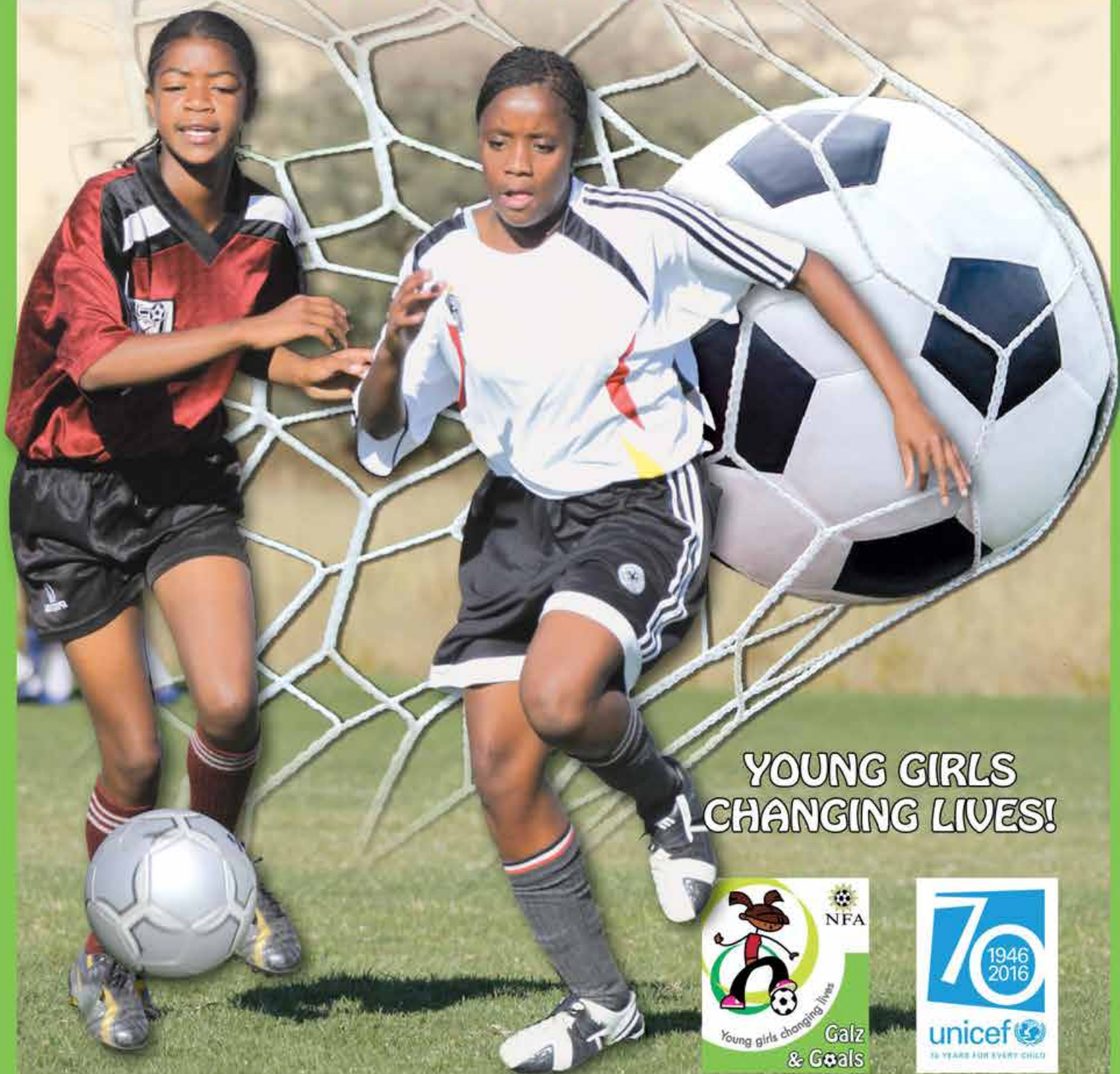


Galz & Goals

Sport for Development Programme

IMPACT EVALUATION REPORT

NAMIBIA 2016



YOUNG GIRLS
CHANGING LIVES!





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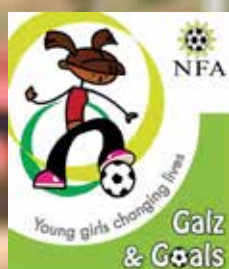
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Galz & Goals

Sport for Development Programme

IMPACT EVALUATION REPORT NAMIBIA 2016



**Namibia Football Association and
United Nations Children's Fund (UNICEF) Namibia**

Windhoek
2016



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Foreword

Teenage girls in Namibia are exposed to many risks as they navigate their way from adolescence to adulthood. The Galz and Goals programme uses football as a tool for social development and to prepare Namibia's girls for a better future.

Through their engagement in football, girls' vulnerability to HIV infection, teenage pregnancy, school dropout and alcohol abuse is minimised as they acquire valuable skills and knowledge to make informed life choices both on and off the field of play.

Since 2008 when the programme started in Namibia, I have had the privilege to witness its potential to foster strong, healthy, self-confident young women who are empowered to face up to, respond to, and overcome the daily challenges they face.

Their hard work, passion and dedication for the game has also earned many of them a coveted position in Namibia's women's national football team, the Brave Gladiators.

Over the last eight years, the programme has had a meaningful impact on the lives of over 3000 girls in eight regions. I applaud the role that UNICEF Namibia has played in spearheading the NFA Galz and Goals Programme and ensuring its growth. UNICEF's technical assistance, advocacy and provision of supplies and funding has also given this programme the national and international recognition it now enjoys.

The positive impacts of the programme are well articulated in this evaluation report, which stipulates how the lives of our girls have changed on and off the field of play.

My personal interactions with the participating girls, their parents, coaches, teachers and principals bear testimony to the dramatic improvements that are being realised in terms of school performance, self-confidence, leadership skills and recognition of team work since joining the programme. For example, the programme has produced girls who have discovered a world where they could play football and still remain girls. They have learnt about important ways to prevent and respond to HIV and AIDS, and have imparted this information and knowledge to their families.

This report also highlights gap areas which need our attention for the programme's continued effectiveness. I believe that the role players will embrace the recommendations seriously, and ensure that the programme is strengthened and improved to meaningfully reach more young girls with football, life skills and healthy lifestyle education.



Barry Rukoro

Secretary General, Namibia Football Association (NFA)



Preface

This first-ever impact evaluation of the Galz and Goals Programme is an opportunity to review and strengthen the effectiveness of this Sports for Development (SfD) programme for adolescent girls in Namibia. The Namibia Football Association (NFA) has implemented this flagship programme with financial and technical assistance from UNICEF since 2008, the aims being to break gender barriers in football participation and to empower adolescent girls with the most-needed life skills.

This evaluation comes eight years into this partnership, to assess the programme's impact on the participants and their families, and the role of the Sport2Life tool in fostering the development of life skills. Carried out in four regions – //Karas, Khomas, Kavango East and Ohangwena – the evaluation involved field work as well as a Knowledge, Attitude, Practice and Behaviour (KAPB) survey among participating and non-participating girls to gauge the effectiveness of the programme's HIV and AIDS education component.

It is reassuring to note that, to date, more than 3000 girls in eight regions of Namibia have been reached with healthy lifestyle messages, and that these have indeed inspired the girls to make positive choices both on and off the pitch.

The evaluation findings enhance the understanding of how effective the programme has been in transforming the girls into team players, helping them to develop a positive attitude to school work, motivating them to pursue their dreams and preventing them from getting involved in risky behaviours. It is pleasing to note that the programme has assisted the girls to develop self-confidence, self-esteem, self-worth, self-efficacy and leadership skills.

UNICEF will continue working with the NFA and other stakeholders to address the programme gaps identified through the evaluation. Technical assistance will be provided for the development of a robust strategic plan for the next five years to strengthen the programme and to reach more girls. This continued investment of financial resources, time and space for sport will undoubtedly quicken the country's pace to meet the targets of the new Sustainable Development Goals, as sport is a proven vehicle for achieving non-sporting development outcomes. We trust that through ongoing collaboration with other key stakeholders, this programme can be strengthened to become an international benchmark for the use of sport as a vehicle for social change.

Micaela Marques de Sousa
Representative, UNICEF Namibia



Abbreviations

ANC	antenatal care
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women (UN)
CRC	Convention on the Rights of the Child (UN)
GBV	gender-based violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)
HIV	Human Immunodeficiency Virus
HR	human resources
FGD	focus group discussion
FIFA	Fédération Internationale de Football Association (International Federation of Association Football)
M&E	monitoring and evaluation
MDGs	Millennium Development Goals
MoEAC	Ministry of Education, Arts and Culture
MoU	Memorandum of Understanding
MSYNS	Ministry of Sport, Youth and National Service
MYSA	Mathare Youth Sports Association
NFA	Namibia Football Association
NGO	non-governmental organisation
SDGs	Sustainable Development Goals
SfD	Sport for Development
KAPB	Knowledge, Attitude, Practice and Behaviour
SDP IWG	Sport for Development and Peace International Working Group
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



Executive Summary

Around the world, sport is increasingly being used to promote health and prevent disease, strengthen child and youth development and education, and 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 (Hancock et al. 2013). Sport gives girls an opportunity to develop leadership and negotiation skills, and to serve their peers as leaders. Sports and recreational activities can also promote education, which in turn empowers females.

The use of sport as a platform for health information and education is particularly important for girls entering adolescence and confronting an array of 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 which emphasise submission and obedience to men leave girls particularly vulnerable to early, unwanted and unsafe sexual activity. In this respect, Sport for Development (SfD) initiatives can play a powerful role in both 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 for seven years to increase the ability of adolescent girls to make healthy lifestyle choices. The NFA and UNICEF, in partnership with SCORE Namibia, developed the Galz and Goals Programme to establish structured football leagues for girls of ages 10-18 years across the country, with life skills and basic football coaching integrated into the programme curriculum. The Galz and Goals Programme was launched in October 2009, following successful piloting of under-13 and under-15 leagues in three regions earlier that year.

Adolescent girls in Namibia face several interrelated challenges which the programme has sought to address. These include high HIV and AIDS prevalence rates among young women of ages 15-24 years, and high rates of teenage pregnancy, gender-based violence (GBV), and drug and alcohol abuse (Hancock et al. 2013).

Purpose of the evaluation

The purpose of the evaluation was to assess:

- whether and how the implementation of the Galz and Goals Programme in Namibia 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 focused on programmatic results and short-term impacts generated by the Galz and Goals Programme.

Methodology

The evaluation methodology included, inter alia, a literature review and fieldwork. The fieldwork was conducted in 4 of Namibia's 14 regions, or 4 of the 8 regions in which the Galz and Goals Programme had been implemented to date (see map on page 14): //Karas; Khomas; Kavango East; and Ohangwena. To determine the effectiveness of the programme's HIV and AIDS education component, the fieldwork included a Knowledge, Attitude, Practice and Behaviour (KAPB) Survey among girls participating in the programme and girls who were not participating.

Findings

One key finding of the evaluation is that the Galz and Goals Programme is relevant as it addresses some of the key challenges that adolescent girls in Namibia face. The programme is in line with the country's Vision 2030 as well as 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 girls' lives. At all of the sites visited, girls spoke spontaneously about how the programme had changed their lives, and had helped them to become team players and to develop a positive attitude towards their school work. The programme had motivated them to pursue their dreams and steer clear of risky behaviour. Most importantly, the programme had helped them to develop self-confidence, self-esteem, self-worth and self-efficacy. It had also helped the girls to develop leadership skills – despite the fact that the NFA had not introduced a dedicated leadership development component into the programme.

Although in some regions the life skills component was not being implemented because the coaches had not yet been trained for it or did not have time to devote to it, the girls spoke confidently about the life skills which they had acquired from just participating in a sport, and this confirms the theory that playing a sport alone has life skills benefits.

A notable achievement is the extent to which the programme had increased access to football for girls in Namibia by establishing leagues for different age groups (under 13, under 15 and under 17) in 8 of the country's 14 regions: Erongo, Hardap, //Karas,

Kavango East, Khomas, Ohangwena, Omaheke and Otjozondjupa. Another achievement is that the programme, through its well-organised junior football leagues, has become the main provider of players to the national women's football teams.

The evaluation, however, found that although the programme has been operational for close to seven years, it was reaching only 3 000 girls at the time of the evaluation in 2015, which is too low a number to make a national-scale impact. Therefore there is a need to devise strategies to expand the programme's reach in terms of the number of girls playing football, as well as to build into it an advocacy and peer education component so that the girls in the programme can influence others.

The evaluation noted several shortcomings which pose challenges for the programme. Key examples are: inadequate monitoring of activities by the NFA; an absence of terms of reference for coordinating committees and induction programmes for new committees; and insufficient attention given to the life skills component, which requires, at least, regular follow-ups. As a result of such shortcomings, the KAPB Survey found no significant differences between girls participating and those not participating in the programme.

Recommendations

Devise a strategic plan with a clear theory of change: The Galz and Goals Programme does not have clear objectives and outcomes which can lead to the achievement of the programme 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 be accompanied by a budget reflecting the real needs of functional national and regional structures.

Broaden the programme to include more girls: The programme has achieved positive results in all areas, but is reaching too few girls – only 1.1% of Namibia's adolescent girls. There is a need to broaden it to reach out to more girls than just those playing football.

Improve 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. The NFA should therefore strengthen its monitoring, and increase the frequency and coverage of its site visits so that it is always in the picture as to what is happening in the regions. It should also improve its communications with the regions. UNICEF should provide adequate project oversight through regular site visits.

Involve participants in the programme implementation to enhance ownership and sustainability: Involving girls in the programme implementation would address both the programme ownership and the turnover of coaches, and would empower the girls further. Consideration should be given to involving the girls as peer educators for the life skills component – along the lines of the “GO Sister” programme in Zambia. This would give the girls in schools skills and thereby enhance the programme sustainability.

Formulate clear terms of reference for the Regional Coordinating Committees: The absence of terms of reference for these committees leaves them groping in the dark to understand their roles and responsibilities. The NFA should draw up terms of reference which give the committees a clear understanding of their roles and responsibilities.

Devise a well-structured induction programme for new committees: There is a need for a well-structured induction programme for the incoming coordinating committees to clarify their roles and responsibilities and clearly demarcate their mandate.

Undertake more regular follow-up and site visits: There is need for the NFA to visit the programme sites more regularly to monitor what is happening in each region and to take corrective measures where necessary, such as training new coaches and establishing new committees where existing committees are no longer functioning.

Align the Galz and Goals life skills curriculum with the school life skills curriculum: Aligning the programme life skills curriculum with the school curriculum would inspire the Ministry of Education, Arts and Culture (MoEAC) to buy in to the programme. Equally, there is a need to create synergies between Galz and Goals coaches and school life skills teachers to ensure that their messages build on one another.

Strategise to motivate coaches: The NFA has relied on volunteers to implement the programme activities. However, with a few exceptions, this modus operandi does not seem to be working well. As the NFA moves to institutionalise the programme, it will need to come up with a system of structured incentives to motivate the volunteers, most of whom are teachers.

Ensure that the relevant line ministries buy in to the programme: There is a need for not only the MoEAC but also the Ministry of Sport, Youth and National Service (MSYNS) to buy in to the Galz and Goals Programme so that they include this programme in their budgets. This would ensure that the programme is sustainable in the long run.

Negotiate formal cooperation agreements with the MoEAC and the MSYNS: There is a need for the NFA to negotiate formal cooperation agreements or memoranda of understanding with the MoEAC and the MSYNS to enable the Galz and Goals Programme to access resources such as means of transport. The lack of availability of transport is perhaps the single biggest impediment to the programme's growth, given the very long distances between localities in Namibia.

Ensure that the Galz and Goals life skills component is implemented: The NFA Women's Department is football oriented and does not appear to have programme implementation 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 to ensure that it is implemented. SCORE Namibia has indicated its interest in doing this work, as it has a comparative advantage over the NFA Women's Department on this component of the programme, given that SCORE can provide the necessary skills and expertise.

Section 1 Introduction



1.1 Background and context

Sport is one of the most crosscutting 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, and promote employment and economic development. Sport can be used as a platform for public education and social mobilisation and as a vehicle to strengthen individual capacity and improve lives. In this respect, Sport for Development (SfD) initiatives can play a powerful role in both 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.¹

¹ Sport for Development and Peace International Working Group (SDP IWG), *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*, “Introduction to Sport for Development and Peace” (Chapter 1), 2008 – available at www.un.org/wcm/content/site/sport/sdpiwg_keydocs.

In 1978, the United Nations Education, Scientific and Cultural Organization (UNESCO) adopted the International Charter of Physical Education and Sport² in accordance with the Universal Declaration of Human Rights. This UNESCO Charter promoted sport as a contributor to lifelong education and as a conduit for meeting 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, meaning that, access to physical activity and sport should be assured and guaranteed for all human beings.³

Sport's value as a social connector is one of its most powerful development attributes. Sport is an inherently social process which brings 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 organisations 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 realise opportunities and address challenges.⁴

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 the Inter-Agency Task Force on Sport for Development and Peace to report on the role of sport in development and peace. The Task Force's report identified a role for sport as a "*vehicle to help mitigate the spread and impact of HIV/AIDS*".⁵ 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.⁶

In 2000, the UN introduced 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.⁷ Several MDGs – universal education,

² UNESCO, *International Charter of Physical Education and Sport* (adopted 21 November 1978).

³ Hancock, Lyras and Ha, "Sport for Development programmes for girls and women: A global assessment", in *Journal of Sport for Development*, 1(1), 2013.

⁴ Ibid.

⁵ United Nations Inter-Agency Task Force on Sport for Development and Peace, "Sport for Development and Peace: Towards Achieving the Millennium Development Goals" (report), 2003, p. 22 – available at www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/Reports/2003_interagency_report_ENGLISH.pdf.

⁶ SDP IWG, *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*, "Sport and Gender: Empowering Women and Girls" (Chapter 4) – available at www.un.org/wcm/content/site/sport/sdpiwg_keydocs.

⁷ International Working Group on Women and Sport (1998). "Second World Conference on Women and Sport, Windhoek, Namibia, 19-22 May 1998: The Windhoek Call for Action" – available at <http://www.iwg-gti.org/conference-legacies/windhoek-1998>.

gender equity, maternal health, child health and combating HIV/AIDS – relate directly to girls and women.⁸ To achieve the MDGs, the UN, UNESCO and national governing bodies advocated the use of one particular human right, i.e. sport, to achieve another, i.e. gender equity. The UN encouraged governments and sport-related organisations to create and implement educational partnership initiatives to help achieve the MDGs.⁹

Sport will also play a critical role in the achievement of the Sustainable Development Goals (SDGs) and the Post-2015 Development Agenda. In 2015, the International Olympic Committee (IOC) outlined areas in which sport will contribute to the achievement of these goals and this agenda:

- **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.
- **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.
- **Goal 17 on the Global Partnership for Development:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.¹⁰

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

Sport programmes 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.¹¹

⁸ United Nations General Assembly, “United Nations Millennium Declaration” (A/RES/55/2), 2000.

⁹ United Nations General Assembly, “Sport for Development and Peace: the way forward” (report of the Secretary-General, A/61/373), 2006.

¹⁰ IOC, “The Contribution of Sport to the SDGs and the post-2015 Development Agenda: The Position of the IOC, on behalf of the Olympic and Sport Movement”, 2015 – available at www.olympic.org/documents/olympism_in_action/sport_contribution_to_post_2015_agenda-eng-feb.pdf.

¹¹ SDP IWG, *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*, “Sport and Gender: Empowering Women and Girls” (Chapter 4) – available at www.un.org/wcm/content/site/sport/sdpiwg_keydocs.

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.¹²

Box 1	The state of women worldwide
<ul style="list-style-type: none"> ● 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. <p style="text-align: right; margin-top: 10px;">Source: UNDP, <i>Taking Gender Equality Seriously: Making Progress, Meeting New Challenges</i>, 2005.</p>	

Table 1: Sport, gender equity and the Millennium Development Goals	
GOAL	CONTRIBUTION OF SPORT TO GIRLS
Promote gender equality and empower women	<ul style="list-style-type: none"> ● Improved physical and mental health for girls and women ● Increased opportunities for social interaction and friendship ● Increased self-esteem, self-confidence, and sense of control over their bodies ● Enhanced access to health information ● 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	<ul style="list-style-type: none"> ● 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: SDP IWG, "Sport and Gender: Empowering Women and Girls", 2008.

¹² Larkin, Razack and Moole, "Gender, Sport, and Development", in SDP IWG, *Literature Reviews on Sport for Development and Peace*, 2007.

In recent years, SfD has become increasingly popular around the world as governments and sport bodies realise its importance and contribution to development.

Sport gives women and girls 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.¹³ Women's and girls' participation in sport challenges gender stereotypes and discrimination, therefore it can be a vehicle for promoting gender equality and the empowerment of women and girls.

Multiple studies have shown that playing a sport improves confidence, self-esteem and body image, and lowers depression rates. Sport gives girls the opportunity 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.¹⁴

As already noted, but repeated here in context, 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 emphasising submission and obedience to men leave girls vulnerable to early, unwanted and unsafe sexual activity.¹⁵

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.¹⁶

Despite all these obvious benefits, historically women in countries around the world have had limited access and opportunities to participate in sport.¹⁷ As such, girls and women may be denied the physical, social, emotional and relational benefits of sport participation.¹⁸ 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".¹⁹

¹³ UN Division for the Advancement of Women, *Women 2000 and Beyond: Women, Gender Equality and Sport*, 2007 – available at www.un.org/womenwatch/daw/public/Women%20and%20Sport.pdf.

¹⁴ Hancock, Lyras and Ha, "Sport for Development programmes for girls and women: A global assessment", in *Journal of Sport for Development*, 1(1), 2013.

¹⁵ SDP IWG, "Sport and Gender: Empowering Women and Girls".

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

¹⁷ Bailey, Wellard and Dismore, *Girls' Participation in Physical Activities and Sports: benefits, patterns, influences, and ways forward*, 2004.

¹⁸ Brady, "Laying the foundation for girls' healthy futures: Can sports play a role?", in *Studies in Family Planning*, 29(1), 1998: 79-82.

¹⁹ Meier, "Gender Equity, Sport and Development (Working Paper)", 2005.

1.2 Context: Key challenges faced by adolescent girls in Namibia

Adolescent girls in Namibia face several interrelated challenges which the Galz and Goals Programme has sought to address. These include high HIV and AIDS prevalence rates among young women of ages 15-24, and high rates of teenage pregnancy, gender-based violence (GBV), and drug and alcohol abuse.

HIV and AIDS pose a major challenge for Namibia's young women. According to Spectrum Modelling, HIV prevalence among people aged 15 years and older was estimated at 12.8% in 2013/14. Currently, approximately 208 000 people in this country aged 15 years and older are living with HIV. This figure is projected to increase to over 227 000 by 2016/17 and to over 245 000 by 2019/20.²⁰ The 2014 National HIV Sentinel Survey estimate of the overall national HIV prevalence among pregnant women attending antenatal clinics was 16.9%. A large proportion of the pregnant women are adolescents.

Namibia experiences high levels of teenage pregnancy. Table 2 shows that on average, 18.6% of the country's girls fall pregnant or have babies by the age of 19, with huge differences in the proportions across the administrative regions – ranging from 9.0% in Oshana to 38.9% in Kunene.

Girls and women in Namibia also experience high levels of GBV, including physical and sexual violence. The 2013 Namibia Demographic and Health Survey (NDHS) found that 34.1% of girls aged 15-17 years have experienced physical and/or sexual violence.²¹ Many children in the country – particularly girls – remain at great risk of 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.²²

Table 2:
Teenage pregnancy and motherhood in Namibia

Region (see map on page 14)	% of girls aged 15-19 years who have begun childbearing
Erongo	15.2
Hardap	19.3
//Karas	17.6
Kavango	34.4
Khomas	12.3
Kunene	38.9
Ohangwena	22.7
Omaheke	36.3
Omusati	11.1
Oshana	9.0
Oshikoto	13.2
Otjozondjupa	23.6
Zambezi	28.1
National average	18.6

Source: MoHSS, Namibia Statistics Agency and ICF International (2014), *The Namibia Demographic and Health Survey 2013*.

²⁰ Spectrum Policy Modelling System, Version 4.69_500 (2013): Namibia Model (September 2013).

²¹ *The Namibia Demographic and Health Survey 2013*, MoHSS, Namibia Statistics Agency and ICF International, 2014.

²² Ibid.

1.3 The Galz and Goals Programme

The Namibia Football Association (NFA) Women's Department, FIFA and UNICEF Namibia have been working together to drive forward women's football as part of the country's Sport for Development (SfD) Programme. In 2008, FIFA and the NFA agreed to deliver a coaching course focused on technical and tactical skills, targeting girls and women specifically. 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, at that time focusing on adolescent girls aged 10-15 across the country. The NFA integrated life skills and basic football coaching into the programme's curriculum. The programme was launched in Windhoek in October 2009, following a phase of successful piloting of under-13 and under-15 leagues in three regions (Khomashana, Karas and Erongo) earlier that year.

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.

Programme objectives

The specific objectives of the Galz and Goals Programme are as follows:

- Increase opportunities for adolescent girls to participate in structured organised 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 programme's regional coordinators and coaches to deliver Galz and Goals programming activities, including Sport2Life, Kicking AIDS Out!, and Life Skills.
- Increase programme visibility and strengthen programme delivery.
- Promote and create pathways linking Galz and Goals players to the national women's football teams.
- 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 programme implementation period from March 2009 to November 2015. It included all programme 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:

- whether and how the implementation of the Galz and Goals Programme in Namibia 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 focused on programmatic results and short-term impacts generated by the Galz and Goals Programme.

1.6 Methodology

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

- (a) Debriefing meetings:** Debriefing meetings were held with the key stakeholders, namely the NFA, SCORE Namibia, SPAR (supermarket chain) Cape Town and UNICEF. These meetings provided a broad overview of the Galz and Goals Programme and helped to chart a road map for the evaluation.
- (b) Content review and analysis of pertinent documents:** A review was carried out of Galz and Goals Programme documents and other relevant literature relating to the programme specifically and SfD in general. This exercise provided insights into the programme as well as background data which informed the design of the data-collection tools. The document review was ongoing throughout the evaluation as new documents came to the consultant's attention.
- (c) Key informant interviews and focus group discussions (KIIs and FGDs):** KIIs were conducted with key stakeholders, namely the NFA, SCORE, SPAR, GIZ, UNICEF, UNAIDS, UNFPA, the MoEAC and the MSYNS, and with volunteers and community stakeholders (coaches, teachers and school principals). FGDs were conducted with girls participating in the programme in Windhoek (Khomas Region), Karasburg (//Karas), Rundu (Kavango East) and Eenhana (Kavango West).
- (d) 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 Galz and Goals Programme. The same survey tool was administered among girls not participating in the programme to determine whether there were any significant differences between the two groups which could be attributed to the programme.
- (e) Data collation, analysis and report writing:** Following the fieldwork, data and observations from the content review, KIIs, FGDs and KAPB Survey was collated and analysed. The analysis was guided by the overarching programme goal and the key

outcome areas, thus it had to inform the stakeholders as to *relevance, effectiveness, efficiency, sustainability, replicability, lessons learnt* and *recommendations*. The draft evaluation report was initially shared with UNICEF and the NFA. Feedback and comments were then incorporated into a report which was shared with other key stakeholders before being finalised.

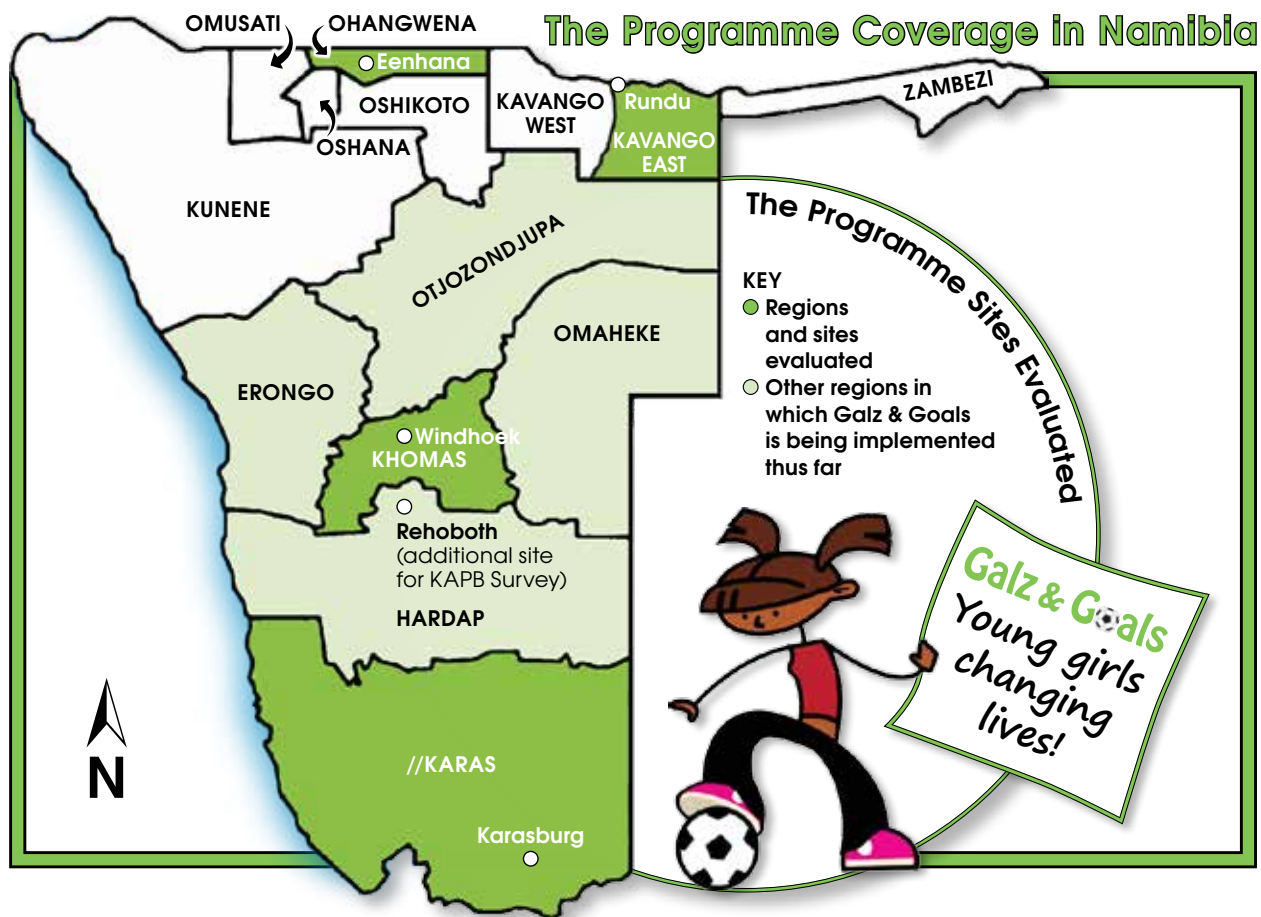
- (f) **Validation workshop:** A final validation workshop was conducted, in which the final report was presented to key stakeholders.
- (g) **Simplified report:** Following the validation workshop, a simplified version of the report was prepared, to make the findings accessible to the programme participants and other community stakeholders.

1.7 Sampling design

Factors considered for assessment

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:

- **Whether the programme has been successful across the whole country or only at particular sites:** Windhoek – one of the sites where the programme was started in 2009 – was selected for assessing this aspect, and a remote site, namely Karasburg in the far south of the country (see map on the next page), was selected for comparison.
- **Whether the programme has taken firm root in communities and is therefore more sustainable:** Windhoek was selected for assessing this aspect, because the programme was introduced at this site in 2009 and was more likely to have taken root there, and ownership was expected to have increased at this site over the years, thus programme sustainability was likely to be higher there.
- **The extent to which the programme is decentralised and the level of efficiency of the coordinating mechanisms:** Rundu and Eenhana were selected in this instance, as both sites are far away from the coordinating office in Windhoek and so were well suited for a comparison with Windhoek to determine whether such ‘distant’ sites were receiving similar services.
- **Whether the programme has been accepted equally in all parts of the country and how it is performing in all parts of the country:** To assess these aspects, Eenhana was selected because the programme had been performing well there, therefore it was a suitable site for comparing with Karasburg where it was not performing well (based on information provided by the NFA), to determine success factors and failure factors and how best the latter could be addressed.



Sampling for the KAPB Survey

One primary objective of the Galz and Goals Programme is to increase the participants' knowledge of HIV and AIDS so as to reduce their vulnerability to the disease. To assess this aspect, a KAPB Survey (the questionnaire for which is included herein as Appendix D) was administered to 94 girls who were participating in the programme at each site selected for the evaluation. The idea was to administer the questionnaire to at least 25 girls per site, but this was not possible at all sites, such as Rundu and Eenhana where fewer than 25 (only 10 and 15 respectively) were available at the time. The same questionnaire was administered to 106 girls at a school in Rehoboth (Hardap Region), a town which was not (yet) participating in the programme. Informed consent was obtained from all the girls before the questionnaire was administered, and they were instructed not to include their names on the questionnaire.

Administering the KAPB questionnaire to programme participants and non-participants facilitated a determination of how effectively the programme was conveying knowledge of HIV and AIDS, based on the hypothesis that participants would perform better than non-participants. To eliminate bias, the questionnaire was deliberately limited to HIV and AIDS issues, i.e. it excluded questions on other issues covered in the Galz and Goals life skills component, which only programme participants could have answered. This made it possible to compare the HIV and AIDS knowledge of the two groups of respondents.



Findings

2.1 Relevance

2.1.1 National priorities



Questions: To what extent is the design of the Galz and Goals Programme appropriate and relevant for addressing issues faced by adolescent girls in Namibia, and is the programme in line with national development priorities and policies as well as children’s/girls’ rights, priorities and needs?

The Galz and Goals Programme supports Namibia’s Vision 2030 targets for the “Selected Youth and Sports Sector”, which include:

- reaching 90% of youth to ensure correct sexual and reproductive health information for protection from HIV/AIDS;
- ensuring that 90% of young people have the opportunity to acquire appropriate skills for HIV prevention;
- ensuring that 90% of young people have free and convenient access to quality condoms; and
- providing basic sport facilities in all of the country’s regions.²³

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 as follows:

“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.”²⁴

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 mutually reinforce the realisation of children’s rights.²⁵

The Galz and Goals Programme is therefore relevant, in that it:

- addresses national developmental priorities for girls in Namibia;
- seeks to address problems that adolescent girls in the country face; and
- reduces adolescent girls’ vulnerability by giving them life skills which empower them and enable them to make healthy lifestyle choices for themselves.

²³ Namibia Vision 2030: Policy Framework for Long Term National Development.

²⁴ United Nations Partnership Framework 2014-2018 – Namibia: A Partnership for Growth, Job Creation and Equity.

²⁵ UNICEF Gender Action Plan 2014-2017.

2.1.2 Global, regional and national programming practices



Question: How has Namibia's Galz and Goals Programme adapted over time to reflect changes in the global, regional and national programming practices for adolescent girls?

The programme was operationalised nearly a decade ago (2009), yet its approach and its guiding theory remain relevant to date, and reflect current global and regional trends in programming for adolescent girls. The Sport for Development (SfD) theory (which guides the Galz and Goals Programme) embraces three strategies for drawing in participants, which are recognised globally as essential strategies for SfD interventions to succeed:

- **Social inclusion:** Social inclusion programmes are designed for a specific population to increase the number of participants from that population as well as the diversity of participants in a given sport. Through the social inclusion strategy, the Galz and Goals Programme offers a safe sporting environment in which the girls are free to socialise and express themselves through playing football.²⁶
- **Diversion:** Diversion programmes provide activities which are “attractive enough to divert participants from anti-social behaviours”.²⁷ By getting girls active in an attractive activity such as sport, the Galz and Goals Programme diverts them from anti-social behaviours such as drug and alcohol abuse. Many girls interviewed for this evaluation indicated that playing football kept them busy and away from trouble such as drug and alcohol abuse and teenage pregnancy. This was true for girls at all sites, including those where there were little or no life skills offered and the programme concentrated solely on football. A 17-year-old girl at the recent Galz and Goals //Karas Football Festival put it this way: *“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:** This strategy entails first attracting participants to a sport and then giving them knowledge and skills which enable them to make positive life choices.²⁸ Namibia's Galz and Goals Programme has employed this strategy to good effect. This strategy is particularly relevant to learners as they need educational programming in areas such as HIV and AIDS, reproductive health, self-efficacy and skills development. In this evaluation, several participants indicated that the life skills programme in their school was less effective than the Galz and Goals life skills programme, not least because they had found the latter much more enjoyable. As a 16-year-old girl in Rundu put it: *“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.”*

²⁶ Hancock, Lyras and Ha, “Sport for Development programmes for girls and women: A global assessment”, in *Journal of Sport for Development*, 1(1), 2013.

²⁷ Ibid.

²⁸ Ibid.

Programmes similar to the Galz and Goals Programme are being run in other countries around the world. Two African examples are found in Zambia and Kenya:

- In Zambia, the EduSport Foundation, a community-driven sports NGO in Lusaka, uses sport and other forms of physical and recreational activity as tools for achieving developmental goals such as empowerment, education and health in underserved communities. Through its sport programmes, EduSport reaches out to young people with messages on HIV and AIDS, sexual reproductive health and life skills. Its sport programmes incorporate interventions such as “Kicking AIDS Out” (which Namibia’s Galz and Goals Programme also uses) and “GO Sisters”, both of which focus on HIV and AIDS, adolescent sexual reproductive health and life skills.²⁹
- In Kenya, the Mathare Youth Sports Association (MYSA), an NGO based in Mathare, which is one of Africa’s largest and poorest urban slums, uses sport (i.e. football), as an entry point to community development. Over 10 000 youths have been involved in the organisation’s activities in different capacities – as team members, referees, coaches or organisational participants. The MYSA girls’ football league has over 3 500 members. The Mathare girls’ team is especially significant because it has changed cultural norms which associated the playing of football strictly with boys.³⁰ Among its activities the MYSA has an HIV/AIDS prevention and awareness project which also raises awareness on substance abuse and reproductive health issues.

At the global level, data collected from four Internet databases reveals that in the period August 2009 to June 2010 there were 1 033 SfD programmes, of which 101 were in Africa,³¹ and this study identified 440 current SfD programmes specifically for girls and women.

Common programme content in the SfD programmes includes health education (HIV and AIDS, alcohol and drug abuse), social inclusion, gender equity, breaking down stereotypes, accessibility, and personal development (focusing primarily on self-esteem, self-worth, self-efficacy, life skills and leadership development).³²

The foregoing makes clear that the Galz and Goals Programme in Namibia is operating in line with global, regional and national programming practices for adolescent girls.

²⁹ Restless Development (Zambia), *Good Practice Manual on HIV and AIDS Awareness Raising and Impact*, 2011 – available at <http://restlessdevelopment.org/file/res-fr-m-bestpracticeguide-020911-pdf>.

³⁰ Wamucii, “Scoring for Social Change: A Study of the Mathare Youth Sports Association in Kenya” (PhD dissertation), 2007 – available at https://etd.ohiolink.edu/rws_etd/document/get/ohiou1188311928/inline.

³¹ For more information, see:

- Lyras, “Measuring Success: Sport for Development and Peace Monitoring and Evaluation”, keynote presentation at the Power of Sport Summit of the International Association of Sport for Development and Peace, held in Boston (USA) in 2010;
- Lyras and Wolff, “Sport for Development Global Initiative: Strategic planning concept map” (unpublished manuscript), 2009; and
- Lyras, Wolff, Hancock and Selvaraju, *Sport for Development Global Initiative*, 2009.

³² Hancock, Lyras and Ha, “Sport for Development programmes for girls and women: A global assessment”, in *Journal of Sport for Development*, 1(1), 2013.

2.1.3 Value for girls in Namibia



Questions: To what extent has the Galz and Goals Programme created change in services for adolescent girls during its period of operation, and what is the value of the programme in relation to the situation of children and women in the country?

As already noted herein, Namibian girls are highly vulnerable to teenage pregnancy, HIV and AIDS, gender-based violence, and drug and alcohol abuse.

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. It may be necessary to consider introducing some basic reproductive health services into the programme to meet the demand generated from the life skills component.

Nonetheless, by empowering girls with knowledge, improving their self-confidence and self-efficacy, developing their leadership skills, diverting them from activities that are likely to expose them to risk, and generally addressing some of the most urgent problems that girls in Namibia face, the Galz and Goals Programme has added value to many girls' lives.

2.1.4 Support from others



Questions: Has the Galz and Goals Programme been supported by government, parents, community members, schools and other organisations in the country? If so, how?

Community support

The Galz and Goals Programme operates largely from schools, but was conceived to operate in “out-of-school settings”,³³ which means that, unlike school-based programmes, it does not benefit from school structures and resources. Apart from the few dedicated staff of the NFA Women’s Department in Windhoek who work full time for the programme, it relies entirely on volunteers. Since the programme started in 2009, over 400 volunteer coaches have been trained. Most are teachers and the others are community volunteers. As discussed later in this report, although there have been some problems with the voluntary nature of their work, the fact that the programme has survived and continues to ride on a team made up entirely of volunteers speaks volumes of the support that it is receiving from communities across the country.

³³ Interview with Rushnan Murtaza (UNICEF Ghana, formerly with UNICEF Namibia) who initiated the Galz and Goals Programme in Namibia.

Parental support

Support from parents can be assessed at two levels: their physical presence at sporting events; and the moral and material support that they provide to their children in the programme. According to a few coaches interviewed, parents' physical support for Galz and Goals activities has been minimal, and observations at the two Galz and Goals festivals held during the evaluation period support this statement. For instance, at the //Karas festival, in which at least 150 girls participated, only two parents were present. According to the Galz and Goals Technical Manager, Astrid Vries, *"Parents in Namibia generally do not jump to watch their kids 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."*

One of the coaches attributed the low parental support partly to the stigma attached to girls' football, in that girls who play football are labelled as "lesbians". It was suggested that parental interest could be increased by Galz and Goals Coordinating Committees meeting with parents to explain what the programme is all about. A coach in Rundu said, *"If they know about the programme, they will support it and spread the word about its benefits."*

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

Government support

As an out-of-school programme, Galz and Goals has no claim to government budgetary allocations for schools, but some school principals set aside money to buy uniforms for their girls' football team members, and to provide transport to and from tournaments as well as refreshments at the tournaments. This support has enabled the teams to participate in the programme leagues.

Although there is no formal agreement between the Government of Namibia and the Galz and Goals Programme, the Government, through its Sports Commission, provides transport for teams travelling to the league championship in Windhoek. And, through informal arrangements, Regional Sports Officers in the Ministry of Sport, Youth and National Service (MSYNS) support Galz and Goals by providing transport to and from league games. There is scope for increased support from the MSYNS if the informal arrangements can be formalised. The Senior Sports Officer in this Ministry, Roger Kambatuku, suggested that UNICEF and the NFA present a proposal to the MSYNS outlining their plans for the next three years, to enable the Ministry to determine, based on the available budget, how much assistance it could provide to Galz and Goals. He summed up the status quo as follows: *"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."*

Corporate support

UNICEF supported Galz and Goals in striking a unique partnership with the private sector through SPAR Cape Town.³⁴ This supermarket chain has shops across Namibia, and has included the Galz and Goals Programme in its social responsibility portfolio. SPAR provides direct financial support of over N\$500 000 per year to the programme at national level, and also provides uniforms for the teams. At regional level, local SPAR shops provide refreshments to the teams during league games, and also pay the regional coordinators' stipends. The partnership with SPAR is a 'win-win', in that SPAR gains mileage from the programme banners and T-shirts which advertise the chain. The programme's inclusion as a corporate social responsibility project places SPAR in a good light in the applicable Namibian communities. This partnership, which has enabled Galz and Goals to tap private-sector resources, could serve to attract other private-sector players to support girls' football, and this may be the way to go to ensure the programme's sustainability.

Donor support

GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit / German Agency for International Cooperation) has become a supporter of the Galz and Goals Programme in Namibia. One challenge for girls' football in this country is the lack of sports facilities and the poor state of existing facilities, and GIZ has embarked on a programme to upgrade football facilities across the country, which will make girls' football more attractive. This agency is also currently funding the construction of a hostel at the NFA headquarters to accommodate girls who come to Windhoek for training and tournaments.

Other donor organisations which have partnered Galz and Goals and provide critical support to the programme are SCORE Namibia, an NGO which trains the volunteer coaches on the life skills component of the programme, and UNAIDS, which buttresses the life skills component with its "Protect the Goal Campaign", which resonates well with the programme's primary focus on HIV prevention.

UNICEF support

UNICEF's support to Galz and Goals has been key to the programme's survival and development, as it has acted as a catalyst and has also helped the NFA to leverage resources from other donors and sponsors. UNICEF was the first to buy into the NFA's idea of supporting girls' football, and has provided the most support, and the most consistent support, for this endeavour. UNICEF extended its support beyond the financial to include technical support in the form of strengthening the programme systems, including the monitoring and evaluation (M&E) and financial systems. One result of this technical support is that the NFA's rating of its financial management system has improved from high risk to medium risk, which gives other funders confidence to provide resources to this institution.

³⁴ SPAR is a Dutch multinational retail chain and franchise with around 12500 shops in 35 countries, including some African countries. Its headquarters are in Amsterdam.

The level of support for Galz and Goals from all these stakeholders 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 that the sponsors and funders see this initiative's potential for growth and long-term impacts, and will continue their support on this basis.



2.2 Effectiveness

2.2.1 Personal benefits for participants



Questions: Has the Galz and Goals Programme benefited the participants personally by effecting behavioural change and enhancing their life skills and values – as per the programme objectives. If it *has* imparted these benefits, why or how has it done so?

The programme's benefits to girls, hence its effectiveness, are multi-dimensional and multi-faceted. In assessing the programme's effectiveness, it is important to factor in these dimensions, and to place the programme within the SfD context and 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,³⁵ respect and fairness,³⁶ personal responsibility,³⁷ self-esteem³⁸ and a sense of community.³⁹ These outcomes are considered to be “life skills” when applied more widely to daily life.⁴⁰ In other words, although the life skills component (which uses tools such as “Kicking AIDS Out” and “Sport2Life”) 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 above-mentioned values and abilities.*

The latter point was illustrated time and time again in the field work for this evaluation, in that, at some schools where the life skills component was absent because the coaches had not been trained or simply felt that they did not have time to devote to it, girls spoke confidently in the FGDs about the life skills which they had acquired from the programme. These skills related mostly to improved self-confidence, self-esteem and self-efficacy – all being positive attributes that many girls living in a patriarchal society such as Namibia's lack and need.

This finding on the importance of sport for its own sake is in line with the views of the Norwegian Sport for Development Consultant, Pelle Kvalsund, who has argued as follows:

³⁵ Svoboda, *Sport and Physical Activity as a Socialization Environment: Scientific Review (Part 1)*, 1994.

³⁶ Hellison, *Teaching Responsibility Through Physical Activity* (Second Edition), 2003.

³⁷ Fox, “The effects of exercise on self-perceptions and self-esteem”, in Biddle, Fox and Boutcher (eds), *Physical Activity and Psychological Well-Being*, 2000.

³⁸ Jarvie, “Communitarianism, sport, and social capital”, in *International Review for the Sociology of Sport*, 38(2), 2003.

³⁹ Keim, *Nation-Building at Play: Sport as a Tool for Social Integration in Post-Apartheid South Africa*, 2003.

⁴⁰ Danish, “Teaching Life Skills through Sport”, in Gatz, Messner and Ball-Rokeach (eds), *Paradoxes of Youth and Sport*, 2002.

*“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.”*⁴¹

While not underplaying the importance of the life skills programme attached to the Galz and Goals Programme in the form of the Sport2Life Manual and other life skills tools, there is growing consensus among experts that the provision of information alone does not suffice to achieve behaviour change, as such change is a more complex process.

One expert who holds this view is the Senior SfD Consultant for the Pacific Region with the Australian Sports Commission, Kylie Bates:

*“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** [author’s emphasis] 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.”*^{42, 43}

So, while sport’s convening power provides an opportunity for education, the real value lies in the influence that a quality sport programme has on other components of the behaviour change process.⁴⁴

The argument above is not meant to justify the failure of some of the sites visited for this evaluation to integrate the life skills component into their Galz and Goals activities, but rather it is meant to show that despite this shortcoming, playing football alone has an intrinsic value that should not be underrated. It also shows that the value and effectiveness of the Galz and Goals Programme should not be judged only 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 Galz and Goals participants undergo. In FGDs with girls at all sites visited and at the football festivals attended, girls spoke spontaneously of how the programme had changed their lives:

⁴¹ Quoted by Brook in “Positive Youth Development & Sport-in-Development”, at <https://brooksportandleisure.wordpress.com>, 2010.

⁴² Quoted by Brook in “Positive Youth Development & Sport-in-Development”, at <https://brooksportandleisure.wordpress.com>, 2010.

⁴³ Behaviour Change Theory: Stages of change – trans theoretical model: In adopting healthy behaviours (in this case girls adopting healthy lifestyles which do not expose them to HIV and AIDS, drug and alcohol abuse), people progress through five stages 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, CA, USA.)

⁴⁴ Brook, “Positive Youth Development & Sport-in-Development”, at <https://brooksportandleisure.wordpress.com>, 2010.

“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 girl in 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 practise 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.”

– Galz and Goals participant and member of the Under-17 National Women’s Football Team

Comparing the life skills programme in school with the Galz and Goals life skills programme, a 16-year-old girl in Rundu said the following:

“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.”

Lessons from the programme still resonate with girls who have graduated from it. A young member of the Namibian Senior National Women’s Football Team who came through Galz and Goals said the following:

“Our coach emphasised lifestyle and she taught us that education comes first. When we were in camp, she emphasised how issues around alcohol and drugs are not good. We were closer to our coaches than to our teachers, because the bond between us had grown and strengthened. You could tell her your situation and she would understand. She was like [a] mother to us; she was willing to listen to us and to help us because our bond was very strong.”

At almost all of the sites, girls indicated that the programme had helped them to develop leadership skills – this being one of the programme objectives. This was despite the fact that the NFA had not yet introduced the leadership training component.

Discussions with coaches and participants made clear that playing football alone – without a dedicated formal leadership training programme – had enhanced participants’ leadership skills. The principal of Eldorado Secondary School in Windhoek, Mr Hansie Hendricks, had this to say about a girl at his school who was playing for the national team:

“At school you would not even notice her. But when I saw her on the sports field, I realised that she was a leader although she was not academic. Leaders are coming out of the programme all the time.”

A recurring theme in FGDs with participants and coaches was how playing football keeps the girls 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 Galz and Goals //Karas Football Festival

“Galz and Goals 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.”

– Galz and Goals coach in Rundu

“We play for fitness and for fun and to avoid pregnancy because we spend more time playing football.”

– Galz and Goals participant in an FGD 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.”

– Galz and Goals participant and member of the Under-17 National Women’s Football Team

The importance of sport as a diversion which keeps girls away from risky social behaviour cannot be over-emphasised, and is a strong indicator of the programme’s effectiveness. A similar study in South Africa’s underserved communities drew the same conclusion:

“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.”⁴⁵

Many testimonies of girls and coaches provide evidence of behaviour change among the programme participants – an example being this statement from a coach in Rundu:

“I have seen changes. The girls who play football are more focused. They are less on the outside of things. They dedicate themselves to their school work and look forward to the training. The confidence levels of the girls are also higher.”

⁴⁵ Whitley, Wright and Gould, “Coaches’ Perspectives on Sport-Plus Programmes for Underserved Youth: An Exploratory Study in South Africa”, in *Journal of Sports for Development*, Vol. 1(2), 2013.

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 not in the programme. The principal of Eldorado Secondary School, Hansie Hendricks, provided the following insight:

“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 aforementioned South African study affirms this notion of Galz and Goals creating a new and better world for adolescents from deprived home environments:

*“You have the small room in your home and everybody is 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 are with other children. Nobody looks down on you. Nothing. And you can do your thing and you can do it nicely.”*⁴⁶

Sport as a means of achieving upward social mobility is addressed in Cora Burnett’s⁴⁷ research on the educational value of sport, one finding being that the development of social and leadership skills through sport participation enables a young person to move away from a state of hopelessness and poverty. It is possible that the new experiences drawn from sport participation leads young people from a state of intransitive thought – this being Friere’s⁴⁸ notion that people in underserved communities do not think critically about their social condition – to a state of naïve transitivity, where the players begin to perceive and respond to comments and questions about their own context. They may even progress to the final stage of critical transitivity, where they are aware of their reality and the social conditions that construct this reality, and may begin to consider how they can take critical action to transform this reality. Once individuals have reached this final stage, they have developed a critical consciousness, which is often the first step towards creating change in their own lives.⁴⁹

⁴⁶ Ibid.

⁴⁷ Burnett, “Social impact assessment and sport development: Social spin-offs of the Australia-South Africa Junior Sport Programme”, in *International Review for the Sociology of Sport*, 36(1), 2001.

⁴⁸ Friere, *Education for Critical Consciousness*, 2003.

⁴⁹ Whitley, Wright and Gould, “Coaches’ Perspectives on Sport-Plus Programmes for Underserved Youth: An Exploratory Study in South Africa”, in *Journal of Sports for Development*, Vol. 1(2), 2013.

That some of the girls in the Galz and Goals Programme have used sport to achieve such change in their lives is evident from their testimonies. An example is Lovisa Mulunga who is a member of the Senior National Women's Football Team, a Business Administration student at the University of Namibia and a volunteer in the NFA Women's Department:

"The game taught me to be persistent and not to give up. Our coach emphasises working hard and this had paid off."

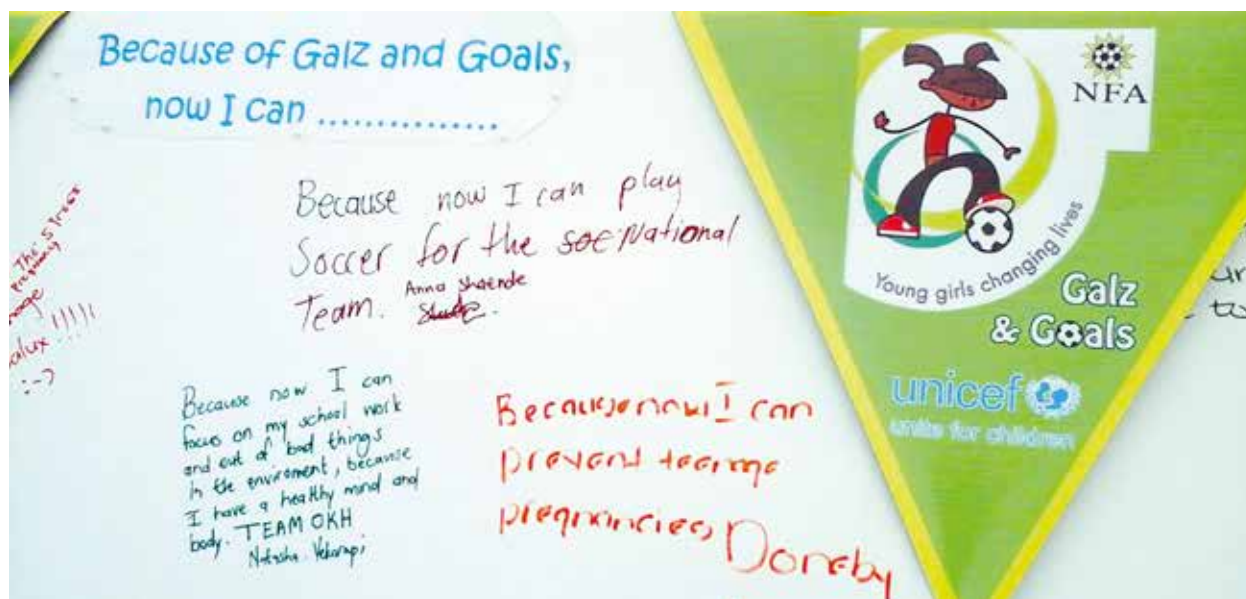
For some girls, particularly those from impoverished backgrounds, SfD can be both an empowering tool and an escape, giving them self-confidence and enabling them to live an 'enchanted' life outside their miserable home environment.

Girls in the programme see themselves as role models, which has implications for both their own behaviour and the influence that they exert on others. Seeing themselves as role models pushes the girls to behave accordingly, which is another positive. A girl in the national under-17 team put it this way:

"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."

The girls who have developed strong self-confidence transcend gender stereotypes. Not only are they able to take taunts from boys with equanimity, but they go a step further by offering psychosocial support to boys facing problems! This quote from another girl in the national under-17 team exemplifies this points:

"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."



2.2.1 Meeting the programme objectives



Questions: To what extent have the primary goal and objectives of the Galz and Goals Programme been achieved as originally envisaged, and what gaps, if any, remain?

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

This phrasing of the goal is not as clear as it should be, and the lack of clarity has had significant implications for the way that the programme has been run. This phrasing makes the integration of HIV and AIDS education etc. a means to increase access to football, or makes the life skills component a strategy for increasing access to football. Yet, such integration is unlikely to increase access to football for adolescents, and also, this phrasing does not adequately convey the importance of the life skills component. There may be need to rephrase the goal, perhaps as follows:

“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 for empowering adolescent girls through the skills and knowledge gained.”

In this rephrased goal, the programme focus shifts from the sport to the adolescent girl, and increased access to football and integrating HIV and AIDS education etc. become tools to empower the girl rather than being ends in themselves.

It is logical that the NFA Women’s Department would focus on broadening women’s access to football since this is its mandate, but UNICEF would (presumably) want to focus instead on improving the lives of adolescent girls using football as a vehicle. During the discussions which led to the signing of their partnership agreement, UNICEF and the NFA may have discussed the issue of the programme focus to ensure that each partner’s objectives would be met, but UNICEF may have been short-changed.

The focus on football may partly explain why, from the start, the NFA ensured that the structures set up for the programme met its own requirements for teams to participate in national leagues. The NFA requirement of national representation may be the reason for its starting Galz and Goals leagues in far-flung parts of the country (e.g. Eenhana, Rundu and Karasburg), but monitoring and follow-up are difficult at such sites due to the long distances from the coordinating office. A programme which uses football as a tool rather than an end would probably have started out in areas closer to Windhoek to ensure efficient monitoring and coordination before expansion to the rest of the country.

Based on the current phrasing of the goal, one can say that the goal has largely been met, since access to football for adolescent girls has increased to a large extent. The Galz and Goals National Programme Coordinator, Jackey Gertze, shed more light in this regard:

“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 participants has stagnated at around 3000 girls – due largely to resource constraints and the need to consolidate the gains made and to streamline the programme – it is safe to say that the goal of increased access has been achieved.

Moreover, as an SfD programme for girls, Galz and Goals has been so successful that it has scooped several awards – listed in Box 2 below.

Box 2

Awards won by Galz and Goals

- Chicago USA, 2010: **Beyond Sport Award for “Sporting Federation of the Year”**
- Namibia 2010: **Namibia Sports Award for “Development Project of the Year”**
- Namibia 2012: **Namibia Sports Commission award to the Galz and Goals National Coordinator for “Sports Administrator of the Year”**
- Namibia 2014: **Mobile Telecommunications Limited (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

Source: NFA Annual Reports



Less success has been achieved in respect of the life skills goal. The participants have acquired certain life skills through playing football, but many have not acquired the full range of skills which the life skills component seeks to impart, using the “Sports2Life” and “Kicking AIDS Out” tools. The primary reasons for this are a high turnover of coaches and a lack of time/interest/motivation for delivering the life skills component.

High turnover of coaches

Those trained for coaching in the programme are teachers and community volunteers (mostly unemployed youths), and in both categories there has been a very high annual turnover of, according to SCORE, about 50%. This is due to teachers moving to other schools and young people finding employment or leaving home to seek employment, but also the voluntary nature of this work. All new coaches have to be trained to deliver the life skills component, and this poses a challenge for SCORE: *“The high turnover puts pressure on us as we have to keep training new people all the time”*, says SCORE’s Programme Manager, Raymond Vries. A teacher in Rundu highlighted the importance of training new coaches:

“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.”

What makes the situation precarious is that the NFA Women’s Department is unaware of the high turnover of coaches because of poor programme monitoring, and consequently has not taken any remedial action. Staff interviewed in the office denied that there had been a high turnover of coaches and estimated the turnover to be a mere 5%.

Lack of time/interest/motivation

Some coaches are passionate about coaching girls’ football, but are less keen to deliver life skills education, citing a lack of time for this during practice sessions. Some coaches interviewed argued that life skills were already being taught in the schools, and their busy schedule did not allow for accommodating this component of the programme.

A lack of motivation is also a key issue, on which a coach in Eenhana shed light:

“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.”

All told, the life skills component was not covered adequately at some sites, with the result that the girls at those sites were not well informed about the applicable issues.

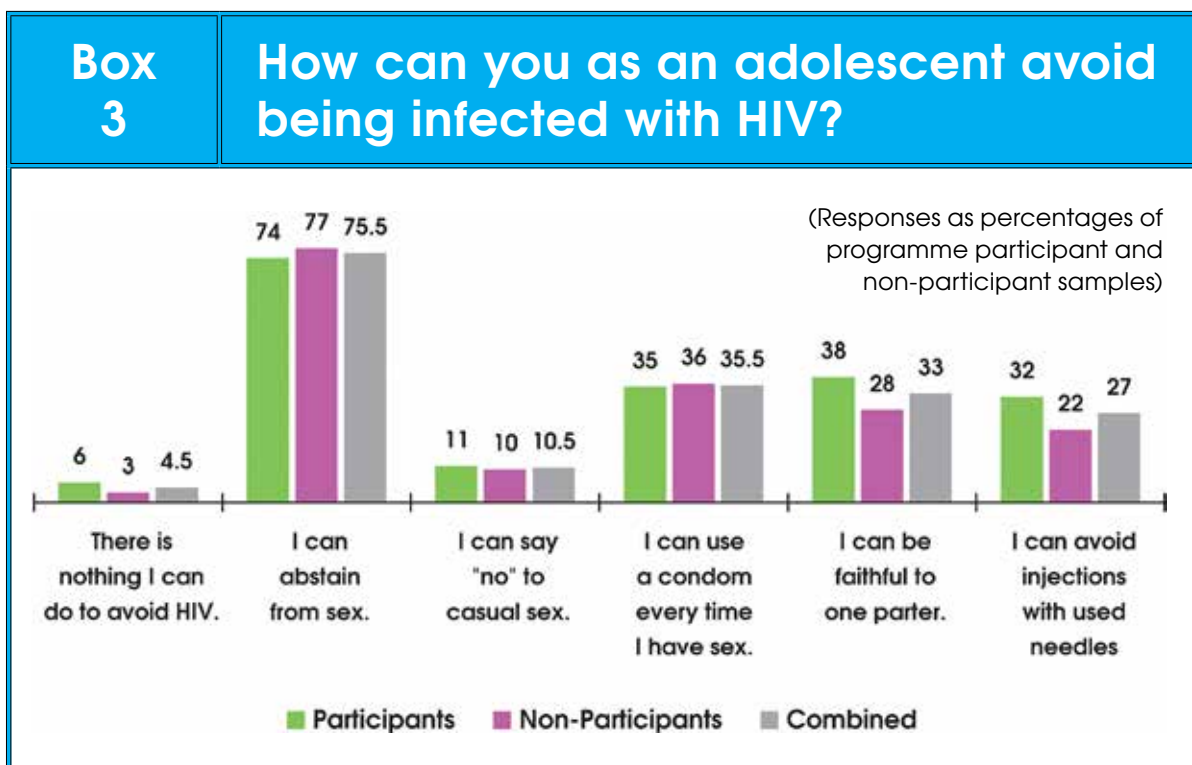
As for achieving the programme’s main objectives, of which there are four, the evaluation found a mix of successes and failures:

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

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

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

The phrasing of this objective does not specify any particular area of knowledge to be provided, but since HIV and AIDS is one of the programme’s key focal areas, one can safely assume that the girls should have gained knowledge in this area through this programme. The chart in Box 3 below, constructed from the KAPB Survey results, shows that, in the area of HIV and AIDS, there is no significant difference in the levels of knowledge of programme participants versus non-participants. And, this chart reflects dangerous levels of ignorance about how to avoid being infected with HIV: only 11% of the programme participants were aware that saying “no” to casual sex can help them to avoid HIV; only 38% of them were aware that being faithful to one partner can help; and only 35% were aware that using a condom every time they have sex could protect them. A higher proportion of non-participants (77% vs 74%) were aware that abstaining from sex would prevent HIV infection, and twice as many participants (6% vs 3%) said that there was nothing they could do to avoid HIV.



The other results of the KAPB Survey were similar in that they show that programme participants and non-participants have virtually the same levels of knowledge about HIV and AIDS – see Appendix C for the full results. This indicates that the programme has not been very effective in providing information on this issue. However, it is important to note that the KAPB Survey did not capture the life skills learnt through playing football, which contribute to preventing HIV infection by the girls taking care of themselves, setting goals for themselves, focusing on their education, gaining confidence, speaking up for themselves and generally living healthy lives.

- **Objective 3: To provide increased opportunity for adolescent girls to play sport**
This objective has been fully achieved at all of the Galz and Goals sites, and is largely responsible for the strength of the different programme leagues – the under-13, under-15, under-17 and under-19 leagues – which render this programme the main source of players for the different age groups in the national women’s football leagues.
- **Objective 4: To influence social change by dispelling gender myths in communities**
This objective has been partially achieved, in that 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: some school principals say that they do not want “lesbians” at their school; some parents are said to have kept their daughters out of the programme because of its purported links with lesbianism; and some boys in the schools reportedly express similar sentiments.

2.2.2 Promoting inclusivity and gender equality



Question: To what extent have the Galz and Goals Programme activities and products promoted inclusivity in schools and communities and responsiveness to gender inequality in Namibia?

By focusing entirely on girls, the Galz and Goals Programme has served to dispel the myth that only boys can play football, and has created a space for girls to be girls and have fun being girls. It has also given adolescent girls much-needed knowledge and tools to deal with their vulnerability to HIV and AIDS, gender-based violence, early pregnancy and the general gender inequality that girls and women face in Namibia’s patriarchal society. The programme has also been fully inclusive in that any girl aged 10 years and older at a participating school can join it.

However, several scholars have levelled criticism at girls-only programmes. According to M. Ann Hall, the “*discourse about women and sport, on a practical level, is now about integration versus separation*”.⁵⁰ While there are benefits to separate environments,

⁵⁰ Hall, “The discourse of gender and sport: From femininity to feminism”, in *Sociology of Sport Journal*, Vol. 5, 1988.

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.⁵¹ Using Gordon Allport's⁵² framework of intergroup contact, Alexis Lyras and Mary Hums⁵³ suggested an inclusive setting as an end goal for SfD programmes. Studies have shown that cross-group interaction promotes communication, tolerance and understanding.^{54, 55}

Thus, going forward there may be need to reconsider the girls-only option for the Galz and Goals Programme. This would be particularly the case if the NFA wants to sell the programme to the Ministry of Education, Arts and Culture for adoption as an in-school programme. However, a way around this issue can be found: a case can be made for not bringing boys and girls together on one football pitch, but for exposing both genders to the life skills messages in parallel programmes. Since girls are impregnated by boys/men and gender-based violence is perpetrated mostly by boys/men against girls and women, empowering girls without a similar programme for changing the mindset of potential 'perpetrators' may not be the most effective way to deal with the applicable problems. Namibia has an active boys' football league within the NFA, and it might be feasible to introduce a similar programme for boys within the NFA junior leagues.

2.2.3 Using Sport2Life as a tool



Questions: To what extent is the Sport2Life Manual user friendly; how effectively has this tool supported programming for adolescent girls; what is the quality of this tool; and how has this tool impacted on the beneficiaries' attitudes?

Most of the coaches interviewed said that they found the Sport2Life tool user friendly and easy to use. This was particularly the case for those who had attended refresher courses after the initial training. A coach in Eenhana said the following in this regard:

“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 also internalise them.

⁵¹ Sugden, *Sport, Sectarianism, and Society in a Divided Ireland*, 1995.

⁵² Allport, *The Nature of Prejudice*, 1954.

⁵³ Lyras and Hums, “Sport and social change: The case for gender equity” in *Journal of Physical Education, Recreation & Dance*, 80(1), 2009.

⁵⁴ Bailey, Wellard and Dismore, *Girls' participation in physical activities and sports: Benefits, patterns, influences, and ways forward*, 2004.

⁵⁵ Lyras, *Characteristics and Psycho-Social Impacts of an Inter-Ethnic Educational Sport Initiative on Greek and Turkish Cypriot Youth*, 2007.

The Chairman of the Galz and Goals Coordinating Committee in Rundu, Mr Jean-Claude Kalinda, is of the view that the Sport2Life Manual is very effective:

“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.”

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 identity, situational awareness, ‘Plan B’ thinking, future focus, discipline, social confidence and pro-social connections – at the expense of also providing basic information on issues around HIV and AIDS. Considering that HIV and AIDS is a priority focal area of the programme, more emphasis should have been placed on this area. The developers of the manual have explained their approach in the manual:

“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.”⁵⁶

It may be true that there is a saturation of information on HIV, but it is equally true that many young people in Namibia have not fully grasped the fundamental facts about HIV, including the risk factors and modes of transmission. The results of the KAPB Survey conducted for this evaluation make this very clear – see Appendix C.

SCORE’s Programme Manager, Raymond Vries, argues that if the Sport2Life 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, but the results of the KAPB Survey show that not all young people know the facts.

The limited information on HIV and AIDS and on football coaching in the manual necessitated the production of a revised manual. In 2015 GIZ produced *Football4Life*,⁵⁷ which is more comprehensive than *Sport2Life* in respect of football coaching and life skills, particularly in its provision of information on HIV and AIDS, teenage pregnancy, contraception and safe sex, drug and alcohol abuse, and healthy lifestyles, which are the key focal areas of the Galz and Goals life skills component.

⁵⁶ UNICEF, *Sports2Life: A Manual for Coaches*, 2013.

⁵⁷ Available at www.giz.de/fachexpertise/downloads/giz2015-en-bmz-giz-nam-football4life-manual-low-res.pdf.

However, the new manual still falls short in providing information on HIV and AIDS which captures new developments and trends in the epidemic. For instance, a whole cohort of adolescents who contracted HIV perinatally and are growing up with the disease are now entering into relationships and struggling to cope not only with the disease but also with the attendant problems. One critical problem for these young people is that of disclosure – initially their guardians’ disclosure to them, and then their own disclosure to their partners. Other critical problems are treatment adherence in a school environment, and stigma and discrimination – the latter being a problem particularly for those who have been stunted or physically scarred by the disease. There are also new issues pertaining to treatment in line with the new World Health Organisation (WHO) guidelines, with which young people should perhaps be familiar. These are not covered even in GIZ’s *Football4Life*.

UNICEF Namibia’s Chief of Communications, Juditha Matjila, is of the view that 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 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.”



2.3 Efficiency



Questions: To what degree do the Galz and Goals Programme results justify resource injection, and have the resources injected into this programme been 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.

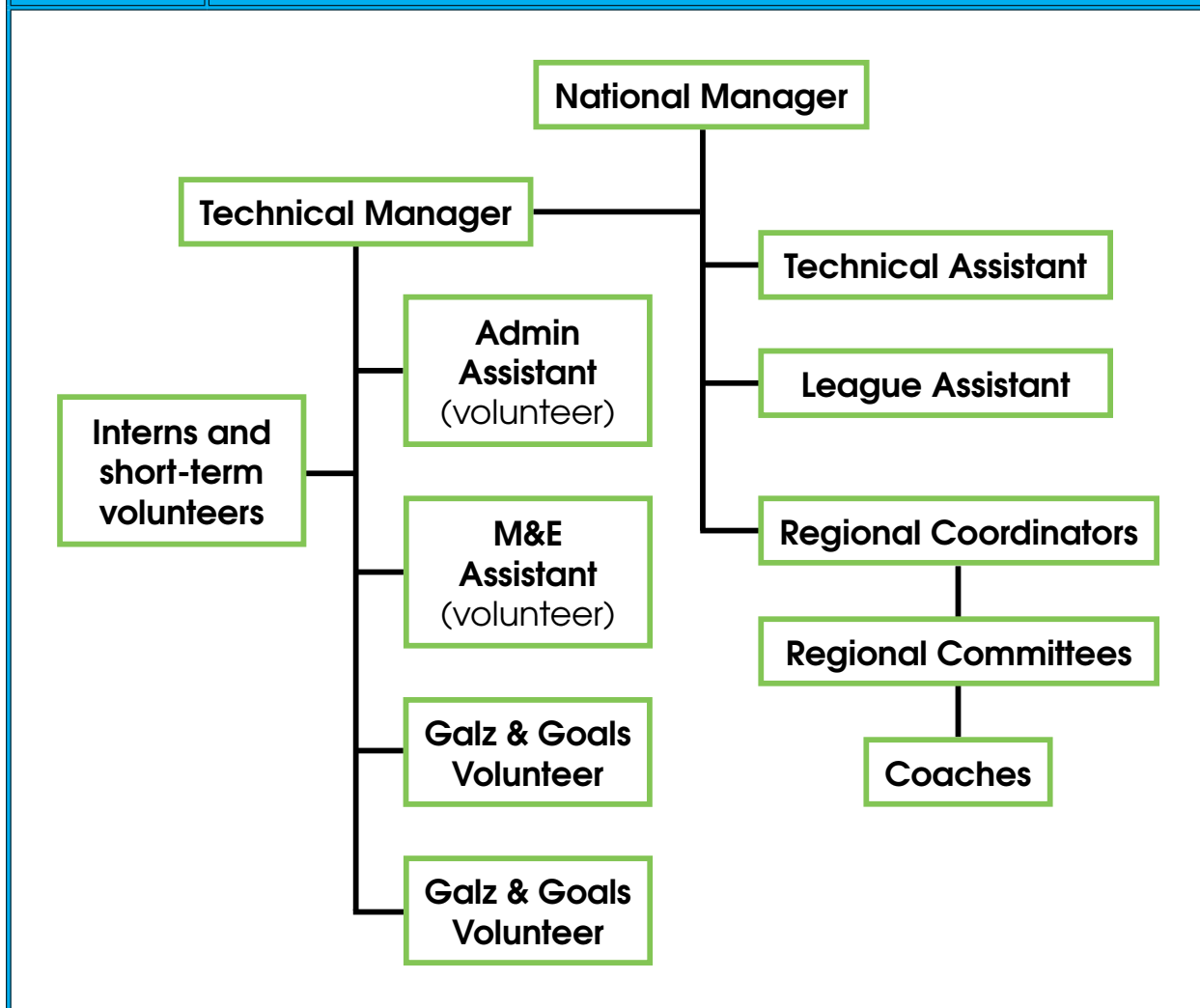
The governance structure of the Galz and Goals Programme is composed of:

- the NFA National Coordinator and the Technical Manager, both based in Windhoek; and
- the Regional Coordinating Committees serving the regions where the programme is operating.

Each Regional Coordinating Committee is headed by a chairperson. Each region also has a Regional Coordinator. In the hierarchy of things, only the Technical Manager is a full-time member of staff of the programme (see the organogram on the next page). The National Coordinator works only part time for the programme. The Regional Coordinators receive a stipend for the months in which the league is run. The members of the Coordinating Committees are volunteer coaches who are elected from among the coaches during their initial training session. The committee members are not paid any sitting fees or allowances. The training sessions are usually held over a period of four days, with 35-40 trainees, who elect the committee members on the last day.

On paper the structure looks viable, as the Regional Coordinating Committees, working with the Regional Coordinators, run the programme in their respective regions and so obviate, or at least minimise, the need for regular monitoring visits from the NFA in Windhoek. The committees also enhance local ownership of the programme since they consist of local community members. However, the reality on the ground is different, in that the committees at most of the sites visited are dysfunctional. This has implications for the programme efficiency for several reasons:

- A committee which is not functioning well is not able to organise league matches and to include all of the region's teams in the league, which makes it difficult to grow the programme.
- A lack of transparency and poor financial accountability on the part of some of the coordinators creates distrust and 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 importantly, running a whole programme such as Galz and Goals with only two full-time members of staff (the National Coordinator and the Technical Manager) may not make for an efficiently run programme.



2.3.1 Reasons for the governance structure not functioning

The setting up of Regional Coordinating Committees on paper is a good strategy for decentralising the programme and thereby enhancing local ownership. However, in this evaluation, several problems were observed with both the process and the procedures adopted for setting up the committees in the first place, and followed by the committees in executing their functions:

- **No terms of reference, clearly spelling out the duties and responsibilities of the committees, were set for them:**

Without terms of reference, most of the regional committees do not know what their responsibilities are. An exception is the Ohangwena committee based in Eenhana, which has clearly laid-out roles which could be followed by the committees in other regions:

- **Chairperson** – takes overall 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 in Windhoek;
- **Secretary** – takes minutes and sees to filing;
- **Equipment Manager** – manages the equipment and ensures that the equipment is moved to the pitch and then stowed away after the match; and
- **Partnership Officer** – takes charge of fundraising and getting sponsorships.

On paper this is a sound structure which should reap the desired results. But, according to the Regional Coordinator for Ohangwena, Fredrick Sitali, the structure was not functioning properly. The Secretary and the Media Officer, who come from the same school, had not been attending meetings because of the distance and a lack of transport, and the Equipment Manager had been transferred to another school and so had to be replaced. Among the remaining members, Mr Sitali said, accountability and commitment were lacking:

“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.”

So, even the Ohangwena committee was not fully functional.

The committees’ failure to function properly results in gross inefficiency of the regional structures and calls for the NFA in Windhoek to adopt a more hands-on approach. Such an approach, however, would be expensive, and it appears that the NFA did not factor in such an approach when setting up the leagues in the various centres.

Asked whether it was not expensive to manage a programme which is spread across the country to sites located over 700 kilometres from Windhoek, the Galz and Goals Technical Manager, Astrid Vries, responded that this was not really a problem since only the once-off training sessions incurred extra expenses:

“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.”

Judging from the issues raised at different sites during the evaluation, it appears that the NFA’s hands-off approach accounts for some of the inefficiencies in the programme. There is a need for more regular site visits than are presently conducted, especially to newly established sites. Placing the programme on ‘auto-pilot’ is a recipe for disaster.

UNICEF, which funds the programme, says that it monitors the programme through the reports submitted by the NFA, but the field work conducted for this evaluation made clear that the NFA itself is poorly informed, which raises the need for UNICEF to monitor the programme more closely through site visits.

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

“I wish people in NFA would come and see what is happening and ask questions. UNICEF 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.”

– Galz and Goals coach in Rundu, Kavango East Region

- **No induction courses were conducted for the incoming committees, which thus were left to figure out on their own what they are supposed to do:**

The inadequate induction courses across the committees leaves them confused and demotivated. The Chairman of the //Karas Coordinating Committee, Ricko Van Wyk, summed up the situation in his region as follows:

“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.”

- **Lack of follow-up visits by the NFA in Windhoek, meaning there is little guidance from that quarter:**

There is little communication, if any, between the NFA and the regional committee members, as the NFA usually communicates with/through the coordinators alone, but even this communication is poor. A committee member in Karasburg summed up the situation as that committee sees it:

“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 that there is a problem with the NFA’s oversight of the programme:

“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, during the site visits the consultant noted that a large number of coaches had not been trained, but the NFA was not aware of this and hence had no plans in place for new trainings.

● **Lack of transparency in the use of funds at regional level:**

The NFA allocates to each region a budget ranging from N\$12 000 to N\$15 000 per season. However, at some sites visited, the money allocated had not been disbursed (e.g. first tranche for //Karas and second tranche for Eenhana), and where it had been disbursed, committee members complained that they did not know how it had been used (e.g. in Rundu). Although the NFA faithfully accounts to UNICEF as to the use of the funds, there is a need to ensure accountability for the disbursement to the regions.

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.”

– Chairman of the Galz and Goals //Karas Regional Coordinating Committee

The above makes clear the need for the NFA to work more closely with the committees to ensure that they are functional, as this would improve the programme’s efficiency and results. There is also a need for the NFA to communicate regularly with the committees, and to adopt a more hands-on approach to monitoring, to ensure that the committees are functioning. A properly functioning governance structure would improve local ownership of the programme, and would also unearth opportunities for local sponsorship.

The electronic M&E system is not working as the NFA Internet connection has still not been installed and some Regional Coordinators do not have computers. The SMS system is also not working as the NFA has yet to enter the girls’ phone numbers into its database.

2.3.2 Value for money

The programme is achieving ‘value for money’ since the NFA is able to run the league on a budget of less than US\$1 000 per region per season. This is because, despite the many challenges it faces, the programme is being supported by schools and the Ministry of Sport, Youth and National Service through informal arrangements. It is also being supported by parents who buy football kits for their children and give them pocket money when they go to 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 committee members, which could substantially reduce the programme’s efficiency even more, and make it unsustainable in the long run. There is a need for working out a system of non-financial incentives to ensure the retention of coaches and committee members and the proper functioning of the committees.

2.3.3 Justifying the resources used

UNICEF’s total annual budget for Galz and Goals is N\$600 000, which goes to supporting the league games, salaries, the electronic M&E system and supplies (uniforms and equipment – which UNICEF provides). Out of this total annual budget, each region get between N\$12 000 and N\$15 000 per season, depending on the number of teams in their respective leagues. The amount per season may seem large, but interviews with coaches in the regions made clear that in fact it is inadequate; it does not suffice to cover the costs of transporting teams and also providing refreshments for the girls during their matches. As a result, 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 National Coordinator and the Technical Manager, and to increase the allowances for Regional Coordinators to make these allowances more attractive. A proposed annual budget that would create more viable national and regional structures is presented in Table 3 below. (See Appendix E for the detailed proposed budget and Appendix F for a proposed revised organogram.)

Table 3: Proposed annual budget for the NFA Galz and Goals leagues, human resources and monitoring (Namibia Dollars)			
Item description	Quantity	Unit cost	Cost
Regional Coordinators – allowances and budget	11	74000	814000
Under-13 Leagues	11	40000	440000
Under-15 Leagues	11	30000	330000
Under-17 Leagues	11	25000	275000
Under-20 Leagues	11	25000	275000
Staff and volunteers – salaries, allowances and budget	1	946000	946000
Monitoring and supervision visits and refresher workshops	1	220500	220500
TOTAL			3 300 500

But, from another angle, although the project has made an impact on the lives of the girls it has 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 spillover effect of the benefits beyond the 3 000 girls participating. To what extent has the participation of less than 10% 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. However, since the programme does not have an advocacy role, it is difficult to verify this claim or to see how exactly girls playing football could have influenced the behaviour of many other girls in a school. This is an area that might need further investigation to establish: (a) what spillover effects the programme has; (b) how these could be created if they are not ‘automatic’ – e.g. by building an advocacy or a peer education component into the programme; and (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 a whole, but also within each region and each participating school. It has not reached all of the schools in any region in which it currently operates, and, perhaps more importantly, it has not reached higher numbers of girls within the participating schools; it tends to reach only those who play football. Thus the programme’s effectiveness can only realistically be assessed at the individual level. From the sport perspective the programme has been effective in that it has increased girls’ access to football, but from the development (or life skills) perspective its effectiveness must be assessed on the basis of whether or not it has reached a sufficiently high number of girls to have an impact on the lives of girls across the country. Reaching out only to girls who play football has narrowed the programme focus substantially, especially since the programme does not have an advocacy component whereby the participating girls would reach out to girls not participating.

2.3.4 Programming for adolescent girls



Question: To what extent, if any, has the Galz and Goals Programme influenced or strengthened programming for adolescent girls in Namibia?

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 this sport, the programme challenges boys/men to accept girls/women as equal to them in the sport and, by extrapolation, in other aspects of their lives, and it challenges the girls to accept that they are as good as the boys and can excel in the male-dominated sport of football.

The choice of the sport is as significant as the sport itself. It is understandable that boys and even school principals taunt the girls as being “lesbians”, since such boys and men view them as an aberration and try to discourage them in order to protect the male

territory by excluding girls. Thus, from the start, the success of this 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, as illustrated in this report, most girls in the programme have gotten over this threshold. For girls, taking up football is an act of defiance, and succeeding on the field strengthens their resilience and enables them to assert themselves, thereby achieving the programme's objectives of building girls' self-efficacy and self-confidence. The Regional Coordinator in Eenhana, Fredrick Sitali, affirmed that this is what has been happening:

“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 quotation clearly illustrates that Galz and Goals has enabled the girls to apply the confidence gained from playing football to transcend the gender barriers that prevented them from participating in class.

By integrating life skills education into a sport, Galz and Goals takes advantage of the opportunity that the sport creates for bringing girls together in a fun environment to tackle key challenges that they face in their society. The interventions chosen were context-specific – HIV and AIDS, alcohol and drug abuse, teenage pregnancy, healthy lifestyles, and enhancing self-confidence, self-efficacy and self-esteem – and therefore were relevant.

Although there is little evidence of the extent to which the programme 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 which sets the bar for interventions for adolescent girls.

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 now in 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 began to do well in class. In Grade 7 she passed so well that she was third 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!”

– Galz and Goals coach in Rundu

2.4 Sustainability



Question: Does the Galz and Goals Programme have the capacity to sustain itself in terms of financial and programmatic implementation?

Currently the Galz and Goals operations are supported financially by UNICEF, SPAR, GIZ and the NFA under its Women's Department. However, although UNICEF negotiated with the NFA to phase out salary payments to the National Coordinator and the Technical Manager, the NFA has gotten stuck at 50% as it has not been able to up its contribution. Would the NFA be able to fund the operations without UNICEF support? The answer could 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 for funding the operations when UNICEF pulls out.
- **No**, because without making a strong case for itself, the programme could find itself muscled out by a proposed school-based SfD programme in which UNICEF is involved and is now collaborating with the MoEAC and the MSYNS to draw up an MoU.
- **No**, because as things stand, 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, the Ministry's Deputy Director of Diagnostic Advisory and Training Services in the HIV Management Unit, Ms Ayesha Wentworth, says is a prerequisite for the Ministry to take a programme on board.
- **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 National Coordinator at the 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 this level of investment, GIZ cannot afford to see the programme die and would perhaps step in should UNICEF pull out.
- **Yes**, if the 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 Galz and Goals if they are approached and are made to appreciate the mileage that they would gain from supporting women's football. This is happening in South Africa with other interventions for underserved communities, and 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.
- **Yes**, if the NFA Women's Department can tap into the MSYNS's current thrust under the theme “Namibia is a Sporting Nation”, and get the government to commit a budget to women's football development through Galz and Goals. As a football initiative, Galz and Goals has positive results to show, in that: (a) it is contributing players to the national women's football teams; and (b) it has structures in place 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.

- And yes again if Galz and Goals can be absorbed within the SfD initiative in schools but still retain a separate identity in order to continue focusing on girls, while also benefiting from the resources allocated under the SfD initiative in schools.

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



Question: How strong and sustainable are systems which are put in place through national systems for the purpose of continuing delivery of quality services to adolescent girls in the country?

As mentioned earlier herein, the governance structures which the NFA has put in place to run Galz and Goals at regional level are comprehensive. The National Coordinating Committees are the policy arm of the programme; the Regional Coordinators are the executive arm; and the coaches are the implementing agents. But currently the structures at many sites are weak and dysfunctional. Going forward it will be necessary for the NFA to build their capacity and motivate them, and, perhaps more importantly, to give them the backstopping they need, particularly in the early stages of their formation, to entrench local ownership. There would also be a need to institutionalise the programme by appointing more full-time staff members and putting in place more comprehensive incentives for the Regional Coordinators. (See Appendix F – the proposed organogram.)

2.4.1 Lessons for sustainability

The implementation of Galz and Goals has revealed how important it is for the NFA to ensure that the programme takes root in a given region, by ensuring that: (a) structures are in place and are fully functional; (b) there is clarity of roles within those structures; and (c) the resources needed to run the programme are provided. Failure to do this results in: (a) demotivated structures; (b) loss of confidence in the NFA; (c) collapse of the structures; and (d) difficulty in penetrating the area in future.

Also, it is necessary to think outside the box when looking for funding partners. Bringing SPAR on board was a brilliant idea in that it created a new funding stream outside the traditional donor milieu.

Galz and Goals is a good programme, but the failure to get it into schools via an MoEAC buy-in at an earlier stage might keep it on the periphery. For sustainability it is necessary to secure a buy-in from both the MoEAC and the MSYNS so that activities can be funded.

2.5 Impact



Question: what changes did the Galz and Goals Programme bring about in the lives of individual girls?

The programme's 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 (girls and boys aged 10-19 years) in the country, of whom 269 790 (51%) are girls. Galz and Goals is presently reaching 3 000 (1.1%) of the total number of adolescent girls. The NFA says that the programme has reached a total of 15 000 since its inception in 2009, which includes girls who have gone through the programme and have completed Grade 12, and girls reached during Galz and Goals festivals. But even this total represents a mere 5.5% of the total number of adolescent girls in Namibia. So, in terms of numbers, the programme has reached an insignificant proportion of girls. Therefore, in assessing the programme's impact, the analysis must focus on individual girls rather than the school or community, hence the question becomes, "What changes did the programme bring about in the lives of individual girls?"

The section in this report on "Effectiveness" highlighted the positive changes that girls said the programme had effected in their lives, and this also speaks to the programme's impact. The key changes are: enhanced self-confidence, self-efficacy and self-esteem; leadership skills acquired; a greater focus on school work; and being kept busy and away from drugs, alcohol, sex and unwanted pregnancy.

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

The enhanced self-confidence cited by many girls in the programme may not seem like a big deal, but one must understand where some of the girls are coming from to fully appreciate what self-confidence 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, one of the girls, without any prompting,

⁵⁸ SDP IWG, *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*, "Sport and Gender: Empowering Women and Girls" (Chapter 4) – available at www.un.org/wcm/content/site/sport/sdpiwg_keydocs.

⁵⁹ Craig, Russell and Cameron, "Benefits and Impacts of Physical Activity for Ontario: Physical Activity Intervention Framework Report on Issues One and Three", 1995.

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 that she believed in her dream of becoming whatever she wants to be in life and going to university.

Also in Rundu the consultant came across five girls, all in Grade 6 and not participating in Galz and Goals, who had given birth earlier in the year and, on returning to school, were teased by a female teacher about being mothers at such an early age. All six looked defeated and completely bereft of self-esteem. If one compares them with the football team member who had no father and lived with a poor mother and yet radiated self-confidence and self-efficacy, one begins to appreciate the impact of this programme on individual girls. Without Galz and Goals this girl might have borne a child at 13 years of age. The programme has undoubtedly had a huge impact on the lives of many girls at the personal level.

At all sites visited, teachers said that the girls in the programme were more focused and worked harder in school, and no Galz and Goals participant at any site visited had fallen pregnant. Instead, Galz and Goals has become a haven where some pregnant girls come for support, as this remark from a teacher/coach in Eenhana makes clear:

“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 of the programme reaching out to non-participants who need support, but too few examples were found for drawing a general conclusion.



2.5.1 Increased participation of girls in sport

While the programme's life skills component is very important, it is critical not to lose sight of its key objective of increasing girls' participation in sport – in this case football.

This objective has been achieved with, thus far, a total of 3 000 players and a total of 215 teams in the under-13, under-15, under-17 and under-19 girls' football leagues.

As mentioned earlier in this report, Galz and Goals has become the main supplier of players to the national women's football teams.

One major success of this programme was the fielding of a complete team of under-15 girls who travelled to China in August 2014 to compete in the Summer Youth Olympics *as the sole representatives of the continent of Africa* – explained in the excerpt from *The Namibian* newspaper below.

“In November 2012, a decision was taken by the Confederation of African Football (CAF) for the NFA's girls' U15 team to be the sole representative of the continent at the 14-28 August 2014 Summer Youth Olympics in Nanjing, China.

The NFA has called up a 25-member squad of players who compete in the U15 Galz & Goals' leagues in Windhoek, Eenhana, Rundu, Otjiwarongo and Okahandja.

These girls were selected last June during the Galz & Goals' U15 National Championships, hosted in Windhoek. ...”

– *The Namibian*, “Namibian girls to face China and Mexico at Youth Olympics”, 15 May 2014
(article accessed at www.namibian.com.na/index.php?id=123232&page=archive-read)



Photo from *The Namibian*, 15 May 2014

2.6 Replicability

Galz and Goals is clearly a replicable programme, but there should not be any attempt to replicated without first addressing the issues outlined in previous sections of this report which have hampered the programme's growth and rendered it less effective than it would otherwise be. The key issues are as follows:

- **Coordination and monitoring:** These aspects of the programme need improving by the NFA or a selected NGO partner. (SCORE has indicated that it would take on these tasks if approached.)
- **Programme design and implementation:** There is a need for greater involvement of the participants – perhaps by way of peer coaches – in designing and implementing the life skills component, to increase ownership and enhance the girls' leadership skills, but also for sustainability. This is an issue that should really be explored.
- **Governance roles:** The Regional Coordinating Committees lack clarity on their roles and responsibilities, thus clear terms of reference should be drawn up for them.
- **Governance training:** There is a need for a well-structured induction programme for the Regional Coordinating Committees and Regional Coordinators.
- **Visits to sites:** There is a need for the NFA to undertake more regular visits to the programme sites for follow-up and monitoring purposes.
- **Government buy-in:** There is a need to better align the Galz and Goals life skills curriculum with the life skills curriculum taught in the schools in order to secure a buy-in to the programme from the Ministry of Education, Arts and Culture. The Deputy Director of Diagnostic Advisory and Training Services in the Ministry's HIV Management Unit, Ayesha Wentworth, recommends that the Galz and Goals life skills manual be explicitly aligned with the school curriculum: *“There is need to align it to what we are teaching in the schools. We need to harmonise so that it is one message. One should reinforce and complement the other.”*
- **Formal cooperation with government:** There is a need to negotiate formal cooperation agreements or MoUs with the Ministry of Sport, Youth and National Service and the Ministry of Education, Arts and Culture.
- **Synergy in life skills messaging:** There is a need to create linkages and synergies between the Galz and Goals coaches and the teachers who teach life skills in the schools, to ensure that their messages build onto each other.
- **Incentive:** There is a need for strategies to incentivise the Galz and Goals coaches.

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

2.7 Lessons learnt

This evaluation has imparted three major lessons about the implementation of the Galz and Goals Programme:

- **Be very specific about the aims:** To be able to measure the impact of a programme such as Galz and Goals, it was necessary at the outset to be much more specific about what the programme is meant to achieve. Specific activities would then have been designed and implemented to reflect the priorities of the beneficiaries and how the desired changes can be achieved.
- **Set out a theory of change:** To provide the basis for measuring impact, and to learn about what works and does not work in a given programme, it is necessary to clearly set out a theory of how the programme will bring about the desired changes. In this programme there was a need at the outset to design a theory of change to guide the implementation and to facilitate monitoring and evaluation.
- **Prepare the implementers *properly* to ‘run with it’:** It is necessary to ensure at the outset of a programme that the implementers (in this case the Regional Coordinating Committees and the coaches) have a full and firm grasp of all aspects of the programme and that their structures are firmly established and running before leaving them to ‘run with it’. For example, leaving the newly established structures in //Karas to their own devices with little support from the NFA was counter-productive as they largely abandoned the programme.



2.8 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 ‘abiding truths’. These include the benefits of sport to girls in building their self-confidence, self-worth, self-efficacy and self-esteem. Equally, it is generally accepted that SfD initiatives enhance girls’ leadership capacities. Still controversial are issues such as the virtue or otherwise of mixing boys and girls in sport, and whether a sport 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 also to strike a middle road in drawing conclusions, by sticking to areas in which there is general consensus (e.g. the positive benefit of sport to girls, and what to look out for in a successful programme). To corroborate findings and to determine their significance, it was necessary to place Namibia’s Galz and Goals Programme within the scope of similar programmes in different parts of the world, which required constant reference to similar studies in other countries. This 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 findings of these other studies coincided with findings of this evaluation reaffirmed the relevance of Galz and Goals in addressing the specific problems facing adolescent girls in Namibia. Also key was the need for a clear understanding of the challenges that girls in Namibia face – the high rates of HIV prevalence, gender-based violence, drug and alcohol abuse and teenage pregnancy – to put the programme interventions into perspective.

What was particularly interesting in the FGDs with girls in different parts of the country and in interviews with coaches is the extent to which they all agreed – independent of each other – on how the programme has fundamentally shifted the way that girls perceive themselves and are perceived by others since they joined. And also how, by increasing the girls’ self-confidence, 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, Galz and Goals has overtaken the NFA which may not be fully aware of its impact. At the inception of the evaluation, the NFA was quick to point out that leadership development was an aspect on which they had not yet focused, thus it should not be included in the evaluation. Little did the NFA appreciate that leadership development is intrinsic to this programme; it was ongoing without any deliberate programming for it. This may be one of the unexpected positive outcomes of the initiative. However, that leadership is developing spontaneously in the programme does not obviate the need for a deliberate and focused leadership training component, and this will be important going forward.



The evaluation of the Galz and Goals Programme found that the initiative is relevant as it addresses key challenges that adolescent girls in Namibia face, including high HIV and AIDS prevalence rates and high rates of gender-based violence, teenage pregnancy and alcohol and drug abuse. The programme is in line with the country's Vision 2030, the UN Partnership Framework for Namibia (2014-2018) and UNICEF's global mandate of promoting gender equality and empowering girls.

The evaluation also found that overall the programme had made a huge difference in the lives of the participating girls. Participants at all sites visited spoke spontaneously of how the programme had changed their lives:

- It helped them to become team players and to develop a positive attitude to their school work.
- It motivated them to pursue their dreams and kept them away from risky behaviour.
- It helped them to develop leadership skills – despite the NFA not yet having introduced a leadership development component.
- And, perhaps most importantly, it helped them to develop self-confidence, self-esteem, self-worth and self-efficacy.

Although in some schools the life skills component was not being implemented because the coaches had not been trained for it or did not have time to devote to it, the girls spoke confidently about the life skills which they had acquired from the programme, and this confirms the theory that playing a sport alone has life skills benefits.

The evaluation, however, found that although the programme has been operational for close to seven years, it was reaching only 3 000 girls at the time of the fieldwork in 2015, which is too low a number to make a national-scale impact. Thus there is a need to devise strategies to expand the programme's reach beyond just the number of girls playing football, or alternatively to build into it an advocacy and peer education component so that the girls in the programme can influence others.

The evaluation noted several shortcomings which pose challenges for the programme. The key shortcomings are:

- inadequate monitoring of activities by the NFA;
- an absence of terms of reference for the Regional Coordinating Committees and no induction programme for new committees; and
- insufficient attention given to the life skills component, which requires, at least, regular follow-ups.

As a result of such shortcomings, the KAPB Survey conducted as part of the evaluation found no significant differences between girls participating and those not participating in the programme.

Although the evaluation identified some shortcomings in the implementation of Galz and Goals, these should be taken as part of learning and should not detract from the programme's achievements. It is important to address the shortcomings, but it is equally important to recognise the multiple strengths of this programme, and to build on these to achieve even better results.

Perhaps a more important finding of this evaluation is that Galz and Goals fits very well into the broader SfD framework, not only in terms of the strategies employed, but also in terms of the many positive results being achieved.





Devise a clear programme theory of change

As presently designed, the Galz and Goals Programme does not have clear objectives and outcomes that can lead to the achievement of the programme goal (which is also not clearly articulated). This makes it difficult to assess the programme's impact. There is a need to design a clearly articulated programme theory of change, setting out how Galz and Goals will achieve the desired changes among the adolescent girls.

Broaden the programme to include more girls

Galz and Goals has achieved positive results in all areas, but is reaching too few girls – only 1.1% of Namibia's adolescent girls (at most about 60 in schools with over 1 000 learners). The programme should be broadened to reach out to more girls than just those playing football.

Improve 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. The NFA should strengthen its monitoring, and increase the frequency and coverage of its site visits so that it is always in the picture as to what is happening in the regions. It should also improve its communications with the regions, and should not limit such communications to the coordinators, but rather

include the full coordinating committees or at least their chairpersons. UNICEF should improve its project oversight, including visiting the sites rather than just relying on the reports from the NFA.

Involve girls in the programme design and implementation to enhance ownership and sustainability

One challenge for increased ownership of this programme is the high turnover of coaches. At the same time, there is a need for greater involvement of the girls in the programme design and implementation. To address ownership and the turnover of coaches, and to empower the girls further, consideration should be given to involving the girls in the design and implementation of the programme as a whole, and as peer educators for the life skills component – along the lines of the “GO Sister” programme in Zambia. Involving programme participants in these ways would give them additional skills and thereby enhance the programme’s sustainability, and would also ensure that it focuses on areas of crucial concern to the girls.

Formulate clear terms of reference for the Regional Coordinating Committees

The absence of terms of reference for the coordinating committees leaves them groping in the dark to understand their roles and responsibilities, thus the NFA should draw up terms of reference which give the committees a clear understanding of their roles and responsibilities.

Devise a well-structured induction programme for new committees

Currently there is no structured induction programme for incoming Regional Coordinating Committees and Regional Coordinators, and this sows confusion. This was particularly evident at relatively new sites/regions, such as //Karas, where the consultant gained the impression that the regional committee had virtually no knowledge of its responsibilities and mandate. A structured induction programme for the committees would clarify their responsibilities and clearly demarcate their mandate at the outset of their service.

Undertake 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. This is due partly to the NFA not having been able to carry out regular site visits to see what is happening on the ground. Although a budget is set aside for site visits, currently the NFA is unable to visit more than about four sites per year, which, judging from the problems faced at regional level, is insufficient. Undertaking more regular site visits would enable 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.

Align the Galz and Goals life skills curriculum with the school life skills curriculum

There has not been any attempt to align the Galz and Goals life skills curriculum with the life skills curriculum taught in the schools. This creates the danger that the Ministry of Education, Arts and Culture will not see the value that the programme adds to the Ministry's key result area of improving learner performance. This alignment is also necessary to inspire the Ministry to buy in to the programme. Equally, there is a need to create linkages and synergies between the Galz and Goals coaches (who deliver the life skills component to the programme participants) and the teachers of life skills in the schools, to ensure that their messages build onto each other.

Devise strategies to incentivise coaches

The coaches are the implementers of the programme activities, and the NFA has relied on volunteers to serve as coaches, most of whom are teachers. However, with a few exceptions, this modus operandi does not seem to be working well. As the NFA moves to institutionalise the programme, it will 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 that the teachers are able and willing to dedicate to it. This is already evident with cases of participants going to matches or to practice without coaches, especially on weekends, when, many teachers say, they want to rest.

Ensure that the Ministry of Education, Arts and Culture and school principals buy in to the programme

Galz and Goals was conceived as “an out-of-school settings” programme. However, for sustainability there is a need to secure government buy-in, not only from the Ministry of Education, Arts and Culture but also from the Ministry of Sport, Youth and National Service, and to be included in their budgets. Failure to do this will mean that the programme continues to rely on external donors for funding, which, given Namibia's upper-middle income status, is dwindling and likely to dwindle further.

Negotiate formal cooperation agreements or memoranda of understanding with the Ministry of Education, Arts and Culture and the Ministry of Sport, Youth and National Service

It might take some time for the programme to be fully integrated into the schools. In the meantime there is a need for the NFA to negotiate formal cooperation agreements or MoUs with the MoEAC as well as the MSYNS to enable the programme to access school resources such as means of transport, and MSYNS resources, which include means of transport. The lack of availability of transport is perhaps the single biggest impediment to the programme's growth, given the very long distances between localities in Namibia.

Ensure that the Galz and Goals life skills component 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 to ensure that it is implemented. SCORE has indicated its interest in doing this work, and might produce better results than the NFA Women's Department could produce, given that SCORE can provide the necessary skills and expertise.

Redesign the programme to come up with a clear results framework

The programme documents do not clearly articulate the outputs and outcomes which it seeks to achieve, making it difficult to assess the programme's performance. Going forward there will be a 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 to evaluate the programme at the end. The strategic plan should be accompanied by a budget that reflects the real needs of functional national and regional structures.





List of Interviewees

Implementing partners, other NGOs and government

Jackey Gertze	NFA National Coordinator, Women's Department
Lydia Hatzenburg	NFA Regional Coordinator, //Karas
Micaela Marques De Sousa	UNICEF Representative, Namibia
Marcus Betts	Deputy UNICEF Representative, Namibia
Gerrit Maritz	Chief of Education, UNICEF Namibia
Jacqueline Kabambe	Adolescents and HIV/AIDS Specialist, UNICEF Namibia
Juditha Matjila	Chief of Communications, UNICEF Namibia
Pascal Dias	Management Information Systems Assistant, UNICEF Namibia
Raymond Vries	Programme Manager, SCORE Namibia
Hulda Goagoses	SCORE Coordinator in Windhoek
Undamuje Haimbodi	Retail Operations Manager, SPAR Namibia
Shedeen Maarsdorp	Marketing Assistant, SPAR Namibia
Valerie Ostheimer	Technical Advisor, GIZ Namibia
Tharcisse Barihuta	UNAIDS Country Coordinator, Namibia
Grace Hidinua	Programme Officer for HIV Prevention, UNFPA Namibia
Susan Uushona	Acting Country Manager, Star for Life
Ayesha Wentworth	Deputy Director of Diagnostic Advisory and Training Services, HIV Management Unit, MoEAC
Roger Kambatuku	Senior Sports Officer, MSYNS

Galz and Goals (G&G) implementers in regions and schools

Astrid Vries	Technical Manager
Edward Diyeve	Regional Coordinator, Kavango East (Rundu)
Elina “Pandu” Petrus	Regional Coordinator, //Karas
Ferderick Sitali	Regional Coordinator, Ohangwena (Eenhana)
Ricko van Werk	Regional Coordinating Committee Chairperson, //Karas
Jean-Claude Kalinda	Regional Coordinating Committee Chairman, Kavango East
Annamary Mbamba	G&G coach and teacher at Kehemu Primary School, Rundu
Fabiola Dierstaan	G&G coach and teacher at Geduld Primary School, //Karas
Ignatius Joachim	G&G coach, teacher and sports organiser, //Karas
Mathias Shikerethe	G&G coach and sports organiser at Kehemu Primary School, Rundu
Pelagia Mponda	G&G coach, teacher and sports organiser coach, Rundu
Verna Muronga	G&G Administrator in Rundu

Other interviewees

Paulus Swartbooi	Principal of Karasburg Combined School
Carlos Nail	Assistant Sports Coordinator at Karasburg Combined School
Nesimus Mupiya	Sports Coordinator at Karasburg Combined School
Saima Kaukewahulo	Teacher at Karasburg Combined School
Christina Riet	Teacher at Aussenkehr Primary School, //Karas
Sophia Garises	Teacher at Geduld Primary School, //Karas
Festus Kavamba	Teacher at Lordsville Junior Secondary School, //Karas
Hansie Hendricks	Principal of Eldorado Secondary School, Windhoek
Mukoja Hermine	Life skills teacher at Kehemu Primary School, Rundu
Anna Chikusho	National Senior Women’s Football Team, NFA
Esme Eises	National Senior Women’s Football Team, NFA
Lovisa Mulunga	National Senior Women’s Football Team, NFA



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KAPB Survey Results

Table 1: Number of girls who participated in the KAPB Survey by school

School	Frequency	Percent
M&K Gertze	104	52.0
Karasburg	18	9.0
EHW Baard	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
Total	200	100.0

* NJSS = Noordoewer Junior Secondary School, Karasburg, //Karas

Only 2% of the KAPB respondents were out of school, and most (40%) were in Grade 9.

Just under half (48%) of the KAPB respondents were participating in Galz and Goals, and just over half (52%) were not participating in the programme.

INTRODUCTORY QUESTIONS

- **Are girls or young women more likely than men/ boys to get HIV from unprotected sex?** 48% of the Galz and Goals participants and 51% of the non-participants answered "Yes".
- **Does having only one sexual partner keep one safe from HIV?** 54% of the Galz and Goals participants and 46% of the non-participants answered "Yes".

Table 2: Age distribution of the KAPB Survey participants

Age	Percent
13	4.0
14	25.0
15	30.5
16	16.5
17	11.5
18	4.0
19	1.0
20	0.5

Table 3: Educational levels of the KAPB Survey participants

Grade	Percent
5	1.0
6	2.5
7	7.5
8	34.0
9	40.0
10	3.5
11	7.0

Figure 1: Whether or not participating in the Galz and Goals Programme



- **Is sex with an older man riskier than sex with a partner of your own age?** 72% of the Galz and Goals participants and 57% of the non-participants answered “Yes”.
- **Is there anything that a pregnant woman with HIV can do to protect her baby from the virus?** 82% of the Galz and Goals participants and 50% of the non-participants answered “Yes”.

Table 4: Can a girl become pregnant when having sex for the first time?

	Galz & Goals participants (%)	Non-participants (%)
Yes	19	15
No	80	85

Table 6: Living with HIV without feeling sick

		Galz & Goals participants (%)	Non-participants (%)
Can a person live with HIV for many years without feeling sick?	Yes	51	48
	No	48	52
Total		99	100

Table 5: Age at which one can be tested for HIV without parental approval

		Galz & Goals participants (%)	Non-participants (%)
If you are 16 years old, you can get tested for HIV without your parents?	Yes	62	69
	No	37	31
Total		99	100

KNOWLEDGE ABOUT HIV TRANSMISSION AND RISK FACTORS

Asked whether they were at risk of being infected with HIV, 14% of the Galz and Goals participants and 15% of the non-participants said “No”, and the same number in each group said that they were at a high risk of being infected – thus there was virtually no difference in the perceptions of the two groups in this respect. However, as Tables 7 and 8 indicate, when asked for the *reasons* for their perceptions of risk, the Galz and Goals participants proved to know more about the risk factors.

Table 7: HIV risk perceptions (A)

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

Table 8: HIV Risk Perceptions (B)

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

Chart 2 shows that most Galz and Goals participants and non-participants knew that abstinence from sex is a way to avoid HIV, and very few said that there is nothing they can do to avoid it. These responses are a good indication of behaviour change among the country's adolescents.

Figure 2: How can you as an adolescent avoid getting HIV?

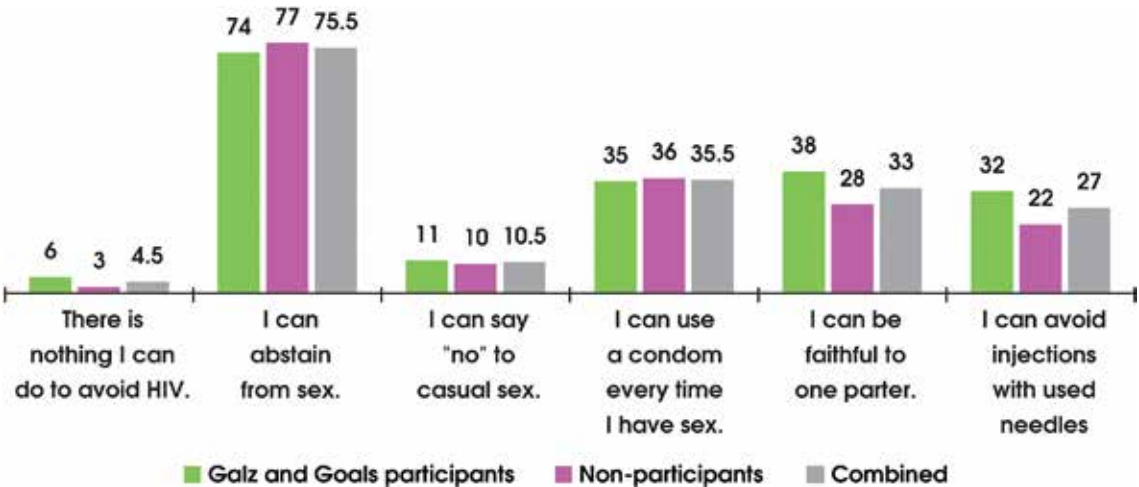


Chart 3: Knowledge about how HIV is transmitted – percent in agreement with each statement

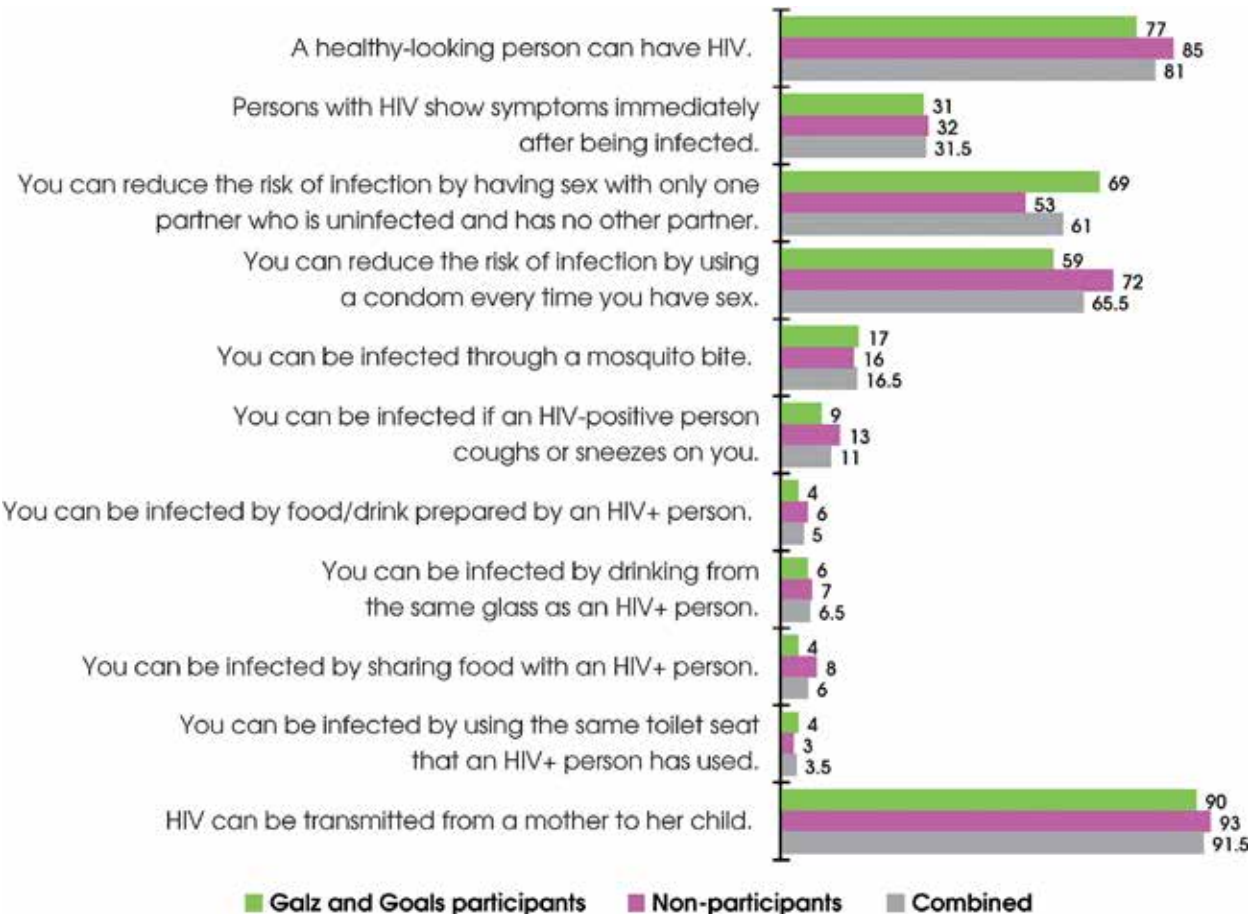


Chart 3 shows that there are still many misperceptions as to how HIV is transmitted.

Figure 4: Knowledge of modes of HIV transmission – percentage who knew about each mode

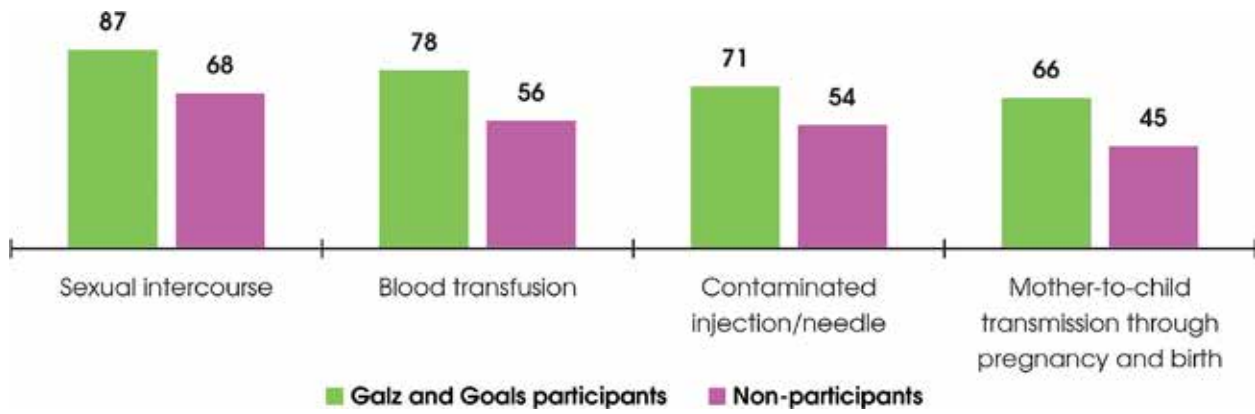


Figure 5: Is HIV a problem in your community?

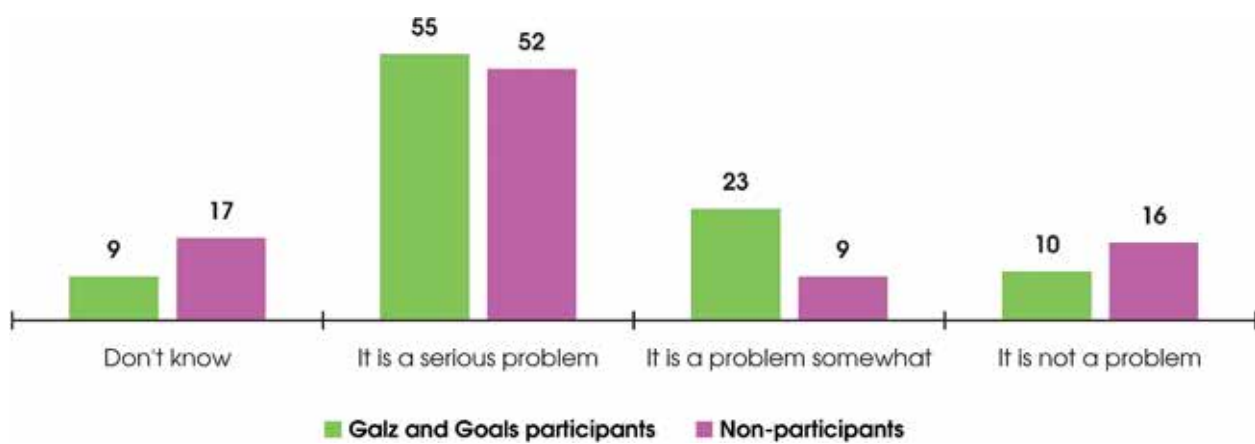


Chart 6: Is HIV a problem in your community?

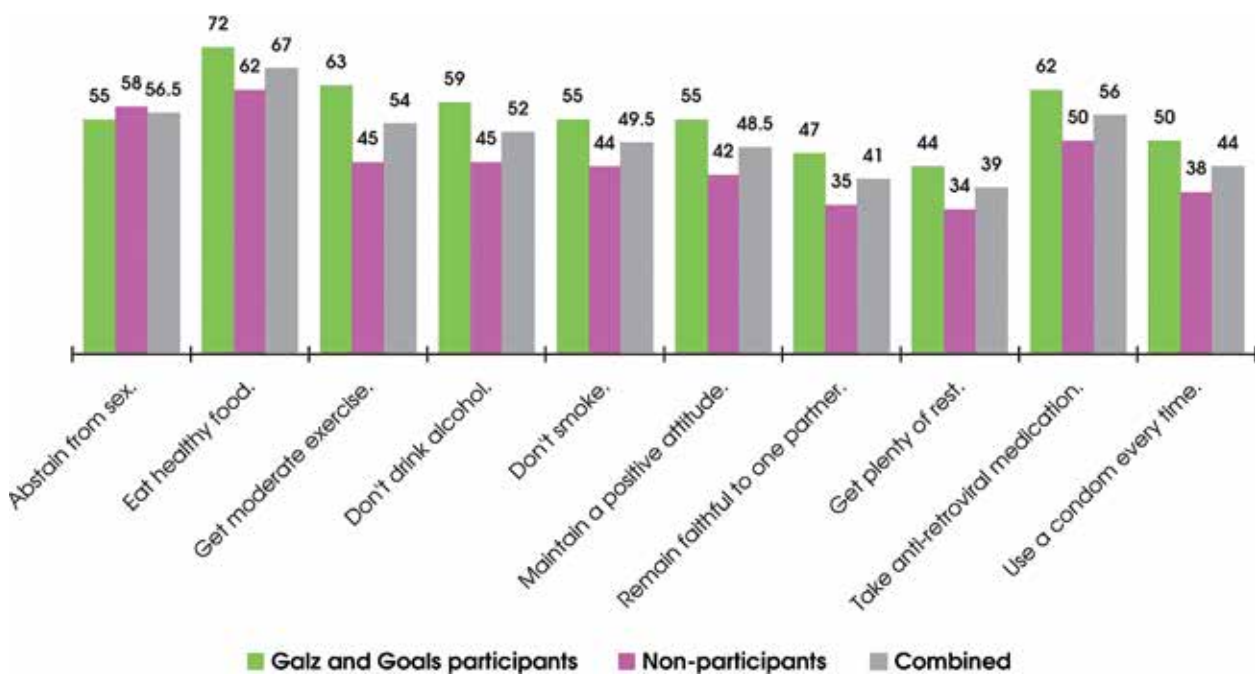
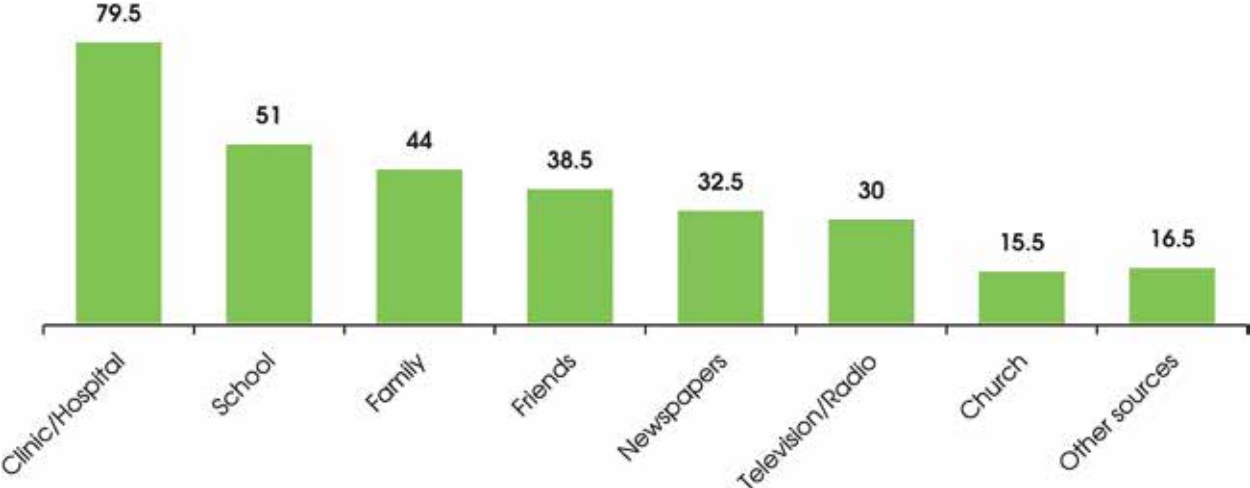
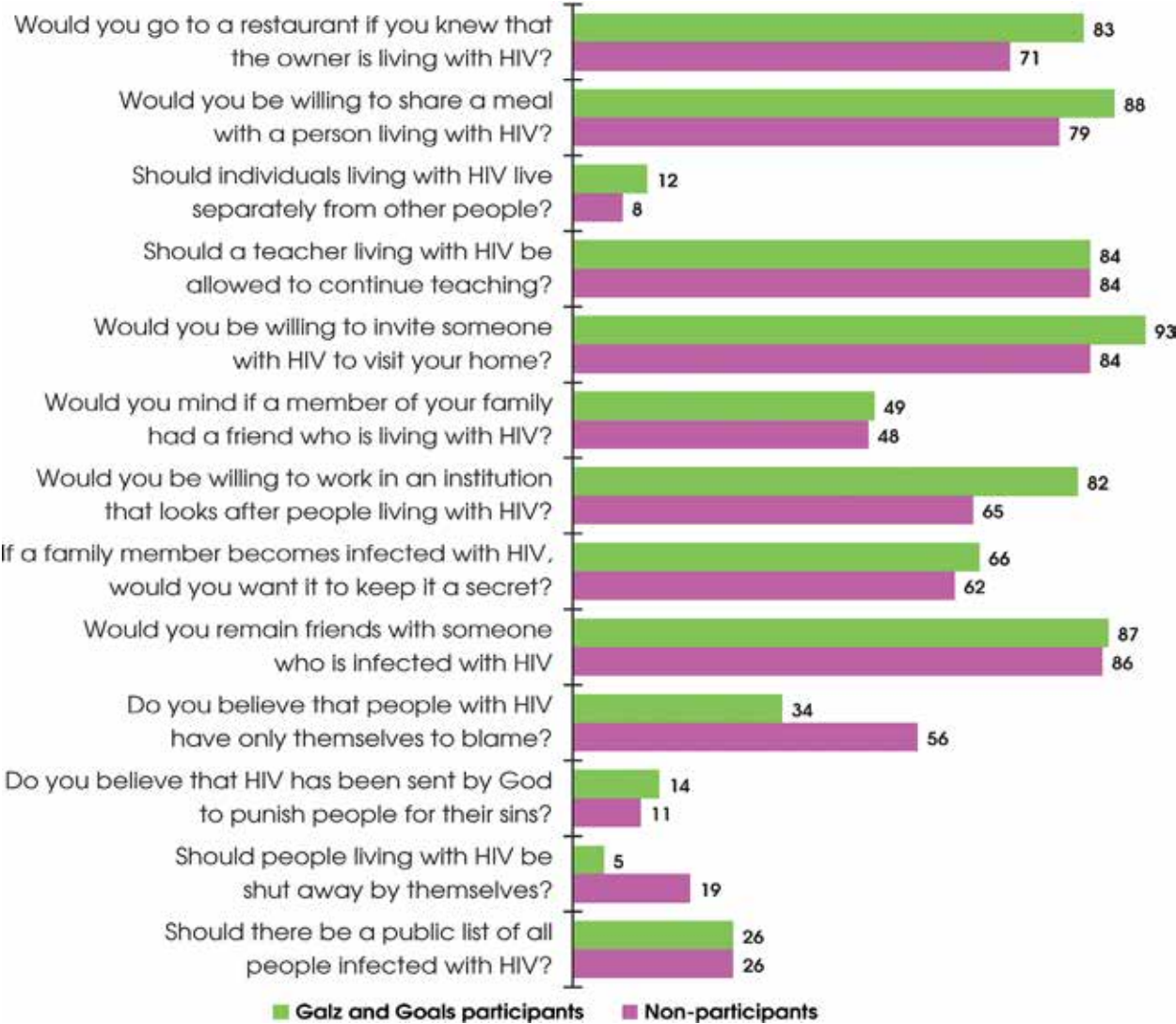


Figure 7: Sources of information on HIV – percentage per source for all respondents



ATTITUDES REGARDING HIV

Figure 8: Attitudes towards HIV-positive people – percentages who answered “Yes” per question



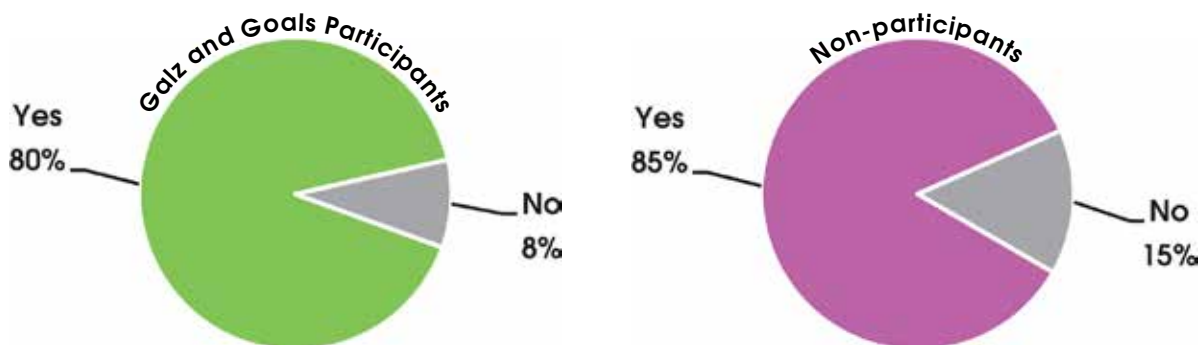
The attitudes towards people living with HIV (PLHIV) and HIV itself are improving, even among adolescents, as evidenced by higher percentages of adolescents who realise that they will not be infected with HIV through interaction with PLHIV at different levels, i.e. levels which do not include blood. Asked if they would go to a restaurant if they knew that the owner is living with HIV, high proportions of both the Galz and Goals participants (83%) and non-participants (71%) answered that they would. This indicates a higher level of understanding and tolerance of PLHIV, which in turn signifies a decrease in stigma and discrimination of PLHIV. Asked whether they'd be willing to share a meal with an infected person, high proportions of both the Galz and Goals participants (88%) and non-participants (79%) answered that they would. Their answers to the question of whether PLHIV should live separately from other people indicate that the vast majority of these adolescents are willing to interact with PLHIV generally.

However, the responses as to whether they would mind if a family member had an HIV-positive friend were less positive, with around half of the Galz and Goals participants (49%) and non-participants (48%) answering "Yes". This indicates that the issue and acceptance of HIV is a lot more sensitive within a family setup than it is in dealings with the general public. This is supported by the fairly high proportions of both Galz and Goals participants (66%) and non-participants (62%) who said "Yes" when asked whether they would want to keep a family member's positive HIV status a secret.

Figure 9: Reasons for not having sex – percentages who agreed with each statement



Figure 10: Would you be willing to get tested for HIV?





KAPB Survey Questionnaire

1	Demographic profile and characteristics		
	Name of school		
		M	F
	Age		
	Education level		Grade
	Out of school		Yes No
	Soccer player in Galz and Goals		Yes No

2	What do you know? Carefully read the statements below. Are they TRUE or FALSE? Mark your answer.	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.		

3	How likely do you think it is that you could contract HIV/AIDS?	
	No risk	
	Small risk	
	Moderate risk	
	High risk	
	Don't know	

4	Why do you think you are at risk of contracting HIV	
	I am sexually active	
	My partner has other sexual partners	
	I have many sexual partners	
	Blood transfusion / unsafe injections	
	Do not always use a condom when having sex	

5	Why do you think you are not at risk of contracting HIV?	
	I do not go to sex workers	
	I always use condoms during sex	
	I trust my partner	
	I have only one partner and he/she is faithful	
	I am not sexually active	
	Don't know	

6	How can you as an adolescent avoid getting HIV?	
	There is nothing I can do to avoid HIV	
	No casual sex	
	Avoid injections with used needles	
	Abstain from sex	
	Be faithful to one partner	
	Use a condom every time I have sex	
	Don't know	

7	Knowledge about the ways of HIV transmission	Yes	No
	Do you think a person can get infected with HIV by sharing a toilet seat with someone with HIV and AIDS?		
	Can a person get HIV from mosquito bites?		
	Do you think HIV can be transmitted from a mother to a child?		
	Can a healthy looking person have HIV?		
	Can a person reduce the risk of having HIV by using a condom every time they have sex?		
	Can the risk of HIV infection be reduced by having sex with only one uninfected partner who has no other partner?		
	Can a person get infected by sharing food with an infected person?		
	Can a person get infected by drinking from the same glass as one who is infected?		

	Can a person be infected by being coughed/sneezed on by someone who is infected?		
	Can a person get infected by eating food/drink prepared by an HIV positive person?		
	Persons with HIV show symptoms immediately after being infected		

8	How is HIV transmitted?	
	Sexual intercourse	
	Blood transfusion	
	Contaminated injection/needle	
	Mother to child through pregnancy and birth	
	Don't know	

10	Do you think HIV and AIDS is a problem in your community?	
	Not a problem	
	Somewhat of a problem	
	A serious problem	
	Don't know	

11	What can people who have HIV and AIDS do to take care of themselves and others	
	Get moderate exercise	
	Not to drink alcohol	
	Not to smoke	
	Keep a positive attitude	
	Remain faithful to one partner	
	Get plenty of rest	
	Abstain from sex	
	Eat healthy food	
	Take anti-retroviral medication	
	Use condoms whenever they have sex	

12	Source of information on HIV	
	Friends	
	Family	
	School	
	Newspapers	

Television/radio	
Church	
Clinic/hospital	
Other (specify)	

14	Attitude	Yes	No
	Would you go to a restaurant if you knew that the owner is living with HIV?		
	Would you be willing to share a meal with a person living with HIV?		
	Should individuals living with HIV live separately from other people?		
	Should a teacher living with HIV be allowed to continue teaching?		
	Would you be willing to invite someone with HIV to visit your home?		
	Would you mind if a member of your family had a friend who is living with HIV?		
	Would you be willing to work in an institution that looks after people living with HIV?		
	If a family member becomes infected with HIV would you want it to keep it a secret?		
	Would you remain friends with someone who is infected with HIV?		

15	HIV/AIDS: Who is Responsible?	Yes	No
	People with HIV have only themselves to blame		
	HIV has been sent by God to punish people for their sins		
	People with HIV should be shut away by themselves		
	There should be a public list of all people infected with HIV		

16	Behaviour		
	People may have various reasons for not having sexual intercourse. Can you please tell me your reason(s)?		
	Afraid of getting pregnant		
	I am/feel too young		
	Have not had the opportunity		
	Sex before marriage is wrong		
	Afraid of getting HIV or another STI		
	Do not feel ready to have sex		

17	If you had the chance to get tested for HIV now, would you accept?	Yes	No



Proposed Detailed Budget for Galz and Goals

Proposed budget for NFA Galz and Goals Leagues, HR and Monitoring

TOTAL PER ANNUM

Item description	Quantity	Unit cost	Cost
Regional Coordinators – allowances and budget	11	74 000	814 000
Under-13 Leagues	11	40 000	440 000
Under-15 Leagues	11	30 000	330 000
Under-17 Leagues	11	25 000	275 000
Under-20 Leagues	11	25 000	275 000
Staff and volunteers – salaries, allowances and budget	1	946 000	946 000
Monitoring and supervision visits and refresher workshops	1	220 500	220 500
Total			3 300 500

SUPPLIES PER ANNUM

Item description	Quantity	Unit cost	Cost
Office equipment (head office)	1	30 700	30 700
Branding materials for leagues	1	134 200	134 200
Equipment for leagues	1	115 500	115 500
Total			280 400

Breakdown of annual budget for Leagues, HR and Monitoring

REGIONAL COORDINATORS (per region per annum)

Item description	Quantity	Unit cost	Cost
Regional Coordinator allowance	12	2 500	30 000
Administrative Assistant	12	2 000	24 000
Transport allowance for monitoring visits	1	5 000	5 000
Meetings and events (festivals etc.)	1	7 000	7 000
National Championship preparations	1	3 000	3 000
Communication/administration/stationery	1	5 000	5 000
Total			74 000

UNDER-13 LEAGUE (per league per annum)

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6 000
Prizes/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/administration/stationery	1	7 000	7 000
Total			40 000

UNDER-15 LEAGUE (per league per annum)

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6 000
Prizes/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/administration/stationery	1	5 000	5 000
Total			30 000

UNDER-17 LEAGUE (per league per annum)

Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6 000
Prizes/trophies/medals/awards	1	4 000	4 000

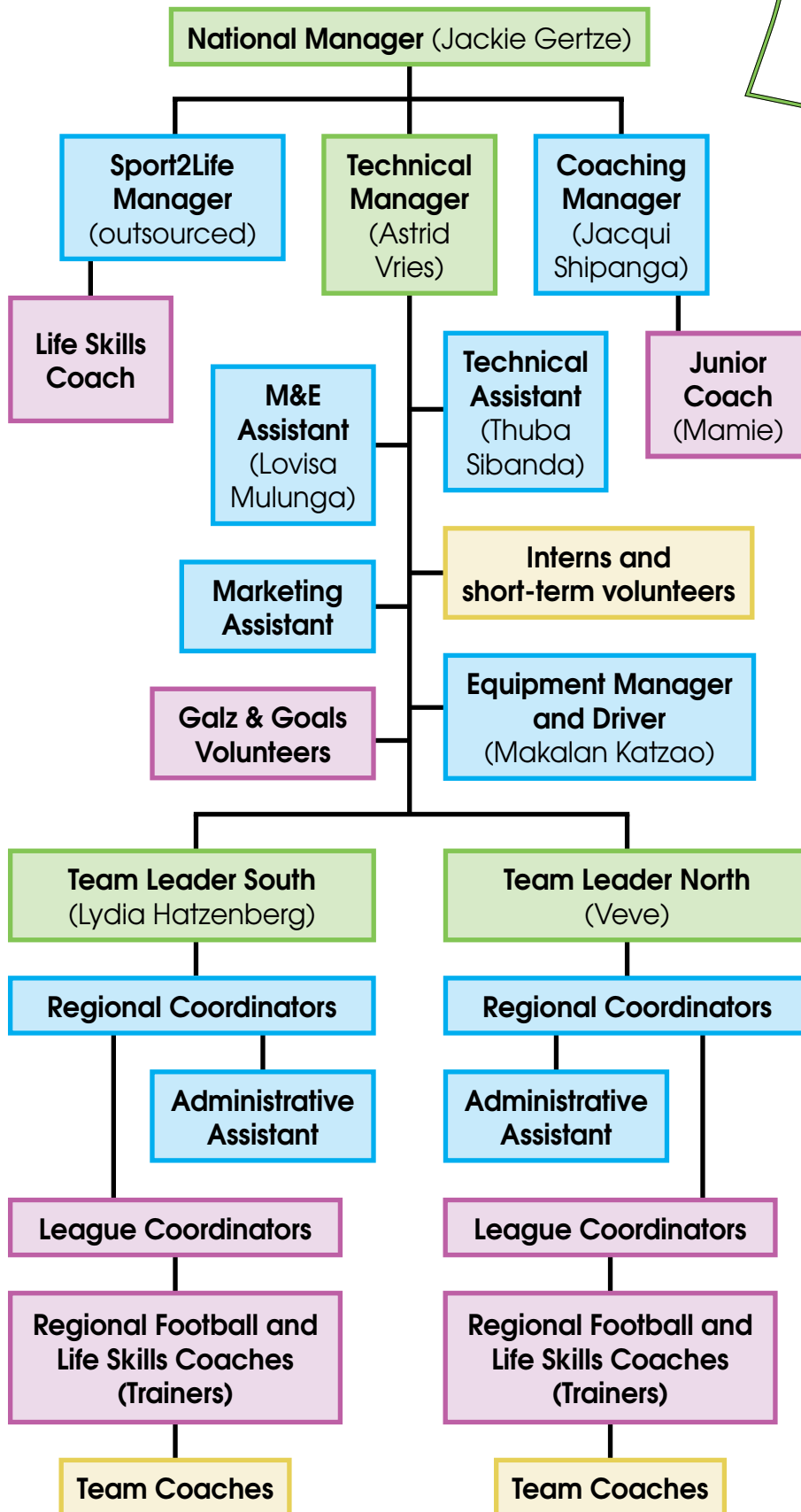
Transport for teams	1	1 500	1 500
Food for teams	1	1 500	1 500
Venue rental (stadiums)	1	2 000	2 000
Match officials	1	4 000	4 000
First aid	1	1 000	1 000
Communication/administration/stationery	1	5 000	5 000
Total			25 000
UNDER-20 LEAGUE (per league per annum)			
Item description	Quantity	Unit cost	Cost
League Coordinator allowance	12	500	6 000
Prizes/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/administration/stationery	1	5 000	5 000
Total			25 000
GALZ & GOALS STAFF AND VOLUNTEERS (head office, per annum)			
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
Sport2Life 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
Galz and Goals Volunteer allowances	12	1 500	18 000
Technical equipment and admin budget for Sport2Life Manager	1	20 000	20 000
Technical equipment and admin budget for Coaching Manager	1	20 000	20 000
Total			946 000

MONITORING AND SUPERVISION VISITS AND REFRESHER TRAININGS (per annum)			
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 for Sport2Life	5	4 000	20 000
Monitoring and supervision visits for Football	5	4 000	20 000
Refresher trainings for Sport2Life	5	15 000	75 000
Refresher trainings for Football	5	15 000	75 000
Total			220 500
SUPPLIES			
Item description	Quantity	Unit cost	Cost
OFFICE EQUIPMENT			
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
Total			30 700
BRANDING MATERIALS			
1 gazebo per region/community (once off)	11	7 000	77 000
4 teardrop banners per region/community (once off)	44	1 300	57 200
Total			134 200
EQUIPMENT			
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
Total			115 500

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



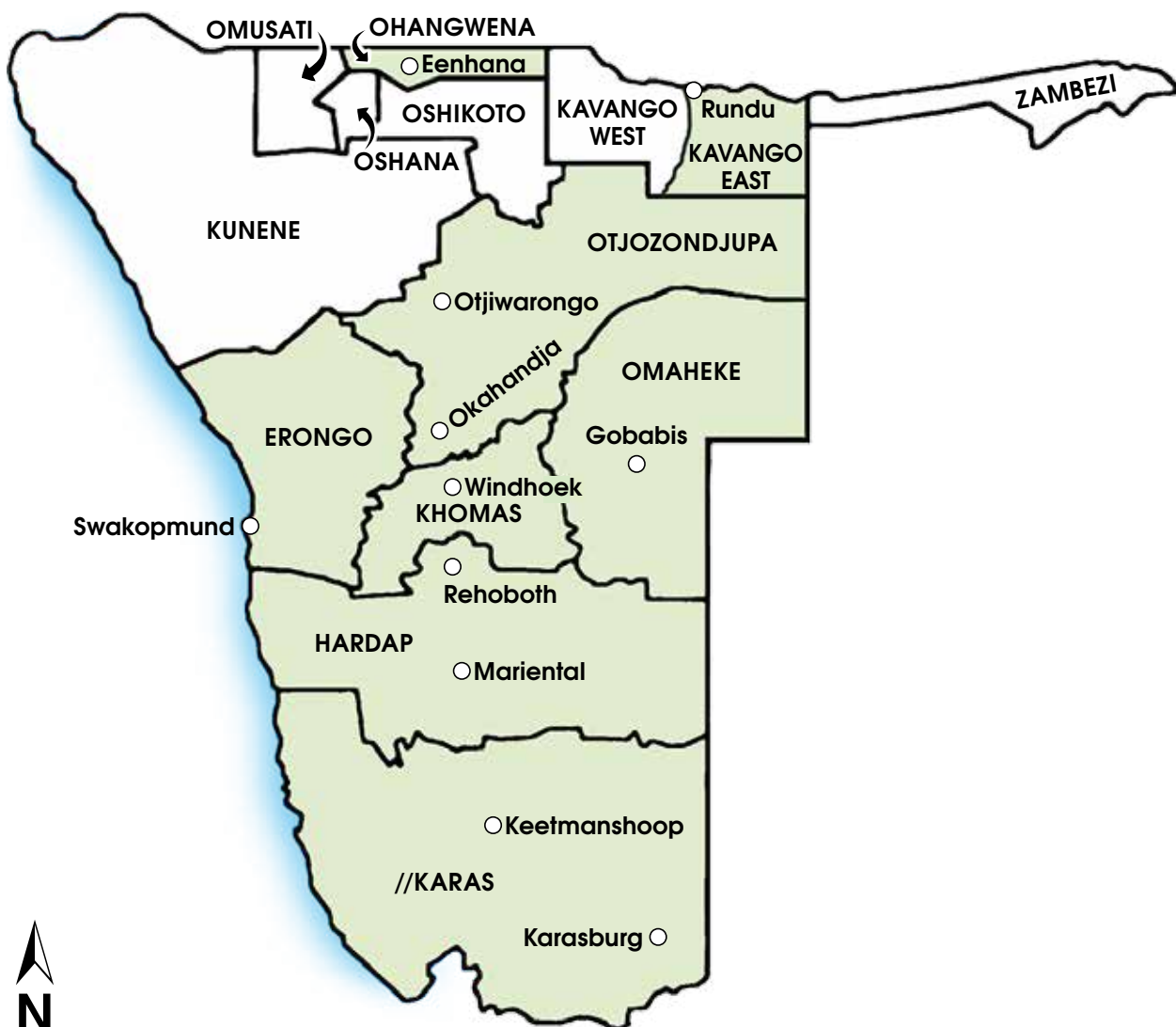
Proposed Organogram for Galz & Goals (2016)



The main functions of the **Regional Coordinators / Administrative Assistants** are to:

- coordinate the community committees;
- coordinate/organise community leagues (with the help of the committees);
- Provide support to the community committees, referees, team coaches, and football and life skills coaches;
- visit communities, leagues, stakeholders, training sessions, schools, etc.; and
- take responsibility for their region's –
 - events;
 - football teams;
 - marketing/promotion;
 - reporting and monitoring;
 - financial reporting; and
 - fundraising.

The current Galz and Goals Regions and Sites





Evaluation

Terms of Reference

United Nations Children’s Fund in Namibia Assignment	Consultancy to conduct an Impact Evaluation of the Namibia Football Association’s Galz & Goals Sports for Development Programme
Estimated budget	From Annual Work Plan
Location	Namibia
Duration	5 months
Estimate number of working days	60 days
Start date	22 June 2015
End date	30 September 2015
Reporting to	Adolescents and HIV Specialist
Budget Source	SC140026
Closing date for proposals	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 Galz 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):

- 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. Unavailability 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:

- 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.
- 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.
- Spot the key issues or success factors which could be promoted to scale to ensure efficiency and effectiveness of programmes.
- 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.
- 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.
- 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.
- 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.
- 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.

- Ensure that the sample of the adolescent girls includes both beneficiaries of the programme and those that have not been reached by the programme.
- 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.
- 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 will be expected to achieve the following deliverables within the estimated timeline.

Key Deliverable		Estimated Timeframe
1.	Inception report outlining detailed work plan, the methodology and 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: <ul style="list-style-type: none"> ● Executive summary ● Background to evaluation (country situation, SfD programme, evaluation purpose, limitations to the study, methodology) ● Programme interventions ● Synthesis and analysis (relevance, efficiency, ownership, effectiveness, sustainability, financial progress, etc.) ● Conclusions and lessons learnt ● Key recommendations ● 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 and 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

- 60% technical
- 40% financial
- 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 (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





