OVERALL OBJECTIVES:
- OVERVIEW of current level of knowledge and personal attitudes related to HIV/AIDS of participating girls
- Examination of the IMPACT of the Galz&Goals programme
- Enhancement of current quantitative M&E tool

QUESTIONNAIRE
Who? All participating girls of Windhoek’s G&G League (211 girls)
When? May-July 2015
Where? Windhoek, Namibia

CONTENTS:
- Header: basic information about person
- Knowledge: 7 questions about HIV/AIDS and sexual health
- Understanding of G&G: key concepts of Skills2Life
- Attitudes & Self-Efficacy: personal views on gender & HIV/AIDS related stigma
- Risk Factors/Feedback: questions about sexual risk behaviours

SUMMARY OF RESULTS:

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Average of correct answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>53,0%</td>
</tr>
<tr>
<td>Understanding of G&amp;G</td>
<td>51,6%</td>
</tr>
<tr>
<td>Attitudes</td>
<td>85,4%</td>
</tr>
<tr>
<td>Self Efficacy</td>
<td>72,1%</td>
</tr>
</tbody>
</table>

- More than half of the girls know important facts about HIV/AIDS
- Most of the girls have strong attitudes about gender and HIV/AIDS related stigma
- High values related to self-efficacy

RESULTS:
Knowledge:
Over half of the participants ...
- “know that you can fall pregnant when you have sex for the first time.”
- “agree that sex with an older man is riskier than with a partner of your own age.”
- “agree that a pregnant woman with HIV can do something to protect her baby from the virus.”

Attitudes & Self-Efficacy:
Most of the girls can...
- “set goals for themselves and reach them.”
- “would feel comfortable asking for help if they do not know how to handle a situation.”
- “make a decision and stick to it.”

RECOMMENDATIONS:
- Main focus should be on training the coaches to guarantee implementation of the new Football4Life Manual in the training sessions
- Regular site-visits of training session by supervisors to support and advise coaches
- With regard to difficulties in analyzing, contents and scaling of the survey should be revised
OVERALL OBJECTIVES:

- Examination of the **IMPACT of the G&G project** on the adolescent girls → exploration of their thoughts, feelings and experiences
- Examination whether the **GOALS** of the program have been met
- Examination of the **EFFECTIVENESS** of education in developing life skills
- Enhancement of current M&E system through applying qualitative **in-depth research**

**FACE-TO-FACE INTERVIEWS**

<table>
<thead>
<tr>
<th>Who?</th>
<th>6 participants of the G&amp;G project, 12-20 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>April 21 to May 27, 2015</td>
</tr>
<tr>
<td>Where?</td>
<td>Windhoek, Namibia</td>
</tr>
</tbody>
</table>

**FOCUS GROUP DISCUSSION**

<table>
<thead>
<tr>
<th>Who?</th>
<th>10 participants of the G&amp;G project, 15-20 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>April 24, 2015</td>
</tr>
<tr>
<td>Where?</td>
<td>Windhoek, Namibia</td>
</tr>
</tbody>
</table>

**CONTENTS:**

- **Experiences** within the G&G project in general, with the coach etc.
- **Attitudes** towards the training, Sport2Life concept etc.
- **Knowledge** about Life Skills
- **Transfer** and **Application** of learning contents in their daily life
- Most important **Changes** caused by the participation at the G&G project
- **External assets:** support of the family, coaches, community

“I also learned about something that you have to have **confidence in yourself** and you have to stand up for yourself. Whenever the girls talked gossip about me I should always say, just leave them, let them talk about me, I don’t care.” (l. 106)

“That’s the big change they told me here. First you take your education. You fail, you don’t play soccer. You see, so I take my **education first**. I balance them both. I pass there, I go to another level. If I fail I don’t play. Yeah that’s the big change I made.” (l. 134)

**RESULTS:**

- **Experiences:** Joy of playing football, learning & improvement of football skills, being successful in football, building meaningful relationships with coaches & peers, travelling, support of their family, priority on education
- **Attitude:** Little comparable attitudes, positive & negative
- **Knowledge:** Little knowledge about life skills, high knowledge about health risks
- **Transfer:** Healthy lifestyle, communication, self-confidence, self-belief, respect, discipline, listening, goal setting, and future focus transferred to school or home
- **Change:** Leisure time activity, responsibility, prevention of bad influences & social environments, focus on education, development of positive personal attributes, support of their family.

**ATTITUDE:**

“The project teaches young girls about the **negative effects** alcohol and drug abuse has on their lifestyles. It guides young girls on how to **live a healthy and fit life.** It **brings many girls** from different regions **together** and they interact with each other.”

Most important change: “Stay away from the street and bad influences!”