



MOVING THE GOALPOSTS

EMPOWERING GIRLS THROUGH FOOTBALL

Kilifi, KENYA

# TackleAfrica Project FGD Findings

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To the participants who made the time for the focus group discussions I owe you a large debt of gratitude.

Last but not least, special thanks goes to the drivers who ensured that the enumerators and the team reached their point of destination not forgetting the schools which allowed their students to participate in the discussions.

To you all I say Asanteni Sana!

**Fred Ouma**



## ii. Affirmation

### **Intellectual properties rights**

Except as acknowledged by the references in this document, the FGD process, findings, interpretations, conclusions and recommendations consist of my own work undertaken to inform Program Design in terms of strategies based on the lessons learnt and emerging needs, aspirations and priorities of the target beneficiaries and also to inform Program management on decisions for program implementation and monitoring as well as management and evaluation of Program in line with MTG programme Design, Monitoring and Evaluation Learning System.

Primary data collected throughout the exercise process remain the property of the Moving the GoalPosts Kilifi described in this document.

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**Fred Ouma.**



### iii. List of Abbreviations

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CBO</b>	Community Based Organization
<b>CHW</b>	Community Health Worker
<b>CHEW</b>	Community Health Extension Workers
<b>DC</b>	Divisional Coordinator
<b>FGD</b>	Focus Group Discussion
<b>FIFA</b>	Fédération Internationale de Football Association (English: International Federation of Association Football),
<b>HIV</b>	Human Immunodeficiency Virus
<b>MCH</b>	Maternal Child Health
<b>MTCT</b>	Mother To Child Transmission
<b>NGO</b>	Non-Governmental Organization
<b>PE</b>	Peer Educators
<b>WCBA</b>	Women of Child Bearing Age

## iv. Executive Summary

Moving The Goalposts Kilifi is a Community based organization that since 2002 uses football to empower girls in the rural and urban areas of Kilifi and Kwale Counties in the Coastal Region. MTG's goal is to have a fair, just and inclusive world where girls and young women's rights are acknowledged, respected and realized.

TackleAfrica was funded by PACF (Positive Action for Children Fund) to implement the project of HIV & SRH (Sexual Reproductive Health) Education for girls through football in Kilifi. This project works towards addressing community-based intervention that seeks to keep HIV negative women negative and preventing unintended pregnancies among young women in Kilifi by delivering HIV & SRH education during football coaching drills.

There are three objectives for this project

### 1. Keep negative women negative

TackleAfrica project helps negative women stay negative by improving young women's knowledge and understanding of key issues relating to HIV and SRH, and improving their ability to make safer choices more often, particularly on areas including negotiating condom use and engaging with clinical and counseling services - notably Voluntary Testing and Counseling (VCT) and Anti-Retro Viral Treatment (ARVT).

### 2. Prevention of unintended pregnancies

TackleAfrica project explores with the community the main causes of unintended pregnancies.

### 3. Prevention of Mother to Child Transmission (PMTCT)

TackleAfrica seeks to help increase the knowledge and understanding of a particularly vulnerable group of young women by increasing their ability to make safe informed choices around sexual behavior as well as access clinical and support services.

The overall objective of the assignment was to undertake TackleAfrica Project Focus Group Discussion with the following specific objectives:

1. To conduct Focus Group Discussion, analyze and interpret data, guided by the outcomes and learning questions for the project.
2. Produce evidence-based information related to existing “TackleAfrica” project situation in Kilifi.
3. The study employed stratified method of sampling with convenient method being applied in some instances as appropriate. MTG league fields namely Bogamachuko, Chanagande and Mwakuhenga were covered during the exercise. Others were Paziani, Silala and Vitengeni.

## Findings

### TackleAfrica Project and Objectives

On the overall participants had a good understanding of the TackleAfrica project activities and locations. Though a good number could not tell the main objective of the project, those who could, articulated the same very well.

### TackleAfrica Football Drills

The participants clearly gave feedback on the drills that they found to be their most favorite, as well as those that they thought were easier to master and those which were harder to understand. The following drills came out as the most liked in the order with which they were preferred;

1. *Itisha mpira,*
2. *Uvamiaji wa virusi,*
3. *Mchezo ulio salama,*
4. *Tabia za hatari*



Participants also told of notable stories of how their friends had been positively impacted by the project that they had adopted positive lifestyles.

### Contents of the drills

The participants illustrated knowledge on topics covered during the drills such as how to avoid HIV infection, unwanted pregnancy and general reproductive health. This recall indicated how effective the drills had been so far.

### Individual Growth

Attitude and change in lifestyle were mentioned separately as benefits gained by individual participants in the TackleAfrica project<sup>1</sup>. Participants also stated that they had gained increased knowledge on reproductive health matters and football skills.<sup>2</sup>

### Recommendations

The consultant made the following recommendations based on the findings of the FGD exercise:

1. Simplify the drills so that they are easy to comprehend especially those mentioned as being complicated
2. Clarify to the participants the overall and specific scope of future projects at the beginning of implementation, possibly during mobilization of target beneficiaries
3. Embed an aspect of continuity within project strategies to ensure that the benefits realized in individual projects are not lost. The participants could be used as peer educators who'll apply lessons learnt once the project elapses even as they participate in other projects

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<sup>1</sup> "I didn't know much about HIV till I joined the drills and learnt the effects of the disease and decided to change my behavior for the better. I now fear engaging in unprotected sex" - Gloria Zawadi Mangi, Participant Silala Primary School.

<sup>2</sup> "One of my friends never knew how to play football and used to engage in bad behavior like unprotected sexual intercourse but ever since she joined the project, she has changed so much and also uses protection during sex" - Gloria Zawadi Mangi, Participant Silala Primary School.

4. Seek continuity of this project since it has tangible results to show

## Chapter One:

### Introduction

#### 1.1 About Moving the Goalposts

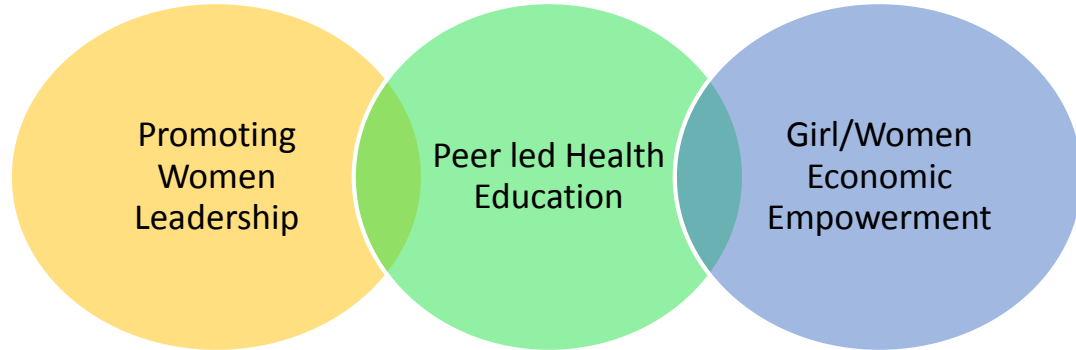
Moving The Goalposts Kilifi is a Community based organization that since 2002 uses football to empower girls in the rural and urban areas of Kilifi, Kaloleni and Ganze Districts. MTG's goal is to have a more inclusive, just and peaceful world where girls' and women' human rights are realized and protected. It uses a rights based approach and focusses primarily on sexual and reproductive rights, health and choice.

More than six thousand girls (aged 9-25 years) participate in MTG's tournaments and ongoing leagues. Girls are encouraged to take up leadership roles in their (football) community.

The peer led health education program gives girls opportunities to learn about their rights and to claim them. It gives girls health information and assists them through one-to-one counseling. The economic empowerment program aims to improve young women's livelihoods. MTG works with stakeholders in the communities and other partners in and outside Kenya.

MTG is recognized as an innovative and unique sport and development project for girls and young women.

Figure 1: MTG's Approaches



## 1.2 About TackleAfrica Project

TackleAfrica was funded by PACF (Positive Action for Children Fund) to implement the project of HIV & SRH (Sexual Reproductive Health) Education for girls through football in Kilifi. This project works towards addressing community-based intervention that seeks to keep HIV negative women negative and preventing unintended pregnancies among young women in Kilifi by delivering HIV & SRH education during football coaching drills.

There are three objectives for this project

### 1. *Keep negative women negative*

TackleAfrica project helps negative women stay negative by improving young women's knowledge and understanding of key issues relating to HIV and SRH, and improving their ability to make safer choices more often, particularly on areas including negotiating condom use and engaging with clinical and counseling services - notably Voluntary Testing and Counseling (VCT) and Anti-Retro Viral Treatment (ARVT).

### 2. *Prevention of unintended pregnancies*

TackleAfrica project will explore with the community the main causes of unintended pregnancies. The project will design a programme of addressing specific knowledge gaps by: increasing confidence to negotiate safer sex; signpost support services that will help HIV

positive women make informed choices about pregnancy; increase their uptake of and adherence to ARVT.

### 3. *Prevention of Mother to Child Transmission (PMTCT)*

TackleAfrica seeks to help increase the knowledge and understanding of a particularly vulnerable group of young women by increasing their ability to make safe informed choices around sexual behavior as well as access clinical and support services.

#### **TackleAfrica project Contributes to MTG (Moving The Goalposts) strategic goal:**

**Outcome 1: Girls and young women utilizing football, leadership, SRHR, education and livelihood experiences and skills within and outside MTG that enable them to manage their own lives:**

MTG will continue to use football as its core purpose to mobilize its activities. Girls and young women, including those with special needs, will participate and play football in organized community leagues, tournaments at primary and secondary school level, as well as MTG tournaments where peer education will be conducted. MTG will seek to increase the number of girls and young women registered in the league fields by expanding to new areas. They will receive training in leadership and life skills with awareness campaigns being carried out on rights to access opportunities in football. During this strategic plan period, it is intended that a football club will be established and registered and land acquired for construction of a stadium.

Peer educators will be trained to train girls and young women on their sense of self and sexual reproductive rights and choices with the aim of enabling them to manage their lives.

The highlight will be a nationwide awareness campaign on Sexual Reproductive Health and Rights, which will include topics such as, gender based violence, youth access to contraceptives, menstrual hygiene awareness. IEC materials will be developed and disseminated through social media campaigns, quizzes and debate competitions, video and radio shows. MTG will continue

hold YPP sessions to trainings and distribute contraceptives to increase awareness on access to youth friendly reproductive health services. Youth friendly corners will be established.

Education creates a good foundation for girls and young women. To this end, MTG will develop a database of scholarships that provide education opportunities and create linkages between the girls and institutions that support education. Interventions will be made at family level to provide support for the girls' education. MTG girls and the community will also have access to the MTG Resource Centre.

Girls and young women, both in and out of school, will be re-integrated and transited to higher levels of education through education awards, collaboration with schools and scholarship organizations, goal setting sessions for the development of career pathways and organize career choices talks during the residential camps.

Apart from formal education, girls and young women will be trained to equip them with employment, entrepreneurship and personal development skills, including financial literacy. A goal setting process to identify existing skills and develop career pathways will also be undertaken. MTG will facilitate to create linkages and networks to other organizations and collaborate with like-minded institutions to increase the prospects for girls and young women. An MTG cooperative and a table-banking scheme will be established for women football players. Training and capacity building to increase the number of girls in leadership roles within MTG and other organizations will be carried out. The acquired skills will be showcased and apprenticeship attachments with established businesses will be undertaken for the girls.

### **Outcome 3: MTG communities provide safe spaces for girls and young women:**

MTG will carry out community training to increase awareness of and respect for girls and young women's rights and choices. Male participation will be increased through events such as Father's Day and male parents meetings. Community forums and new committees in new areas will be formed to create awareness on MTG work and build a bigger constituency to support MTG activities, therefore creating a conducive environment to operate in.

Girls' rights champions, parent representatives and community members will be trained to actively support the work of MTG. They will document and follow up referrals on girls' issues that arise.

In Child Protection, MTG will identify and reach out to relevant strategic partners, strengthen networks to promote and implement child-safeguarding measures in the community.

**Outcome 4: Girls engaging in decision-making and leadership positions in their communities:**

In order to promote decision-making and leadership among MTG girls, they will be encouraged to officiate matches, organize events and take charge in capacity building and training. Girls in leadership outside MTG, will be responsible for training girls during camps, giving motivational talks, being mentors and training in public speaking. There shall be Pathways mapping of all positions and referrals.

Community education will be conducted on existing policies regarding youth and young women's representation in leadership. This will be carried out during Tumanyanes, parents training at field level and at public barazas. It is envisaged that girls and young women in MTG, will participate in football governing bodies as leaders, referees, coaches and first aiders.

An alumni database and a communication structure for girls and young women over 25 years will be developed. Their primary role will be to organize motivational and role model forums.

### 1.3 About the Assignment

The overall objective of the assignment was to undertake TackleAfrica Project Focus Group Discussion with the following specific objectives in tow:

Specific Objectives:

1. To conduct Focus Group Discussion, analyze and interpret data, guided by the outcomes and earning questions for the project.
2. Produce evidence-based information related to existing “TackleAfrica” project situation in Kilifi.

### 1.4 The Study Process and Methodology

The study employed stratified method of sampling with convenient method being applied in some instances as appropriate. MTG league fields namely Bogamachuko, Chanagande and Mwakuhenga were covered during the exercise. Others were Paziani, Silala and Vitengeni.

A total of eleven [11] focus group discussions were conducted in the exercise altogether.

## Chapter Two:

### Findings and Discussions

#### 2.1 Research Process

##### 2.1.1 Sources of Information

The findings discussed in this report were derived from 11 focus group discussions from 6 locations namely:

1. Bogamachuko [2] - Vitengeni Division
2. Chanagande [2] - Kaloleni Division

3. Mwakuhenga [2] - Bahari Division
4. Paziani [2] - Bamba Division
5. Silala [2] - Ganze Division
6. Vitengeni [1] - Vitengeni Division

These findings were qualitatively analyzed thematically and through analytical computer application strata. The findings have been categorized according to the objectives of the exercise which are:

1. To come up with a general overview of Tackle Africa project particularly overview of drills facilitated and assess their impact
2. To assess the gaps in information passed as identified by participants
3. To establish players' perception with regard to drills they are being facilitated to them

### 2.1.3 Field Editing

The consultant reviewed all the notes compiled during each day's FGD. This enabled the consultant room and time to improve on the subsequent FGD sessions.

### 2.1.5 Tabulation and Analysis;

All the completed FGD notes from the field were collected for further processing. They were edited and clustered according to their responses for ease in analyzing their contents.

### 2.1.6 Data Analysis;

Qualitative data analysis techniques were employed to bring out the relationship among the key variables of the study. The qualitative data was analyzed by categorizing the responses into related categories (themes).

The analysis process involved several steps such as:



- I. Preparing data for analysis by transcribing the interview texts so as to identify individual bits of data. This was easily done by allocating line identifier numbers for ease of cross referencing.
- II. The second step involved closer reading of the text being the stage at which thematic analysis allows themes to emerge from the data. It is important to take note of major issues as they emerge so as to acquire a broader sense of issues embedded in the qualitative data.
- III. The third step involved re-reading the text closely item by item, line by line. This process is referred to as micro analysis of data and it is the stage at which any new information is noted.
- IV. The fourth step involved sorting out items of interest by organizing them into proto-themes and organizing them into related topics and categories.
- V. The fifth step involved re-examination of the text closely for each proto-theme taking each theme separately and re-examining the original data source for any further information relating to that theme. This is an important stage as it removes undue biases and strengthens the themes by additional more data or reduction of contradictory data.
- VI. Step six entails the construction of the final form of the theme using related material with the main focus being the underlying meaning of each theme.
- VII. Lastly, the next step involved finalization of the name of the theme, writing description and illustration of the same with a few quotations from the original text so as to help communicate the meaning to the reader.

#### 2.1.7 Quality Control;

The consultant reviewed the FGD guides and gave feedback to the client before the exercise commenced. The consultant further ensured that well-tested thematic analysis was used to analyze the qualitative data hence deriving the right quality of the findings from the discussions.

## 2.2 Findings and Discussions

The findings are presented according to how questions in the focus group discussion guides were responded to and discussed within particular FGD sessions. An overall interpretation is then provided at the end of each section (objective).

### 2.2.1 TackleAfrica Project and Objectives

The first section of the focus group discussions aimed at identifying participants' understanding of the **TackleAfrica** project as well as its objectives. The findings of this was as discussed below:

#### 1. *What is your understanding of the TackleAfrica project?*

This was the first question posed to the participants in the various focus group discussions sessions in order to ascertain their understanding of the TackleAfrica Project and the findings indicate that generally, participants in the various groups were of the opinion that TackleAfrica is a project that helps girls understand the importance of knowing their health status. The project was also said to create awareness on HIV through football. In other discussions, participants stated that the project educates girls on different ways of avoiding early pregnancy and contracting HIV and other STIs. The project was credited with helping girls in the project areas make choices that enabled them live healthy lifestyles as evidenced in this quote by a participant in Chanagande Primary school where she said:

*“We have changed how we live our lives. Most of us have stopped sleeping around with boys since it can lead us to make bad choices and become pregnant or even contract HIV or other STIs.”* – FDG PARTICIPANT, CHANAGANDE PRIMARY SCHOOL.

The participants also stated that these sessions were conducted as football drills where coaches and TOTs sensitized participants on topics such as how to avoid unwanted pregnancies, spread of HIV and ensuring safe delivery of children especially to HIV positive mothers.

## 2. *Are you familiar with the objectives of the TackleAfrica Project? Which are these?*

On familiarity with the objectives of the TackleAfrica project, the discussions within the 11 FGDs revealed the following:

The findings derived from the discussions around this topic revealed that a majority of the participants were not familiar with the objectives of the project. However those who were able to mention the project's objective mentioned the following:

- a) To pass awareness of HIV to school going girls through football drills
- b) To support school going girls through payment of school fees and help players with playing kits.
- c) To sensitize girls on ways to avoid early pregnancies through football activities

## 3. *Where are Tackle Africa project activities delivered in MTG?*

The FGD then asked the participants where TackleAfrica project activities were delivered by MTG and findings from the discussions indicate that the participants were able to mention locations where the project was being implemented. The following fields were mentioned in these discussions:

- i. Silala,
- ii. Petanguo,
- iii. Rare,
- iv. Mwaeba,
- v. Mnarani,
- vi. Mdzongoloni,
- vii. Mbuyuni
- viii. Mnarani,
- ix. Sokoke,
- x. Kaloleni,
- xi. Malomani,

- xii. Kitengwani,
- xiii. Mirihini,
- xiv. Danicha,
- xv. Ganze
- xvi. Paziani,
- xvii. Kalongoni,
- xviii. Biyubu,
- xix. Mirihini,
- xx. Mariango,
- xxi. Malomani,
- xxii. Chanagande,
- xxiii. Vitengeni,
- xxiv. Bogamachuku,
- xxv. Mwakuhenga,
- xxvi. Ngamani,
- xxvii. Matsangoni,
- xxviii. Bahati,
- xxix. Kizurini,
- xxx. Benyoka.

#### 4. *How are Tackle Africa sessions delivered in MTG?*

The study then sought to establish how the project sessions were delivered and the discussions revealed that the sessions were delivered in a satisfactory manner. The sessions were described in details with each discussion entailing how the football drills and sensitization sessions were carried out. The use of training aids such as cones and bibs was widely mentioned by participants throughout the discussions.

The participants were particularly happy with the way the sessions were segmented to cover the football drills as well as the sensitization sessions. This interaction of activities was praised

as an effective avenue for providing sensitization on matters whose discussion is normally avoided in open forums especially among the youth.

*“The football drills attract the youth (young girls) who then end up listening to useful information on early pregnancy, HIV and other STIs. It would be hard to teach these girls without the football drills.”*

PROJECT PARTICIPANT, GANZE.

5. *How does it feel to be MTG’s TackleAfrica participant?*

This question was then posed to participants in the FGD sessions across the six locations and the discussions revealed the following sentiments:

Participants across the six locations covered by the study expressed gratitude saying they were happy and lucky to have been selected to participate in the project for various reasons. Some participants lauded the project as having been very educative while others felt that the football drills had been useful in helping them become better footballers. Additionally, it was expressed that using football as a means to sensitize girls on issues surrounding health and especially HIV, STIs and even pregnancy, was very effective since they learnt in an environment where they were relaxed, attentive and free to express themselves.

*“We enjoy every moment of the football and training sessions. I get very excited when the school day comes to an end so that I can have another training session where I will play my football and receive important information about my health at the same time.”* Participant Vitengeni Primary School.

### 2.2.2 TackleAfrica Football Drills

This section of the focus group discussions sought to ascertain the participants’ attitude towards the football drills undertaken through the TackleAfrica project and the discussions were as illustrated below:

#### 1. Which TackleAfrica drill is your most favorite?

The FDG participants across the 6 locations in the 11 FGDs were asked to state and discuss their most favorite football drill and the following drills came out as the most liked in order of preference by the FGD participants:

- a) Itisha mpira
- b) Uvamiaji wa virusi
- c) Mchezo ulio salama
- d) Tabia za hatari
- e) Rusha kichwa shika
- f) Weka mpira, kua salama
- g) Linda motto

2. *What is the most notable story of your fellow participant/s who has been attending TackleAfrica session?*

The discussions at this point focused on the participants telling of the most notable stories of their fellow TackleAfrica participants and below are some of the stories narrated:

Majority of the participants had friends who lived irresponsible lives which involved regular partying at local night events such as funerals, weddings, general parties and so on while engaging in unprotected sex before they had joined the program but after participating in the drills, they have seen them change their lifestyles since they no longer go to night clubs nor engage in irresponsible sexual behavior since they have learnt the negative effects of both behaviours.

*“My friend \*\*\*\*<sup>3</sup> was a very bad girl who went to night parties and engaged in unprotected sex before she had joined the project. Ever since she got involved in the ‘Itisha mpira’ drill, she stopped going to night clubs and vowed to always use protection during sexual intercourse”*

- Santa Samini Baya – Participant Silala Primary School.

Participants also told of friends who spent most of their time idle, exposing them to peer pressure and wrongful use of their time. Since they joined the project, they had not only been fully engaged and become active football players, but had also become very good players. These entrants had also changed their lifestyles due to the change of company and decided to abstain from sex outside marriage and were some of the most active participants during the football drills.

*“One of my friends never knew how to play football and used to engage in bad behavior like unprotected sexual intercourse but ever since she joined the project, she has changed so much and also uses protection during sex”* - Gloria Zawadi Mangi, Participant Silala Primary School.

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<sup>3</sup> Name withheld

Other notable stories told during the FGD sessions were those of participants whose friends were said to be disrespectful to their elders and peers alike prior to joining the project. Some were even said not to be in talking terms with their parents and guardians but had only changed their attitude and became more respectful to other people since joining the project and learning through positive peer influence the value of associating well with other people.

*‘My friend had never known the risk of engaging in unprotected sex till she joined the project and got trained through the football drills and that’s when she got to understand the effects of this Behaviour. Since then she has stopped engaging in sex because she fears getting pregnant or even contracting HIV and STIs’ - Mary Chengo Katana, Participant, Paziani Primary School.*

The project was also lauded for influencing participants towards taking their health seriously. It was stated that since joining the project, some participants had observed their friends undertake voluntary HIV testing and counselling which was initially difficult. Participants told of instances where their peers in the project had even started sharing the lessons learnt with people back at home hence spreading the reach of the messages even to non-participants.

*“I had a friend who used to double date boys and could always take money from them and spent on her needs but am not sure if she engaged in sexual activities with them but after she joined the program, she has totally changed and no longer takes money from them”-Patience Wakesho Kalama*

These were thought to be notable experiences since the Respondents said that the stories were notable because their friends were now out of the risk of contracting HIV, STIs or even early pregnancies.



*3. Why do you think you were selected to participate in this project? Do you think the selection was done in a fair way? What would you suggest we change during future selections?*

The focus group discussions then turned their attention to the selection of participants, posing the above question to prompt the discussion and the participants across the 11 FGDs had this to say:

Though some participants indicated that they were not aware of the criteria used to select them, a good number felt they were selected since they were thought to be direly in need of the lessons disseminated during the project's activities. Some even felt that they had been selected since they were thought to be ill-mannered (engaged in unprotected sex) and would therefore benefit greatly with involvement in the project activities.

Further discussions on this subject revealed another opinion where some discussants believed that they had been selected for being active in other MTG football initiatives as well as being persons who were well mannered within their communities. This category of participants also gave credit to their good association with other players during football activities for their selection by MTG to participate in the TackleAfrica Project.

On the fairness of the selection process, there was a general consensus among the participants that the process was fair and all inclusive with the only notable recommendation for future consideration being that more girls who are non-MTG registered should be included for more girls to benefit from MTG activities.

*4. According to you, which of the TackleAfrica drills do you feel are easy to understand and which are hard to understand?*

This question sought to identify the drills that were easier to understand and those that were more difficult to comprehend by the participants and the discussions revealed that on the overall, 'Itisha mpira' 'Mchezo ulio salama' and Uvamiaji wa virusi' were the easiest drills to

understand since they were very short and simple while ‘Rusha kichwa shika’ and ‘I’Ishirini na nne, arobaini na nane sabini na mbili’ were the hardest to understand since they involved long training sessions that led to participants forgetting the basic rules due to their complex nature.

*“Itisha mpira was very easy to understand because it was not complicated as it had very short messages”* - Santa Yaa Baya – Participant, Chanagande Primary School.

### 2.2.3 Content of the Drills

In this section, the focus group discussions sought to establish the opinion of the project participants on the contents of the drills. Below are the questions that were used to guide the discussions and the respective results:

#### 1. *How do you think you can reduce the risk of HIV?*

The first question focused on the participants’ opinion on ways of reducing the risk of contracting HIV and this elicited the following responses within the 11 FGDs:

Paying a visit to the VCT centers for testing and counseling was widely mentioned across the FGD sessions in the 6 locations. Another measure mentioned widely by the discussants was the importance of expectant mothers to deliver in health facilities to avoid mother to child transmissions. Abstinence, avoiding unprotected sex and the need for people to avoid sharp objects were also widely mentioned as was that could be used to reduce the risk of one contracting HIV.

#### 2. *How can you avoid getting HIV infection?*

This question acted as a validation question to the previous one above and therefore elicited similar responses as those in the previous one.

3. *What are some of the ways of transmitting HIV infection from one person to another?*

The most mentioned responses to this question in the FGD sessions included:

- a) Having unprotected sex
- b) Blood transfusion
- c) Deep kissing
- d) Sharing of sharp objects with infected persons

4. *Have you ever heard about contraception?*

One of the topics covered during the drills is contraception. The FGDs covered a few questions (above) on contraceptives that are collectively discussed below:

During the discussions, respondents unanimously described contraception as a way of one avoiding to get pregnant. None of the participants openly confessed to have used contraceptives in the 6 locations. The participants stated that contraceptives can be accessed from hospitals, dispensaries and chemists/pharmacy shops/outlets.

*“We have been taught about how we can avoid getting pregnant but most of us haven’t used any means because of abstinence even though things like pill and condoms can be found in hospitals or chemists”*

- Joyce Tabu Sengwere, Participant Paziani Primary School.

5. *How could you protect yourself against HIV tomorrow if you have unprotected sex today?*

This question sought to gauge the participants’ knowledge on the subject of post exposure prophylaxis and the discussions indeed confirmed that most participants knew exactly what to do in the circumstance that they were exposed to the HIV virus as most stated that they would visit a doctor for advice and medication (pep) before 72hrs elapses.

6. *How could you protect yourself against pregnancy tomorrow if you have unprotected sexually intercourse tonight?*

This question also eliciting similar informed responses from FGD participants across the 6 locations, indicated that indeed the participants were knowledgeable about the subject of emergency contraception. Some of the participants stated that they could visit a doctor for advice while others stated that they could purchase E-pills.

7. *How would you advice a HIV positive mother to reduce MTCT before and after birth?*

This question was the last in the section of the contents of the drills and was impressively responded to as had been the previous two where most participants correctly stated that they would advise the expectant HIV positive women to deliver in health facilities instead of through the help of mid-wives. Participants also stated that they would advise the mothers not to breastfeed their infants after delivery to reduce chances of MTCT.

#### 2.2.4 Individual Growth

The FGDs then focused on the individual growth of the participants in the project as a result of being involvement in the project's activities and posed a few questions to ascertain this as discussed below:

1. *What would consider as the most notable changes in your life because of being a TackleAfrica participant?*

The discussions under this topic revealed that the project had re-emphasized the participants' knowledge on HIV and STIs transmission. Under the project, participants also said that they had been adequately sensitized on ways to avoid unintended pregnancies through interactive drills and as a result had adjusted their lifestyles in order to live by the values inculcated by the sensitization sessions. Majority of the participants also stated they had become more active and had gained confidence both outside and inside school.

*‘Since I joined the project I have learnt a lot and am bold and have confidence that I can advise my peers on HIV and early pregnancies’*

- Queenter Amina Karisa, Participant Bogamachuko Primary School

Lastly, participants lauded the positive impact of the project activities on the quality of their football skills. They said that the drills had not only been helpful in training them on health issues, but had also made them better players.

*“I didn’t know much about HIV till I joined the drills and learnt the effects of the disease and decided to change my behavior for the better.*

*I now fear engaging in unprotected sex”* - Gloria Zawadi Mangi, Participant Silala Primary School

*“Ever since I joined the TackleAfrica project, I have learnt so much in fact I didn’t know the risk of giving birth through mid-wives and even going for mid-wives’ massage”* - Claris Hadija Rama, Participant Paziani Primary School.

*“Before I had joined the TackleAfrica project, I didn’t know some of the ways of HIV transmission and even the risk of engaging in unprotected sex”* - Mariam Tabu Kahindi, Participant Paziani Primary School.

*“I was very shy to talk about my monthly periods to my parents but when I joined the training sessions of TackleAfrica, am bold to tell my mother and ask for sanitary pads”* - Mishi Rama Kisha, Participant Paziani Primary School.

*“Before I had joined the TackleAfrica project, I had 3 boyfriends whom I engaged in unprotected sex with but after I got the training I only have one and am faithful and always use protection”* - Participant

## 2. How does the community; school peers treat you as a tackle Africa player?

This question elicited the following responses during the discussions:

Participants stated that since joining the project, they were treated better by their family members, friends and the community at large for various reasons. First they were well treated because most had shown responsible behavior among their peers exhibiting knowledge on HIV, STIs and reproductive health. The positive attitude towards TackleAfrica participants by the community was also attributed to the fact that the participants had become more active and involved in football activities than had been the case before the project kicked off.

To emphasize on the positive attitude by the community towards TackleAfrica participants, discussants across the 11 FGDs stated that girls outside the project had indeed started emulating their positive behavior. This in turn gave them confidence to practice everything learnt during the drills more openly as well as share with their peers back at home.

*‘Mimi siku hizi naogopewa na wavulana kwa sababu sitaki urafiki wa kimapenzi nao’*<sup>4</sup> - Esther Kadzo Kitsao, Participant Silala Primary School.

*‘Tunachukuliwa vizuri na pia tunaheshimiwa na wavulana hata siku hizi wanaogopa kutuita na kutusumbua’*<sup>5</sup> - Nancy Peter Makau, Participant Chanagande Primary School.

*‘My friends see me as a good girl and even some of them encourage me to concentrate more in the training sessions’* - Jane Kwekwe Kahindi, Participant Mwakuhenga Primary School.

<sup>4</sup> Translation: *I am not approached by boys anymore because they know I don't want sexual relationships with them anymore.*

<sup>5</sup> Translation: *We are received very well and respected by boys who are even afraid of disturbing us like before.*

# Chapter Three:

## Conclusion

In conclusion, FGD participants as revealed by the findings showed that:

### 3.1 TackleAfrica Project and Objectives

On the overall participants had a good understanding of the TackleAfrica project activities and locations owing to the ease with which they mentioned the same during the discussions. However, a good number could not tell the main objective of the project, though those who could, articulated the same very well. It was comforting to hear from the participants that they were very delighted to be part of the project and they comfortably described the TackleAfrica activity sessions another indication that they indeed owned the project.

### 3.2 TackleAfrica Football Drills

The participants clearly gave feedback on the drills that they found to be their most favorite, as well as those that they thought were easier to master and those which were harder to understand. This indicated the participants' good understanding of the TackleAfrica activity processes and their participation in the same. It is important to note that though the participants did not seem to have well understood the criteria followed to select them, they were largely right as far as what they thought to have been the selection criteria used to identify them for the TackleAfrica project. Participants further expressed satisfaction with the fairness of the selection process within their understanding of what could have been the criteria used.

### 3.3 Contents of the drills

Participants indicated great knowledge with regard to the contents of the drills as they accurately responded to discussed openly when prompted by questions captured in the FGD

guides. They showed knowledge on topics covered in the drills such as how to avoid HIV infection, unwanted pregnancy and general reproductive health.

### 3.4 Individual Growth

Change in lifestyle and attitude towards reproductive health were mentioned severally as benefits gained by individual participants in the TackleAfrica project. This was in addition to increased knowledge on reproductive health matters and improved football skills mentioned in most of the focus group discussions.

#### *Closing remarks*

The following remarks were made by various participants at the close of the FGD sessions:

1. Program should continue training as many girls as possible since it's a good project.
2. Participants are role models to other girls in the area



## Chapter Four:

### Recommendations

What do you think we can do to make the TackleAfrica project more effective?

The following recommendations were made by participants when the question above was posed to them:

#### 1. *Paziani*

- a) Increase the number of participants in different drills.
- b) Increase the number of coaches.
- c) Include the under 10 year old participants in the drills because nowadays girls engage in sex at a tender age
- d) Include boys in the drills but have them trained separately
- e) Provide football kits to participants
- f) To increase the number of football drills
- g) Provide more training to coaches

#### 2. *Silala*

- a) The community should also be educated on the issues of HIV
- b) Encourage participants to educate their fellow pupils/friends/peers
- c) The program should support them with school uniforms, fees, football kits and metallic goal posts

#### 3. *Mwakhenga*

- a) The project should provide items such as football pumps and whistle

#### 4. *Chanagande*

- a) Women condoms should be given to the coaches who can easily share with those who may need them
- b) The project should increase the number of drills
- c) Increase the number of participants in the drills

#### 5. *Vitengeni*

- a) The program should provide more trainings to the girls

## Overall Recommendations

1. Simplify the drills that were said to be long so that they can be easier to comprehend.
2. Explain to the participants especially at an early stage the overall and specific scope of future projects at the beginning of implementation, possibly during mobilization of target beneficiaries
3. Embed an aspect of continuity within project strategies to ensure that the benefits realized in individual projects are not lost. The participants could be used as peer educators who'll apply lessons learnt once the project elapses even as they participate in other projects
4. Seek continuity of this project since the participants believed it had impacted on their lives positively. Participants in the various FGD's illustrated the positive impact of the project in their lives and even proposed it continues beyond its current term. This alone is sufficient justification for MTG to seek extension of the project subject to availability of funds by the donor.

# Chapter Five:

## Annexes:



### 5.1 Focus Group Discussion Guide



#### TACKLEAFRICA FOCUS GROUP DISCUSSION

FGD Number \_\_\_\_\_

Date \_\_\_\_\_

FGD Location/Site \_\_\_\_\_

Number of Participants- \_\_\_\_\_

#### Introduction

Good morning/afternoon. I would like to start by introducing myself...

Greet the participants and introduce yourself. Introduce the purpose of the discussion and thank the participants for taking the time to participate. Tell the participants that the discussion will take about 1.5 hours. Ask them if they are comfortable and happy to proceed.

#### Objectives

- 1) To come up with a general overview of Tackle Africa project particularly overview of drills facilitated and assess their impact
- 2) To assess the gaps in information passed as identified by participants.
- 3) To establish players' perception with regard to drills they are being facilitated to them

**Ground Rules.**

*I would like to establish some appropriate 'ground rules' for our discussion...*

1. *We would like everyone to participate. Please give everyone a chance to speak. I may call on you if I haven't heard from you in a while. I also ask you to allow others to give their opinions because everyone's thoughts are valuable.*
2. ***There are no right or wrong answers:*** *We ask that you listen to others' opinions and be respectful of differences. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear all of your thoughts.*
3. ***What is said in this discussion is private:*** *We want everyone to feel comfortable sharing when sensitive issues come up. Therefore it is important that you do not repeat others' opinions outside this group after the discussion*

**SECTION 1- TACKLEAFRICA PROJECT AND its OBJECTIVES**

1. What is your understanding of the TackleAfrica project objectives
2. Are you familiar with the objectives of the TackleAfrica Project? Which are these?
3. Where are Tackle Africa project activities delivered in MTG
4. How are Tackle Africa sessions delivered in MTG?
5. How ~~do you~~ does it feel to be MTG's TackleAfrica participant?

**SECTION 2- TACKLEAFRICA FOOTBALL DRILLS**

- a) ~~Share with us why you think we conduct any Tackle Africa drill of your choice?~~ Which TackleAfrica drill is your most favourite?
- b) Share with us any notable story of your fellow participant who has been attending in TackleAfrica session. What makes this story notable?
- c) In Tackle Africa MTG program we only work with 20 participants during football drills, why do you think you have been selected to participate in these sessions? Do you think the selection was done in a fair way? What would you suggest we change during future selections?
- d) According to you, which of the TackleAfrica drills do you feel are :
  - Easy to understand? Why?
  - Hard to understand? Why?

**SECTION 3: CONTENT OF THE DRILLS**

- a) How do you think you can reduce the risk of HIV?
- b) How can you avoid getting HIV infection?
- c) What are some of the ways of transmitting HIV infection from one person to another?
- d) Have you ever heard about contraception?
  - What is it?
  - Have you ever used?
  - Do you have access to any contraceptive in the community?
- e) How could you protect yourself against HIV tomorrow if you have unprotected sex today?

- f) How could you protect yourself against pregnancy tomorrow if you have unprotected sexually intercourse tonight?
- g) How would you advice a HIV positive mother to reduce MTCT before and after birth?

#### SECTION 4- INDIVIDUAL GROWTH

- I. What would consider as the most notable changes in your life because of being a tackle Africa participant?
- II. How does the community, school peers treat you as a tackle Africa player.

#### SECTION 5: RECCOMENDATION

- a) If the same project is taken to Kwale division, what do you think we can do to make the TackleAfrica project more effective?
- b) Any other comment?

*Finally, thank you so much for participating in this focus group discussion. We will be able to use your responses to learn how <<the XXX sport programme>> is affecting girls and the community and how we can make it better.*

## 5.2 Lists of FGD Participants

<b>SILALA PRIMARY SCHOOL FGD 1 PARTICIPANTS</b>	
Nancy Amina Kalama	Salama Mweri Baya
Sofia Kalua Charo	Rukia Kadzo Julius
Tumaini Kombe Nzai	Kaschana Mwalimu ponda
Kache Mwalimu Ponda	Caroline Siajabu Kalama
Santa Samini Baya	Dorcas Mishi Kahindi
Pendo Kasena Thoya	Esther Kadzo Kitsao
<b>SILALA PRIMARY SCHOOL FGD 2 PARTICIPANTS</b>	
Happy Kahunda Nzai	Liz Halua James
Josphine Zawadi Zia	Furaha Patric Charo
Riziki Kitsao Charo	Patience Dama James
Gloria Zawadi Mangi	Lilian Harrison Charo
Halima Samini Charo	Mwanaali Furaha James
Stella Changawa Charo	Dhahabu Benard Thoya

<b>PAZIANI PRIMARY SCHOOL FGD 3 PARTICIPANTS</b>	
Mary Charo Mahenzo	Sera Medza Sengwere
Chadi Katana Sengwere	Hyevu Mwangahdi Ngal
Mary Athma Kitsao	Furaha Safari Beshilingi
Mourine Sidhani Sengwere	Irene Kahindi Katana
Furaha Hamisi Charo	Mishi Rama Kisha
Joyce Tabu Sengwere	Heema Sidi Fondo
Manne Karisa	
<b>PAZIANI PRIMARY SCHOOL FGD 4 PARTICIPANTS</b>	
Mary Charo Mahenzo	Sera Medza Sengwere
Chadi Katana Sengwere	Hyevu Mwangahdi Ngal
Mary Athma Kitsao	Furaha Safari Beshilingi
Mourine Sidhani Sengwere	Irene Kahindi Katana
Furaha Hamisi Charo	Mishi Rama Kisha
Joyce Tabu Sengwere	Heema Sidi Fondo
Manne Karisa	
<b>MWAKUHENGA PRIMARY SCHOOL FGD 5 PARTICIPANTS</b>	
Elina Chaga Pande	Miriam Idza Dzombo
Habiba Seche Juma	Amina Nyevu Katana
Joan Changa Mwagona	Ruth Nyamuula Mwachunga
Scolar Dama Kazungu	Doris Mkumbi Taura
Joyce Mbodze Mwabunu	Linet Mkumbu Chula
Regina Mbuhe Chula	Riziki Malombe Bakari
<b>MWAKUHENGA PRIMARY SCHOOL FGD 6 PARTICIPANTS</b>	
Saida Chizi Bahati	Jane Kwekwe Kahindi
Naomin Kafaha Bakari	Risper Maku Chula
Mercylin Kadzo Taura	Stella Mbuhe Kitsao
Mary Masika Amani	Winnie Malombe Katana
Hilda Mkumbi Taura	Mary Furaha Kenga
Riziki Nzigo Mwabuni	Mercy Mbua Nyoka

<b>CHANAGANDE PRIMARY SCHOOL FGD 7 PARTICIPANTS</b>	
Rukia Emmanuel Kahindi	Linnet Kisichana Nzai
Sophia Mohammed	Josphine Rehema Garama
Salma Masumbuko Kombe	Grace Neema Mweri
Mercy Karisa Katana	Lilian Kadzo Ngumba
Rehema Changawa Katana	Margret Kanzo Gona
Jamillah Karisa Kibotho	Betty Karisa Katana
<b>CHANAGANDE PRIMARY SCHOOL FGD 8 PARTICIPANTS</b>	
Halua Masha Kazungu	Eunice Joseph Mwenda
Tumaini Kahonzi Karisa	Rehema Mweri Baya
Nancy Peter Makau	Santa Yaa Baya
Hadija Kazungu Wanje	Grace Mwema Mweni
Fatuma Keah Wara	Janet Kadenge Charo
<b>VITENGENI PRIMARY SCHOOL FGD 9 PARTICIPANTS</b>	
Mercy Kenga Amina	Kanze Elizabeth Mtawali
Santa Shamila	Zainab Hope Karisa
Esther Shukrani Kalama	Mercy Shiroo Kazungu
Husna Pendo Changawa	Eunice Rasoh Japhet
Neema Josphine	Zilper Zosi Kalume
Patience Wakesho Kalama	Khadija Nnashe Abdul
Mary Maria Mwadzuya	Lydia Santa Baya
Riziki Pili Thomasa	
<b>BOGAMACCHUKO PRIMARY SCHOOL FGD 10 PARTICIPANTS</b>	
Ruth Rehema Moses	Zawadi Ngumbao Charo
Emmily Bendera Moses	Christine Dzidza Daniel
Regina Mapenzi Kahindi	Kadzo Ngumbaro Charo
Mornica Muleni Barawa	Hellen Bendera Mwalimu
Purity Zawadi Maurice	Sharlet Rehema
Stella Sanita Karisa	Hamida Thoya Baya

<b>BOGAMACCHUKO PRIMARY SCHOOL FGD 11 PARTICIPANTS</b>	
Grace Neema Hamis	Mercy Karemba Ngumbao
Queenter Amina Karisa	Lydia Furaha Hamis
Dorcus Santa Kahindi	Lucy Kache Hamisi
Mercy Muhache Garstone	Elpina Mbeyu Kombe
Caroline Amina Masha	Margret Sidi Jefwa
Jane Mwenda Morris	

### 5.3 Photos



Figure 3: Bogamachuko FGD in Session



Figure 2: Mwakuhenga FGD in Session





Figure 5: Paziani FGD in Session



Figure 4: Paziani FGD in Session



Figure 6: Vitengeni FGD in Session