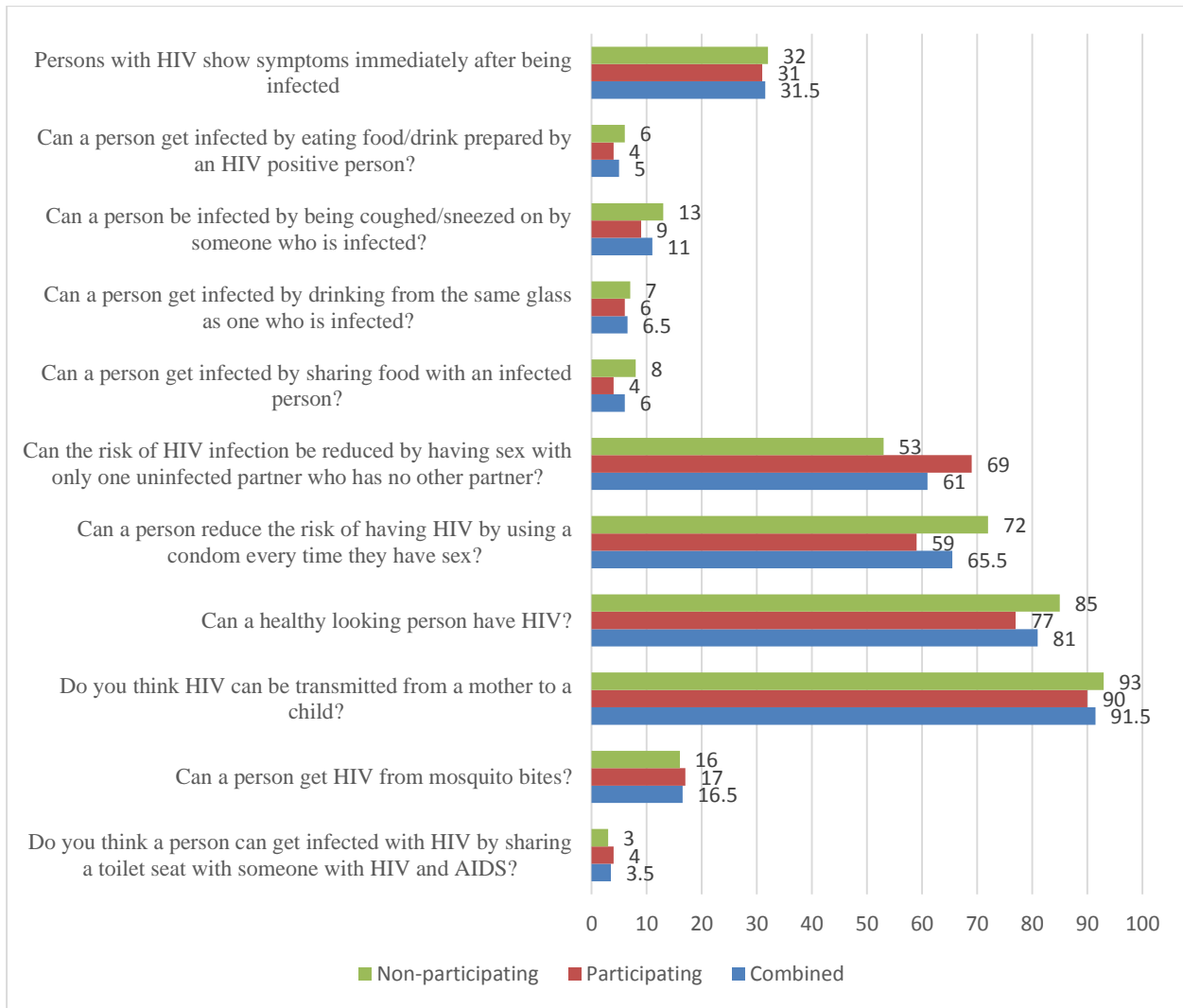
### **How can you as an adolescent avoid getting HIV?**

Most of the adolescents indicated abstinence from sex as the major way of avoiding getting infected with HIV. Very few highlighted that there is nothing they can do to avoid getting infected. This is a good indication of behavior change amongst the adolescents.



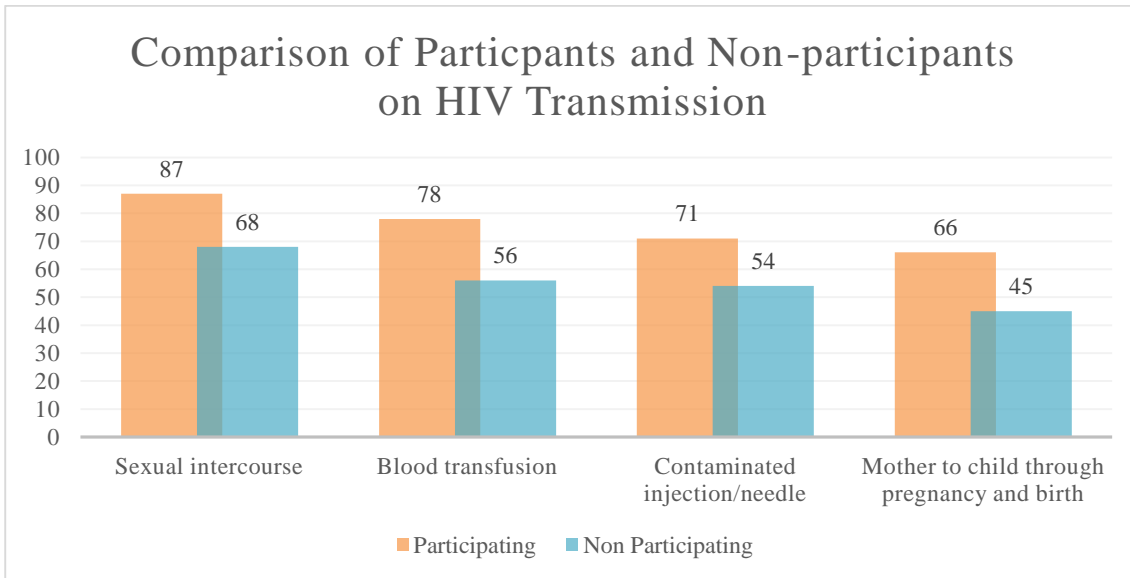


**Fig: 3: Knowledge about ways of HIV transmission**

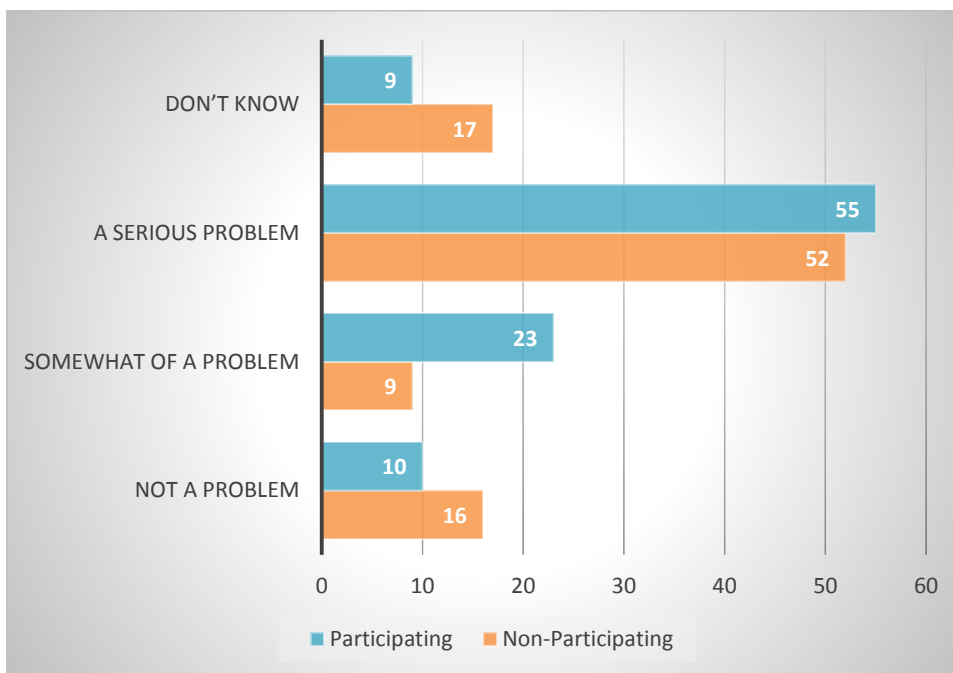


There are indications of misconceptions still existing as shown by some of the responses regarding how HIV can be transmitted.

**Fig 4: Knowledge about HIV transmission**



**Fig 5: Do you think HIV and AIDS is a problem in your community**



What can people who have HIV and AIDS do to take care of themselves and others

Fig 6: What can people who have HIV and AIDS do to take care of themselves and others

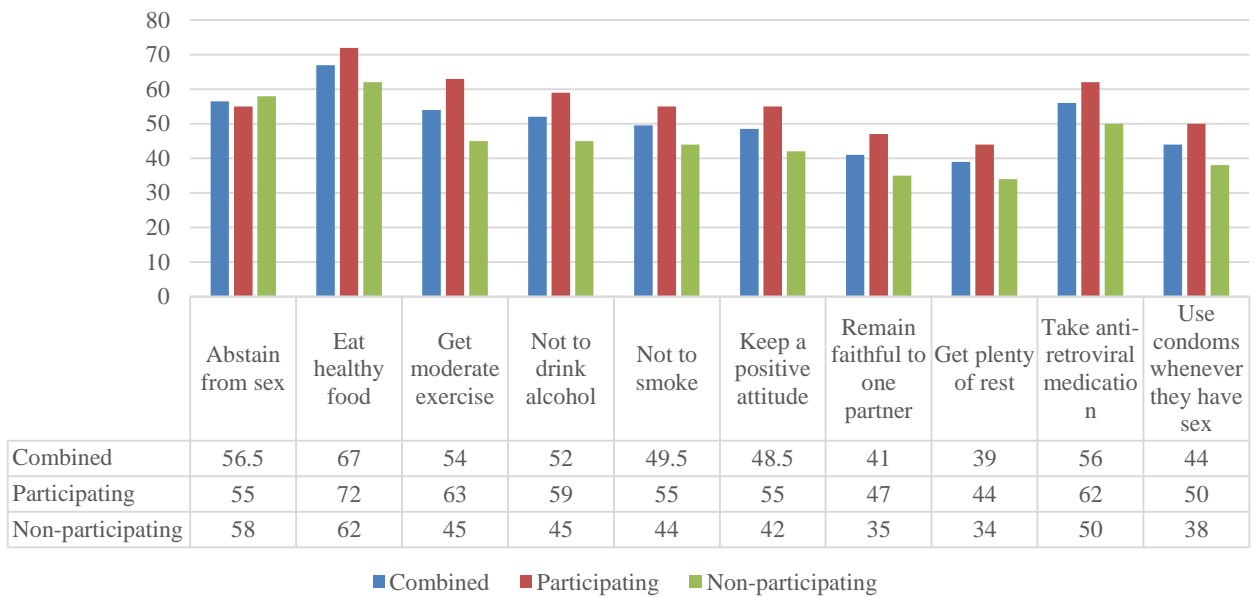
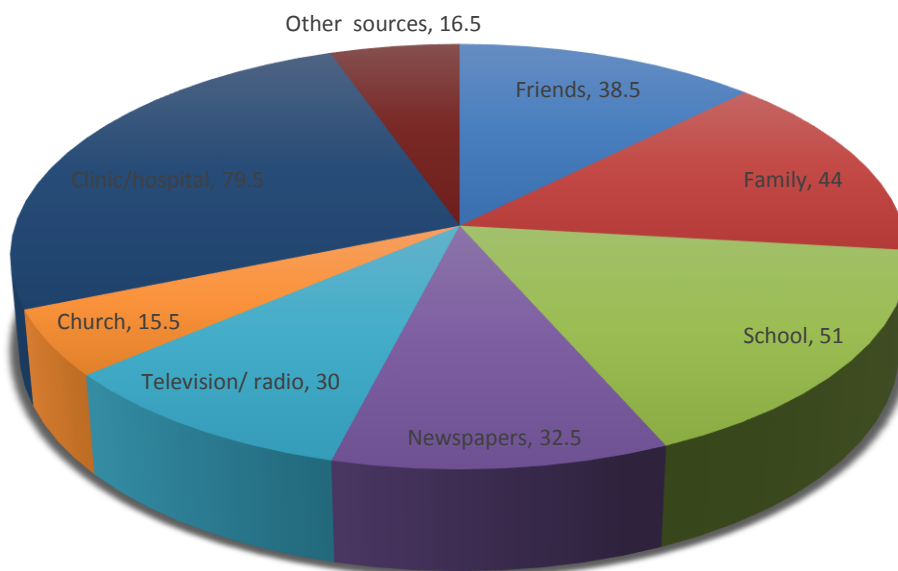


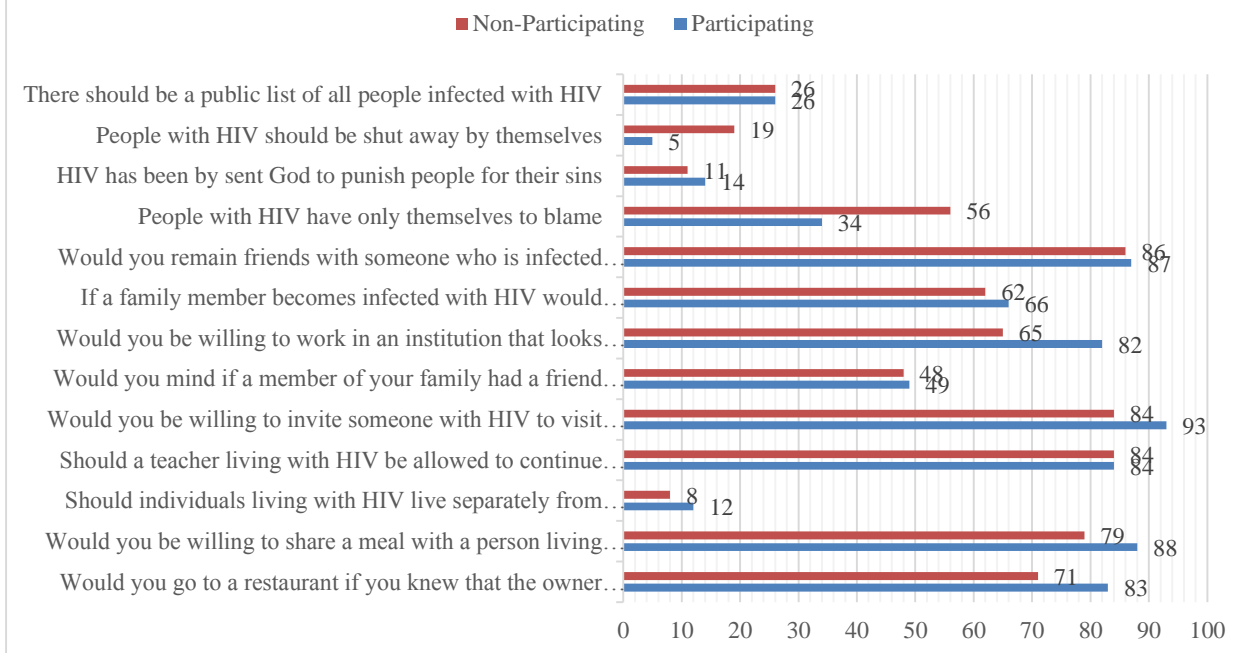
Fig 7: Source of information on HIV



## Attitude

	Participating	Non-Participating
Would you go to a restaurant if you knew that the owner is living with HIV?	83	71
Would you be willing to share a meal with a person living with HIV?	88	79
Should individuals living with HIV live separately from other people?	12	8
Should a teacher living with HIV be allowed to continue teaching?	84	84
Would you be willing to invite someone with HIV to visit your home?	93	84
Would you mind if a member of your family had a friend who is living with HIV?	49	48
Would you be willing to work in an institution that looks after people living with HIV?	82	65
If a family member becomes infected with HIV would you want it to keep it a secret?	66	62
Would you remain friends with someone who is infected with HIV	87	86
People with HIV have only themselves to blame	34	56
HIV has been by sent God to punish people for their sins	14	11
People with HIV should be shut away by themselves	5	19
There should be a public list of all people infected with HIV	26	26

# Attitudes

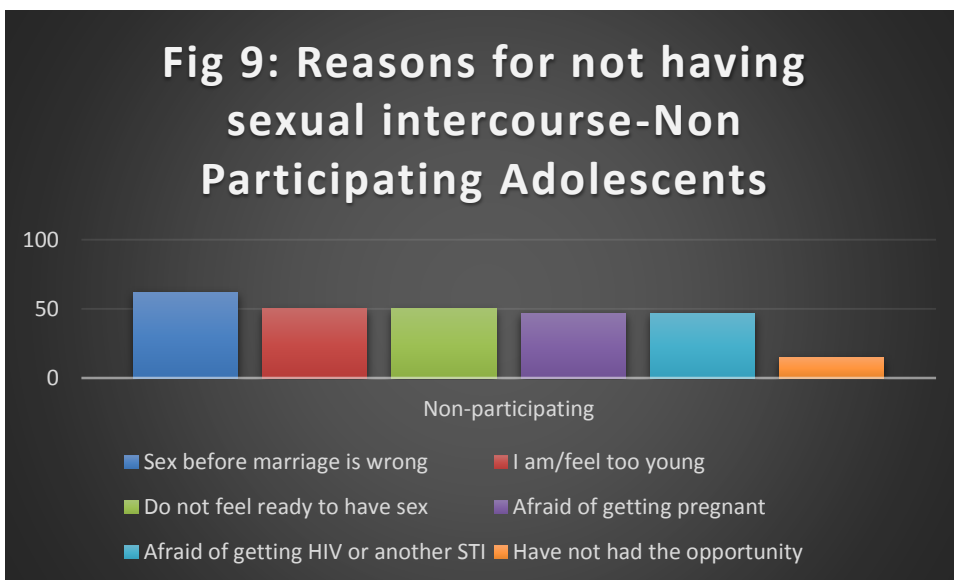


The attitudes of people towards PLHIV and HIV itself are getting much better even amongst adolescents as evidenced by higher percentages of adolescents who realize that interaction with PLHIV at different levels which do not include blood will not get you infected. When asked if they would go to a restaurant if they knew that the owner is living with HIV, a greater percentage (77%) of both participating (83%) and non-participating (71%) students indicated that they would not mind. This shows a higher level of understanding and tolerance for people living with HIV which is a sign of decrease in stigma and discrimination of PLHIV. When asked if they were willing to share a meal with PLHIV, a higher percentage of both participating (88%) and non-participating (79%) adolescents indicated that they would. Adolescents indicate that they are even willing to interact with PLHIV as evidenced by low percentages that agree with the statement that individuals living with HIV should live separately from other people.

The responses though are not high when both participating (49%) and non-participating (48%) adolescents are asked if they would mind if a member of their family had a friend who is living with HIV. This brings out the sensitivity of the issue and acceptance of HIV within a family setup than dealing with the general public. This is supported by fairly high responses from the adolescents that if a family member becomes infected with HIV they would want it to keep it a secret (66% and 62% respectively)

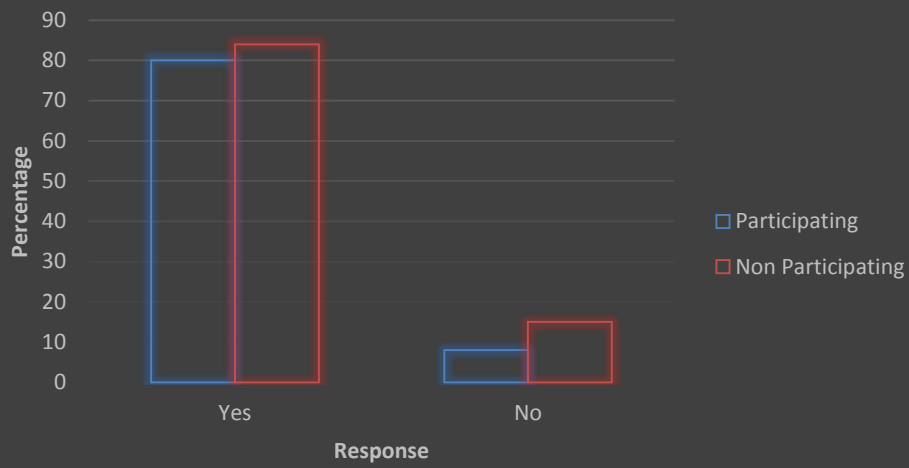
## HIV/AIDS: Who is Responsible?

People may have various reasons for not having sexual intercourse. Can you please tell me your reason(s)?



If you had the chance to get tested for HIV now, would you accept?

Fig 10: Willingness to get tested for HIV



### Appendix 3: KAPB Survey Questionnaire

<b>1</b>	<b>Demographic profile and characteristics</b>			
	Name of school			
		M	F	
	Age			
	Education level	Grade		
	Out of school	Yes	No	
	Soccer player in Galz and Goals	Yes	No	
<b>2What do you know? Carefully read the statements below. Are they TRUE or FALSE? Mark your answer [X].</b>				
		True	False	
	a) If you have only one sexual partner, you are safe from HIV and other sexually transmitted infections.			
	b) Young women/girls are more likely to get HIV from unprotected sex than men/boys.			
	c) You cannot fall pregnant when you have sex for the first time.			
	d) You can live with HIV for many years without feeling sick.			
	e) There is nothing a pregnant woman with HIV can do to protect her baby from the virus.			
	f) If you are 16 years old, you can get tested for HIV without your parents			
	g) Sex with an older man is riskier than with a partner your own age.			
<b>3</b>	<b>How likely do you think it is that you could contract HIV/AIDS?</b>			
	a) No risk			
	b) Small risk			
	c) Moderate risk			
	d) High risk			
	e) Don't know			
<b>4</b>	<b>Why do you think you are at risk of contracting HIV</b>			
	a) I am sexually active			
	b) My partner has other sexual partners			
	c) I have many sexual partners			
	d) Blood transfusion/ unsafe injections			
	e) Do not always use a condom when having sex			



<b>5</b>	<b>Why do you think you are not at risk of contracting HIV?</b>		
	a) I do not go to sex workers		
	b) I always use condoms during sex		
	c) I trust my partner		
	d) I have only one partner and he/she is faithful		
	e) I am not sexually active		
	f) Don't know		
<b>6</b>	<b>How can you as an adolescent avoid getting HIV?</b>		
	a) There is nothing I can do to avoid HIV		
	b) No casual sex		
	c) Avoid injections with used needles		
	d) Abstain from sex		
	e) Be faithful to one partner		
	f) Use a condom every time I have sex		
	g) Don't know		
<b>7</b>	<b>Knowledge about the ways of HIV transmission</b>		
	a) Do you think a person can get infected with HIV by sharing a toilet seat with someone with HIV and AIDS?	Yes	No
	b) Can a person get HIV from mosquito bites?		
	c) Do you think HIV can be transmitted from a mother to a child?		
	d) Can a healthy looking person have HIV?		
	e) Can a person reduce the risk of having HIV by using a condom every time they have sex?		
	f) Can the risk of HIV infection be reduced by having sex with only one uninfected partner who has no other partner?		
	g) Can a person get infected by sharing food with an infected person?		
	h) Can a person get infected by drinking from the same glass as one who is infected?		
	i) Can a person be infected by being coughed/sneezed on by someone who is infected?		
	j) Can a person get infected by eating food/drink prepared by an HIV positive person?		
	k) Persons with HIV show symptoms immediately after being infected		
<b>8</b>	<b>How is HIV transmitted?</b>		

	a) Sexual intercourse		
	b) Blood transfusion		
	c) Contaminated injection/needle		
	d) Mother to child through pregnancy and birth		
	e) Don't know		
<b>10</b>	<b>Do you think HIV and AIDS is a problem in your community</b>		
	a) Not a problem		
	b) Somewhat of a problem		
	c) A serious problem		
	d) Don't know		
<b>11</b>	<b>What can people who have HIV and AIDS do to take care of themselves and others</b>		
	a) Get moderate exercise		
	b) Not to drink alcohol		
	c) Not to smoke		
	d) Keep a positive attitude		
	e) Remain faithful to one partner		
	f) Get plenty of rest		
	g) Abstain from sex		
	h) Eat healthy food		
	i) Take anti-retroviral medication		
	j) Use condoms whenever they have sex		
<b>12</b>	<b>Source of information on HIV</b>		
	a) Friends		
	b) Family		
	c) School		
	d) Newspapers		
	e) Television/ radio		
	f) Church		
	g) Clinic/hospital		
	h) Other (specify)		
<b>14</b>	<b>Attitude</b>		
		Yes	No
	a) Would you go to a restaurant if you knew that the owner is living with HIV?		
	b) Would you be willing to share a meal with a person living with HIV?		
	c) Should individuals living with HIV live separately from other people?		

	d) Should a teacher living with HIV be allowed to continue teaching ?		
	e) Would you be willing to invite someone with HIV to visit your home?		
	f) Would you mind if a member of your family had a friend who is living with HIV?		
	g) Would you be willing to work in an institution that looks after people living with HIV?		
	h) If a family member becomes infected with HIV would you want it to keep it a secret?		
	i) Would you remain friends with someone who is infected with HIV		
<b>15</b>	<b>HIV/AIDS: Who is Responsible?</b>	<b>Yes</b>	<b>No</b>
	a) People with HIV have only themselves to blame		
	b) HIV has been sent by God to punish people for their sins		
	c) People with HIV should be shut away by themselves		
	d) There should be a public list of all people infected with HIV		
	<b>Behaviour</b>		
<b>16</b>	<b>People may have various reasons for not having sexual intercourse. Can you please tell me your reason(s)?</b>		
	a) Afraid of getting pregnant		
	b) I am/feel too young		
	c) Have not had the opportunity		
	d) Sex before marriage is wrong		
	e) Afraid of getting HIV or another STI		
	f) Do not feel ready to have sex		
<b>17</b>	<b>If you had the chance to get tested for HIV now, would you accept?</b>	<b>Yes</b>	<b>No</b>

## Appendix 4: Proposed Detailed Budget

### NFA Galz & Goals proposed budget for Leagues, HR and monitoring

*Total, per year*

Item description	Quantity	Unit cost	Cost
Galz & Goals Regional Coordinators (allowances and budget)	11	74,000	814,000
Galz & Goals U/13 Leagues	11	40,000	440,000
Galz & Goals U/15 Leagues	11	30,000	330,000
Galz & Goals U/17 Leagues	11	25,000	275,000
Galz & Goals U/20 Leagues	11	25,000	275,000
Galz & Goals staff and volunteers (salaries, allowances, budget)	1	946,000	946,000
Monitoring and supervision visits and refresher workshops	1	220,500	220,500
<b>TOTAL</b>			<b>3,300,500</b>

### Supplies

Item description	Quantity	Unit cost	Cost
Office equipment (head office)	1	30,700	30700
Branding materials for leagues	1	134,200	134200
Equipment for leagues	1	115,500	115500
<b>TOTAL</b>			<b>280400</b>

### NFA Galz & Goals proposed budget for Leagues, HR and monitoring

*Breakdown*

#### Galz & Goals Leagues and Regional Coordinators

##### Regional Coordinator (per region, per year)

Item description	Quantity	Unit	Cost
------------------	----------	------	------

		cost	
Regional Coordinator allowance	12	2500	30000
Administrative Assistant	12	2000	24000
Transport allowance for monitoring visits	1	5000	5000
Meetings, events, festivals	1	7000	7000
National Championship preparations	1	3000	3000
Communication/admin/stationary	1	5000	5000
<b>Total</b>			<b>74000</b>

### U/13 League (per league, per year)

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6,000
Prices/trophies/medals/awards	1	5,000	5,000
Transport for teams	1	5,000	5,000
Food for teams	1	5,000	5,000
Venue rental (stadiums)	1	5,000	5,000
Match officials	1	4,000	4,000
First aid	1	3,000	3,000
Communication/admin/stationary	1	7,000	7,000
<b>Total</b>			<b>40,000</b>

### U/15 League (per league, per year)

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6,000
Prices/trophies/medals/awards	1	5,000	5,000
Transport for teams	1	2,500	2,500
Food for teams	1	2,500	2,500
Venue rental (stadiums)	1	3,000	3,000
Match Officials	1	4,000	4,000
First aid	1	2,000	2,000
Communication/admin/stationary	1	5,000	5,000
<b>Total</b>			<b>30,000</b>

### U/17 League (per league, per year)

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6,000
Prices/trophies/medals/awards	1	4,000	4,000
Transport for teams	1	1,500	1,500
Food for teams	1	1,500	1,500
Venue rental (stadiums)	1	2,000	2,000
Match Officials	1	4,000	4,000
First aid	1	1,000	1,000

Communication/admin/stationary	1	5,000	5,000
<b>Total</b>			<b>25,000</b>

### **U/20 League (per league, per year)**

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6,000
Prices/trophies/medals/awards	1	4,000	4,000
Transport for teams	1	1,500	1,500
Food for teams	1	1,500	1,500
Venue rental (stadiums)	1	2,000	2,000
Match Officials	1	4,000	4,000
First aid	1	1,000	1,000
Communication/admin/stationary	1	5,000	5,000
<b>Total</b>			<b>25,000</b>

### **Galz & Goals staff and volunteers (head office, per year)**

Item description	Quantity	Unit cost	Cost
National Manager salary (full-time)	12	20,000	240,000
Technical Manager salary (full-time)	12	15,000	180,000
Team Leader South salary (full-time)	12	5,500	66,000
Team Leader North salary (full-time)	12	5,500	66,000
Sport 2 Life Manager salary (part-time)	12	4,000	48,000
Coaching Manager salary (part-time)	12	10,000	120,000
M&E Assistant salary (part-time)	12	1,500	18,000
Technical Assistant salary (part-time)	12	3,000	36,000
Marketing Assistant salary (part-time)	12	1,500	18,000
Equipment Manager salary (part-time)	12	2,000	24,000
Life Skills Coach salary (part-time)	12	3,000	36,000
Coaches training assistant salary (part-time)	12	3,000	36,000
G&G Volunteers allowances	12	1,500	18,000
Technical equipment and admin budget for Sport 2 Life Manager	1	20,000	20,000
Technical equipment and admin budget for Coaching Manager	1	20,000	20,000
<b>Total</b>			<b>946,000</b>

### **Monitoring and Supervision Visits and Refresher Trainings (per year)**

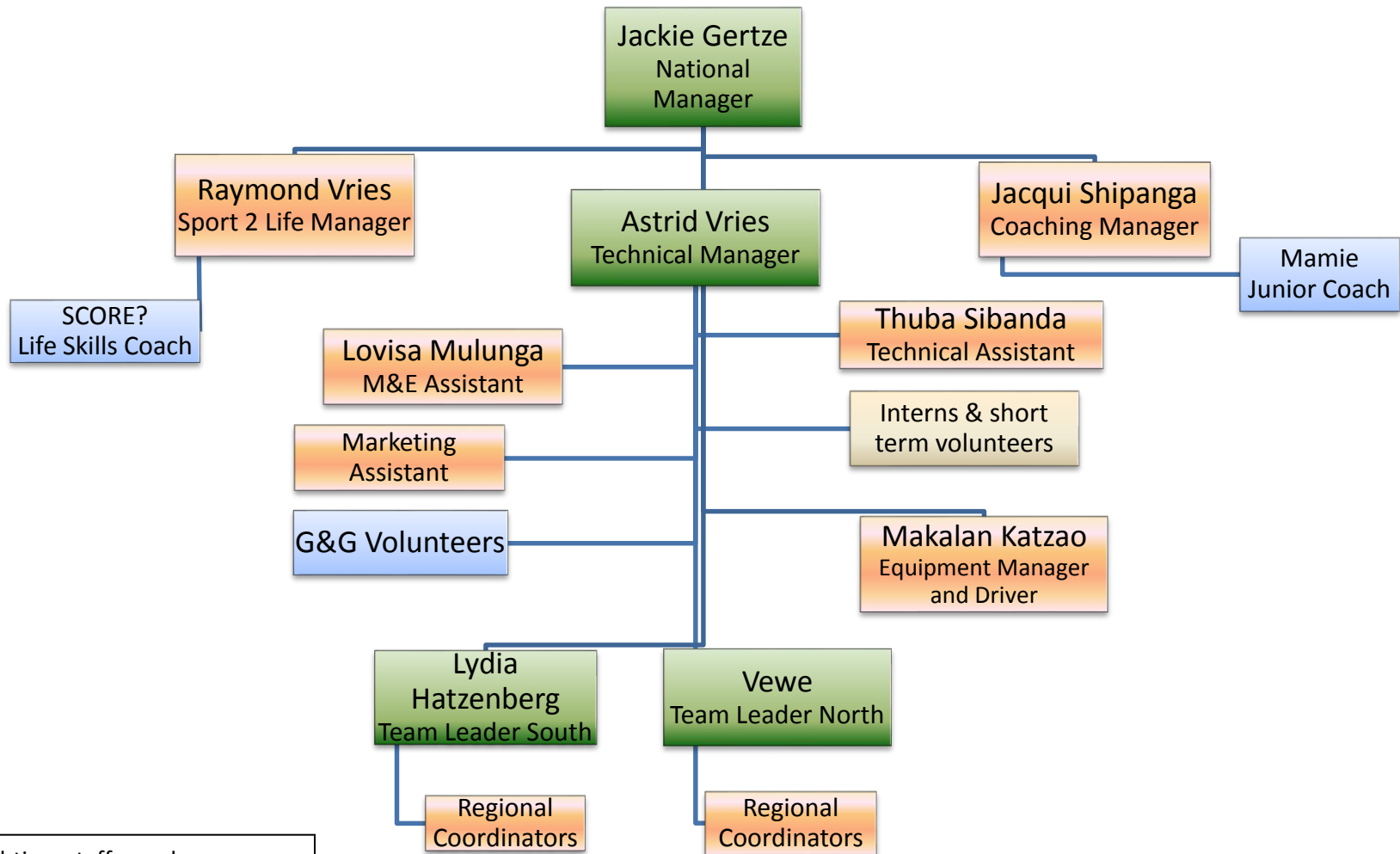
Item description	Quantity	Unit cost	Cost
Monitoring and supervision visit to Ohangwena (Eenhana)	1	3,000	3,000
Monitoring and supervision visit to Omaheke (Gobabis)	1	3,000	3,000
Monitoring and supervision visit to Karas (Karasburg)	1	3,000	3,000

Monitoring and supervision visit to Karas (Keetmanshoop)	1	3,000	3,000
Monitoring and supervision visit to Hardap (Mariental)	1	3,000	3,000
Monitoring and supervision visit to Otjozondjupa (Okahandja)	1	3,000	3,000
Monitoring and supervision visit to Otjozondjupa (Otjiwarongo)	1	3,000	3,000
Monitoring and supervision visit to Kavango East (Rundu)	1	3,000	3,000
Monitoring and supervision visit to Erongo (Swakopmund)	1	3,000	3,000
Monitoring and supervision visit to Khomas (Windhoek)	1	500	500
Monitoring and supervision visit to NEW REGION	1	3,000	3,000
Monitoring and supervision visits Sport 2 Life	5	4,000	20,000
Monitoring and supervision visits Football	5	4,000	20,000
Refresher trainings Sport 2 Life	5	15,000	75,000
Refresher trainings Football	5	15,000	75,000
<b>Total</b>			<b>220,500</b>

### **Supplies**

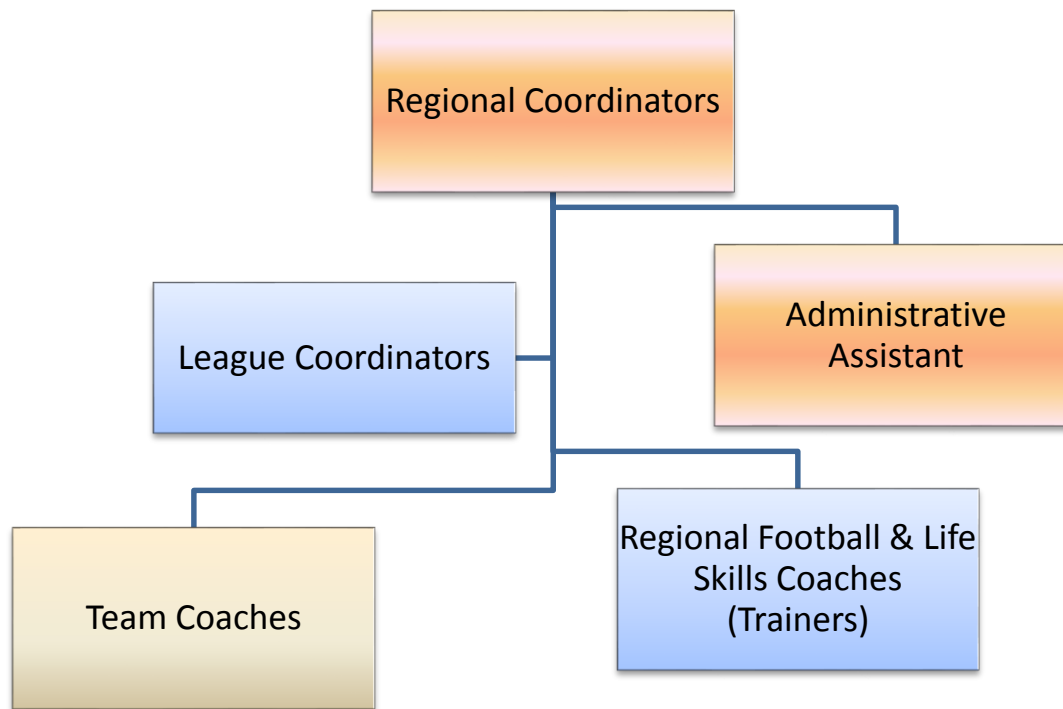
Item description	Quantity	Unit cost	Cost
<b>Office equipment:</b>			
2 computers (once off)	2	10,000	20,000
1 laptop (once off)	1	3,500	3,500
Desk and office chairs (once off)	1	7,200	7,200
<b>TOTAL</b>			<b>30,700</b>
<b>Branding materials:</b>			
1 gazebo per region/community (once off)	11	7,000	77,000
4 teardrops per region/community (once off)	44	1,300	57,200
<b>TOTAL</b>			<b>134,200</b>
<b>Equipment:</b>			
20 balls per region/community (every year)	220	200	44,000
1 set of goal posts per region/community (every year)	11	6,500	71,500
<b>TOTAL</b>			<b>115,500</b>

## Proposed Organogram: NFA Galz & Goals 2016



- |  |                              |
|--|------------------------------|
|  | Full-time staff members      |
|  | Part-time staff members      |
|  | Volunteers with allowance    |
|  | Volunteers without allowance |





### Regional Coordinators/Admin Assistant:

- Coordinate community committees
- Coordinate/organise Community Leagues (with help of committees)
- Provide support to community committees, referees, team coaches and football/life skills coaches
- Visit communities, leagues, stake holders, trainings sessions, schools etc
- Events
- Regional teams

- Marketing/promotion
- Reporting and monitoring
- Financial reporting
- Fundraising

## Appendix 6: Evaluation Terms of Reference

United Nations Children's Fund in Namibia <b>Assignment</b>	<b>Consultancy to conduct an Impact Evaluation of the Namibia Football Association's Galz &amp; Goals Sports for Development SFD programme</b> (from Annual Work Plan)
<b>Estimated budget</b>	
<b>Location</b>	Namibia
<b>Duration</b>	5 months
<b>Estimate number of working days</b>	60 days
<b>Start date</b>	22 June 2015
<b>End date</b>	30 September 2015
<b>Reporting to</b>	Adolescents and HIV Specialist
<b>Budget Source</b>	SC140026
<b>Closing date for proposals</b>	12 June 2015

### 1. Background

Namibia has made significant progress in the response to HIV and AIDS. With a reduction of new infections of more than 50 per cent between 2001 and 2012, the country has registered exceptional achievements in HIV prevention and roll out of HIV testing and treatment services. Despite these achievements, the National HIV prevalence remains high at 14 per cent with more than 10,000 people getting infected every year. Most of the new infections occur among young people especially young women and girls. According to Spectrum Modelling, approximately 208,000 of people aged 15 and above are currently estimated to be living with HIV. This figure is projected to increase to over 227,000 by 2016/17, and to over 245,000 by 2019/201. This calls for continued and sustained efforts to control the spread of HIV.

The Situation Analysis of Children and Adolescents in Namibia 2010, produced by the National Planning Commission and UNICEF reported that 79 per cent of Namibian girls proceed to secondary school after completing grade 7, while only 41 per cent of the girls proceed to grade 11. The Situation Analysis further states that 14 per cent of girls leave school early due to pregnancies, which equaled as many as 1,735 girls in 2010. The report suggests that 80 per cent of girls between 13 and 17 years of age have experienced sex. According to the national facts and figures on adolescents' pregnancy and consequences, rural teenagers are more likely than urban teenagers to have started childbearing (18 per cent and 12 per cent respectively). Teenage pregnancy rates are unexceptionally high at 19 per cent (2013 DHS), an increase from 15 per cent (2006/7 DHS).

The national response on HIV&AIDS has placed emphasis on the need to pursue combination prevention strategies which comprise a wide range of methods to control and reduce new HIV infections. These include promoting safer behaviours, creating enabling environment and delivering proven biomedical interventions so as to contain the epidemic. Sports for Development

(SFD) is one of the interventions that offers a unique opportunity to engage adolescents and young people in addressing risky behaviours including contracting of HIV, teenage pregnancies, alcohol and drug abuse and gender based violence. It is against this backdrop that the Namibia Football Association's (NFA) Galz and Goals 2

SFD programme was established to address the issue of vulnerability among adolescent girls and provide life skills education to empower and equip them with life skills for making healthy lifestyle choices.

The Galz and Goals SFD programme is the first national SFD programme of its kind, aimed at increasing the empowerment of adolescent girls aged 10 to 18 through participation in football leagues and the promotion of healthy lifestyles under the motto “Young Girls Changing Lives”. Established in 2008, the SFD programme was officially launched in 2009 where it was presided over by the former women’s football player, Nia Künzer from Germany. The overall aim of the Galz & Goals SFD programme is to increase access to football for adolescent girls by integrating HIV&AIDS education, life skills and healthy lifestyle components into their sporting activities in order to create a platform through which adolescent girls gain skills and knowledge.

The Gals and Goals SFD programme uses Sport2Life Tool to foster the development of skills necessary for young people to make healthy lifestyle choices. Sport2Life integrates the healthy life style components into sports context helping players to develop the skills to make consistent, long term choices. The Galz and Goals coaches are therefore trained in Sport2Life enabling them to foster high impact attributes including self-awareness, positive self and group identity, situational awareness, plan B thinking, future focus, discipline, social confidence and pro-social connections in all players participating in the SFD programme. To date, the programme is implemented in 10 communities from 8 regions of Khomas, Otjozondjupa, Omaheke, Karas, Erongo, Kavango, Ohangwena and Hardap reaching more than 3,000 adolescent girls with healthy lifestyle messages and seven of the SFD programme graduates are now participating in the national women’s football team.

## **2. Justification**

Since its inception in 2008, the Namibia Football Association’s Galz and Goals SFD programme has not been assessed of its impact on the intended goal of empowering adolescent girls with knowledge and skills related to HIV&AIDS education, ability to making healthy lifestyle choices, and overall acquisition of life skills. The evaluation will thus assist to demonstrate the impact and effectiveness of SFD by providing knowledge and evidence on what works and what doesn’t work so as to improve the delivery of SFD activities. Furthermore the evaluation will assess as to whether using the UNICEF supported sporting curriculum ‘Sport2Life’ tool for integrating delivery of learning outcomes from within sporting contexts facilitates positive outcomes on players to develop the skills to make consistent, long-term, healthy lifestyle choices on and off the field of play. The evaluation will also elaborate specific recommendations NFA and its partners on strategies for strengthening and improving the Gals and Goals SFD programme. Further, the evaluation shall highlight key recommendations for sustainable development and institutionalisation to the Ministry of Education, Arts & Culture and Ministry of Sport, Youth &

National Service on effective strategies for rolling out sports for development in schools through school sports and physical education.

### **3. Purpose and objectives:**

The purpose of this impact evaluation is to assess how the implementation of the Gals and Goals SFD programme has led to positive outcomes for the participating adolescent girls and their families, and the role of the Sport2Life tool in fostering the development of life skills. The evaluation intends to focus on programmatic results and short term impacts generated by the SFD programme.

The planned results for the Galz and Goals programme were;

☑ Development of adolescent girls aged 10-15 years by making football and information on issues affecting young girls across the country more accessible.

☑ Adolescent girls will gain the skills and experience to make informed life choices both on and off the field of play through participation in the Galz and Goals programme.

☑ Strong, healthy, self-confident young women who are skilled football players and active community citizens through participation in football and life skills activities.

The specific objectives of the evaluation are as follows;

1. Assess the extent to which the SFD programme increased access to football for adolescent girls 10-17 years old.

2. Assess the SFD programme's contribution towards integration of HIV&AIDS education, life skills and healthy lifestyle components into the football framework as a sport using the Sport2Life tool.

3. Identify and document best practices and lessons learnt on programmatic outputs and processes with the aim to support the sustainability of the programme and institutionalization within Government.

Results of the evaluation will inform the development of an institutionalised school based SFD programme and the expansion and sustainability of the Gals and Goals SFD programme. The evaluation will thus be central to the school sports policy review by Ministry of Sport, Youth & National Service, and the revival of physical education curriculum in schools by Ministry of Education, Arts & Culture. These two key government Ministries together with the NFA and UNICEF will thus be the key audiences of the findings and recommendations from the evaluation.

### **4. Research questions**

#### **a. The Evaluation Questions**

The evaluation therefore seeks to answer the following questions under the major areas of an evaluation exercise which include relevance, effectiveness, efficiency (cost effectiveness), impact, sustainability, scalability/reliability, coherence and coordination:

### **1. Relevance**

- Was the design of the Gals and Goals SFD programme the most appropriate and relevant strategy for addressing issues faced by adolescent girls in accordance with the national development priorities and policies and norms of child/girls rights, priorities and needs?
- How has the SFD programme adapted over time to reflect changes in Global, Regional and National programming practices for adolescent girls?
- How has the SFD programme created change in services for adolescent girls during the period of operation? What is the value of the project in relation to the situation of children and women in the country?
- How has the SFD programme addressed the problems experienced in programming for interventions for adolescent girls and strengthening partnerships?
- Was the intervention supported by government, parents, community members, schools and other organisations? If so, how?

### **2. Effectiveness**

- Has the SFD programme goal and objectives been achieved as originally envisaged and what gaps (if any) remain?
- Have the objectives being met on time and what is the access of the services provided by the programme? What is the quality of the services?
- How integrated was the SFD programme with other related national strategies for young people being promoted in the country.
- How inclusive and gender responsive were the activities and products of the SFD programme.
- How user friendly was the sport2Life tool and how effectively did it support programming for adolescent girls? What is the quality of the tool? How did the tool impact on the attitudes of the beneficiaries?

### **3. Efficiency (cost effectiveness)**

- What components in the SFD programme has been achieved or delivered with the best value for money and in what specific ways?
- What have been the direct/indirect costs per beneficiary incurred through funding for the SFD programme?
- Could the same results be achieved at a lower cost or could more or better results be achieved with the same cost by using different instruments or approaches?
- **4. Impact**

- What are the intended and unintended positive and negative outcomes of the SFD programme? What led the change and why? What are the strategic results of the programme?
- How has the SFD programme influenced or strengthened programming for adolescent girls in the country? Are there variations from one region to another? How many adolescent girls and which communities have been reached?
- How has the SFD programme brought changes in the lives of beneficiaries, positive, negative, intended, unintended to influence community development and enjoying quality of life?

## **5. Sustainability**

- Does the SFD programme have the capacity to sustain its operations in terms of financial and programmatic implementation?
- How strong and sustainable are systems put in place through national systems to continue delivering quality services to adolescent girls in the country?
- What lessons related to sustainability can we draw from the execution of the programme.
- Is national capacity being developed to administer the project, in what sense?

## **6. Scalability/Replicability**

- What components of the SFD programme show greater likelihood for scalability and why?
- How likely is the SFD programme or its components to be scaled or replicated by other agencies and/or by relevant ministries in government?

## **7. Coordination**

- How have the activities in the SFD programme been coordinated with other related interventions/approaches in the sporting and HIV/AIDS sector for example?

### **b. Scope of Work**

The Galz and Goals SFD programme was developed to increase access to football for adolescent girls aged 10-17 years and to integrate HIV&AIDS education, life skills and healthy lifestyle components into the programme framework, in order to create a platform through which adolescent girls can gain skills and knowledge through active participation. The evaluation will thus focus on the following six strategic areas that were intended to assist in achieving the goal covering the period inception to date (2008-2015). These are;

- Access to organised football and opportunities for the development of knowledge and skills related to HIV/AIDS education, life skills and healthy lifestyle choices.
- Capacity of regional coordinators and coaches in delivering the programme activities using Sport2Life, kicking AIDS out and Life Skills.



- Promotion and creation of pathways linking Galz and Goals players to the Namibian National Women's Football team
- Supporting and development of adolescent girls into young leaders
- Enhancing programme visibility and creation of opportunities for participation in international competitions
- Performance of monitoring and evaluation mechanism.

## 5. Research methodology

The evaluation will use both qualitative and quantitative techniques based on available documents and gathered information. Key information sources including programme/project documentation, training manuals, monitoring system of the programme/project, activity reports, etc. will be critically reviewed. International and national literature and policy review on similar programmes will be conducted. Primary data collection would comprise collection of quantitative, statistically generalized data; collection of qualitative data, including through the use of participatory techniques; and key informant interviews at the national and regional levels. The principal aim would be to obtain, first-hand, insights into a broad range of the adolescent girls SFD programme. Specifically, the following will be administered; highly-structured quantitative questionnaire; focus group discussion; regional level key informant interview; national level key informant interview and a stakeholder consultative workshop.

The consultant will be responsible for developing an evaluation framework and broad methodology that addresses the key evaluation questions. The consultant will clearly define an appropriate sample size and specify what mechanisms will be adopted to avoid selection bias. Ethical considerations for the evaluation, especially with regard to the adolescent girls as respondents to the research shall be adhered to. Inavailability of baseline data might and recent national behavioural survey reports might limit the extent to which results of the programme would be effectively assessed. The consultant will be expected to explore ways of curbing this limitation.

The Consultant will therefore undertake the following specific tasks:

1. Develop the work plan and an inception report indicating the methodology on how the deliverables will be met, data collection tools and a matrix for the evaluation. This task shall be done in consultation with the core working group for the exercise as part of the process of endorsing the inception report and finalising the terms of reference.
2. Conduct a review of relevant literature related to adolescent girls and sports for development programme in Namibia, the Southern Africa region and a synthesis of global lessons learnt in delivering life skills education including HIV&AIDS, SRH, alcohol and drug abuse, gender based violence amongst young people.
  - a. Spot the key issues or success factors which could be promoted to scale to ensure efficiency and effectiveness of programmes.

- b. Based on recent literature and current thinking in programming for adolescents especially adolescent girls and research findings, suggest innovative approaches and strategies that could be promoted in programming.
1. Conduct an in-depth analysis of the NFA’s SFD programme in terms of scope and coverage by evaluating a sample of regions and communities in addition to well-performing and under-performing programmes implementing the SFD programs in the rural, urban and peri-urban settings.
2. Extract substantive quantitative data regarding adolescents in the country especially adolescent girls and conduct secondary analysis of the information and identify the full range of analysis on the status for future use.
3. Conduct stakeholder consultations, focus group discussions and in-depth interviews with key stakeholders including government ministries at national and regional level, regional programme coordinators and committees, NGOs and development partners.
4. Conduct interviews with a representation sample of adolescent girls participating in the programme, their families and communities to validate the impact of the SFD programme
5. Ensure that the sample of the adolescent girls includes both beneficiaries of the programme and those that have not been reached by the programme.
6. Conduct a half day consultation workshop with national and regional partners to analyse the outcomes of the evaluation in a participatory manner and validate the findings.
7. Provide an opportunity to assess the extent to which the programme’s priority areas reflect the priorities of adolescent girls, their families and communities.

## 6. Research management and specific responsibilities

The overall technical guidance of the consultancy shall be guided by a core working group comprised on Namibia Football Association including representative of the participating girls, UNICEF and GIZ to oversee implementation of the evaluation. The core working group shall meet regularly during the course of the evaluation in order to (a) review and approve the methodology, framework and tools to be used, (b) identify and help provide primary and secondary information sources and (c) review draft report and make suggestions for improvement and (d) assist in facilitating the dissemination and discussion of the final report to stakeholders in a workshop. The overall responsibility shall be under the Galz and Goals Programme Coordinator at NFA and the Adolescents Specialist at UNICEF.

## 7. Reporting and deliverables

The consultant shall report to UNICEF and the will be expected to achieve the following deliverables within the estimated timeline; **Estimated Timeframe**

- |    |  |        |
|----|--|--------|
| 1. | Inception report outlining detailed work plan, the methodology & the proposed outline for the draft report | 1 week |
|----|--|--------|

2.	Data Collection-presentation to core working group	3 weeks
3.	Draft Evaluation Report including a power point presentation on preliminary key findings and recommendations. Evaluation report outline should include the following; <input type="checkbox"/> Executive summary <input type="checkbox"/> Background to evaluation (country situation, SFD programme, evaluation purpose, limitations to the study, methodology) <input type="checkbox"/> Programme interventions <input type="checkbox"/> Synthesis and analysis (relevance, efficiency, ownership, effectiveness, sustainability, financial progress, etc) <input type="checkbox"/> Conclusions and lessons learnt <input type="checkbox"/> Key recommendations <input type="checkbox"/> Annexes – success stories, updated evaluation road map, work plan, literature reviewed documents, evaluation respondents, etc)	2 weeks
4.	Stakeholders validation workshop	1 day
5.	Final report including main report & a simplified adolescent friendly summary of the evaluation findings	1 week

## 8. Payment Schedule

Deliverable will determine the payment as per the following terms;

- First payment (25 per cent) upon submission of the inception report including a detailed work plan.
- Second payment (30 per cent) upon acceptance of a complete draft report by the core working group.
- Final payment (45 per cent) upon submission of the final report of the evaluation and its simplified summary version.

Fees are payable upon satisfactory completion of the contract. Standard UNICEF procedures will apply for invoicing and all other financial management requirements set out in the contract. Standard UNICEF penalty clauses will apply for late and poor quality deliverables. In order to ensure quality and compliance with the final deliverable, UNICEF shall withhold 15 per cent of the final payment until the final acceptable deliverable is satisfactory met.

## 9. Qualifications required for completion of the assignment.

The successful consultant will demonstrate the following background and experience:

- At least 10 years of experience in conducting programme evaluations, with evaluation experience in Sports for Development, SRH, HIV&AIDS or child protection, preferably on adolescents and young people.

☑ Strong quantitative and qualitative research skills, including research expertise in health, social development, education and child participation.

☑ Work experience in Southern Africa, preferably in Namibia in areas of development policy.

☑ Demonstrated understanding of social issues affecting adolescents and young people including adolescents pregnancies, HIV/AIDS, gender based violence and alcohol/drug abuse and its impact on children in Namibia

- Strong analytical and conceptual skills
- Demonstrated ability to meet deadlines
- Excellent communication skills and fluency in English, written and verbal
- Expertise in gender equality and human rights, including child rights and child participation, with a demonstrated understanding of the evaluation responsibilities in this regard

## **10. Call for proposals**

To apply for this consultancy, interested consultant should submit expression of interest together with:

I. a cover letter, no longer than two pages, and curriculum vitae showing how the consultant meets the required qualifications, experience and expertise

II. a technical proposal, no longer than three pages, highlighting:

- a. the methodology that the consultant will use, including sampling (of regions, beneficiaries, etc), data collection methods and tools, data capturing, processing, analysis and interpretation,
  - b. the work plan, time frame with clear milestones,
  - c. the understanding of this Terms of References, its qualifications and any suggestions to improve this Terms of Reference,
  - d. accountabilities, logistics and resource requirements that will be needed,
  - e. any ethic concerns that could affect people involved in the study, and
- III. a financial proposal/budget including all eligible fees, except the cost of the stakeholders' workshop, which will be covered directly by UNICEF.

## **11. Evaluation weighting**

o 60% technical

o 40% financial

o 100% total

Only technically qualified proposals which receives more than 70 per cent (42/60) of the technical score will be considered for financial evaluation.

## **12. Conditions**

- The contractor will work on his/her own computer(s) and use his/her own office resources and materials in the execution of this assignment. The contractor's fee shall be inclusive of all office administrative costs.
- Local travel (outside Windhoek) and airport transfers (where applicable) will be covered in accordance with UNICEF's rules and tariffs.
- Flight costs will be covered at economy class rate as per UNICEF policies.
- Any air tickets for travel, will be authorized by and paid for by UNICEF directly, and will be for the attendance of meetings and workshops (if contractor is from outside Windhoek).
- UNICEF shall normally be entitled to all property rights, including but not limited to patents, copyrights and trademarks, with regard to material which bears a direct relation to, or is made in consequence of, the services provided to the Organization by the consultant. In certain cases, UNICEF would be prepared to share intellectual property rights, requiring at a minimum, that UNICEF must be acknowledged in all use and publications of the data generated under the present consultancy, and retains the right to use the data for further analysis and publication with acknowledgement of the research institution concerned.
- Please also see UNICEF's Standard Terms and Conditions attached.

#### **HOW TO APPLY:**

Interested and suitable candidates should ensure that they forward their applications to [namibiahr@unicef.org](mailto:namibiahr@unicef.org) (a cover letter, CV, and signed P11 form which can be downloaded at <http://www.unicef.org/about/employ/files/P11.doc>), quoting the indicative fee range. Applications submitted without a fee/ rate will not be considered. Please note that only shortlisted candidates will be contacted.

UNICEF is committed to diversity and inclusion within its workforce, and encourages qualified female and male candidates from all national, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.

**Please direct any enquiries to:** [namibiahr@unicef.org](mailto:namibiahr@unicef.org)