



Final Report

WhizzKids United Mixed Gender Football League

Agreement nr: 2010-S60380-023

Submitted: 1 July 2011

Author: Thomas Farrar, M&E Officer, Africaid

Acknowledgments:

We first want to acknowledge Nike Red and King Baudouin Foundation for the generous funding and support which made this amazing project possible.

Secondly, we want to acknowledge all the WhizzKids United staff and volunteers who worked hard to make this project a success: especially Nathi Mbanjwa, our League Coordinator and Football Coach; Phindile Shezi, our Receptionist and Counsellor at the WhizzKids United Health Academy; Phakamani Nguse, our Orphans and Vulnerable Children Assistant; Gugu Mofokeng, our Health Academy Administrative Manager; Michael Roth, a voluntary intern from Germany; Aled Hollingworth, a voluntary intern from USA; and of course the illustrious CEO of WhizzKids United, Marcus McGilvray.

We further want to acknowledge the eight schools that participated in the project, along with their principals, and especially the teachers who managed the teams day to day: Mr. Goba from Ashdown Primary, Mr. Dlamini from Caluza Primary, Mr. Mtolo from Edendale Primary, Ms. Nxele from Esigodini Primary, Mr. Ngubane from Henryville Primary, Mrs. Mkhize from Mthethomusha Primary, Mrs. Dlamini from Muzi Thusi Primary, and Mr. Mfeka from Sanzwili Primary.

Finally, we want to acknowledge the beneficiaries whose enthusiasm for football and life and willingness to learn made the project fun and vibrant.

1. Motives and Objectives

Our motives and objectives for developing this project were several:

From working several years in the Edendale community in South Africa, we observed that:

- There were no organised extracurricular sports offered by schools, due to the schools' lack of equipment and resources
- Girls had very little opportunity to play football after school, even informally with friends, due to chores and domestic obligations; this was inequitable since boys had many opportunities to play
- Football had been an effective tool for delivering WhizzKids United HIV & AIDS programmes in this community
- We were about to open the WhizzKids United Health Academy, an adolescent health clinic offering HIV Counselling and Testing (HCT) and other health, counselling and support services; and we needed a draw card to get youth to access this facility

These observations collectively led us to develop the WhizzKids United Mixed Gender Football League concept: a mixed-gender, inter-school football league for Edendale schools, with matches to



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be played at the WhizzKids United Health Academy. The concept was designed to meet the following objectives (with reference to the problems and opportunities identified above):

- Foster a working relationship between the WhizzKids United Health Academy and local schools by providing them with organised extracurricular sports which they otherwise would not have
- Give boys and girls a chance to play football together on the same team, thus promoting gender equality both on and off the pitch
- Use the football league to draw the players and their friends to the WhizzKids United Health Academy where they could be counselled and encouraged by staff to access health services, especially HIV Counselling and Testing

2. Description of Activities

Stakeholder Engagement and Preparation

In September-October 2010, WhizzKids United approached the eight closest primary schools to the WKU Health Academy and invited them to be part of the league. Seven out of eight schools agreed and one declined, so we invited another school which was further away. The school principals signed forms agreeing to their school's participation and cooperation with the project, and were asked to appoint one teacher to select and manage that school's team.

We left the team recruitment process entirely in each school's hands (e.g. whether they wanted to hold trials); we only asked that by a certain deadline, they submit to us the names and details of four boys and four girls, including one boy captain and one girl captain. All players had to be in Grade 6. Primary schools go up to Grade 7 in South Africa, but because the league would be continuing into the 2011 school year, Grade 7's could not be selected as they would be graduating from the school halfway through the project.

All selected players were given a consent form to be signed by parents, and once they brought it back they were officially registered in the league.

Launch Event

The project activities officially kicked off with a pompous opening ceremony on October 22, 2010 at the WKU Health Academy. Over 200 people attended this function including the players, their family members, and teachers and principals from the school. This helped to raise awareness in the community not only about the league, but more importantly, about the WhizzKids United Health Academy and the health services offered there.



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Another important procedure that took place on the day of the Launch Event was the Captains' Meeting. The 16 team captains (one boy and one girl from each team) met with the League Coordinator to discuss the rules and processes of the league. In particular, we wanted the beneficiaries' input on how we could make the league gender equitable. The captains came up with a number of creative rules. For instance, all free kicks had to be taken by girls. Also, goal kicks could not cross the halfway line in the air, since the pitch was quite small and on a tar surface.

League Structure

The league season consisted of 14 match weeks. As there were eight teams in the league, each team played each other team twice. There was one match per day from Monday to Thursday each week. The first half of the season (Weeks 1-6) lasted from October 25 to December 2; there was then an eight week break for the school holidays. It was deemed impossible to continue the league during the holidays because some kids travel to rural areas to be with extended family during the holidays. The league recommenced the week of January 24, 2011 and finished on March 17. We then held two knockout Cup competitions: one for the top four teams in the log (called the WKU Health Academy Cup), and one for the bottom four teams in the log (called the King Baudouin Cup). Semi-finals for both competitions were held the week of March 22-25 (Monday March 21 being a public holiday), and both finals were held on Thursday March 31, with the Awards Ceremony taking place afterward.

Six trophies were given out at the Awards Ceremony. The Thami Zulu Memorial Cup (named for the first WhizzKids United Life Skills facilitator who passed away in 2008) was awarded to the League Champions, Esigodini Primary School, who finished the season with 12 wins and 2 losses. The league actually came down to the final match, where table toppers Esigodini had to win or draw against second place Edendale Primary School in order to preserve their title.

The WKU Health Academy Cup (for the top four knockout competition) also went to Esigodini Primary School. The King Baudouin Cup (for the bottom four knockout competition) went to Muzi Thusi Primary School. The Gender Equality Cup (for the team best exemplifying the spirit of gender equality) went to Henryville Primary School. Individual trophies were given to the top male scorer and top female scorer, Sandile Ngcobo (38 goals) and Snegugu Zondi (5 goals). The final league table (not including knockout competitions) is given below.



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Mixed Gender League 2010/ 2011									
P	Team	GP	W	D	L	GF	GA	GD	PTS
1	Esigodini	14	12	0	2	60	29	31	36
2	Edendale	14	10	2	2	85	45	40	32
3	Mthethomusha	14	9	3	2	65	43	22	30
4	Sanzwili	14	6	1	7	45	61	-16	19
5	Henryville	14	4	2	8	51	59	-8	14
6	Muzi Thusi	14	3	3	8	47	52	-5	12
7	Ashdown	14	2	3	9	39	65	-26	9
8	Caluza	14	2	2	10	36	74	-38	8

The total number of goals scored in the league was 428 – an average of nearly seven goals per match; of which 401 were scored by boys and only 27 by girls. It is interesting to note that the champions, Esigodini, had by far the most goals scored by girls, with 9. This suggests that integrating the girls more into the team may have been a reason for their success.

Health Promotion Activities

As exciting as the league was, the football itself was not the end goal. The project could not be called a success if the league had not had the effect of attracting the players to access the health services offered at the WKU Health Academy. To this end, a number of health promotion activities were undertaken with the beneficiaries by the League Administrator as well as clinical staff at the WKU Health Academy.

Prior to the commencement of these activities, we were privileged to have Dr. Tomas Campbell come down from the U.K. to deliver a two week workshop (Nov. 8 – Nov. 19) with staff at the WhizzKids United Health Academy. Dr. Campbell is a Consultant Clinical Psychologist and Head of Clinical Health Psychology at Newham General Hospital in London. He is a specialist in counselling children and adolescents living with HIV & AIDS, and is involved with CHIVA (Children's HIV Association) Africa as well as the Paediatric HIV Psychology Network. His workshops focused on how to deliver health and counselling services to adolescents living with HIV & AIDS, and feedback showed that our staff found it to be very informative and helpful.

Our modus operandi for delivering health promotion activities through the league was as follows: All players received guided tours of the WKU Health Academy, were introduced to the friendly staff, and received information on what services were offered there. Secondly, the league schedule was



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arranged so that the players had free time before and after their football match, which they could use to access health and counselling services if they so desired. Sometimes the League Administrator used this time to run Group Counselling sessions, or to deliver sessions from our 'On the Ball' curriculum which uses football drills as a medium to teach life skills and sexual health.

The impact of these activities can be seen in the Quantitative Report. We are happy to report that 62 out of our 71 players accessed HIV Counselling and Testing at the WKU Health Academy, and all 62 of these went for a follow-up test after three months. An additional 25 official league spectators (who registered with their schools to come along and watch matches) underwent HCT in the second half of the year. 62 out of 71 players also received a Sexual Health Risk Assessment, which is a tool designed to measure an adolescent's risk of HIV and STI infection, and received counselling accordingly on how they could reduce their risk. 49 of the 71 players also underwent an OVC assessment to determine if they qualified as an Orphan or Vulnerable Child. If they did, they were enrolled onto our OVC Support Programme which is based at the WKU Health Academy and run by WKU in partnership with AMREF South Africa.

The number of beneficiaries reached by this project is relatively small. However, we chose to focus on quality rather than quantity of service delivery. What we were able to achieve is to get nearly all of our 71 direct beneficiaries to faithfully access health and counselling services at the WKU Health Academy over a period of six months, thus establishing a relationship that will preserve their health against the threat of HIV & AIDS for the long term. We also succeeded in achieving similar results with a group of 25 registered league spectators. We hope that in the months to come, our beneficiaries will encourage their friends to access the WKU Health Academy, thus creating a multiplier effect. But most importantly, we have developed a small-scale model that is effective in getting youth to access a clinic on a consistent basis. Now that we know the system works, it can be replicated in the future on a larger scale.

Match Logistics

Ensuring high attendance at the matches was a challenge we knew we would face. Only one of the schools is within easy walking distance of the match venue (WKU Health Academy), and the hospital is located along a major highway which is unsafe for pedestrians. Furthermore, there is a high rate of violent crime in the Edendale community, making it dangerous for children to walk home especially at dusk. Our solution to this challenge was to charter two minibuses to provide transport for the players. Each match day, the minibuses would pick the two teams up from their school and bring them to the WKU Health Academy, then bring them home again afterward. An added benefit to this approach was that the beneficiaries were able to spend more than three hours at the Health Academy each match day. Since the match itself took less than an hour, this left a lot of time for educational activities and accessing health services, which would not have been available if the beneficiaries had to walk.



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We have an account with a non-profit website called Mobilisr which allows us to send out free text messages (SMS). We used this system to send reminders about upcoming matches to the cell phones of all players' parents, thus ensuring good communication and a high attendance rate at our matches.

Equipment and Materials

We had in reserve some football kit which had been donated to us by a South African company, Altech Autopage Cellular. The kit are valued at about R120 each, so all 64 of them amounted to about 5% of the budget. Much of the football equipment for the project, including footballs, pumps, whistles and first aid kits was also left over from donations we received at the time of the 2010 FIFA World Cup, so this was a great help to the project.

Because we were able to get these things covered by another source, it freed up more of our project budget for promotional materials to increase mobilisation and awareness around our project. We provided T-shirts to staff and community stakeholders and also had posters designed to put in the WKU Health Academy and the schools. The posters and T-shirts were designed by a professional graphic designer and we believe they have been successful in marketing the services offered at the WKU Health Academy to the youth.

We also provided all players with a laminated photo identification card; this was to ensure their personal safety in being transported to and from matches, and also to ensure that teams did not secretly swap players.

3. Summing up the Project

Project Challenges

Some of the challenges we faced and overcame have been highlighted in the narrative above. However we will mention some of the main challenges that we faced in implementing this project.

1. Late receipt of funds

Due to some administrative issues with signing of documents, we did not actually receive the first instalment of funds until 15 September 2010, nearly halfway through the project period. This required us to drastically realign the project timeframe, but through careful planning we were able to assemble a project plan that allowed us to complete the league and achieve our objectives by the end of the project period (31 March 2011).

2. Low quality of pitch



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When we were originally planning this project, we had a verbal commitment from the provincial government (Department of Sports and Recreation) that they would build us an artificial turf football pitch at the WKU Health Academy. Unfortunately this promise never materialized and as a result we had to play the matches on a parking lot surface. We painted a football pitch onto the surface. The ball bounced a lot more than it would on grass or turf which made it more difficult to control, and also falling was more of a hazard to the players and they could not do slide tackles. Thus the playing surface was not ideal but we were able to make do with what we had.

3. Unequal skills between boys and girls

One of the main purposes of the league was to use mixed gender football to get boys and girls playing together, with the aim that by breaking down stereotypes on the football pitch, we would also achieve social change off the pitch. One of the challenges with this was, traditionally only boys play football in South Africa. Therefore the boys had far greater football skills than the girls. This made it difficult to achieve a sense of equal participation within teams when some of the boys viewed their girl teammates as a liability, which in turn affected the girls' self confidence. Over the course of the project, some of the boys took on a more supportive attitude and helped their girl teammates improve their skills.

4. Change of players

In spite of our providing all players with photo ID cards, some schools did make an effort to change players on their team, especially when the team was performing poorly. This suggested to us that some teachers were missing the point of the league as they were more concerned about winning than the health promotion aspect of the project. We responded by creating an application form which the teacher had to fill out if they wanted to change a player. They had to provide a good reason for changing the player, such as moving away from the school, an extended absence, or bad behaviour. After this we had fewer attempts to change players; overall there were only seven player changes during the season.

5. Tragedy

Towards the end of the league, one of our players, Nkosinathi Hlela, was tragically stabbed and killed by an older boy. This was a horrible event which hurt the morale of the other players. However, the league helped function as a support structure to assist the community in coping with this loss. At our Awards Ceremony, we held a moment of silence for Nkosinathi and his certificate and medal were presented to his grandmother (as he was an orphan). Many of our staff and the league's players also attended his funeral service.

Successes



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1. High Rate of Accessing Services

One of our biggest successes was the fact that 62 out of 71 league participants (87%) accessed HIV Counselling and Testing. It is notoriously difficult to get young people, especially boys, to test in South Africa so this was a real achievement. Even more impressive was the fact that all 62 returned for a follow up test after three months as we had recommended (due to the three month 'window period' after HIV infection when antibodies cannot be detected).

Although the overall number of beneficiaries was relatively small, we were able to build a lasting relationship between them and the WKU Health Academy which we believe will endure throughout their adolescence and ensure that they receive all the care, counselling and support they need.

2. High Match Attendance

We were able to achieve a 97% attendance rate of players at matches. This is exceptional in an African context especially with girls, who are often forced to do chores after school rather than participate in recreational activities. We attribute this to the good communication with parents and teachers at the start of the league, provision of transport to and from the matches, as well as the SMS reminders to teachers and parents.

3. School Engagement and Appreciation

In our past projects in this community we had a hard time building a trusting relationship with some of the schools. However, the schools really engaged with this project and appreciated it from start to finish with only one or two exceptions. One of the schools even provided us with a certificate of appreciation, which is amazing given how few resources they have to spare. The feedback from teachers indicated that they felt the project had a great impact upon the players' behaviour and even their academic performance.

Failures

1. Gender Equality

We had a mixed impact upon gender equality through the matches. From the Focus Group Discussions we ran to evaluate the impact of the league, some players indicated an improved attitude toward girls participating in football, or toward girls in general. However (perhaps owing in part to the difference in football skill between the boys and the girls) some girls felt that the league actually allowed the boys to reinforce stereotypes of male dominance and marginalization of girls.

Thus, in some ways, the special rules we enacted to ensure gender equality in the matches were unsuccessful. If we were to repeat this project, we would make the following changes in order to improve in this area:



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- Engage more thoroughly with the target group and other stakeholders before the project begins, to ensure that the league and its rules are designed to be inclusive and promote gender equality. We will encourage the players to make radical changes to the league's rules to prevent boys from dominating and incentivize all players to play as a team (for example, only girls can score goals in the league; or, additional points to be awarded for teams that exemplify gender equality). The league will thus be a training ground transforming the players into peer group leaders who advocate for gender equality.
- Take a proactive approach to gender equality education, rather than assuming that their mindset will change simply from playing soccer in a mixed-gender team and attending a clinic.

2. Multiplier Effect

The other failure in our project was that of mobilising our direct beneficiaries in a structured way to create a large multiplier effect on other adolescents in their schools and community. We asked schools to encourage other kids to attend the matches as spectators in the hopes that they too would access services. In the end we had 25 such spectators who accessed HCT, but this was quite a small number.

Since the direct beneficiaries attained a certain status among their peers by virtue of being players in this renowned league, we should have harnessed them as ambassadors for the WhizzKids United Health Academy.

If we could do the project over again, we would use a Peer Education model, training our direct beneficiaries to educate their classmates with a structured curriculum about HIV & AIDS and Gender Equality, and encourage them to visit the WKU Health Academy. They would be able to speak from experience about what it is like to go for an HIV test, which would be very powerful and helpful to their peers. By doing so we could greatly increase the scope and impact of the project without greatly increasing the resources.

Impact and Legacy

The impact and legacy of this project have been large, both in the community where we ran the project, and also within our organisation's planning of future projects. The beneficiaries and the community thoroughly enjoyed and appreciated the project and they are clamouring for the league to happen again. We anticipate that the beneficiaries' relationship with the WKU Health Academy will last throughout their adolescence and potentially save their lives.

When it comes to our planning of future projects, we have been so pleased with the success of the Mixed Gender Football League that we are planning to replicate this model and introduce it as an



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integral part of all our projects in 2012. We will potentially reach hundreds of direct beneficiaries with this kind of league next year. Already we are running a scaled-down version of the Mixed Gender Football League at the WKU Health Academy.

We are hopeful of receiving funding through Nike Red to run another Mixed Gender Football League in Edendale, this time with improved rules to ensure gender equality, and a structured Peer Education programme run by the players in schools to increase the quantitative impact of the project, i.e. the number of adolescents coming to the WKU Health Academy for HIV Counselling and Testing.

Appendix

See feedback forms from teachers and beneficiaries attached. A separate report will be produced based on Focus Group Discussions held with beneficiaries, which focused on the project's impact upon gender issues.



Name:

School:

Mixed Gender League – Teacher Feedback Form

Dear Teacher,

Please give us some of your valuable time by filling out this questionnaire about the WhizzKids United Mixed Gender Football League.

1. Please rate the WhizzKids United Mixed Gender Football League overall (tick one box):
 - Excellent: 4
 - Good: 1

2. What role did you play in your school's team? Please tick all boxes that apply.
 - Mentor: 1
 - Coach: 2
 - Manager: 2
 - Other: Supporting them (Principal)

3. Did you or anyone else ever hold training sessions or practices for your school's team? If so, please give details: How often were the practices, Who was involved, etc.
 - Our learners trained by themselves (Esigodini)
 - Yes. Training sessions were taking place between 13h30 to 14h30 starting from Monday to Thursday (excluding days when they have a match)
 - Mr. Khanyile – Coaching; Ms. Chamane – Mentoring; Mrs. Mvubu – Coordination
 - No one. (Caluza)
 - I coached them on afternoon and we have a local coach. Some players are playing for school team.

4. What do you think was the purpose of the league?
 - To teach life skills through playing
 - Encourage learners (boys and girls) to play soccer, have a sense of responsibility, respect everybody, to communicate with others (and opposite sex) freely and follow instructions.
 - Encourage learner to commit themselves to healthy lifestyle and promotion thereof; gender related issues
 - Work hand in glove with a different genders and able to help one another without discrimination in the field of play



- To make female and male learners understand each other. That boy can play with boy [sic] without any fear
5. What is your opinion of the WhizzKids United Health Academy? How well do you think it is serving the youth of Edendale?
- I think very well as it keeps our learners buzzy and motivated, also giving them an opportunity to discover their talents.
 - Request that WKU Health Academy be continuous. It is an eye opener teaching our kids the importance of knowing their HIV status, about abstinence, engagement in sport.
 - Very well, excellently from life skills, fun, entertainment to the promotion of healthy lifestyle. N.M. Ndlela, Principal, Edendale Primary School
 - Job well done to keep kids playing eventually they become healthy and learn more about people's life and illness, within themselves. I think this could be the continuous service to the youth of Edendale.
 - It keep our youth aware about gender / HIV and AIDS. Mixed Gender keep them away from drugs and alcohol.
6. How many of the learners in Grades 5 to 7 at your school are aware of the WhizzKids United Health Academy and the services offered there?
- All: 3
 - Most: 2
7. What impact, if any, did the Mixed Gender Football League have on the learners who participated in it (such as improved self-confidence, better behaviour, healthier lifestyle)?
- It had a huge impact on the boys. As some of them were very troublesome before participating in this league, which then changed to being of help in the school.
 - Mixing with others developing a sense of trust, playing leadership role, self-confidence, coordinate, responsibility
 - Awareness on health related issues, happy confident learners, better behaviour, neatness, gender conscious
 - Since this Mixed Gender Football League started, they discovered a lot of things in terms of lifestyle, like being supportive to one another and having self-confidence as a result they have self esteem.
 - Learners improved a lot on self confidence, better behaviour and healthier lifestyle.
8. What impact, if any, did the Mixed Gender Football League have on your school as a whole (such as improved school spirit, more interest in soccer, more interest in health)?



- More learners showed an interest in soccer.
- Improved school spirit, caring about others, treating everybody equally
- More interested in healthy lifestyle, informed about health issues, communicating expectations on happy lifestyle (e.g. testing), respect of girls by boys
- The league have an impact on improving school spirit, all the time they discuss working together to promote interest in soccer.
- All learners are willing to participate and they wish to start as soon as possible. More interest developed on sports.

9. Do you have any suggestions for improving the Mixed Gender Football League?

- I think so far all is going well and no change is needed.
- It must be a yearly event running the whole year, if possible.
- If it can be extended to the time during school holidays, as most learners engage in antisocial behaviour mostly during holidays, and to involve more than just a team, so most can participate
- To improve this MGFL I think laws of FIFA should be strictly applied at all times so that women could easily understand the game of football
- If it can be played every year and grouped learners according to their ages. More player need to be given a shot.

10. Would you like to see this programme continued in the future?

- Yes: 5



Name:

School:

Mixed Gender League – Learner Feedback Form

Dear Learner,

Please give us some of your valuable time by filling out this questionnaire. We want to know your opinions about the Mixed Gender League.

1. (For girls only): What was it like to be on a team with boys? What challenges did you face as a girl in the Mixed Gender League?

- It was nice playing with boys and girls but they didn't want to pass the ball.
- It was nice to play with boys but they don't want to pass the ball.

2. (For boys only): What was it like to be on a team with girls? What challenges did you face as a boy in the Mixed Gender League?

- It was nice in the Mixed Gender League because we played against girls and we were asked questions about sex. We played soccer and won.
- It was nice to play even though we shout at girls but they tried to play better.
- It was nice in the Mixed-gender league because there were girls and they asked us questions about sexuality, after all playing soccer and winning.
- To gain respect for girls.
- To gain respect for girls.
- It was nice and there were no challenges we faced.
- It was nice and there were no challenges we faced.
- It was nice I hope they also saw how soccer is played and some of them still wish to play again.
- It was nice to play in the mixed-gender league with other schools. The challenge I face was Ngcobo Sandile.
- It was very beautiful and nice, some played well some were not focused and some played like boys. I was very shocked that some girls can be goal keepers.
- It was nice the challenge I faced was that some of the girls cannot play or kick properly.
- It was nice and it shows that girls are also needed.
- To show my skills and fun.
- It was nice to play with girls and they were very gentle.
- We felt it was nice to play with girls and we gained a lot.



3. What can we do to get more girls in your community involved in soccer?

- It was important because they tell us about HIV?
- To discuss how to play soccer.
- I would call girls from my community to go to the gym.
- Teach them soccer and take them to the ground to play soccer.
- For girls to have confidence when playing soccer.
- You must all at Whizz-kids go out call upon girls who are interested in playing soccer in the communities.
- To develop a team for girls only.
- Tell them about the Mixed-gender league, how it helps to know your future and to know soccer if you are a girl.
- To get more girls in my community I can tell them, Whizz-kids they teach more skills and how to play soccer and we get more experience and how I know netball is more different than soccer.
- To hold a tournament for girls.
- To first ask their parents so that if they go anywhere else parents would know they gone to the gym and most importantly learn soccer.
- I would personally create a big poster and when I'm finished tell them that at Whizz-kids mixed gender league it's nice and when you are at Whizz-kids you forget about all the bad things that happen at home.
- To build play grounds where everybody will play and develop teams for girls.
- We would sit and talk and teach each other how to play soccer. We at Muzithusi can have time to coach them because they also like to play.
- To play soccer with determination.
- We should all play together as boys and girls.
- We should all play together as boys and girls.
- When boys are going to the soccer gym girls must come along and develop a team for girls.
- To develop a team for girls.
- To combine boys and girls and become one team and not only be just boys but mix.
- We must develop teams and play against each other.
- To combine boys and girls and become one team and not only be just boys but mix.
- You can teach children about Whizz-kids.
- We can create posters and stick them on the walls or poles.
- Call a meeting for girls and tell them about Whizz-kids.
- It was important because they tell us about HIV.
- To first ask their parents so that wherever they go to parents would know they are at the gym.



4. What do you think was the purpose of the league?

- It is important because we exercise our body. And to know what is your status.
- The Mixed gender league's purpose is to be well nurtured and be able to answer questions.
- The purpose was to protect us and to encourage people to play soccer and to stay beautiful.
- The Mixed gender league's purpose is to play soccer, proper growth and to know how to answer questions.
- It is important because we exercise our body and to know what is your status.
- It is to call a meeting for girl children and tell them more about the Mixed gender league.
- They were helping us to learn how to better achieve our goals.
- Mixed Gender League.
- It was nice.
- To interact boys and girls so that they don't isolate each other.
- To teach us many things.
- To interact boys and girls so that they don't isolate each other.
- They wanted boys to respect girls and girls to respect boys.
- They were showing us that how to play soccer with girls.
- They were showing us how to play soccer with girls.
- To find out how girls and boys are interested to play soccer.
- Soccer and being taught more about the infectious disease and to do blood test so that you can know your status.
- To bring together boys and girls.
- I don't know.
- To show our talents and to learn and encourage others as well.
- To gather young people.
- I play soccer because I want to spend time with others and give her opinion when I have problem. I play league because I want to prove my talent.
- So that one would know how his/her future will be like and his/her skills.
- To teach girls more about soccer.
- The Mixed gender league's purpose is to prevent kids from accidents, trafficking and rape.
- Mix-gender league aimed to develop one team for girls and one team for boys.
- Their purpose is to let us show our skills.
- The Mix-gender league's purpose is to teach more.



5. What kind of support did you receive from your school during the league? (For example, coaching, praising the team in assemblies, reminding players about matches)

- Praising the team
- Training.
- Training.
- Training.
- Team appraisal during assembly.
- To respect, take care and gain knowledge.
- Playing, team play, determination, confidence, to trust in girls and not shout to each other.
- We were thanked for representing their school Sanzwili. For other schools we played against to fear us when we play sports.
- Training and to be praised during assembly.
- We've gained respect from the school and encouragement that after school we must always go to the gym.
- The support that I received was good, patient and they know more about soccer and they know how to play and they check their status and know it. It is important to know your status.
- Team appraisal.
- Teachers told us when we were playing and my classmates supported and wished me luck.
- I don't know of a team that was praised in the assembly but I know which one won.
- Our classmates wished us luck when we were going to play the Mixed- gender league.
- Team training and appraisal. Players were reminded about the games and they asked us if we were ready to play.
- To be praised and awarded with the certificates.
- Team training and appraisal during assembly.
- Team training and appraisal during assembly.
- Team appraisal during assembly and reminding of players about the games.
- Team appraisal during assembly and reminding players about the games.
- Team appraisal during assembly and reminding players about the games.
- Training and team appraisal during assembly.
- Training and reminding players about sports.
- Training and reminding players about the games.
- Training.
- Training.
- They were support us as a team of Caluza and they were give us a time to practise soccer at our schools.
- Team appraisal.
- Training.



- Teachers told us what to play and classmates supported us.

6. What do you say to other kids about the WhizzKids United Health Academy?

- You must get your teams in the community
- I tell them to get educated and play soccer like me.
- I told them about the fun and what happens and what is learnt at Whizz-kids united.
- It nice at Whizz-kids and we got our soccer kit, it's very nice.
- I told them it's a place to be.
- I'd say whizz-kids united teach about health, life and how you should carry yourself as a human being.
- I say it helped me because I learnt a lesson that I must be careful about diseases.
- I say it's better because we are taught about everything that is important.
- I say it helped me because I learnt a lesson that I must be careful about diseases.
- I say we learn a lot about taking care of you as a girl.
- I say to them we are taught how to carry ourselves as kids and knowing things that we can do to live a better life.
- We tell them to come with us to learn about dangerous things.
- I tell to come with me to learn about dangerous diseases.
- I ask them to come along and be part of learning.
- I say it's very nice because I got much lessons and also how I can know my status, whether I'm positive or negative.
- I tell them that if they want to know their status they must come and check or if they want to know more about HIV/AIDS or STIs.
- I tell them that at Whizz-kids you learn about hygiene and the epidemic virus as well as playing soccer.
- I say it's very nice at Whizz-kids and you are taught many things. At Whizz-kids you get tested, meet many kids and play your favourite sport.
- I tell them that they must come if they want to know about their status.
- I boast about its beauty.
- Whizz-kids is good. They teach you to play soccer and rules, they check to know your status as coach. Sometimes they help to do homework if you didn't do.
- I say Whizz-kids United Health Academy helps us to know our HIV status and to know more about soccer.
- I say that the Mixed gender league is nice because we learn more about diseases and to get tested for HIV/AIDS.
- I told them that it's nice to play soccer at Whizz-kids because it protects you from road accidents and having affairs while we are still young and falling pregnant.
- I say that at Health Academy we get to check our HIV status.
- It's nice they should come and see.
- I say it's nice at Whizz-kids you must come and get tested and stay alert.



- They must get trained and exercise, I like to see people trained just like me.
 - I tell them about Whizz-kids, that it was very nice.
 - I said I found out a lot about Whizz-kids Health.
 - I said I found out a lot about Whizz-kids Health.
7. What impact did the Mixed Gender Football League have on you as a person? (For example, what have you learned, how your behaviour has changed, how has your health improved)
- My behaviour
 - I told my friends about the mixed gender league.
 - I told my friends about the mixed gender league and I didn't miss a thing.
 - I found out many things about the mixed gender league and I told my friends about it.
 - I learned not fool around with my life because then I become nothing.
 - To respect and love people and many better things.
 - Not to touch another person's blood if they are hurt.
 - I really changed because they taught us to take care of ourselves because if we don't, nobody is going to tell you; you have to tell yourself that you want to be a police.
 - The mixed gender league has an impact in the community and at school. The mixed gender league teaches about diseases. I learnt about various diseases.
 - I learned to have respect and how STIs are transmitted. It's different because they teach us about HIV/AIDS and we respect them.
 - They help me to know my status and BP and now I know how to play with other kids and to know how respect is important to anyone not only your parent.
 - I learned a lot, to play soccer and to take care of myself as a youngster.
 - I learned a lot about STIs and about sex that you have to abstain. My life is better now because I know more about health matters. Thanks to Whizz-kids for teaching us a lot.
 - I didn't see any bad reflection about me because I was respectful. There aren't any, I don't want to lie because I am quiet and joking.
 - I learned that girls also got talents, to feel for the other person and consider all people.
 - I learned more about STIs and sex matters and that I must abstain so that my life gets better. I now know more about Health matters thanks to Whizz-kids.
 - I learned to take care of myself and respect. My life changed instantly and we are determined to do their work and may we please play again.
 - I learned that soccer is not only for boys even us girls can play it.
 - I had to play with girls. I didn't know that I'd be playing with girls. I also learned about existing diseases.
 - I had to play with girls and I didn't know that I'd be playing with girls.
 - I learned that you should not be scared to get tested because it helps. Now I'm not as scared as I was before. You should not be discriminative to girls and boys.



- I learned how to carry myself as a girl. I changed the way I see boys I thought a boy is just a thing but I've learnt that a boy is my brother.
 - The interaction between boys and girls.
 - It has improved a lot because I learnt many things about taking care of myself as a girl.
 - The interaction between girls and boys.
 - I learned about Health matters. I've changed because now I know about things that will lead me forward.
 - That it is important to play soccer.
 - I've changed from liking and rushing things while you are still young, you must wait.
 - That every player must play fairly with others.
8. Will you continue coming to the WhizzKids United Health Academy regularly now that the Mixed Gender League is finished?
- Yes (32)
 - No (0)
9. Do you have any suggestions for improving the Mixed Gender Football League?
- Yes I got it
 - Yes, to play soccer again.
 - Yes, to play soccer again.
 - Yes, to play soccer again.
 - Yes I got it.
 - Yes I got it.
 - No.
 - No. I will try to tell other people to come to Whizz-kids to play soccer like me.
 - Yes. Mixed gender league empowered girls to know more about soccer and gave us knowledge about diseases.
 - No. I do not have suggestions for improving the mixed gender league.
 - The Mixed gender league wants to improve the talent of kids and they motivate you about your talent that can help you in your life and give you pleasure.
 - Yes. I got it.
 - No.
 - No. I will think about that but I will produce kids if you create a poster like I said if you agree to create a poster. Thank you.
 - No.
 - No.



- I think you can develop another mixed gender league with a way forward, at least once during holidays for both girls and boys.
- No.
- Yes.
- Yes.
- To develop a team for girls and boys and increase timing a bit not like before.
- The mixed gender should last longer.
- To organise one team for all schools and play against the ones from outside. Thank you Whizz-kids you have taught me a lot.
- Yes. I greatly praise the mixed gender league.
- To organise one team for all schools and play against the ones from outside. Whizz-kids I thank you for teaching me a whole lot.
- I would improve the mixed gender league by training the girls.
- Yes I got it.
- Yes. Come to all schools and teach us about HIV and facing our dreams.
- Yes. By choosing 10 children in places to teach them how to play soccer.

Thank you so much for answering our questionnaire. **Please give it to your teacher who was responsible for the Mixed Gender League.** Please give the questionnaires back to him/her by Monday April 18, 2011.1