END-LINE EVALUATION OF FOOTBALL FOR WATER, SANITATION & HYGIENE (F4W) PROJECT

A FINAL REPORT

VIVA CON AGUA AND WATOTO WASOKA

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Forward and acknowledgement

The power of sport to effect social change cannot be overemphasised. Football, in particular, speaks to young people and unites nations, an attraction like no other. With Football 4 WASH (F4W), the idea is to leverage this potential for something greater than just play and fun – health!

Football 4 WASH is an educational combination of play and health education. The approach brings vital information on the ideals and practices of Water, Sanitation, and Hygiene (WASH) to thousands of children in schools and communities in Uganda through exciting football drills.

The program is developed and conceived by Watoto Wasoka (www.watotowasoka.ug) together with Viva con Agua (www.vivaconagua.org) to combine the vibrant potential of football and the ability to create a fun-filled learning environment, where sensitisation for WASH related health behaviour is carried out in a joyful and playful way. While conventional WASH approaches merely rely on information transfer and traditionally use feelings of shame, fear, and disgust, we are convinced that positive emotions play an important role in creating lasting behavioural change and that the F4W is not just mere fun – it is even more effective.

With this report, we substantiate this; by assessing the performance and impact of the F4W initiative through a summative evaluation of the project cycle that happened between December 2020 and April 2021 in the slum communities in Kampala, Uganda.

I want to extend our sincere appreciation to the consultancy team that undertook the impact evaluation, led by Dr. Seperia Bwadene Wanyama (PhD), Makerere University. The findings herein shared are not only insightful but also informative. Their work brings to light lessons from the field as well as important recommendations.

I would like to emphatically appreciate the teams both at Watoto Wasoka and at Viva con Agua for making F4W what it is today. Fun and educative. Recognition goes to Mr. Patrick Sonko ("Coach Patu") the F4W brainchild who also leads the innovation team that keeps developing and improving the drills since that early 2015 cholera outbreak in the slums of *Kisenyi*, Kampala. Equal appreciation is bestowed unto the Viva con Agua teams in Uganda and Germany who continue to share and support the belief that football can be used as a medium for WASH conversations.

I am particularly stunned with the impressions this report shares and I hope you share the same excitement as you go over the next many pages of findings and lessons learnt. With this report, we not only validate the methodology, but also the potential of F4W to bring lasting impact in the lives of young people, communities, and schools in more fun than you could ever imagine.

Francis Mugoya,

For and on behalf of Watoto Wasoka &Viva con Agua.

The Research Team

This impact evaluation was led by Dr. Seperia Bwadene Wanyama, Lead Researcher/ Consultant. He was supported by Mr Fred Kasalirwe as a Researcher, and Hilda Wanaha Birungi, who doubled as the Administrator and Research Assistant. Other Research Assistants included Robert George Okello, Jean Kobunsingye, and Ibrahim Kavuma.

The Research Team is grateful to Viva Con Agua and Watoto Wasoka, for their support during the course of this research/end-line impact evaluation. Specifically, we most sincerely thank Mr. Francis Mugoya (the CEO), and his team; not only for their invaluable trust in us to undertake this assignment, and, for their constructive review comments that were helpful in the production of this final report. We also particularly recognize the support given by Francis and Papa in the mobilization of the respondents.

Executive summary

1. Introduction

This report provides an end-line impact evaluation of a six-month project dubbed Football 4 WASH (F4W). The project was implemented from December 2020 to May 2021. It aimed at imparting knowledge and skills and improving WASH through football in slum areas of Kampala and the surrounding areas. The football academy leagues involved children, both girls and boys, and of 9-16 years of age. Specifically, the project set out to increase WASH knowledge in communities, educate agents of change in the society, apply the knowledge gained from WASH, increase opportunities for both boys and girls' engagement in WASH and football, use football as a tool to improve sanitation and hygiene in the society[1]. Consequently, the project focused on implementing four main activities including training of trainers for skill enhancement and knowledge sharing, knowledge and skills sharing through F4W workshops and sessions, community clean-ups, and the F4W league.

2. Evaluation framework

The impact evaluation adopted the UN OECD DAC Evaluation criteria guiding impact evaluations, to examine the project for its relevancy, coherence, effectiveness, cost effectiveness, impact, and sustainability. We also examined and advanced challenges, lessons and good practices as well as recommendations. In addition, the evaluation examined the project objectives and activities in the lens of the project's existing theory of change that provided the assumptions, inputs, outputs and outcomes and impact. Overall, these became meaningful benchmarks against which the study was designed, and findings bounced to ascertain the contribution of the four project objectives.

3. Methods and findings

The impact evaluation adopted an experimental and cross-sectional design and collected data from project intervention groups (F4W academies), and, selected non-F4W academies as control groups. Data were collected at one point in time, hence meeting the cross-sectional design parameter. A mixed method approach was adopted, collecting both quantitative and qualitative data for purposes of triangulation. A total of 255 children including 189 F4W members and 86 non-F4W members responded to the survey involving F4W and non F4W academies, as intervention and control groups respectively. Additional 28 F4W member children participated in four FGDs; and 10 coaches and 4 local leaders participated in the qualitative study. Therefore, the in-depth qualitative study interfaced with 42 respondents, besides the 255 for the survey.

The findings reveal high level of awareness about WASH arising out of training in and undertaking WASH practices by the participant project intervention children. They were more likely to be aware 7 times higher than the non-F4W members. The F4W members also engaged more with WASH practices such as washing hands with soap, proper garbage disposal,

[1] Football 4 WASH (2021) Impact Evaluation Report

community clean-ups, among others. They were 2.8 times more engaged than non-members. About sharing WASH knowledge, the F4W members were far ahead (92%) of the non-members who rated it at 54%. Engagement with communities for community clean-ups did not establish a statistically significant difference between the two groups, but the F4W member children undertook it more times than the non-members at 40% against 35% for five and more times category. However, sanitation was perceived to have improved 11.8 times higher among the F4W members in comparison to the non-F4W counterparts. Training was more appreciated as have been received on WASH among the intervention group (85%) as compared to the control group (23%). Regarding whom they perceived to have trained them, the intervention group attached the training to VCA/WWS at 65% as compared to only 28 that believed they received the knowledge and skills from home. Interestingly, the control group on the contrary, believed they gained knowledge of WASH from home (72%); with the school and the church not making any significant difference for the groups. Lastly, the football league was established to be vibrant, not only involved in football, but in general WASH practices for individual respondents and communities. The 16 academies overall, had a total of 649 enrolled members, of whom 40.7% were present on the day of the visit, and they participated in the survey. However, only 24.7% of the total enrolment were females. This points to the need to attract more females, although such a percentage is appreciated considering the nature of our communities with gendered roles where females re responsible for undertaking domestic chores and largely unexpected to be at playgrounds playing football and/or moving around in communities alongside boys.

Generally, the activities were relevant and still valid, with the children expressing great benefits and the desire to continue as they were learning and developing their talent and becoming more responsible in their communities. Other aspects including coherence, effectiveness, efficiency, impact and sustainability were examined, and the report presents largely positive results. Overall, the identified variables by the theory change, for example, awareness, community outreach, skills and knowledge sharing, improved sanitation and hygiene, behavioural change among others, were largely achieved. The project can be regarded to have been on overall successful although some limitations or challenges were also identified. However, recommendations for improvement were articulated and advanced for consideration. All these are reported on.

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List of Acronyms

DAC - Development Assistance Committee

DFAA - Dream for African Academy

F4W – Football for Wash

KLA – Kampala

LCs – Local Councils

MoE&S – Ministry of Education and Sports

MYSA - Miracle Youth Soccer Academy

Nd – Not dated

NDP – National Development Programme

OECD - The Organization for Economic Co-operation and Development

SDG – Sustainable Development Goal

ToT – Terms of Reference

UBOS – Uganda Bureau of statistics

UN – United Nations

UNHS - Uganda National Housing Survey

VCA – Viva Con Agua

VIP – Very Important Person

WASH - Water, Sanitation and Hygiene

WWS – Watoto Wasoka

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This document is an end-line impact evaluation report on Football for Water, Sanitation and Hygiene (WASH), codenamed (F4W). The report adopted Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria (OECD-DAC, 2019[2]; Chianca, 2008[3]) to assess the F4W project impact and objectives. The evaluation posed broad questions and thereafter, specific questions, based on each of the DAC evaluation criteria, to help assess the impact of the project.

In addition, the project theory of change was assessed to achievement of the identified variables and the likely effect each had on project outcomes and impact. The project monitoring and evaluation framework, on the other hand, guided in assessing the project's implementation and contribution to the project goals, objectives, performance targets, and performance measures.

This report is generally structured into four main chapters: the introduction, the methodology, the findings, the findings in context of DAC criteria and conclusions. The current chapter of introduction includes a brief general background and context of WASH, the F4W project, the purpose of the assignment, the objectives/ terms of reference, and the scope of the assignment.

1.2 Background

1.2.1 General context of WASH

Water, Sanitation and Hygiene (WASH) remains a general problem especially in developing economies such as Uganda. Generally, 582 million people worldwide currently have no access to clean water and 2.4 billion people lack any kind of basic sanitation (F4W, nd)[5]. Accordingly, the General Assembly of the United Nations in 2010 recognized WASH as a human right, and it was later precisely defined in Sustainable Development Goal No. 6 since 2016 (F4W, nd; UBOS, *2016*[6]*).*

Uganda National Housing Survey (UNHS) emphasizes access to proper sanitation as a major factor for ensuring dignity and preventing the spread of diseases such as cholera that are associated with contamination because of unhygienic environment (UBOS, 2016). Uganda's statistics of 2016/17 in comparison to those of 2012/13 show very slight improvement in use of different forms of toilet facilities e.g., 83.0%, 5.8%, 9.8%, 1.5% in comparison to 82.6%, 7.6%, 7.3%, 2.6% for pit latrines, VIP latrines, bush and flash toilets respectively. The situation seems

[2] OECD-DAC, (2019). Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use OECD/DAC Network on Development Evaluation. revised-evaluation-criteria-dec-2019.pdf (oecd.org).

[3] Chianca, T. (2008). The OECD/DAC criteria for international development evaluations: An assessment and ideas for improvement. *Journal of Multidisciplinary Evaluation*, *5*(9), 41-51.

[5] Football 4 Wash Community Programme. Not a dated document.

[6] UBOS, 2016. 03_20182016_UNHS_FINAL_REPORT.pdf (ubos.org)

to be worse in Kampala where the number of those using the bush doubled although the use of flush toilets registered an improvement of only 1%. The report further reveals that 84 percent of households in Uganda did not have hand washing facilities, 8 percent had hand washing facilities with water only while only 6 percent had both water and soap. Whereas 78 percent of households in Uganda had access to improved sources of drinking water with Kampala having the highest percentage of households that used improved drinking water sources (96%), it was reported that the percentage of households accessing improved water sources in urban areas reduced from 87 percent to 80 percent (UBOS, 2016). It is further reported elsewhere that only 56% of the Ugandan population have permanent access to clean water and 41% have adequate sanitation (Watoto Wasoka, nd). The same report reveals that Water Aid Uganda shows that 9.3 million have no access to safe drinking water and 26,000 children die each year from water-related diseases.

Inadequate sanitation and hygiene are a major problem, largely as a result of lack of relevant infrastructure such as toilets, but also due to general lack of knowledge about best hygiene and sanitation practices, sources of infections and related infections. The poor hygiene and sanitation conditions are particularly devastating in the inner-city slums of Kampala, thereby becoming an area of interest for interventions. Moreover, Kampala slums are highly populated, for example, Busega has about 5000 people, while Kamwokya has an estimate of 40,000 people (Watoto Wasoka, nd).

1.2.2 Football for WASH (F4W)

As one of the interventions to the prevailing situation of WASH, WWS partnered with and tapped into the many years of experience in related work by VCA. The latter has for over 10 years been organizing soccer camps and leagues such as the Christmas Camp or the Slum Derby with more than 2000 children annually, in selected slums of Kampala. Therefore, F4W program implemented by WWS and VCA was established with the assumption that it would be implemented in several municipalities of Kampala Metropolitan Area, including Kisenyi, Katwe, Mulago, Busega, Kibuli, Kamwokya, Nakawa, Makindye, Wakiso, Nansana, Natete, Kawempe, Rubaga, Makerere. Whereas anecdotal reports point to successful implementation[7], they simply lack clarity on scientific technical analysis and are hence devoid of objectivity.

F4W is an educational training program that is based on a combination of football and health-related behaviours around WASH. Football as one of the most widespread and popular sports in Uganda, serves as a starting point for making training courses attractive to target groups, initiating a playful way of removing taboos and creating positive behavioral changes and integrating them permanently.

The F4W Community project aimed at 1000 children from structurally weak communities of Kampala, who were reached through community football trainers through several workshops and training sessions.[8] This is augmented through F4W League, which ensures that the various

[7] *WATOTO WASOKA, F4W IMPACT EVALUATION REPORT 2021*

[8] Projektantrag (ca. 15 Seiten) auf Gewährung einer Zuwendung aus Mitteln des EZ-Kleinprojektefonds für gemeinnützige Organisationen

communities compete against each other, the learned WASH practices are applied, and the communities reached.

In addition, the participating children mobilize and organize joint clean-up activities in their communities (community clean ups) with the aim of enabling and supporting not only the participants, but also their families and communities to practice and implement suitable hygiene techniques for long-term improvement of the health situation. However, the project impact remains unclear, hence the need for an end-line evaluation.

F4W contributes to the United Nations (UN) Sustainable Development Goal (SDGs) 1 on no poverty, SDG 3 on good health and well-being, SDG 4 on quality education, SDG 5 on gender equality, SDG 6 on access to clean water and sanitation for all, SDG 7 on reduce inequalities, SDG 11 on sustainable cities and communities, and SDG 13 on climate action.[9] According to the F4W impact report (Watoto Wasoka, 2021), the F4W project had a series of events that aimed to increase awareness in the community about the importance and benefits of WASH. The series of events that form the core functioning of F4W included community coaches training, community sessions, community clean ups, and community league.

1.2.3 Core functional areas

1.2.3.1 Training of Trainers of Trainees (ToTs)

This aimed at identifying participants (communities, trainers and teams). Two trainers, ideally a male and a female, would be selected from each participating community. The selected trainers would be required to complete a one-week training course after they would attain the status of certified trainers, and hence be given appropriate soccer materials such as balls, cones, and jerseys to ensure that the program is carried out. In total, 32 trainers from 16 municipalities were targeted for training and certification as F4W coaches within one-week training. Such trainers were expected to increase their WASH knowledge and also facilitate the participants to learn about F4W.

1.2.3.2 F4W workshops and sessions

Following successful ToT, the trainers would be required to organize the F4W workshops and sessions for their community teams with at least 50 participants at community levels. In large communities, up to 70 children and young people would take part in the workshops. The trainers were to be provided with templates to help them plan, record and evaluate the sessions. The workshops and sessions would be evaluated by the project team, using standardized questionnaires to ensure comparability in the award of points for the overall program.[10]

1.2.3.3 Community Clean Up

As a way of directly contributing to clean communities, every community team organizes at least one community clean up event in its own area. This is done through several activities including collecting rubbish, generating ideas for recycling or upcycling, and distribution of information educational materials (IEC). The cleanup activities are supervised up by the project team.

[9] Water and Sanitation – United Nations Sustainable Development

[10] Football 4 Wash Community Programme

1.2.3.4 F4W League

Football games are employed as a key vehicle for achieving WASH. Thus, the 16 community teams are divided into three different league competitions. These are organized along the divisions including Under 13 and Under 16 leagues for boys, and the Under 17 league for girls. The project team is responsible for organizing the leagues and a total of about 80 games are played. Such games attract several spectators that vary depending on the venue, with an average of 50 spectators. In large communities such as Kamwokya, and communities where the soccer field is close to a local market, for example, in Katwe, the number goes to about 200 spectators.

1.3 Purpose of the impact evaluation

The purpose of this impact evaluation was to understand the performance and impacts of the Football 4 WASH Community project by undertaking a summative evaluation for the project to inform decisions for future programming.

1.4 Objectives of the impact evaluation

1.4.1 The main objective

The main objective of the impact evaluation is to establish the impact (positive and negative high-level effects) and lessons out of the Football 4 WASH Community Project 2020/21.

1.4.2 The specific objectives

To achieve the main objective, specific objectives were derived based on the scope of the assignment and the OECD-DAC evaluation criteria[11] including relevancy, coherence, effectiveness, efficiency, impact, and sustainability. A seventh objective explores challenges, best practices, lessons, and recommendations. In view of the assignment, the specific objectives are to;

1. Examine the extent to which the F4W project objectives or activities are relevant to global, national and community development objectives.
2. Assess how the F4W project is coherent or compatible with other interventions in the country, sector, and community.
3. Assess the effectiveness of F4W project towards achieving its objectives.
4. Assess how well the resources meant for F4W project were utilized.
5. Establish the impact (positive or negative high-level effect) made by the F4W project.
6. Assess how sustainable the activities of F4W project were, going forward considering the current and future socio-economic trajectories.
7. Identify key lessons learned, highlight challenges, document best practices, and make recommendations for the future.

[11] revised-evaluation-criteria-dec-2019.pdf (oecd.org)

1.5 Broad evaluation questions

1. To what extent are the intervention objectives and design responsive to beneficiaries', global, country, and partner/institution needs?
2. How is the F4W project compatible with other interventions in the country, sector or institution?
3. To what extent did the F4W intervention achieve, or is expected to achieve, its objectives, and its results?
4. To what extent did the F4W intervention deliver, or is likely to deliver, results in an economic and timely way?
5. To what extent did the F4W intervention generate or is expected to generate significant positive or negative, intended or unintended, higher-level effects?
6. To what extent are the net benefits of the F4W intervention likely to continue?
7. What key lessons, challenges, best practices, and recommendations for the future, can be noted?

1.6 Interpretation of the objectives/terms of reference

1.6.1 Relevancy of F4W project objectives or activities to global, national and community development objectives.

Uganda has well stipulated National Development Plans including Vision 2040, and National Development Plans (NDP I, II and III) among others. Uganda's national development plans are also consistent with the United Nations' (UN) Sustainable Development Goals (SDG)[12]. For example, NDP III clearly reflects the SDGs, and particularly, SDG 1 focuses on no poverty: access to basic human needs of health, education, and sanitation; while SDG 6 emphasizes clean water and sanitation, by improving access for billions of people who lack these basic facilities. The project is also in line with other SDGs, for example, SDG 3: good health and well-being, SDG 4: quality education, SDG 5: gender equality, SDG 6: access to clean water and sanitation for all, SDG 7: reduce inequalities, SDG 11: sustainable cities and communities, and SDG 13: climate action.[13]

Objective 4 of the NDPIII stipulates the need to "enhance productivity and social wellbeing of the population."[14] The plan emphasizes investing in population health; with particular focus on nutrition, early childhood development, sanitation and hygiene basic education and tackling vulnerabilities to set the foundation for the required human capital.

The above development goals and objectives lay a basis for national planning and programming, which is relevant to reduction of poverty and improvement of life for all. Since this project focuses on WASH, there is need to examine its relevancy (particularly its activities of community coaches training, community sessions, community clean-ups, and F4W community league) to the national, sector and community development.

[12] Supporting the Sustainable Development Goals - African Promise
[13] Water and Sanitation – United Nations Sustainable Development
[14] National Planning Authority, (2020). The National Development Plan (NDPIII), 2020/21-2024/25, Kampala.

Guiding question
1. *To what extent are the objectives of the project in line with national development objectives?* 2. *Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?* 3. *To what extent are the objectives of the project still valid?*

1.6.2 Coherence or compatibility of the F4W project with other interventions in the country, sector, and community.

Other interventions (particularly policies) can support or undermine F4W interventions, and vice versa. Therefore, there should be both internal and external coherence. Internal coherence was mainly examined by checking for synergies and interlinkages between the F4W intervention and other interventions carried out by VCA & WWS, as well as the consistency of the intervention with the relevant international norms and standards to which the implementing partner organizations adhere. External coherence considered the consistency of the F4W intervention with other sector actors' interventions in the same context of WASH. This checked for complementarity, harmonization and co-ordination with others, and the extent to which the F4W intervention added value while avoiding duplication of effort.

Guiding question
1. *What is the role of F4W intervention within the overall Uganda's and F4W – VCA&WWS system (organization, sector, thematic area, country)?* 2. *What are the synergies (or trade-offs) between policy areas and growing attention to cross-government and intern-organizational co-ordination?*

1.6.3 Assess the effectiveness of F4W project towards achieving its objectives.

The F4W project has four thematic areas/ objectives that include training of Trainers of Trainees (ToTs), F4W workshops and sessions, Community Clean Ups, and F4W League. The mapped theory of change provided relevant expected outputs including numbers trained, knowledge about WASH, WASH facilities constructed, among others. With reference to these expected outputs and the monitoring matrix with performance targets and indicators, the reality on ground was measured and assessed against the set thresholds. Effectiveness was also assessed in terms of institutional and procedural mechanisms. Effectiveness analyzed the progress towards meeting objectives along the identified variables as stipulated by the theory of change. Unlike impact, which looks at higher-order effects and broader changes to which an intervention may be contributing, effectiveness focuses more closely on attributable results.

General questions
1. *Did the F4W project achieve the planned objectives in the short, medium and long term?* 2. *To what extent did the institutional structures easily support the achievement or non-achievement of the intended impact/ objectives?* 3. *To what extent did the procedures for the project influence the realization of the planned objectives?*

4. *What were the aspects of the project that made a difference?*
5. *How did the F4W work in conjunction with any other interventions to achieve outcomes?*
6. *What were the major factors that influenced the achievement or non-achievement of the objectives?*

1.6.4 Assess how well the resources meant for F4W project were utilized.

We intended to assess the project efficiency or cost effectiveness in the mobilization and implementation of F4W project activities. We examined the extent to which F4W intervention delivered results in an economic and timely way. Largely, this focussed on the implementation and conversion of inputs into outputs, outcomes, and impacts, in the most cost-effective way.

Guiding questions
1. *Were the activities cost-efficient?*
2. *Were the objectives achieved on time?*
3. *What resources have been used to produce these results, and how do these compare to similar interventions?*
4. *Was the project implemented in the most efficient way compared to alternatives?*
5. *What strategies have been applied to ensure efficiency of the grant?*

1.6.5 Establish the impact (positive or negative high-level effect) made by the F4W project.

This mainly focused on establishing the difference that the F4W intervention has made over the period of implementation. Particular attention was placed on the extent to which the intervention generated significant positive or negative, intended or unintended, higher-level effects (changes). For impact, the study assessed for the ultimate significance and potentially transformative effects of the intervention; seeking to identify social, environmental and economic effects that are longer term or broader in scope than those already captured under the effectiveness criterion. Broadly, it will be guided by the following questions.

Guiding questions
1. *What has happened as a result of the project?*
2. *What real difference has the project made to the beneficiaries?*
3. *How many people have been affected?*

1.6.6 Sustainability of the activities of F4W project in light of the current and future socio-economic trajectories.

It is imperative to examine the extent to which the net benefits of F4W intervention continue or are likely to continue after the end of the project. However, according to the revised DAC Evaluation criteria (2019)[17], it is useful to evaluate sustainability even while funding or activities are still ongoing. This, therefore, included examining the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits of the project over time. Critical focus was placed on resilience, risks and potential trade-offs of the project.

[17] Revised-evaluation-criteria-dec-2019.pdf (oecd.org)

Guiding questions
1. *Have the generated impacts been able to continue for long/ sustained?* 2. *How are the activities of the project likely to continue should funding cease?* 3. *What were the major factors which influenced the achievement or non-achievement of sustainability of the program?*

1.6.7 Key lessons, challenges, best practices, recommendations for future programming.

The F4W project was evaluated for its operational period of about four months (December 2020 to March 2021). It was expected to have registered some noticeable best practices[18], but also, challenges were anecdotally noted. Focusing on institutional, policy, implementation and evaluation frameworks for the project; key lessons, best practices, challenges and potential recommendations for future programming were established, especially through individual and group experiences.

Guiding questions
1. *What good practices can be taken from the implementation and management of the grant?* 2. *What lessons have been learnt from this grant?* 3. *What can be learned about the effectiveness and efficiency of the processes and approaches of the Programs' implementation* 4. *What recommendations can be drawn from this project to inform policy and program development and future programming for the remainder of the project and beyond? (i.e. what do we do next?)*

1.7 Scope of work

1.7.1 Operational scope

a) The ToRs specified the evaluation assignment focus on project activities implemented between December 2020 to March 2021.

b) The key stakeholders for the review were children that took part in the project; particularly, *boys* and *girls* aged between 9 and 16 years (from the 16 F4W membership academies and 4 selected non-membership academies that became control groups) the coaches, communities, and community leaders.

1.7.2 Evaluation/ technical scope

a) The exercise reviewed documents relevant to the F4W project, with the purpose of providing a technical understanding of project operation.

b) Developed an evaluation methodology and tools based on a theory of change and OECD-DAC evaluation criteria.

c) Undertook data collection and analysis.

[18] Football 4 Wash Impact Report 2021

d) Produced draft and final validated comprehensive report of findings and recommendations for future programming.

1.8 The theory of change

The theory of change is an approach that identifies and maps linkages in an initiative, providing its shorter-term, intermediate, and longer-term outcomes. F4W's developed theory of change vitally identified assumptions, inputs and mapped "outcomes pathway" showing how each outcome has a logical relationship to all other outcomes, while also presenting the required chronological flow (Chianca, 2008; Taplin, *et al*., 2013)

The F4W theory of change became a framework for evaluating the project, its objectives, implementation and benefits to reflect what has worked and/or failed (Taplin and Clark, 2012), in order to provide an understanding of the past and hence inform future policies, practices and planning[19].

The key evaluation areas of relevance, coherence, effectiveness, efficiency, impact and sustainability (OECD-DAC, 2019), as well as highlights of lessons learned, challenges, best practices, and recommendations were examined in context of the theory of change presented in figure 1 below.

[19] NDP III (NPA, 2020).

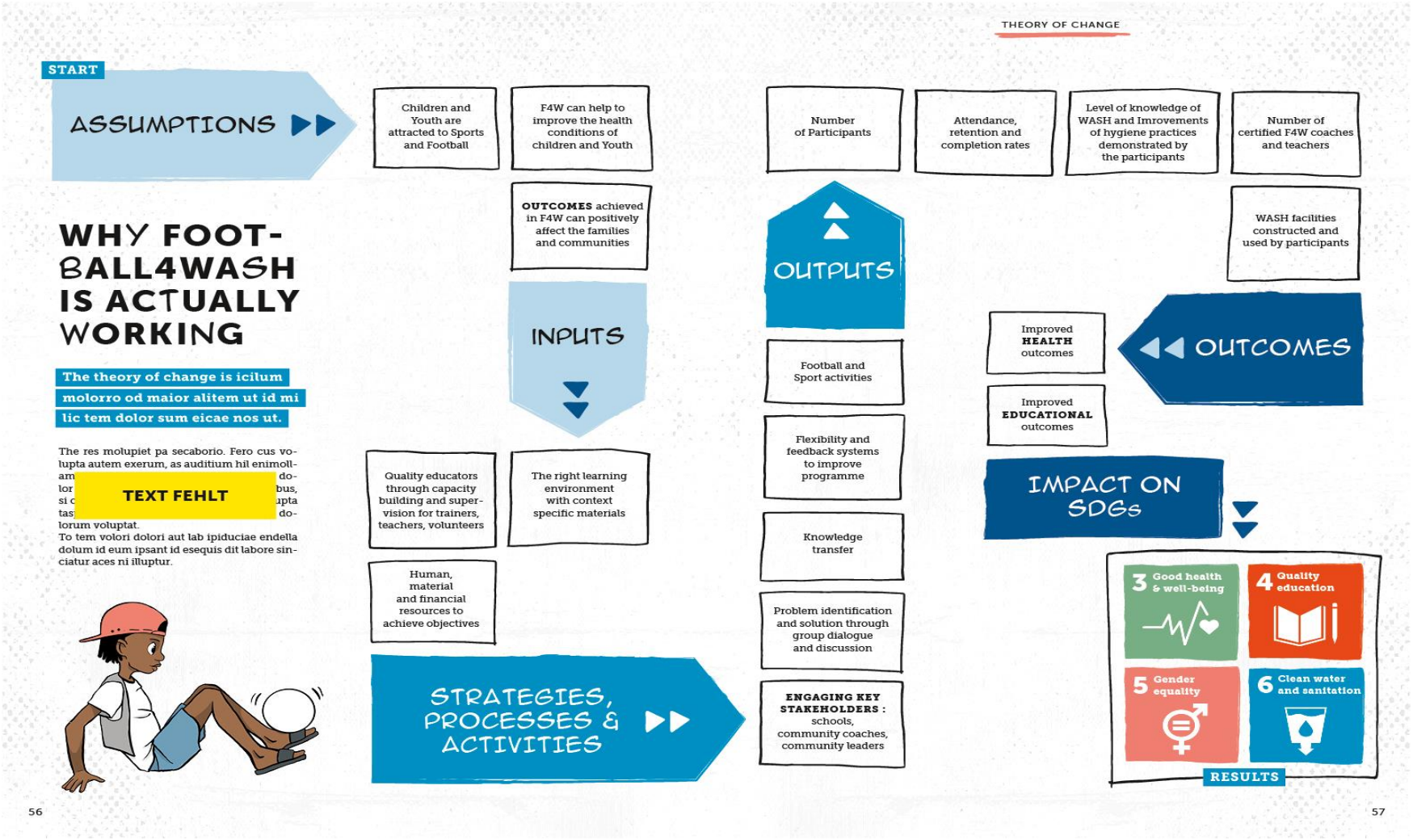

Figure 1: F4W Theory of Change (VCA & WW, n.d)

2 CHAPTER TWO: METHODOLOGY

This section describes the study design, areas, population, sample size derivation, sampling procedures, data collection techniques, field work procedures, training of research assistants, pre-testing of tools, data collection and cleaning, analysis and ethical considerations, while the research tools (KIIs, FGDs & questionnaire) are appended at the end of the document.

2.1 Evaluation design and approach:

A quasi-experiment involving participating member children from F4W academies as the treatment/intervention group, and children from non-F4W academies as a control group, was undertaken for this end-line impact evaluation study. The impact of WASH activities on the two groups was assessed, noting any "differences in difference" and explanations for such noted differences in view of F4W interventions are given. In addition, the evaluation adopted a cross-sectional design with data collected at one point in time. A mixed-methods approach involving both quantitative and qualitative data was employed to account for occurrences of events and their relationships, and provide in-depth explanations respectively. Contamination by any other non-F4W interventions was checked and avoided for any influence on results.

2.2 Data types:

Both secondary and primary data were used. Secondary data included review of relevant program documents such as the project plans, reports and other subject relevant literature. Primary data on the other hand, included both qualitative and quantitative data obtained first-hand from selected samples, using FGD and KIIs, and survey questionnaires respectively.

2.3 The evaluation area and target population

Evaluation areas were academies within Kampala Capital City Authority (KCCA), involving the 16 F4W participating academies/teams with a total of 649 children. Children of Non-F4W academies, of similar characteristics, were considered as a control group. The control group came from four extant academies identified in distant communities away from F4W academies, although none had initially been set up for this purpose in the design and implementation of the project. Inclusion of both categories of academies/teams permitted comparison and contrasting for any registered differences in the expected outcomes between membership and non-membership groups. Also included were coaches and community leaders for the studied areas.

2.4 Sample size and sampling techniques

2.4.1 Sample size for quantitative data

For this evaluation, sample proportionate to sample size design was undertaken where selection was done after obtaining lists for each of the 16 F4W academies/teams for the intervention group. Considering the grouping, composition, and geographical distribution of F4W academies, 40% of the academies' population was considered adequate (n=189) to allow representativeness of such diversities. In addition, whereas the survey would have aimed at reaching an even higher sample strictly following known sample determination methods and considering the organized

nature of the children in academies, the evaluation took place during school days with some children having been away in schools.

Multiphase sampling was employed to select the sample. Considering the divisions of KCCA, academies and respondent children were randomly selected. Selection of participants from non-F4W academies aimed at achieving at least half of the sample of the intervention group, especially considering access difficulties since there were no formally prior established project coordination linkages for distinct set up of control groups at the onset of the project. Emphasis in selection of control group academies was distance from intervention group to avoid contamination and spill-over effects. A total of 86 respondents was reached for the control group. Therefore, a total of 255 children were surveyed for the quantitative approach, comprising of 189 from the intervention group, and 86 from the control group.

2.4.2 Sample size for qualitative data collection

Participants for KIIs, particularly involving academy coaches and local leaders, were purposively selected in collaboration with project staff. The FGDs participants included academy children who were not selected for the quantitative survey. The following table presents the different categories of qualitative data participants.

Table 2-1: Number of respondents per academy for qualitative data

S/no.	Academy	Area	Group	No of KIIs		No of FGDs	No in FGD
				Coach	Local leader		
F4W MEMBER - INTERVENTION GROUP							
1	Dream for African Academy (DFAA)	Kisugu	Member				
2	Home Talent	Mbuya	Member	1			
3	JB	Busega	Member	1	1	2	11
4	Kampala Galaxy	Kyebando	Member	1	1	1	7
5	King of Kings	Kitintale	Member	1	1	1	4
6	Miracle Youth Soccer Academy (MYSA)	Kansanga	Member	1			
7	Sokolo	Kawempe	Member	1			
8	Sparta 09	Lungujja	Member	2	1	1	6
9	Super Heroes	Mulago	Member				
10	Tigers	Nakivubo Settlement	Member	1			
F4W NON-MEMBER - CONTROL GROUP							
1	Black Star		Non-membr				
2	Eleven Bullets Football Academy		Non-membr				
3	Healers Young Football Academy		Non-membr				
4	Walokoka Soccer Academy	Kawempe	Non-membr	1		2	
TOTAL				**10**	**4**	**7**	**28**

Total Number of Interviews	42

2.5 Desk review of related relevant literature

To relevantly refine the context, review of literature documents for example, project reports, M&E strategy, project proposal, and monitoring reports complemented primary data so as to maintain the focus of the evaluation.

2.6 Primary data collection techniques

A combination of data collection methods was employed to allow methodological triangulation. For example, structured questionnaires, KIIs and FGDs were used. The respective tools – questionnaires, interview and FGD guides were prior drafted and discussed for approval.

2.6.1 Survey questionnaire

The survey questionnaire was administered by the Researchers and the Research Assistants, using KOBO Collect software, targeting children from both F4W members and non-members. Such methods indirectly harnessed from observation of physical aspects of the project for example, playgrounds, football materials, and general sanitation of the different project areas.

2.6.2 Key Informant Interviews (KII)

To understand the context within which some actions were taken or rather not taken, and in addition to obtaining primary data, KIIs targeted coaches at academies, and local leaders, who were knowledgeable about the subject under investigation. By doing this, implementation experiences and effectiveness were assessed; documentation of successes, challenges and lessons learned, and development of recommendations was executed. The key targets for KIIs were coaches of different teams, and community leaders.

2.6.3 Focus Group Discussions (FGDs)

FGDs were conducted with selected participants in F4W membership and non-membership academies. The FGDs were conducted for both mixed groups and for boys-only and girls-only groups. In-depth sessions were undertaken within group discussions, probing and encouraging all participants to express themselves and hence, FGD enlisted broad views and group dynamics.

2.7 Data collection and management

2.7.1 Quantitative data

KOBO software for data collection was installed on the researchers' tablets/phones, to collect and remit data to the central server in real-time. Incoming data were managed centrally by a Statistician based at the server location, who would monitor and provide updates including data collection progress and any required revisions.

The tools were tested on the research team that included project staff from VCA/WWS that provided coordination oversight throughout the process of data collection. They provided related sample characteristics and knowledge about F4W, thereby assuring the quality of the tools.

The collected data were checked and cleaned for completeness and relevancy. Quantitative data were exported from KOBO software to Statistical Package for Social Scientists (SPSS) and STATA for analysis. Further data quality checks were conducted, ensuring they were applicable. Data analysis focused on frequencies, percentages including cross tabulation, and Chi-Square and t-statistic; to ascertain occurrences, and comparisons for differences in view of the objectives of the assignment, and fitting with the project's theory of change.

2.7.2 Qualitative data

Qualitative data were coded and analyzed thematically, with verbatim statements becoming relevant in explaining and clarifying the meaning of quantitative data. The organization of data largely followed themes developed prior to data collection, but with attention to emerging other themes and sub-themes. Insights into the project from the beneficiaries and implementing stakeholders' perspectives were probed and examined. The findings from the qualitative phase were reported in hybrid manner, informing or supporting quantitative findings, or as distinctive findings.

To maintain anonymity and confidentiality of the respondents and their academies or points of attachment, ***the reporting adopts pseudonyms in reference to individual respondents and academies***. This approach allows free discussion of personal and institutional related responses while protecting the identity of the respondents and their respective institutions while at the same providing individual and institutional reflections.

2.8 Ethical considerations

- The impact evaluation study was conducted within the existing protocols held between VCA/WWS and the coaches on one side, and the parents and their children on another. Based on such an already existing protocol including the children and their parents, extra institutional ethical clearance was deemed not necessary.
- In addition, informed consent to participate in the study was sought from all respondents (couches, children and local leaders). Suffice to add, the children's participation in the evaluation was notified to their parents through a pre-study mobilization by VCA/WWS.
- Data were handled with maximum anonymity and confidentiality. Unique identifiers were removed at the point of data analysis and reporting to ensure no respondent is revealed, in both qualitative and quantitative data and results. *Pseudonyms* were used where attribution of responses was made to particular individual responses and academies. For further safety and data management, the data sets were password protected with limited access by only the core researchers or approved users.
- Participation was fully voluntary, and the research team introduced themselves and the study purpose to the respondents.

3 CHAPTER THREE: RESULTS AND INTERPRETATION

3.1 Membership to academies

A total of 255 young boys and girls drawn from a total of 13 teams, from both intervention and non-intervention groups participated in the quantitative survey. Another total of 42 participated in the qualitative study, including coaches and local leaders, and the children, in KIIs and FGDs, respectively. Of the two broad categories of children (F4W members and non-members) involved in the study, 10 were from the intervention groups (F4W membership academies) while four (4) came from non F4W membership academies, as control groups. Whereas all the studied groups had their members participate in both the survey and in-depth qualitative research, one group of the control group only participated in the FGDs to interrogate their group dynamics and, to complete the exercise in time for a scheduled game at the time of the visit. Overall, as reported by table 3.1 and figure 3.1; 169 (66.3%) and 86 (33.7%) of the total respondents (n=255) represented intervention and control groups, respectively.

Table 3-1: Membership to Football 4 WASH (F4W) Cross-tabulation n=255

Membership to F4W	*Group Name*	*Freq.*	*% in-category*	*% Overall; n=255*
Football 4 WASH Group *(n=169)*				
1	Dream for African Academy	15	8.9	5.9
2	Home Talent Soccer Academy	21	12.4	8.2
3	JB Soccer Academy	17	10.1	6.7
4	Kampala Galaxy Academy	17	10.1	6.7
5	King of Kings Soccer Academy	19	11.2	7.5
6	Miracle Youth Soccer Academy	20	11.8	7.8
7	Sokolo Football Academy	11	6.5	4.3
8	Sparta	16	9.5	6.3
9	Superheroes Football Academy	15	8.9	5.9
10	Tigers Soccer Academy	18	10.7	7.1
	Sub-total	***169***	***100.0***	***66.3***
Non F4W Group (*n=86)*				
1	Black Star	28	32.6	11.0
2	Eleven Bullets Football Academy	46	53.5	18.0
3	Healers Young Football Academy	12	14.0	4.7
	Sub-total	***86***	***100.0***	***33.7***
Total		**255**		**100.0**

Table 3.1 above shows included teams for intervention (F4W membership) and the control group (non-F4W academies), the numbers of participants in the survey for each academy, and the respective percentages as a function of F4W membership (n=169) vs non-membership (n=86), and, on overall participation (n=255).

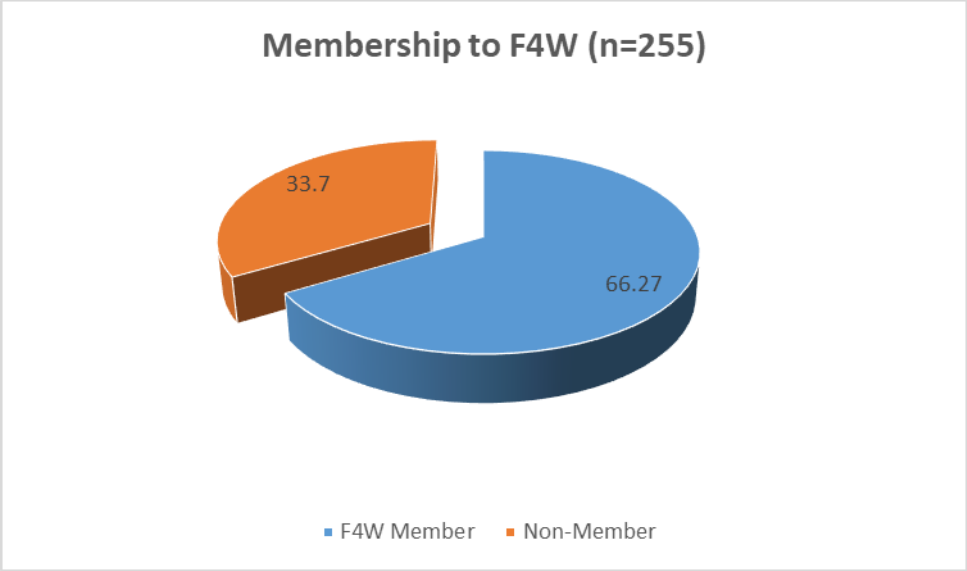

Figure 2: Membership of F4W

The overall high representation of groups and respondents from the intervention group more than the control group was threefold. First, the intervention groups had a strong coordination and administrative structure linked to VCA/WWS, that facilitated easy mobilization and adherence unlike control groups that did not have any attachment to the project. Second, the intervention groups were the main units and levels of interest for analysis of any impact. Therefore, their inclusion while also considering non-members for heterogeneity and comparison was relevant. Third, the control groups selected from non-F4W membership academies had their own different objectives, time schedules, coordination mechanisms; and these affected mobilizing them for participation. However, the achieved number of 86 (33.7) from three (3) groups for the survey, in addition a fourth group for FGD, can be deemed adequate for comparison for any difference-in-group-difference with focus on WASH.

It is imperative to note that membership to F4W has established requirements and procedures that interested children follow. These are well communicated to the children, their parents and community leaders. Several recruited children, therefore, undergo a series of activities including training in football and WASH activities, compete to demonstrate interest in and understanding of the knowledge and skills that are imparted. Based on evaluation, the children that competitively meet the requirements are selected. To demonstrate that there is general understanding of what it takes for children to become members, the box below, an interview excerpt, gives an explanation from one of the interviewed LC leaders, on the steps undertaken to recruit participants into academies.

"In terms of recruitment, they tell us the age of the children they want, then we mobilize from the community. After the mobilization, they organize the tournament, sports gala, for the children, and then they select the best players from the group of children who are involved" John, LC I Chairman.

A lady coach (code-named Nina) explained that she has been involved right from the beginning of the project as one of the trainers. She trains the coaches who in turn train the children. She monitors the workshops as coaches are training the children, and monitors the community clean ups. She is an assistant on the girls' team, and she also leads the drill sessions during the community league. In this process, Nina also ensures that they are the right children who are selected and involved in the community league, and not mercenaries.

From an FGD, One must have a training attire, one must be disciplined, one must be willing to cooperate, one must be a girl to join the girls' team and a boy to join the boys' team, one's age must be valid to join one of the categories. [FGD, Jaros]

Note: All references to respondents and academies adopt pseudonyms for confidentiality reasons.

3.2 Demographic characteristics

The demographic characteristics examined the gender, age, highest level of education, health experience in the last 30 days, disease suffered from, if at all any. These aimed at providing an understanding about the distribution of the respondents by different characteristics, and how these are potential influencers of the respondents' actions in response to F4W and WASH. *Table 3.2* below presents the results for the mentioned parameters.

3.2.1 Gender of Respondents

In terms of gender disaggregation, whereas the evaluation design had targeted a minimum of 40% female participants, only 15.3% of these were reached in the survey as shown in *Figure 3* below. It was appreciated that the teams comprised of both male and female genders, but it was revealed that at the time of field visits for data collection for this impact evaluation study, most of the female team members were mainly at school, and more so in boarding. This can also be explained in perspective of gender limitations to a girl-child, arising either out of gendered roles they as young girls play at home, or for safety concerns; thereby limiting their regular presence at playgrounds in comparison to their male counterparts.

Table 3-2: Distribution of respondents by demographic characteristics

Sex	Frequency	Valid Percent	Cumulative Percent
Male	216	84.7	84.7
Female	39	15.3	100.0
Total	255	100.0	
Age			
8	1	0.4	0.4
9	22	8.6	9.0
10	27	10.6	19.6
11	27	10.6	30.2
12	27	10.6	40.8
13	48	18.8	59.6
14	24	9.4	69.0
15	29	11.4	80.4
16	50	19.6	100.0
Total	255	100.0	
Highest Level of formal Education (class) attained /completed			
1= No Schooling	2	0.8	0.8
2= Primary education	186	72.9	73.7
3= Secondary education	65	25.5	99.2
5=Vocational education	2	0.8	100.0
Total	255	100.0	
Fallen sick in the last 30 days			
Yes	61	23.9	23.9
No	194	76.1	100.0
Total	255	100.0	
If yes, diseases suffered from (Multiple responses)			
None	194	76.1	76.1
2 (Typhoid)	1	0.4	76.5
5 (Malaria)	31	12.2	88.6
5 2 (Malaria, Typhoid)	1	0.4	89.0
5 7 (Malaria, Others)	4	1.6	90.6
7 (Others)*	24	9.4	100.0
Total	255	100.0	

** Others include cough, flu, headache, stomach pain, skin rush, tonsillitis, ulcers, toothache.*

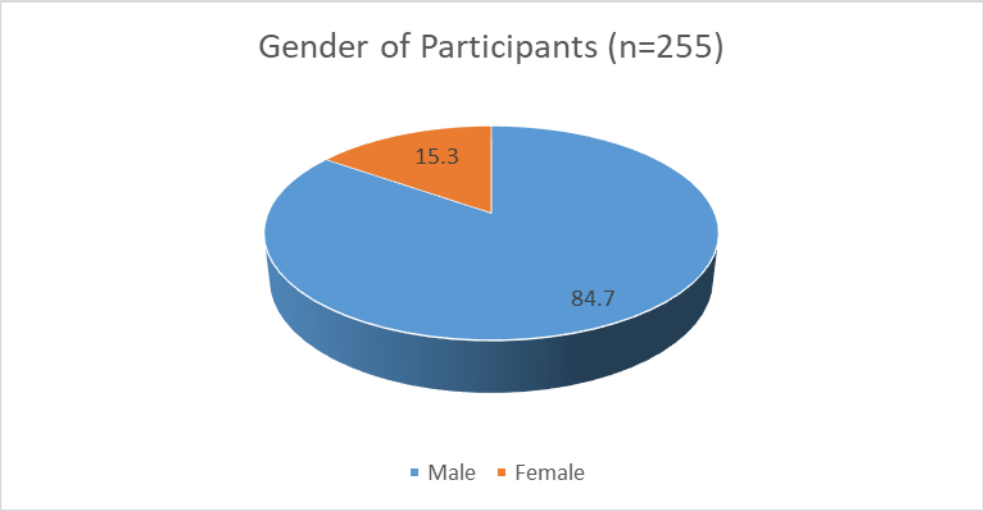

Figure 3: Distribution of gender of participants

Whilst the reported percentage of female participation is low, it is relevantly representative of the female gender in expression of their views about the project. In addition, the evaluation design that included gender-specifically focused questions, as well as the application of in-depth data collection through FGDs and KIIs where specific issues were explored in detail, an analysis of gender specific issues is appropriately addressed.

3.2.2 Membership to F4W by Gender

The disaggregation shows that 88.8% of the intervention group were male participants while only 11.2 were females. On the other hand, males constituted 76.7% of the male participants from the control group while 23.3% were females as shown in figure 4 below.

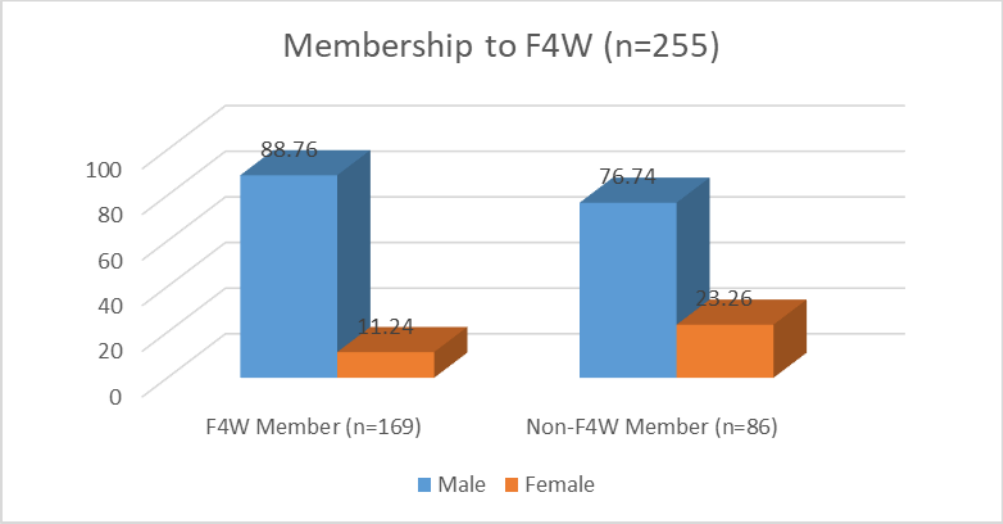

Figure 4: Gender distribution by membership to F4W

Overall, the sample achieved 15.3% female respondent participation for the survey, which is representative considering the total number of participating females. Practically, however, the analysis reveals a need to focus on recruiting more females to the academies and F4W activities in general.

3.2.3 Age Category of the Participants

The age category of the participants in the survey ranged from 8-16 years. However, 40.8% were in the age category of 8-12 years, while 59.2.4% were between 13-16 years as shown in figure 5 below. This distribution seems to be fair in representation of all the considered age categories, although the results point to a likelihood of more interest in football by teenagers as they advance in age.

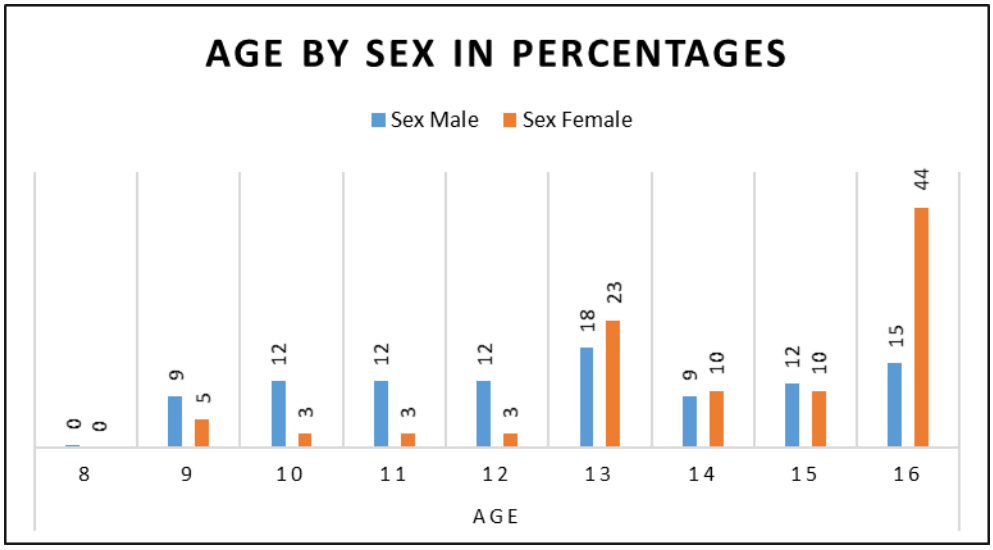

Figure 5: Distribution of age by gender

3.2.4 Highest education levels of participants

In terms of education levels, majority of the participants (72.9%) were in primary and 25.5% in secondary schools. A marginal proportion (0.8%) reported having no formal education, with the same proportion (0.8%) having vocational training as revealed in figure 6 below.

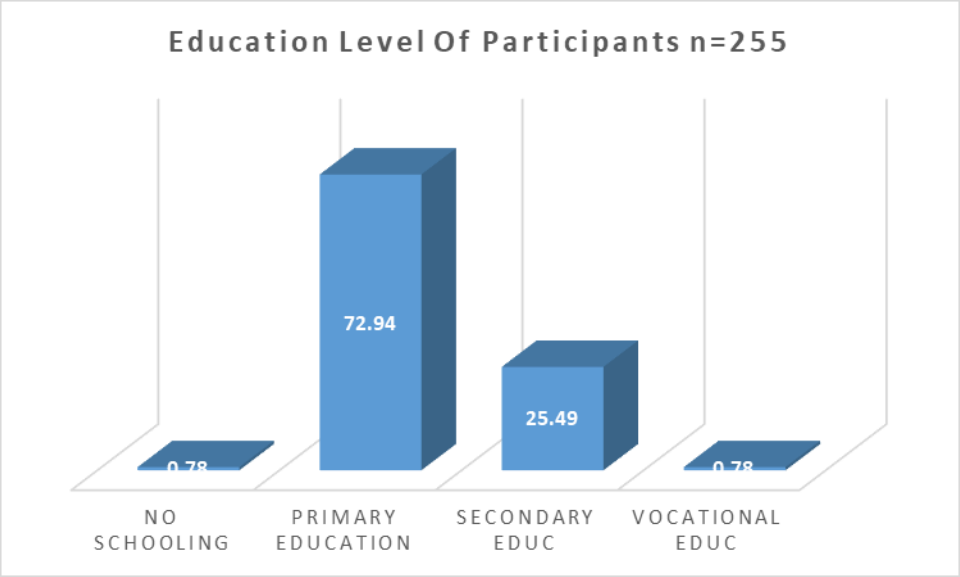

Figure 6: Bar graphical graph showing distribution of respondents by level of education.

From figure 6 above, respondents displayed clear understanding of the study, and therefore able to interpret the questions. Moreover, the respondents' level of education reveals their ability to comprehend the WASH messages they receive. Therefore, the respondents are deemed to have been able to understand WASH messages and explain their application and implication in their day-to-day lives.

3.2.5 Sickness in the last 30 days

Participants were asked about their health condition for the last 1 month before the survey. It was revealed that only 61 out of 255 participants (24%) reported experiencing illness a month to the study. Also, as depicted in table 3.3, more participants from the intervention groups (26.0%) fell sick in the last 30 days compared to those from the control group (19.8%), although those who reported having fallen sick between the intervention and control groups were not statistically significant as revealed by table 3.4; χ^2 (1) = 1.23, p=.267. Therefore, whereas more children from the intervention group as compared to those from the control group reported having fallen sick within the previous 30 days to the study, there was no statistically significant difference between the two group. This therefore means that it cannot be concluded that those from the intervention group were more susceptible to sickness as all participants could equally fall sick.

Moreover, the reported diseases such as malaria, flu, and cough were not those commonly considered as related to WASH by the project under review. Caution is given, however, that this finding simply arises from self-reported data, which are largely not based on scientific confirmation of prevalence of such conditions.

Table 3-3: Fallen sick in the last 30-days vs Membership to Football 4 WASH (F4W)

			Membership to Football 4 WASH		
			Yes	No	Total
Fell sick in the last 30 days.	Yes	Count	44	17	61
		% within Membership to F4W	26.00%	19.80%	23.90%
	No	Count	125	69	194
		% within Membership to F4W	74.00%	80.20%	76.10%
Total		Count	169	86	255
		% within Membership to F4W	100.00%	100.00%	100.00%
		% of Total	66.30%	33.70%	100.00%

Table 3-4: Chi-Square test for difference in sickness between intervention & control groups

	Value	df	Asymptotic Sig (2-sided)
Pearson Chi-Square	1.230[a]	1	.267
N of Valid Cases	255		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.57.

$\chi^2 = 1.23$ (df, 1), $p = .27$.

Interestingly, a marginal proportion (3%, n=61) of those who reported having fallen sick in a month to the study, reported having suffered from diseases emanating from poor hygiene and sanitation, and particularly only typhoid. Figure 7 below indicates that more than half (59%) of the respondents who reported to have fallen sick, mentioned malaria as the common disease they suffered from. This was followed by 16% of the respondents who suffered from cough and flu, 7% mentioned headache. Conversely, 15% reported to have suffered from other illnesses such as toothache, backache, hernia, and tonsillitis.

Where focus was on capturing whether participants suffered from any form of water-borne or hygiene-related diseases such cholera, dysentery, diarrhea, covid-19 and typhoid; only typhoid was mentioned by 2(3%) of the 61 respondents that had fallen sick. This implies that possibly, hygiene and sanitation levels are relatively good both in intervention and in control communities. The children in the intervention group attributed the situation to their WASH practices thus;

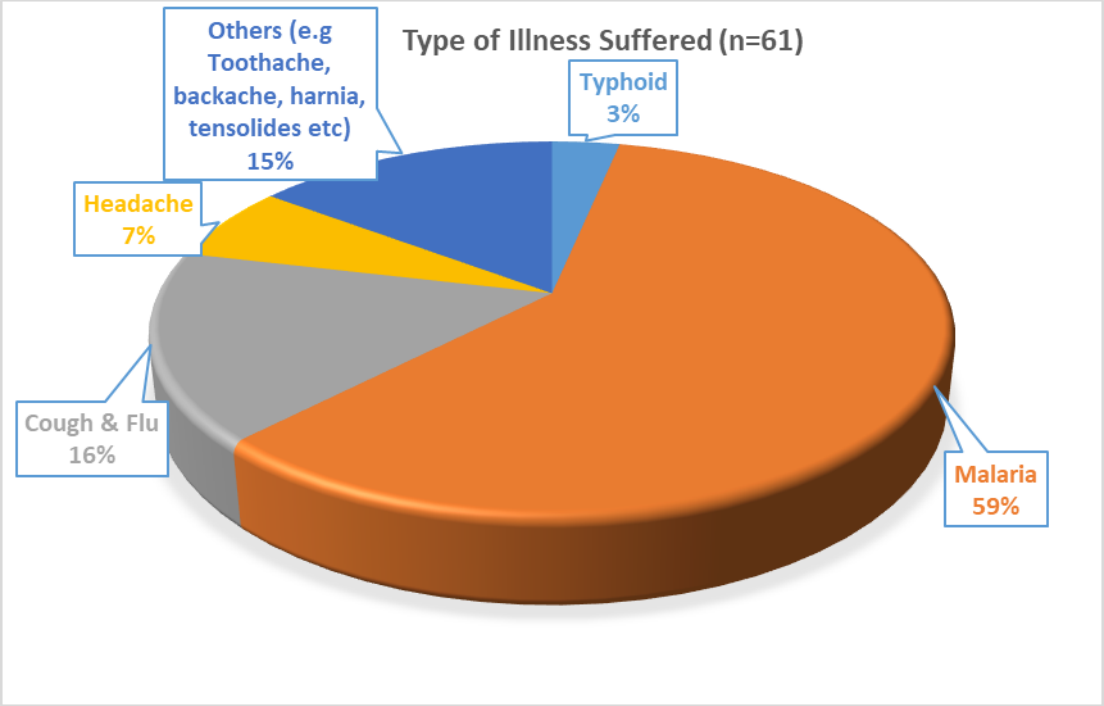

Figure 7: A Pie chart showing common illness suffered within 30 days to the study.

It has prevented diseases like typhoid because we now drink clean water. We have also improved the sanitation of the environment. [FGD1, Beats Academy].

However, with malaria believed to be partly a hygiene and sanitation disease, its high prevalence especially within the control groups, posts an interesting finding. Of those who reported to have suffered from malaria, majority (64%) were from the control group as compared to 36% from the intervention group. The low prevalence of malaria among the intervention groups can be associated to their involvement in WASH activities such as clearing bushes, collecting rubbish, clearing stagnant water and water trenches, among others. Impliedly, it can be inferred that the F4W project is contributing to malaria control through clearing mosquito habitants. Although malaria control is not succinctly enunciated within the project objectives and activities, its linkage to hygiene and sanitation makes it a crucial challenge. In addition, the project needs to clearly integrate malaria messages and interventions as well, within its activities.

However, while using the t-test to estimate the statistical difference between these 2 groups against the likelihood of suffering from malaria, findings revealed no significant difference between the intervention and control groups. Also, using the bivariate logistic analysis, it was revealed that much as the odds of being in the control group are positively associated with the likelihood of suffering from malaria, this association is not statistically significant (pv=0.744) at 95% CI [0.423, 1.846].

3.3 Knowledge, Awareness and application of WASH practices

Creation of knowledge and awareness of WASH practices was a core objective of VCA/WWS' F4W project among the target young people in F4W academies and communities. Therefore, this assessment aimed at establishing the effectiveness and impact of the programme on improving the levels of knowledge and awareness of the WASH practices, by examining the actual implementation of the planned project practices. This was done by comparing WASH knowledge and awareness, as well as implementation of the WASH practices between the programme intervention groups against those in the control group.

3.3.1 Awareness of general WASH practices

The evaluation assessed the respondents' awareness of WASH practices under implementation. Overall, as shown in figure 8 below, findings reveal that majority of the participants (95%) confirmed being aware and knowledgeable of the WASH practices.

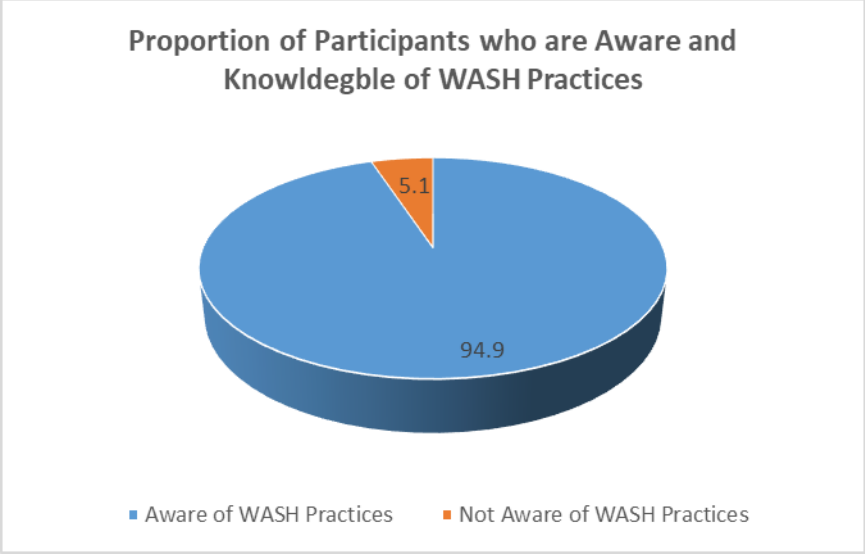

Figure 8: Awareness about WASH practices

Participants were asked about the WASH practices they were aware of and those they practiced. As illustrated in figure 9 below, it is revealed that majority of the respondents (87.2%) were aware of self-hygiene (bathing and brushing teeth), of which 84.7% reported practicing it. This was followed by hand-washing with soap at 78.5%, and reportedly practiced by 73.1%. Other WASH practices in which participants had significant awareness included proper use of toilets/pit latrines (52%), and proper disposal of garbage (63%), but practiced by 43.4% and 55.0% respectively. Use of safe drinking water was rated at 33%, while handwashing without soap was scored by 28% of the respondents, with each reportedly practiced at 25.6%.

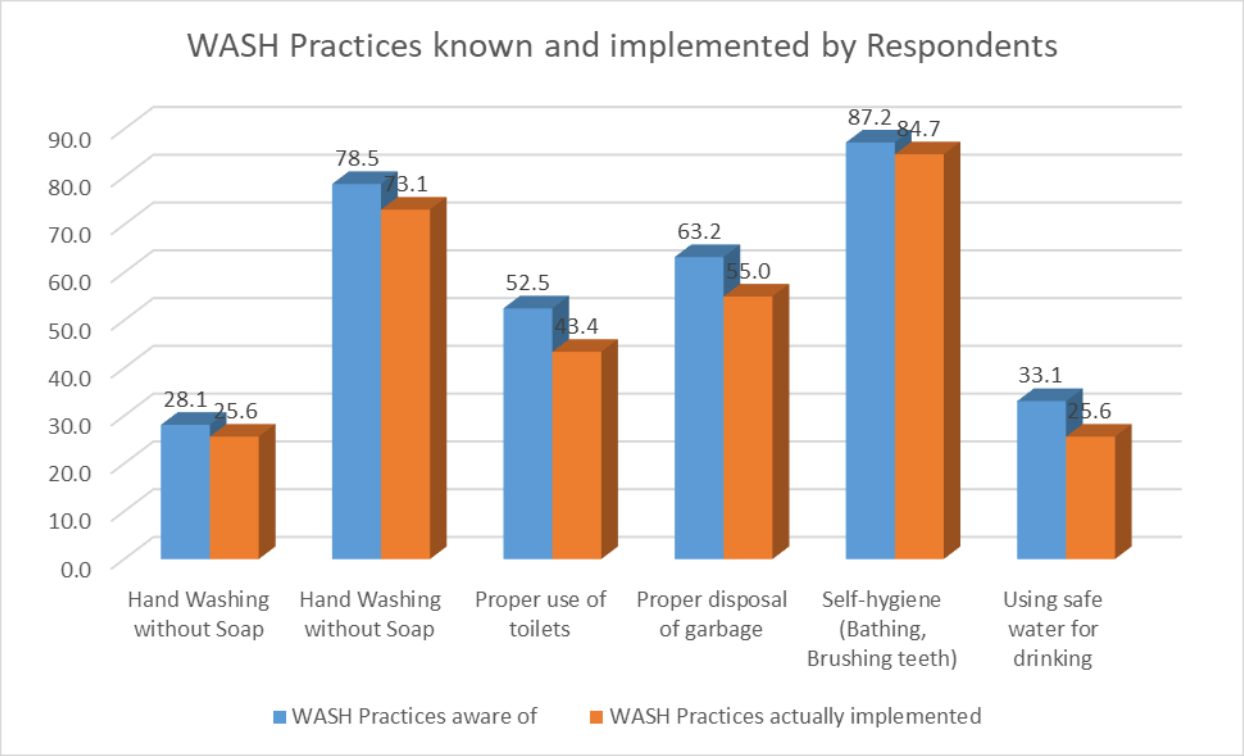

Figure 9: Commonly known and implemented WASH practices.

There are other WASH Practices that participants mentioned among the "other specify" option. These included washing clothes and utensils and conducting home and hygiene and sanitation activities.

3.3.2 Awareness and knowledge of WASH Practices by F4W Membership

Among the participants who reported to be aware and knowledgeable of WASH practices, it was revealed that participants in the intervention groups were more knowledgeable of the WASH practices compared to those in the control groups. Overall, 166 (65.1%) as opposed to 76 (29.8%) were aware of WASH practices from intervention and control groups respectively (awareness n=242, 94.9%; and non-awareness n=13, 5.1%).

While emphasizing the importance of awareness of WASH practices, children explained how the several practices they undertake have led to improved hygiene and sanitation.

The current WASH situation in the community is much better now than before. Sanitation in the communities has improved, garbage is being properly disposed, the field is being taken care of, and wells are being kept clean. This is most likely because of the improved awareness of WASH messages. [FGD, Trumps]

At this point, the cross-tabulation of awareness vs membership (table 3.5 below) highlights a significant difference between the two categories of respondents; we address this analysis in the subsequent paragraphs.

Table 3-5: Awareness of WASH practices * Membership to F4W Cross-tabulation

			Membership to F4W		
			Yes	No	Total
Aware of any WASH practices	Yes	Count	166_a	76_b	242
		% within aware of any WASH practices	68.60%	31.40%	100.00%
		% within Membership to F4W	98.20%	88.40%	94.90%
	No	Count	3_a	10_b	13
		% within aware of any WASH practices	23.10%	76.90%	100.00%
		% within Membership to F4W	1.80%	11.60%	5.10%
Total		Count	169	86	255
		% of Total	66.30%	33.70%	100.00%

Each subscript letter denotes a subset of Membership to Football 4 WASH (F4W) categories whose column proportions do not differ significantly from each other at the .05 level.

From figure 10 below, it is observed that among those who reported lack of awareness of the WASH practices, 77% are from the control group and 23% are from the intervention group. Conversely, among those who reported being aware and knowledgeable of the WASH practices, majority (68.6%) are from the intervention group and 31.4% are from the control group.

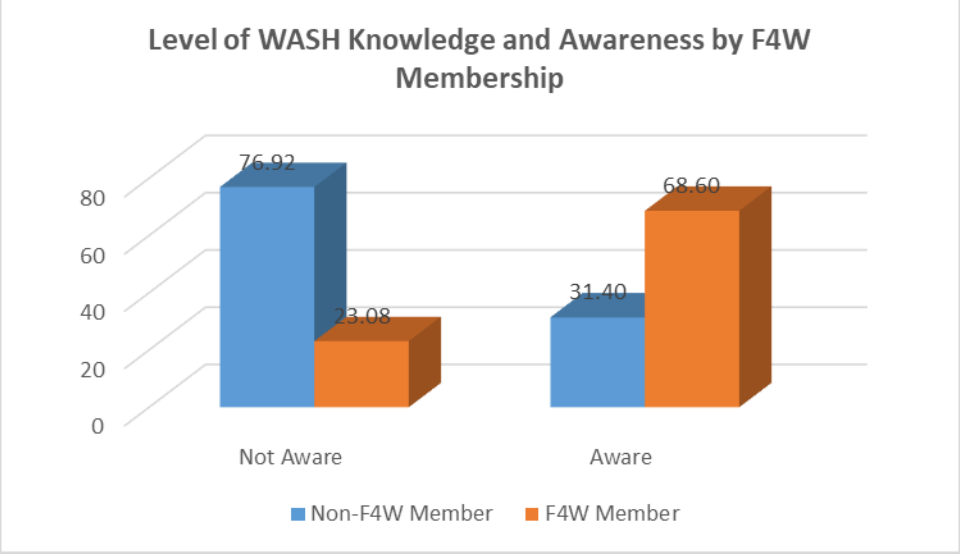

Figure 10: A graph showing WASH awareness by F4W Membership.

Therefore, this implies that the F4W project had tremendous impact on imparting knowledge and awareness of the WASH practices among the young people in the project areas.

3.3.2.1 Test for significance in difference in awareness by F4W membership

Chi-Square, t-statistic and computation of Odds ratio were performed to establish if there was significant statistical difference in awareness and knowledge of WASH practices between the F4W and non-F4W academies as shown in table 3.6 below.

Table 3-6: Chi-Square test for Awareness of WASH practices by F4W membership

	Value	df	Asymptotic Sig (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	11.436[a]	1	.001	.001	.001	
Likelihood Ratio	10.751	1	.001	.005	.001	
Fisher's Exact Test				.001	.001	
Linear-by-Linear Association	11.391[c]	1	.001	.001	.001	.001
Valid Cases (n)	255					

From table 3.6 above, there was a significant association between F4W membership and whether or not one was aware of WASH practices; χ^2 (df, 1) = 11.44, p=.001.

A t-test was also used to estimate whether there is any significant difference in awareness of the WASH practices between the intervention and the non-intervention groups. This revealed that there was a strong significant difference (Ha: diff!= 0, Pr(|T| > |t|) = 0.0007). This indicates that F4W academies are aware and knowledgeable of the WASH practices than non-F4W academies.

Furthermore, the odds of being knowledgeable and aware of the WASH practices are significant at 95% confidence levels. It was concluded with 95% confidence that being a member of F4W is positively and significantly associated with awareness and knowledge of WASH practices. It is observed that the odds of F4W members being knowledgeable and aware of the WASH practices are 7.3 compared to the non-F4W members (PV=0.003, 95% CI [1.948, 27.213]). The same position is also revealed by odds ratio as computed below.

Odds $_{\text{getting aware after being a member}}$ = Number that were aware and members / number we members but didn't get aware = 166/76 =2.18

Odds $_{\text{not getting aware after being a member}}$ = Number were members and got aware/ number that were members but didn't get aware 3/10 =0.30

Odds Ratio = Odds $_{\text{getting aware after being a member}}$/ Odds $_{\text{not getting aware after being a member}}$ = 2.18/0.30 =7.27. Therefore, based on the odds ratio, the odds of respondents getting aware were 7.27 times higher when they were members.

3.3.3 Membership to F4W and frequency of Hand washing

To check for observance of personal hygiene, respondents' frequency of washing their hands was examined. Table 3.7 reveals that the programme has had an impressive impact on the hygiene behaviors of children in the intervention group.

Table 3-7: Frequency of handwashing

Membership to F4W	Number (n) / %	Frequency of washing hands					
		Once a day	Twice a day	Every time after visiting a toilet	Before & after eating a meal	Whenever hands are dirty	Others
F4W Member	Freq. (n=175)	3	33	27	14	78	17
	%age	1.78	19.53	14.79	8.28	45.56	10.06
F4W Non-member	Freq. (n=80)	0	21	18	1	31	15
	%age	0.00	24.42	20.93	1.16	36.05	17.44

Here, 46% of the respondents in the intervention group reported that they always washed their hands whenever they felt they were dirty, compared to 36% of their counterparts in the control group. This indicates that the F4W project trained good WASH practices to the intervention group children in terms of behavioral change and awareness of the WASH practices.

3.3.4 Knowledge and awareness of hygiene and sanitation related diseases

Overall, majority of the participants (94.5%) reported that they were aware and knowledgeable of the diseases associated with poor hygiene and sanitation. The diseases that were commonly mentioned included Cholera (71%), Typhoid (60%), diarrhea (45%), and dysentery (25%). Notably, whereas respondents did not report having suffered from diseases under section 3.2.4 above, they provided good exposition of knowledge and awareness about them. Therefore, whereas the respondents are aware of WASH related diseases, they have lived safely from them, at least for the 30 days leading to this evaluation study.

Table 3-8: Awareness of diseases due to poor hygiene and sanitation

Item	Options (n=255)	Freq.	Percent
Awareness of diseases caused by poor hygiene and sanitation			
	Yes	241	94.51
	No	14	5.49
Identified diseases as a result of poor hygiene and sanitation		(n=241)	
	Cholera	171	70.95
	Typhoid	144	59.75
	Dysentery	61	25.31
	Diarrhea	108	44.81
	COVID-19	77	31.95
	Others (Specify)*	79	32.78

**Others included: worms, skin related diseases, trachoma and malaria; malaria was the most prevalent.*

Relatedly, participants mentioned other WASH-related diseases commonly existing within their communities. These included ring worms, skin related diseases, trachoma and malaria. However, of these malaria alone accounted for 56.4%, followed by skin-related diseases at 18%, as summarized in table 3.9 below.

Table 3-9: Other Diseases that were mentioned by Participants

Diseases Aware of	Freq.	Percent
Malaria	44	56.41
Ring Worms	4	5.13
Skin Diseases	14	17.95
Trachoma	5	6.41
Others	11	14.1

3.3.5 Awareness of WASH diseases by membership to F4W

Disaggregating the level of awareness of WASH-related diseases among F4W membership showed that there is no observed statistically significant difference between programme intervention group and control group, (Ha: diff != 0; Pr(|T| > |t|) = 0.4592). Indeed, results in Table 3.10 below indicate that 95.3% compared to 93% of the participants from the programme intervention and control groups respectively were aware of related diseases. In support of the statistical test that failed to establish any statistical significance between the two groups, the percentage difference is minimal, at only 2.3%.

Table 3-10: Awareness of WASH diseases by membership to F4W

Whether Aware of poor hygiene diseases	Non-F4W Member		F4W Member	
	Freq.	%age	Freq.	%age
Not Aware	6	6.98	8	4.73
Aware	80	93.02	161	95.27

Therefore, knowledge and awareness of WASH related diseases cannot statistically significantly be differentiated between membership to F4W and non-membership, although it is appreciated that F4W activities provide a strong platform for creating awareness. However, besides the F4W project, awareness about WASH related diseases is also commonly done in schools and homes. F4W project, however, provide a practically multi-pronged approach to delivering awareness, complementing and extending beyond what homes and schools deliver as statistically presented in section 3.5.2 below.

3.3.6 WASH practices and facilities implemented by participants.

This section aimed at establishing WASH practices and facilities implemented in homes of respondents (see table 3.11 below).

Table 3-11: WASH Practices and Facilities by participants

Description	Options (n=255)	Freq.	Percent
Respondent's household has a toilet/pit latrine			
	Yes	255	100
Type of toilet facility owned			
	Pit Latrine	170	66.67
	Water Borne Toilet	56	21.96
	Both	29	11.37
Toilet/latrine facility shared or not			
	Yes	129	50.59
	No	126	49.41
Use of safe water			
	Yes	253	99.22
	No	2	0.78
Type of safe water respondent takes			
	Boiled water	231	91.3
	Tap water	2	0.79
	Purified water	14	5.53
	Spring water	3	1.19
	Bottled water/dispenser	3	1.19
How garbage is disposed of			
	Dustbin	157	61.57
	In a pit	73	28.63
	Burning	56	21.96
	Garden/bush	4	1.57
	Trenches	1	0.39

Toilet/pit latrine facilities - Overall, the results reveal that all the participants (100%) self-reported that they owned at least a pit latrine or toilet at their homes. Of these, 67% self-reported that their homes own pit latrines, 22% reported that they own water-borne (flash) toilets, and 11.4% reported that they own both pit latrines and flash toilets. However, 51% reported that they shared these facilities with other households.

Drinking water - It was revealed that almost all participants (99.2%) had safe drinking water. Of this, 91.3% reported boiling their drinking water. Other forms of safe-drinking water included purified water (5.5%), direct spring water (1.2), bottled or dispenser water (1.2%), and direct tap water (0.8%). Generally, the finding implies that most participants in the study, take safe water, of which boiled water is the most used treatment method and distantly followed by purified water. This is because it is easy and cheap to boil water, while use of purified water can be somehow linked to availability of water purifiers supplied by F4W project. However, the limited rating of the use of water purifiers, fits well with the reported challenge of security for such

facilities at training camps. The coaches through interviews revealed that they lacked permanent and secure places where they could install the purifiers. And indeed, the children expression concern about availability of drinking water at playgrounds.

> *We do not have drinking water during training and the clean-up exercises. [FGD 1, Beats]*
>
> *Enough water should be provided during training and leagues. [FGD, Jaros]*

Solid waste management - It was reported that 62% of the respondents use dustbins, 29% use pits, 22% burn garbage, and just a marginal proportion of 1.6% and 0.4% reported dumping garbage in bush, and in trenches, respectively. However, it came out clearly that most households use garbage nylon bags as "dust-bins", which are periodically collected by trucks.

Other commonly practiced WASH practices at household and community levels

Whereas the practices listed in table 3.11 above were the most common ones, personal hygiene including brushing teeth, bathing, trimming the hair and nails, maintaining the house and compound clean emerged as other WASH practices revealed by respondents.

3.3.7 Female participants and menstrual hygiene management (MHM)

Whereas MHM was not a focus of the F4W project, the fact that the intervention was gender inclusive, focusing on WASH for which MHM is an integral component, adolescent girls were asked for some basic information on MHM, and any effect it could have impacted on their participation in project activities.

As reported in the Table 3.12 below, out of the 39 female participants, 64% reported having access to sanitary towels during their menstrual periods. Also, whereas it is understood that the frequency of changing the sanitary pads depends on the flow of the periods, the general practice requires that on average, girls should change at least 3 times a day. From the results, however, majority of the adolescent girls (41%) reported that they changed their pads 3 times a day, 21% never changed their pads in a day, while 15.4% changed 4 times a day. 12.8% changed two times while 7.8% changed just once a day. Because 41% of the female participants either never or changed their sanitary towels less than the recommended three times a day, there is need for mechanisms to support girls who participate in the project. This is particularly important more so that the girls play football and are involved in other project activities alongside boys, and hence, any mismanagement of their personal hygiene can affect their esteem and confidence while participating in project activities.

Table 3-12: Female participants and menstrual hygiene and management

	Options (n=39)	Freq.	Percent
If girls have access to menstrual sanitary pads			
	Yes	25	64.1
	No	14	35.9
Frequency of changing Pads			
	Once a day	3	7.69
	Two times a day	5	12.82
	Three times a day	16	41.03
	Four times a day	6	15.38
	More than Four times a day	1	2.56
	Never	8	20.51
Points used pads are disposed of			
	Dustbin (Trash bags)	11	28.21
	In a pit	15	38.46
	Burning	3	7.69
	Other (Specify)	10	25.64

:

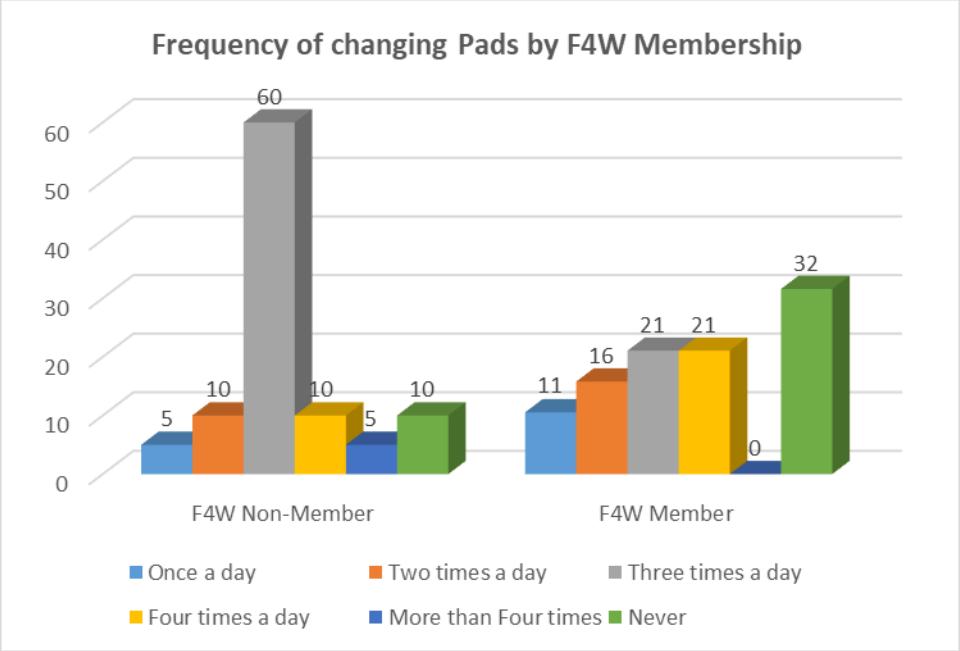

Figure 11: A graph showing frequency of changing sanitary towels by F4W membership.

Disaggregation of the frequency of changing pads by intervention and control groups shows that indeed, girls from intervention groups performed poorly on this parameter. From figure 11 above, it is observed that whereas 60% of the girls from the control group changed their pads at

least 3 times a day, only 21% of girls from the intervention group did change their pads at least 3 times a day. Similarly, whereas a substantial proportion of girls from the project intervention group (32%) reported that they never changed their menstrual sanitary pads in a day, only 10% of those in the control group reported that they never changed their menstrual pads in a day. These observations reveal that VCA & WWS need to introduce the MHM functional area within F4W projects. This is paramount to support adolescent girls to participate in project activities actively and regularly with dignity and without fear and shame.

3.4 COMMUNITY OUTREACH AND ENGAGEMENT IN CLEANUP ACTIVITIES

3.4.1 Engagement in WASH Activities

One of the key project components was to engage in community outreach and community cleanups to promote good hygiene and sanitation in the target communities. The evaluation study, therefore, explored the extent to which this is being achieved to assess its impact. Table 3.13 reveals that 79.2% of all the participants engaged themselves in community cleanup activities.

3.4.1.1 Specific community outreach and cleanup activities.

Regarding the specific community outreach and cleanup activities, table 3.13 provides each activity and its overall rating by all the participants.

Collecting rubbish – this was the most highly rated activity reportedly undertaken by the respondents (94.1%). This means that the children are contributing to keeping their environments clean (SDG 13), which in turn improves the general health, hygiene and sanitation of the communities they live in (SDGs 3 & 6).[20]

Cleaning water channels and trenches - 66.3% of the respondents reported that they participated in cleaning water channels and trenches. This not only contributes to addressing flooding especially of slum areas, but also maintains the environment clean and healthy. One of the major challenges facing Kampala slums is silting of drainage channels and trenches, which has become a menace to the City, Municipality and Town Council authorities and hence, affected the hygiene, sanitation and public health of communities. By getting involved in such an activity, children not only improve the environment of their communities, but also complement and support efforts of local authorities. Some excerpts explain these issues;

Before we started cleaning the environment, the place was so dirty, tranches had a lot of plastic bottles and the wells had a lot of water weeds, the field was bushy, and people could dump the rubbish everywhere they could find. Currently people are now getting clean water, the water is flowing well in the trenches. [FGD, Raps]

Society is cleaner, field/ pitch is kept clean, Personal hygiene has improved, there is proper use of toilets, boiling drinking water, cleaning sewage and water sources. [FGD, Jaros]

[20] UNDP - Sustainable Development Goals | United Nations Development Programme (undp.org)

Cleaning water sources – although most of the respondents reported boiling drinking water, this was accessed from tapss, both open and protected wells and, protected springs before treating it for drinking. Therefore, with 32.2% of them indicating that they support their communities to maintain such water sources, children can be said to be providing services beyond their personal benefit.

Recycling – dumping has become an increasing challenge for urban communities. Relatedly, collecting rubbish itself is expensive and not exhaustive of materials littered all over. Therefore, alternative approaches such as recycling have been encouraged. Interestingly, only 14.4% of the respondents reported being involved in recycling, which is a great contribution to environmental management (SDG 13) and, sustainable cities and communities (SDG11).

Community mobilization –13.9% of the respondents in the intervention groups expressed their involvement in community mobilization for cleanup activities such as clearing drainage channels, trenches, and water sources. Importantly, intervention groups were applauded by Local Council Leaders, who are otherwise, expected to provide leadership in such mobilization efforts. Instead, they drive on the mobilization efforts of children to mobilize communities.

Distribution of WASH educational materials – although this was least rated by only 4.5% of the respondents, the children are a good channel for dissemination of WASH education materials. Whereas it was noted that VCA & WWS did not print and distribute WASH IEC materials to the communities, 4.5% of the respondent children indicated distributing WASH IEC materials including sharing their training manuals with their peers in their families and communities.

Generally, it is evident that respondents reported high levels of engagement in collecting rubbish, cleaning water channels and trenches, and water sources; all as part of community outreach.

Table 3-13: Engagement in community outreach and cleanup activities

Item description	Options (n=255)	Freq.	Percent
Respondents engaged in any WASH activity			
	Yes	202	79.22
	No	53	20.78
WASH activities engaged in by respondents			
	Collecting rubbish	190	94.06
	Cleaning water channels and trenches	134	66.34
	Recycling or upcycling used plastics	29	14.36
	Distributing WASH educational materials to communities	9	4.46
	Cleaning Water Sources	65	32.18
	Community mobilization for WASH Activities	28	13.86

The interactive sessions through KIIs and FGDs provided interesting insights to community outreach activities engaged in by children, especially the members to F4W.

> *"…. they help in keeping good sanitation and hygiene in the community by cleaning the trenches and water wells. They sensitize people in the community about good sanitation and participate in collecting garbage in the community. They also tell the young children to keep personal hygiene by washing their clothes, proper use of toilet and so many others." [Coach Patrick]*

3.4.1.2 Engagement in community outreach and cleanups by F4W membership

Considering the intervention vs non-intervention groups, figure 12 shows that majority of the members in the intervention group (86.4%) participated in cleanup activities than the control group (65.1%). This is clear indication that the project intervention has had better community outreach in terms of implementing community sanitation and hygiene by engaging young people in cleaning up their communities.

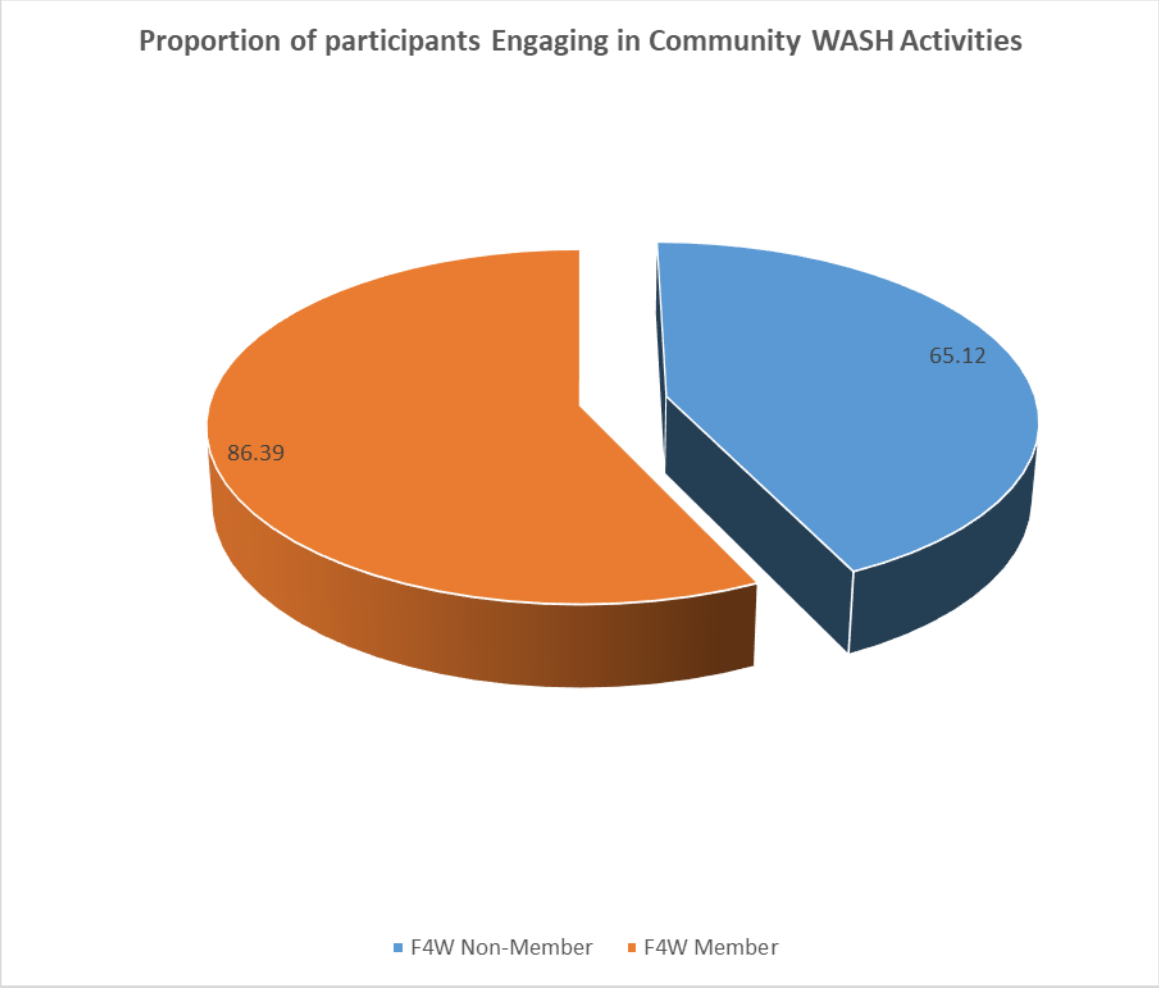

Figure 12: Engagement in community outreach and cleanup activities

Table 3-14: Engaged in community outreach and cleanups * Membership F4W Cross-tabulation

			Membership to F4W		
			Yes	No	Total
Ever engaged in WASH activity in community	Yes	Count	146_a	56_b	202
		% within Ever engaged in WASH activity in community	72.30%	27.70%	100.00%
		% within Membership to F4W	86.40%	65.10%	79.20%
		% of Total	57.30%	22.00%	79.20%
	No	Count	23_a	30_b	53
		% within Ever engaged in WASH activity in community	43.40%	56.60%	100.00%
		% within Membership to F4W	13.60%	34.90%	20.80%
		% of Total	9.00%	11.80%	20.80%
Total		Count	169	86	255
		% within Ever engaged in WASH activity in community	66.30%	33.70%	100.00%
		% within Membership to F4W	100.00%	100.00%	100.00%
		% of Total	66.30%	33.70%	100.00%

**Each subscript letter denotes a subset of Membership to F4W categories whose column proportions do not differ significantly from each other at the .05 level.*
***comparable frequencies and percentages are highlighted.*

Table 3-15: Chi-Square test for difference in engagement in community outreach and cleanup activities by F4W Membership

Chi-Square Tests

	Value	df	Asymptotic Sig (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	15.668[a]	1	.000	.000	.000	
Continuity Correction[b]	14.402	1	.000			
Likelihood Ratio	14.957	1	.000	.000	.000	
Linear-by-Linear Association	15.606[c]	1	.000	.000	.000	.000
N of Valid Cases	255					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.87.
b. Computed only for a 2x2 table

$$\text{Odds}_{\text{member engaged}} = 146/56 = 2.61$$

$$\text{Odds}_{\text{member not engaged}} = 23/30 = 0.77$$

$$\text{Odds ratio} = 2.61/0.77 = 3.39$$

Overall, there is a significant association between F4W membership and engagement in community cleanups; χ^2 (df, 1) =15.67, $p < .001$. Based on the odds ratio, the odds of F4W members getting engaged in community activities were 3.39 times higher than those of non-members. This implies that there was a statistically significant difference between F4W members and non-F4W members in their level of engagement in community activities. F4W members more engaged 2.8 times higher, signaling greater impact in areas of community outreach and cleanups.

3.4.2 Sharing of WASH knowledge with community members

The evaluation study explored whether respondents engaged communities by sharing with them WASH knowledge. This was regarded critical because a community's own understanding, appreciation and participation in project activities such as cleanups is crucial for project sustainability, especially when funding ceases. Table 3.16 shows the number of respondents that shared knowledge, type of knowledge shared, and approximate numbers reached by the members.

Table 3-16: Respondents sharing of WASH knowledge with community members.

	Options (n=255)	Freq.	Percent
Respondent shares WASH knowledge with community members			
	Yes	201	78.82
	No	54	21.18
Type of WASH knowledge respondents share with community members			
	Garbage collection	143	71.14
	Hygiene and sanitation	140	69.65
	Owning toilets/pit latrines	23	11.44
	Owning water facilities	17	8.46
	Washing hands frequently	109	54.23
	Drinking safe water	66	32.84
Number of people reached out			
	1-5 people	92	45.77
	6-10 people	64	31.84
	11-20 people	24	11.94
	21-100 people	21	10.45

3.4.2.1 Knowledge sharing.

Results from table 3.16 above reveal that 78.8% of the participants shared WASH knowledge with community members. In fact, results in figure 13 below show that indeed the project had impact on community outreach and engagement. This is evidenced by the fact that about 92% of the children from the intervention group reported having reached out to community members to sensitize and provide to them information and knowledge concerning WASH practices and general cleanliness. In contrast to the control group, only 53% reached out to the community members to sensitize and impart knowledge to them.

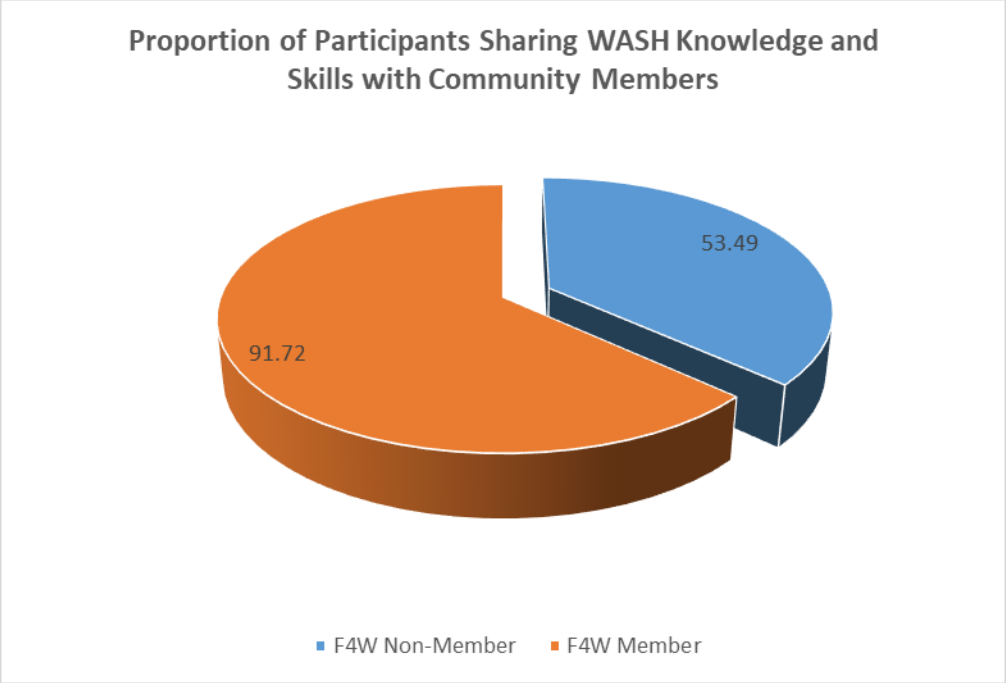

Figure 13: Participants sharing WASH knowledge by membership to F4W.

3.4.2.2 Type of knowledge shared.

Table 3.16 above further shows the WASH knowledge and skills that the young people managed to share with community members. It was ascertained that about 71%, 70% and 54% shared knowledge with people of their communities in respect of garbage collection, hygiene and sanitation, and washing hands frequently; respectively. Other areas on which children shared knowledge and skills included safe drinking water (32.8%), owning pit latrine/ toilet 11.4%, and maintaining water sources (8.5%). This shows the contribution that the children , especially those with membership to F4W, are making to their communities. Not only did they directly involve in undertaking the activities as reported in sub-section 3.4.1, but they sensitized and trained others. This has implications beyond plainly achieving the main objectives of WASH, but further develops mechanisms of ownership and sustainability of project activities.

In line with the above findings, additional in-depth accounts of the project and its impact on communities through community outreach and knowledge sharing are given in the box below.

"F4W uses football to deliver the WASH messages in communities, schools through trained coaches. The target group is children of different age groups [8-16 years] to pass on knowledge to people at school and in the communities. So, the coaches are trained, and they pass on the knowledge to the children who in turn sensitize the communities in which they live and interact. The purpose is to pass on knowledge about safe drinking water, good personal hygiene and clean environment." (KII with Nina)

3.4.2.3 Number sensitized and trained by F4W membership.

Regarding sensitization and training of community members about WASH practices, table 3.16 above shows that over 45% of the participants reported having reached out to 1-5 community people, 32% reached out to 6-10, and 12% and 10% reported that they had reached out to 11-20 and 21-100 community people, respectively. Whereas such numbers should be cautiously interpreted as not having been mentioned with exact precision, they provide a fair picture of the respondents' thoughts and reflection on their engagement with community members on WASH knowledge sharing.

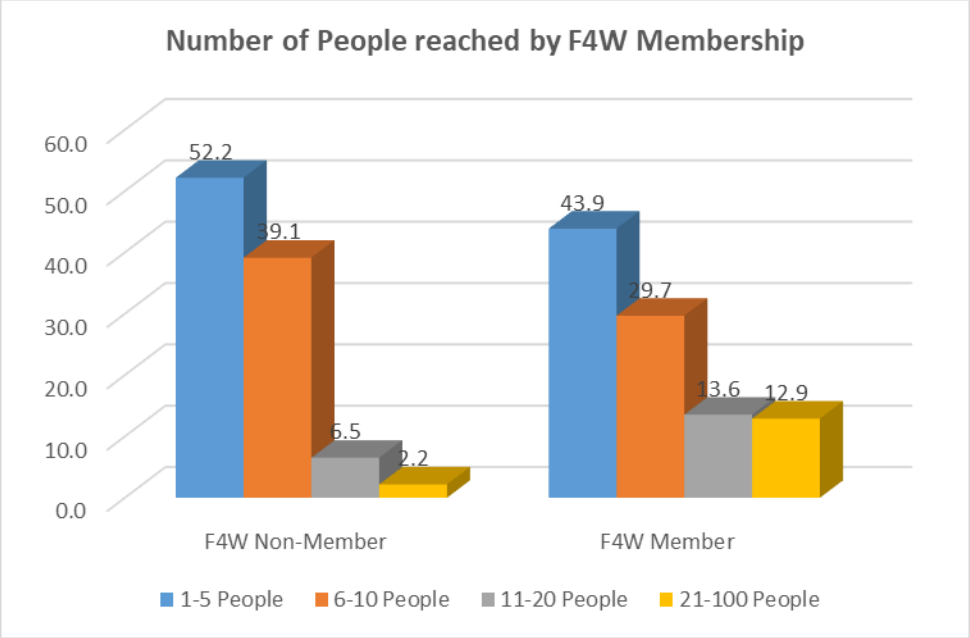

Figure 14: Number sensitized and trained by F4W membership.

Upon disaggregation of the proportion of community outreach by F4W membership, it was established that a large proportion of participants from the intervention group (F4W members) reached out to a larger number of community members as compared to those outside the project (non-members to F4W). Figure 14 above reveals that whereas 13% of the children in the intervention group reached and sensitized a population of between 21 to 100 community members on WASH activities; only 2% of those in the control group achieved the same milestone. Similarly, while 14% of the children in the intervention group reached and sensitized 11-20 community members, only 7% of the respondents from the control group achieved the

same mark. This is indeed evidence that F4W project has had a great impact not only to the participant groups, but also to community members who in turn received WASH knowledge from the children.

3.4.3 Partnership/engagement of other community members

This sub-section explored as to whether the respondents partnered with or engaged some of the community members in conducting community cleanups. Examined here included a possibility of working with others, categories of community members worked with, number of clean-up rounds conducted within three months to the study, personal observation of any improvement in hygiene and sanitation, form of community support received, and items received (table 3.17).

Table 3-17: Community Clean-ups and community engagement

Item description	Options (n=255)	Freq.	Percent
Respondents working with community members for clean-ups			
	Yes	174	68.24
	No	81	31.76
Community members that respondents worked with			
	Local Council Leaders	132	75.86
	Religious Leaders	21	12.07
	General Community	117	67.24
	Other CBOs	10	5.75
	Parents/Guardians	65	37.36
	VHTs	9	5.17
Number of clean-up rounds in the previous 3 months			
	None	4	2.3
	One	22	12.64
	Two	36	20.69
	Three	44	25.29
	More than three	68	39.08
Respondents observance of any improvements in community sanitation			
	Yes	212	83.14
	No	43	16.86
Presence of community/home support (e.g., equipment used during community clean-ups)			
	Yes	187	73.33
	No	68	26.67
Items received for clean-ups			
	Brooms	132	70.59
	Hand Hoes	122	65.24
	Wheelbarrows	57	30.48
	Pangas	56	29.95
	Rakes	118	63.1

3.4.3.1 Community members that worked with children in clean-ups.

Table 3.17 indicates that over 68% of the participants worked with community members in conducting community cleanups. Interestingly, majority of the participants (76%) reported that they worked with community local leaders, 67% worked with the general community members, and 37% percent worked with parents/guardians. In addition, 12% of the children reported that they worked with religious leaders, 6% with members of community-based organizations, and 5% worked with VHTs. The broad spectrum of partners that children work with in respect of WASH clearly epitomizes the influence of the project in communities.

3.4.3.2 Number of clean-up rounds in the previous 3 months

It was found out that 39% of the participants had conducted more than 3 cleanups within the previous three months to the study, 25% conducted 3, 21% conducted 2, and 13 conducted 1 community cleanup. About 2% had not conducted any cleanup within the period of reference. Overall, the participants indicated having participated in some rounds of cleanups. However, this could not be attributed to membership of F4W since generally, within schools, homes and communities, children are expected to undertake some form of clean-up. Additionally, cross-tabulation of the number of clean-up rounds conducted vs membership to F4W, did not show substantial differences within group distributions as shown in table 3.18 below.

Table 3-18: Rounds of clean-ups conducted in the last 3 months vs membership to F4W

			Membership to F4W		
			Yes	No	Total
Rounds of clean-ups conducted in the last 3 months	1=None	Count	4_a	0_a	4
		% within Membership to F4W	3.00%	0.00%	2.30%
	2=One	Count	18_a	4_a	22
		% within Membership to F4W	13.40%	10.00%	12.60%
	3=Two	Count	24_a	12_a	36
		% within Membership to F4W	17.90%	30.00%	20.70%
	4= Three	Count	34_a	10_a	44
		% within Membership to F4W	25.40%	25.00%	25.30%
	5=More than three	Count	54_a	14_a	68
		% within Membership to F4W	40.30%	35.00%	39.10%
Total		Count	134	40	174
		% within Membership to F4W	100%	100%	100%
		% of Total	77.00%	23.00%	100.00%

**Each subscript letter denotes a subset of Membership to Football 4 WASH (F4W) categories whose column proportions do not differ significantly from each other at the .05 level. Subscript letters are all the same, hence no significant differences.*

3.4.3.3 Perceived improvement in the general sanitation of the community

Regarding the respondents' perceived improvement in the sanitation of their communities, it was revealed that majority (83%) of the participants reported that indeed, there was improvement in the sanitation of their communities. Only 17% of the respondents reported not having observed any difference as illustrated in figure 15 below.

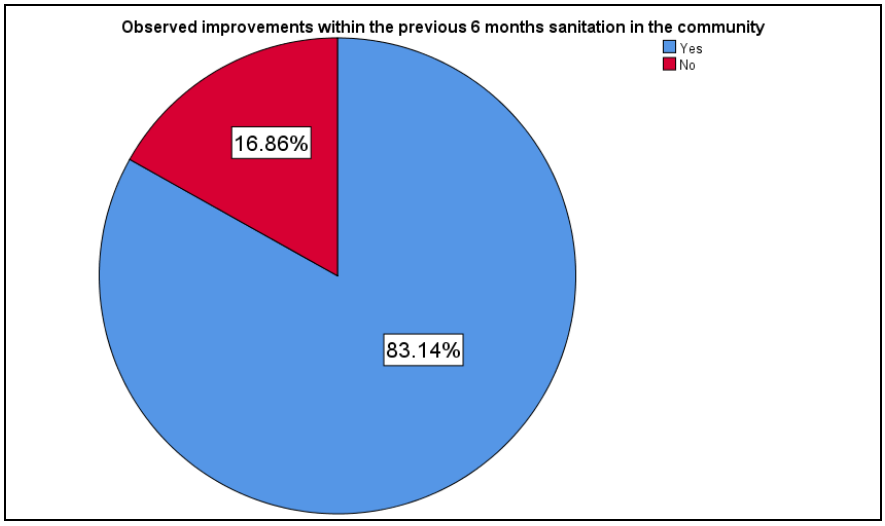

Figure 15: Perceived improvement in the general sanitation of the community

This finding was further examined for any differences in the intervention and control groups as reported in figure 16 below.

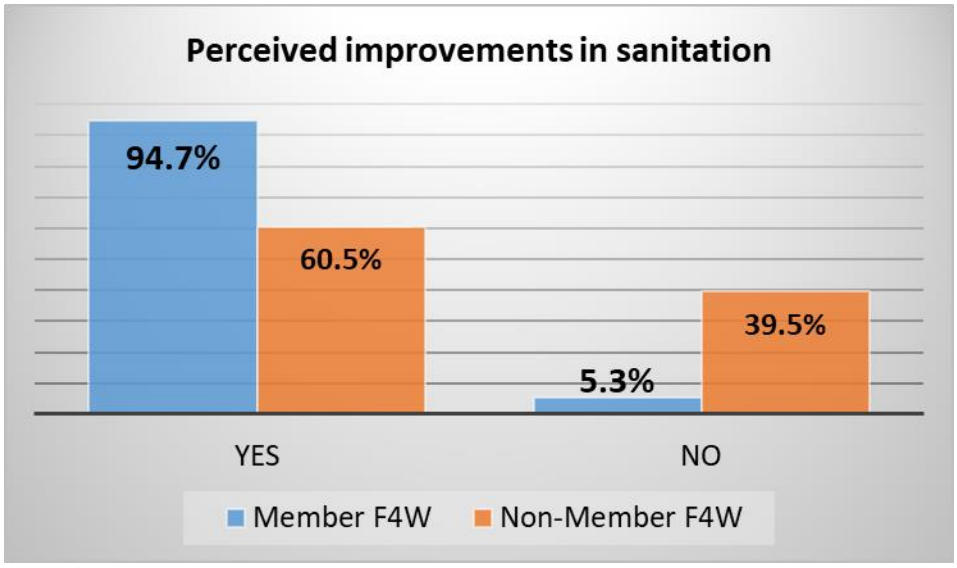

Figure 16: Perceived improvement in the general sanitation by F4W membership

The findings show that 94.7% of the participants in the project intervention group had actually observed significant improvements in the general cleanliness and sanitation of their communities as compared to 60.5% of their counterparts in the control group. This renders strong evidence

that the project F4W had impact on promoting hygiene and sanitation in communities through football activity engagements with the young people. Table 3.19 reports results of cross-tabulation comparing the two groups.

Table 3-19: perceived improvement in sanitation * Membership F4W Cross-tabulation

			Membership to F4W		
			Yes	No	Total
Improvements in sanitation	Yes	Count	160_a	52_b	212
		% within Membership to F4W	94.70%	60.50%	83.10%
	No	Count	9_a	34_b	43
		% within Membership to F4W	5.30%	39.50%	16.90%
Total		Count	169	86	255
		% within Membership to F4W	100.00%	100.00%	100.00%
		% of Total	66.30%	33.70%	100.00%

**a, b: Each subscript letter denotes a subset of Membership to Football 4 WASH (F4W) categories whose column proportions do not differ significantly from each other at the .05 level.*

Table 3-20: Difference in perceived improvement in sanitation by F4W membership

Chi-Square Tests

	Value	df	Asymptotic Sig (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	47.579[a]	1	.000	.000	.000	
Likelihood Ratio	45.663	1	.000	.000	.000	
N of Valid Cases	255					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.50.

χ^2 (df,1) = 47.58, $p < .001$. The Odds ratio = 11.8

Odds of F4W members' perceived improved sanitation = 160/52 = 3.08

Odds of F4W non-members' perceived improved sanitation = 9/34 = 0.26

Odds ratio = 3.08/0.26 = 11.8

This means that F4W members perceived improvement in sanitation 11.8 times compared to the non-members. In supporting of this finding, the children in the FGDs explained;

Before we started cleaning the environment, the place was so dirty, tranches had stagnant water, people were throwing rubbish in the field, and people could dump rubbish everywhere they could find. When we started cleaning every Saturday and Sunday, we started collecting the rubbish in the field and burning it and also cleaning the trenches and now the place looks better. (FGD 1, Beats academy).

3.4.3.4 Support received from communities

In this regard, 73% of the respondents reported that they received support from communities towards the implementation of WASH activities. However, a comparison of the F4W members and non-members revealed that 86% of the participants from the F4W intervention group as compared to 49% of the control group reported that they received support from community members for conducting community cleanups as depicted in figure 17 below. This agrees with findings in the previous sections (3.4.1 and 3.4.2) where participants from the intervention group engaged the community in conducting cleanups and sharing WASH knowledge. This reveals not only effective and efficient project implementation, but also, a favourable factor for project sustainability.

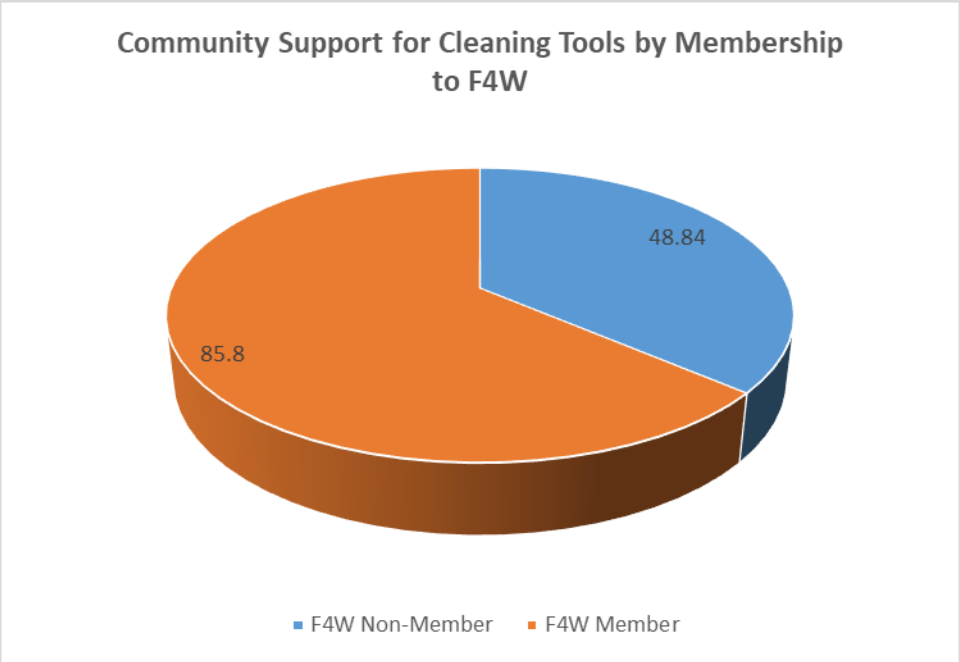

Figure 17: Perception of community support of WASH activities vs F4W membership

In terms of materials and tools provided by communities to facilitate community cleanups, 71% of the participants mentioned brooms, 65% had received hand hoes, 63% were supported with rakes, and wheelbarrows and pangas were rated by 30% each. As earlier discussed under this sub-section, such multifaceted support ostensibly implies project efficiency, effectiveness, and sustainability.

3.5 WASH TRAININGS FOR BEHAVIORAL CHANGE

Project planning for F4W envisioned WASH training activities to aid implementation of the F4W project. Therefore, it was prudent to assess such training on basic evaluation criteria of effectiveness, efficiency, relevancy, coherence and sustainability all as intertwined elements for overall project and specific project activity achievement. The training is henceforth assessed based on acceptability that indeed it was provided, attribution of training to a particular provider,

length of training, key aspects of training, and material support received at or after training as presented in table 3.21 below.

Table 3-21: WASH Trainings and Behavioral Change

Item Description	**Options (n=255)**	**Freq.**	**Percent**
Whether ever received training on WASH			
	Yes	164	64.31
	No	91	35.69
Provider of WASH Training			
	VCA&WWS	39	18.9
	Football Coach	137	66.5
	Others (Community & Parents)	15	7.3
	Others (Schools & Teachers)	15	7.3
Length of the training			
	1 day	39	23.78
	2 days	27	16.46
	between 2 days to 1 week	71	43.29
	between 2- 3 weeks	10	6.1
	more than 3 weeks	17	10.37
Key aspects that the training focused			
	Garbage collection and community clean-ups	127	77.44
	Hand Washing	134	81.71
	Proper Toilet use	85	51.83
	Football Activities	44	26.83
	Safe Water for drinking	87	53.05
	Balls	20	12.2
	Water filters	12	7.32
	WASH Education materials	3	1.83
Material received during and after training			
	Gloves	49	29.88
	Gumboots	17	10.37
	Spades and Hand hoes	32	19.51
	Wheelbarrows	24	14.63

3.5.1 Acceptability of occurrence of training.

Table 3.21 above reveals that 64% of the children interviewed reported that they received training on WASH. Of these, 85% are from the F4W intervention group whereas a paltry 23% are from the control group as indicated in figure 18 below. This implies that the intervention

group highly recognized that they undertook training, which ostensibly suggests its potential impact on the participants.

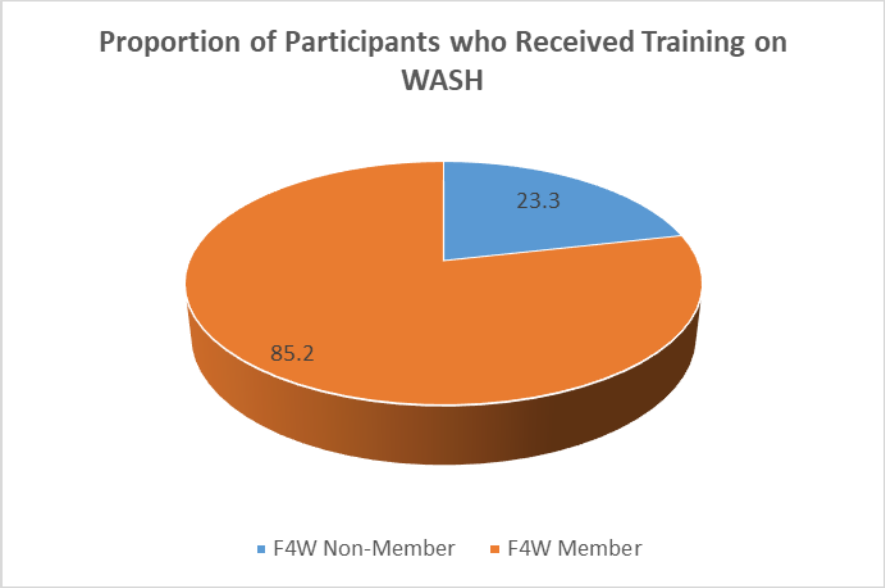

Figure 18 Proportion of participants who received training on WASH

To reinforce the above finding, the in-depth explanations confirmed training having been provided both to the coaches and children.

Yes, the coaches received training about F4W project activities. The training was for about 5 days in 2019 and 3 days in 2021. We received both practical and theoretical training. Assessment was made on the last day of training. [Coach Patrick].

Yes, we went through drills and those are the same skills that we have taught the young kids. The training lasted for a full week, and these were deep and enough because everyone was like yes, it was something really deep and very important. [Coach George)

John, an LCI leader, noted that: *"I heard that the coach was trained. But from what I saw the children doing, the training was done well. I saw them [the coach and children] engaging in the skills like cleaning the tranches, mobilizing the community about diseases brought about by poor hygiene. They also told the community about how to be clean both around the compound and our personal hygiene. The training was done well but they lacked some cleaning materials. Most of the things like hoes, rakes, spade, gloves were lacking.*

Another asserted; "They train the leaders in football and WASH, then the leaders come and train the children in these activities. They got skills in several areas like football, sanitation and hygiene. They also encourage people to boil drinking water. I also see them cleaning the wells and tranches. [Paul].

3.5.2 Attribution of training provision

Whereas 66.5% of the children as shown in table 3.21 below reported that they were trained by their coaches and 19.9% by VCA/WWW; overall, taken as a sum, it is 85.4% VCA/WWS including their coaches.

Table 3-22: Attribution of training by F4W membership

			Membership F4W		
			Yes	No	Total
1= Home * Membership to F4W					
1= Home	Not selected	Count	109_a	24_b	133
		% within Membership to F4W	64.50%	27.90%	52.20%
	Selected	Count	60_a	62_b	122
		% within Membership to F4W	35.50%	72.10%	47.80%
2= Local Councils (LCs) * Membership to F4W					
2= Local Councils (LCs)	Not selected	Count	152_a	79_a	231
		% within Membership to F4W	89.90%	91.90%	90.60%
	Selected	Count	17_a	7_a	24
		% within Membership to F4W	10.10%	8.10%	9.40%
3= Institutions (e.g. Schools, Churches) * Membership to F4W					
3= Institutions (e.g. Schools, Churches)	Not selected	Count	91_a	36_a	127
		% within Membership to F4W	53.80%	41.90%	49.80%
	Selected	Count	78_a	50_a	128
		% within Membership to F4W	46.20%	58.10%	50.20%
4= F4W (Viva Con Agua/ Watoto Wasoka) * Membership to F4W					
4= F4W (Watoto Wasoka & Viva Con Agua)	Not selected	Count	59_a	86_b	145
		% within Membership to F4W	34.90%	100.00%	56.90%
	Selected	Count	110_a	0_b	110
		% within Membership to F4W	65.10%	0.00%	43.10%
5=Other (specify) * Membership to F4W					
5=Other (specify)	Not selected	Count	157_a	75_a	232
		% within Membership to F4W	92.90%	87.20%	91.00%
	Selected	Count	12_a	11_a	23
		% within Membership to F4W	7.10%	12.80%	9.00%
Total		Count	169	86	255
		% of Total	66.30%	33.70%	100.00%

Each subscript letter denotes a subset of Membership to Football 4 WASH (F4W) categories whose column proportions do not differ significantly from each other at the .05 level. Significantly different are highlight.

Although table 3.22 above combines coaches and WWS/VCA, the overwhelming attribution of the training to the coaches (table 3.21) and not the implementing organizations can imply the contribution and influence the coaches wield in their academies. However, this also challenges the institutionalization of the academies and the F4W league, and the project overall. The coaches were found to be known at the academies more than the implementing organizations that are expected to have overall control and command. This, therefore, suggests the need for VCA & WWS to increase their presence, supervision, monitoring and support of academy activities to take full institutional control in support of coaches. This way, attribution of services to the implementing organizations will win more partners, enhance community participation and corporate social responsibility aspect for VCA & WWS.

Overall, however, VCA/WWS including the coaches emerged the most popular and significantly different trainer of WASH, with 65% of the F4W members that selected it compared to only 35% that did not. Interestingly, none of the non-F4W members rated VCA/WWS, confirming the distinctiveness of the groups, and, the quality of the survey. Further, home was interestingly revealed to be making a statistically significant difference, highly rated by non-F4W members (72%) as compared to 35.5% of F4W members that selected it. Quite intriguingly, schools and community leadership did not make significant difference in training in WASH for members and non-F4W members. This implies that the institutions' nature of training is attuned to general syllabi and not practical application of WASH. VCA/F4W provide a unique blending of training and football, with specific realistic messages such as "can I see the germ", "where are the germs"; and these are generally appreciated among F4W members. In this regard, F4W is more a credible and effective provider of WASH training than schools, and hence, the project has made a great impact in this area.

3.5.3 Common aspects of training

The common four training areas that were mentioned by participants included handwashing (81%), garbage collection and community cleanups (77%), safe water for drinking (53%), and proper use of toilets and pit latrines (51%). The qualitative statements extracted from the interviews reveal a broader and more comprehensive training targeting football and WASH knowledge and skills. The excerpts box below illustrates this.

"… our bosses organized training for us, and this training and the topics were deeply exhausted and I am very sure whoever participated was very grateful. We studied from topic one up to the last one. There are different types of skills that we did receive right from on the pitch to off the pitch skills. We were trained on how to make drills, tactical skills on the pitch an on how to handle young children while mixing girls and boys." [Coach, Stephen].

"… we were provided with all the trainings that we needed more especially on sanitation and hygiene. I remember we were trained on how to mix girls and boys, handling young children, how to keep the communities safe. [Hellen, female Coach]

"We trained the players for about a week on F4W project activities such as washing hands regularly, proper use of toilets, proper disposal of garbage, personal hygiene and drinking safe water etc. In a day, we (coaches) create time for WASH training and for football training. [regarding] skills; [the] children are better in football discipline. They have [also] learnt to keep

their bodies and surroundings clean. As a coach, I have also got the experience in skilling players." [Coach Eric]

3.5.4 Materials received during and after training

The mostly mentioned items included gloves that children used during cleanups (30%), while 20% received hand hoes and spades, wheelbarrows (15%) and gumboots (10%).

It was also ascertained through interviews that the children received league related materials such as balls, bibs, cons, jerseys and water purifiers; as package of materials for overall WASH activities. The box below clarifies the materials received.

Whenever we went for the trainings, we would receive transport refund and facilitation. Participating teams received training manual, t-shirts, balls, bibs, set of jerseys and water purifier. The water purifier, balls and bibs work well. [However], the training manuals are not used well since some players do not understand the content if they read on their own. [Coach, Patrick]

For sure, there is no financial support that we are receiving at this moment but we only receive transport money when going for meetings but most times we use our small money that we have and I face a lot of hardships with transport. In my personal view, first of all our academy was given some materials like bibs, jerseys, balls were received though not enough and cones were not given though they are very important. We also received water filter. [Coach Stephen]

The coach told me that they were given balls, uniforms and water filters. They also came with some spades and some hoes, but we hire some equipment like wheelbarrows and rakes. [John, LCI Leader]

The coach informed me that they were given some materials such as balls cones, bibs, uniforms and water filters. However, for us, we give them other materials to use, for example, hoes, wheelbarrows, rakes and spades. They lack most of the materials to use in cleaning. They still need more support to buy materials. [Paul, LCI leader]

3.6 FOOTBALL FOR WASH LEAGUE

The F4W project also aimed at undertaking football games as a key vehicle for achieving WASH. The project set out to establish 16 community teams, divided into three different league competitions organized along the Under-13 and Under-16 leagues for boys, and Under-17 league for girls.

3.6.1 Overall composition of F4W teams

Table 3.23 below shows that 16 teams/academies were established, each comprising three (3) leagues of Under-13 and under-16, both for boys, and under-16 for girls. The highest number of members for each league was 18 members (Kampala Galaxy, Mysa Kansanga, Super Heros Mulago, and Universal Buganda Road). Observably, the girls league has the least numbers across all teams, with King of Kings Kintitale, MSCASDA Masanafu, and Nakukuba Matugga, each having had 7 members. Such teams needed to put in more efforts to attract more females.

Overall, there were 649 members across all teams (U13 Boys=240, U16 Boys=249, U16 Girls=160), with Mysa Kasanga having had the most members (52), while DFAA Kisugu had the least number (26).

Table 3-23: Academies and the different leagues

No	TEAM	AREA	U13 BOYS	U16 BOYS	UI6 GIRLS	**TOTAL**
1	ARROWS	LUNGUJJA	12	16	10	**38**
2	DFAA	KISUGU	8	10	8	**26**
3	EVERTON	KAWEMPE	14	17	10	**41**
4	HOMETALENT	MBUYA	15	14	7	**36**
5	JB	BUSEGA	17	13	8	**38**
6	KAMPALA GALAXY	KYEBANDO	18	18	12	**48**
7	KING OF KINGS	KITINTALE	17	15	7	**39**
8	MSCASDA	MASANAFU	16	14	7	**37**
9	MYSA	KANSANGA	18	17	17	**52**
10	NAKUKUBA	MATUGGA	12	17	7	**36**
11	SKILLS	KASENGE	17	15	9	**41**
12	SOKOLO	KAWEMPE	16	14	12	**42**
13	SPARTA 09	LUNGUJJA	15	17	16	**48**
14	SUPER HEROES	MULAGO	18	18	10	**46**
15	TIGERS	NAKIVUBO SETTLEMENT	12	16	12	**40**
16	UNIVERSAL	BUGANDA ROAD	15	18	8	**41**
			240	**249**	**160**	**649**

Rigorous steps were stated to have been undertaken to recruit and select members of the participating groups. Whereas age and gender were crucial issues, demonstration of interest in learning WASH practices were equally important. This was revealed in interviews as below.

Watoto Wasoka and Viva Con Agua are responsible for the implementation and monitoring of the project. For screening, they look at the "under" (U15 girls, U15 boys, U13 boys), but going forward, it will change to U14 girls, U14 boys, and keep U13 boys. A venue is selected to train coaches who then go back to their teams to train the children. Staff of Watoto Wasoka and VCA have questionnaires that they use for monitoring purposes. Different parameters, for example, ratio of boys to girls, ..., age, active participation in all activities including football and WASH activities, who is leading the drills, are considered. For clean ups, questionnaires focused on community involvement, and relationship between the team and the communities. [Nina, coach]

"First of all, Watoto Wasoka invited us for training and after these coaches were sent to their respective communities to teach about Football for WASH and we were told that whoever performs better, will be considered. After some period of teaching, the coaches called the Watoto Wasoka officials to evaluate their work and chose the best teams that really performed F4W activities in the community and that is how we became members of F4W. .... performance was measured basing on talent and hygiene and this helped us to improve on children's hygiene since our bosses were expecting something better. [Stephen, Coach]

Children equally explained the following requirements for membership recruitment;

One must be a girl to join the girls' team and a boy to join the boys' team, one's age must be valid to join one of the categories. [FGD, Jaros]

The requirements for one to join the group include age (10 – 15 years), location/ proximity, no cultural differences. [FGD, Beats 2)

3.6.2 Regular participation

Whereas the data in table 3.23 above are based on secondary sources, the composition of the teams and leagues was also examined during the survey as depicted in table 3.24 below. It is evident that about 41% of the overall members of the selected teams responded to the survey alone, excluding those that participated in the FGDs. For a survey that took place during school days, and considering that the participants were school going children, with some of them studying in boarding schools, such a presence and response on single days of academy visits expresses the high-level of participation by children members in league activities.

Table 3-24: Number of F4W children survey respondents by academy

							Respondents	
No	Team	Area	U13 Boys	U16 Boys	U16 Girls	Total	No	% of total
1	DFAA	Kisugu	8	10	8	26	15	57.7
2	Home Talent	Mbuya	15	14	7	36	21	58.3
3	JB	Busega	17	13	8	38	17	44.7
4	Kampala Galaxy	Kyebando	18	18	12	48	17	35.4
5	King of Kings	Kitintale	17	15	7	39	19	48.7
6	Miracle Youth Soccer Academy (Mysa)	Kansanga	18	17	17	52	20	38.5
7	Sokolo	Kawempe	16	14	12	42	11	26.2
8	Sparta 09	Lungujja	15	17	16	48	16	33.3
9	Super Heroes	Mulago	18	18	10	46	15	32.6
10	Tigers	Nakivubo Settlement	12	16	12	40	18	45.0
	Total		154	152	109	415	169	40.7

The overall numbers of academies (10 out of 16) and the 41% participation in the study, are appropriately representative more so that this percentage excludes FGDs. The presence of such numbers of children actively engaged at their play grounds across the sampled academies not only shows the vibrancy of the academies, but also, the commitment of the children to the project activities. However, it was noted that the membership of the groups in some academies had children from other different areas, a practice that was questioned by some local community members. Whereas the local leadership appreciated that the academies have attracted local

children, they believed recruitment of children from other different communities denied opportunities of participation to some children from within. For example, Paul, an LCI leader of one of the areas stated that;

"They told us to look for children who could participate in sports and WASH, between the age of 8-16 years from the community. [However], I have not seen much because we have not got so many children from our community. Most of the children they have come from different areas."

Although this is insufficient to conclude that academies attract children from other communities, it is also possible since not all LC villages have academies. It is likely that some academies attract children from neighboring villages, and this scenario would mean an academy benefits a broad community comprised of different villages, beyond the scope and understanding of its population by a particular village leader.

3.6.3 Football for WASH league WASH practices

It was established that the F4W league has been the driving factor for mobilizing the young girls and boys to come together, not only to play and compete in their leagues through tournaments such as the "Slum Derby", but it has been a platform for training and information sharing about WASH practices. As earlier reported from sub-sections 3.3 to 3.5, awareness, community outreach, and training and skills sharing were reported to have been higher among F4W league members in contrast to non-F4W members. This is largely associated to targeted and purposeful WASH messages delivered during team activities including football training and league. Such messages were better explained through interviews and FGDs, where respondents mentioned engaging in educative games about germs, and how to protect themselves and their communities. For example, to emphasize the importance of good toilet use practices and handwashing, the participants were taught how to play a ball specifically targeting a whole, and skits such as "where is the germ", "can I see the germ". Such messages aimed at helping children manage their hygiene and sanitation in an environment where they cannot see germs that they encounter. The excerpt box below reports some of the explanations given by the respondents.

Coach Patrick explained that *"F4W is a program implemented through the slum derby, Christmas camp, football activities …, to promote both personal and environmental sanitation and hygiene." It aims at increasing health education through football, targeting the young generation, while also benefiting the community in which the team members or non-members live."*

Implementation of the F4W project has had a structured system of management, monitoring and reporting, involving the coaches and trainers, and M&E staff from VCA and WWS. The F4W league, therefore, should not only be comprehended in terms of football competitions, but an actual integrated delivery of WASH messages through football leagues. The reported challenge has been the biasness by some trainers and coaches towards football league activities, against

inclusion of WASH messages and practices, which are inherently integrated in the project activities. This was well explained by respondents as below.

"The coach and the team managers take part in training and assessing the team members about F4W practices and activities such as community clean ups, drills, sanitation and personal hygiene. A volunteer from Watoto Wasoka and Viva Con Agua supervises and makes a necessary report. However, some coaches are not supportive; they think it is a waste of time. They are only interested in pitch activities rather than disseminating F4W knowledge." Patrick, coach.

"The coach helps in leading the team in the community mobilization and even in the cleaning. We also help to implement as the community leaders because the project helps the community in terms of sanitation and hygiene. The roles are clear because they tell us to mobilize the community and they come to implement.... We have not got any problem in terms of coordination because the roles are clear. All the stakeholders are involved at every stage of the project because we as the community leaders, we are also interested in the activities they are doing especially in terms of sanitation and hygiene. I have seen the Watoto Wasoka team in monitoring the activities. Although they are not so much on ground, all I know is that they trained the coaches." John, Chairperson LC I.

The above scenarios point to existence of known structures and mechanisms for implementation and monitoring, but with some identified weakness. An integration of activities of football and those of WASH, and the presence of VCA/WWS are required more than the current assessment. This analysis agrees with the finding where most participants attributed to the coaches the training they got more than they did towards the two partner institutions. Therefore, this means that VCA/WWS corporate presence in communities of project implementation and awareness about their activities beyond their volunteers and staff is limited. Interviewed community members largely expressed limited knowledge of the input or role of the two implementing organizations. They posed the need for the project responsible organizations to frequently and directly visit project sites and communities, and directly engage with local leaders and residents. A few of respondent community members noted only having seen the banners of VCA & WWS atat league tournaments.

4 FINDINGS IN CONTEXT OF THE DAC EVALUATION CRITERIA

4.1 Introduction

To achieve the terms of this end-line impact evaluation, as set out in chapter one, the OECD-DAC criteria including relevancy, coherence, effectiveness, cost effectiveness, and sustainability, were adopted to provide a framework for assessing the implementation of the project activities. With the results on the four project functional areas examined in chapter four, this section provides an assessment of the extent to which such functional areas met the DAC criteria. The section further provides the lessons learnt from the F4W project implementation, challenges, and recommendations for improvement.

4.2 Linking the project with DAC-Evaluation criteria

4.2.1 Relevancy of F4W project objectives to global, national and community development objectives

The F4W activities were revealed to be consistent with the global and national development agenda. Particularly, the findings exemplify focus by the project on issues of WASH, poverty eradication, environment, health, city and urban community sustainability; all being well articulated by the UN SDGs[22] and NDP I, II & III[23]. For example, section 3.3 of this report reports on knowledge, awareness and application of WASH practices (with a statistical difference in awareness between the intervention and non-intervention groups). Further, section 3.4 of this report shows community outreach and engagement by the project, while section 3.5 demonstrates the F4W member children's involvement in football league alongside WASH activities. All these are clear testaments to the relevancy of the project objectives and activities that focus on WASH awareness, community outreach through clean-us, capacity building and football league.

At global level, the United Nations' (UN) Sustainable Development Goals (SDGs) 1, 3, 4, 5, 6, 7, 11, &v13 are relevant in regard, focusing on several issues of poverty by access to basic human needs; quality education, gender equality, health, clean water and sanitation, reduced inequalities, sustainable cities and communities, and climate/environment.[24] This is also in line with the national development agenda such as the National Development Plans including Vision 2040, NDP III[25].

In addition to the above referenced statistics/ quantitative data, the verbatim expressions by the respondents in the field demonstrate further the relevancy of F4W project.

[22] *Supporting the Sustainable Development Goals - African Promise*
[23] *NDPII-Final.pdf (npa.go.ug)*
[24] Supporting the Sustainable Development Goals - African Promise
[25] NDPII-Final.pdf (npa.go.ug)

The project is in line with the program of ministry of health about reducing communicable diseases like covid-19 by washing hands regularly. It is also in line with the ministry of education and sports by keeping the children in school because they provide the bursaries for the children in the academy. [Paul]

To a large extent, the objectives of the project are still very valid since it focuses on spreading the message of sanitation and hygiene through football as well as promoting talents and education to young children. All the activities and outputs are consistent because, first, we have a soccer academy where we train children about the activities of WASH, we do community cleanups and we also encourage them to spread the message of maintaining good sanitation and the diseases which are related to poor hygiene. The objectives of this project are still valid because promoting talents and hygiene is something which does not stop tomorrow. These are day-to-day activities which needs continuous sensitization. [Coach Hellen].

To a [great] extent, the objectives of the project are in line with the national objectives when one looks at it from the angle of improving the livelihood of children altogether, ranging from consuming safe drinking water and staying in clean environments. To a great extent, hygiene is part of everyone in their day to day lives. [Coach Eric].

4.2.2 Coherence

The project functional areas, activities and operations were examined for both internal and external coherence to ascertain if there are any other interventions particularly policies that could have either supported or undermined F4W interventions, and vice versa. Internally, activities and operations were established to be coherently linked and coordinated. For example, F4W league integrated skills training, football activities, as well as WASH activities including community outreach for awareness, engagement, and community cleanups. Additionally, the coordination structure of the project linked well with the coaches at academy level, who in turn coordinated with the local leadership and communities to work with the children. Such a structure of coordination does not only benefit the participants, but also informs project management through forward and backward linkages. For example, the interview excerpt box below illustrates how the activities were coherently interlinked for meaningful coordination.

All the activities and outputs are consistent because, first, we have a soccer academy where we train children about the activities of WASH, we do community cleanups and we also encourage them to spread the message of maintaining good sanitation right from their homes and the related diseases due to poor hygiene. [Coach George].

However, there were also expressions of an existing gap between VCA and WWS leadership and the local communities. In fact, community leaders, just as the children, tended to associate most of the activities to the coaches than the two partner institutions. For example, sub-section 3.5.2 explains the respondents' attribution of the training they received, with the coaches overwhelmingly pointed out compared to the implementing partners.

Externally, there is reported coherence in terms of sector linkages with activities of Ministry of Health and Ministry of Education and Sports, and Ministry of Water and Environment. For example, whereas it is the focus of the Ministry of Health to reduce noncommunicable diseases, the project activities work in the same regard and make substantial contribution to public health. Additionally, the sporting activities are linked with the mandate of the Ministry of Education and Sports to educate and develop talent in the country. On the other hand, water and sanitation issues are in line with the mandate of Ministry of Water and Environment.

The project is in line with the program of Ministry of Health about reducing communicable diseases by improving the sanitation in the community. It is also in line with the Ministry of Education and Sports by improving the talents and keeping he children in school because they provide the bursaries for the children in the academy. [Coach John]

However, whereas the activities are justifiably linked to national areas of focus through relevant ministries as discussed under this sub-section, there was no evidence of deliberate efforts for collaboration and alignment of activities and operation at national or local government level. Moreover, not at any academy or even institutional top-level management, did the evaluation establish any partnerships with local Non-Governmental Organizations (NGOs) besides VCA and WWS. The most evident linkages were with local community councils and residents. Whilst involvement of local communities epitomizes activity implementation and ownership, they lack full political, technical and financial command to benefit the project. Sub-sections 3.4.3.4 and 3.5 show the support received from communities, but it is only limited to activity clean-ups yet, the project is multi-faceted, including football league, training, and creating awareness, which are highly technical and can best be supported by other institutions such as NGOs and Civil Society/Community Based Organizations (CSO and CBOs). Therefore, the project needs to develop and strengthen both internal and external coherence through establishment of linkages and partnerships.

4.2.3 Effectiveness of F4W project towards achieving its objectives.

The findings of this evaluation report have been organized and presented along the objectives of the project, for example, training of trainers, F4W workshops and sessions, community clean-up, and F4W league. Effectiveness for the purpose of this impact evaluation study is assessed for extent of achievement of the project objectives in terms of expected results, quality, and timeliness. The theory of change for this project is crucial for this evaluation because it mapped the different variables including assumptions, inputs, strategies, outputs, outcomes, and impact. Complemented by the M&E framework, the evaluation has established findings that provide the extent of effectiveness.

4.2.3.1 Training of trainers

Regarding the training of trainers, a total of 66 coaches (47, 71.2% males; 19, 29.8% females) were trained as trainers. These coaches went ahead and trained children in the different 16 academies across the target area of Kampala and Wakiso. The coaches as trainers of trainees,

were trained for four (4) full days, and appreciated the content, intensity, and quality of the training. Additionally, the community leaders also expressed satisfaction with the training and its quality, at least, based on observation of and reports on the performance of the coaches.

I have been attending trainings, workshops and I have received extended knowledge on how to handle children, training, educating and sensitizing children and the general community about keeping community hygiene. [Coach Hellen].

First, we were called for a training about the project and after teaching us, we were told to form groups or academies. The managers came on ground, asked questions and monitored which team has really done what we were taught, and marks were awarded according to the objectives of the project. This means that groups were selected according to performance. [Coach Hellen].

Yes, the coaches received training about F4W project activities. The training was for about 5 days in 2019 and 3 days in 2021. We received both practical and theoretical training. Assessment was made on the last day of training. [Coach Patrick].

I heard that the coach was trained. But from what I saw the children doing, the training was done well. [John, Local Leader]

Generally, the training of trainers' objective was achieved although it was noted in some regards that the training required more days than provided. Also, notably, that materials provided at the training were inadequate. An interesting finding was that the training manuals given to trainers to train trainees were in English and some children could not read them effectively. In addition, the training was comprehensive- training participants on matters of football as well as WASH practices. However, it was reported that some coaches are mainly interested in football drills, with very minimal attention to WASH activities. The coaches requested for refresher trainings to address this challenge. Also, the coaches requested for translation of training manuals to local languages, and for trainings to be regular as refresher courses.

4.2.3.2 F4W workshops and sessions

After the training of trainers, trainers were required to organize F4W workshops and sessions for their community teams, targeting 50-70 participants at local levels, depending on the size of the community. It was from these mobilized children that participants would be competitively selected. Sub-section 3.4 above demonstrated the level of community outreach for F4W workshops and sessions. For example, sharing WASH knowledge through skills training and knowledge sharing was rated at 79% by the intervention groups. Engagement in WASH activities was also found to have been appreciated, with several activities such as collecting rubbish, clearing water channels, maintaining water sources, recycling, community mobilization for WASH, and distribution of WASH education materials all being positively rated. Among intervention group, the positive effect of F4W workshops was supported by the significant statistic showing a difference in awareness of WASH practices between the intervention and

non-F4W children. It was revealed that the F4W members were 7.3 times more aware of WASH practices as compared to non F4W members.

This can be attributed to the effective organization of the F4W workshops and sessions, whereby the trainers were provided with templates to plan, record and evaluate the sessions. The interview excerpts below support this assertion.

First, Watoto Wasoka invited coaches for training and after these coaches were sent to their respective communities to teach about Football for WASH. After some period of teaching, the coaches called the Watoto Wasoka officials to evaluate their work and chose the best teams that really performed F4W activities in the community like for example for us we cleaned up the trenches, collected rubbish around. [Coach George]

Meanwhile, it was, however, noted that some of the children could not understand the training manuals as the level of English language used seemed complex for them. Use of simple language, and, translation of such manuals to commonly used local languages such as Luganda was recommended.

4.2.3.3 Community clean-up

Every academy was required to organize at least one community cleanup event in its own area as a way of promoting clean environments. Whereas this was initially planned as a one-off activity, the evaluation established that this has been adopted as a routine activity for the academies. The communities around have come to appreciate the role of the F4W teams in community cleanups, and hence, they see them as a more organized and dependable group than the ordinary locals, especially when it comes to community related work. The LCs and other community leaders demonstrated their engagement with the coaches and the children in several community cleanups focusing on collecting rubbish, cleaning water channels and trenches, and cleaning water sources among others. Further, 83% of the children respondents observed that sanitation in their areas had improved over the last six months' period of project implementation.

Sanitation in the community has changed. There was a lot of rubbish and bush around the field, but now we cleaned and bunt it. Now it looks clean. The trenches are now clean. FGD 1, Beats Academy.

Thus, community cleanups have been effective, going on beyond the planned period. They have created a sense of awareness and ownership within communities, and hence improved sanitation and hygiene. However, whereas the children through their academies have been available and willing to play their part, some community members have not been supportive. Others have seemingly not taken on the messages and practices such as not dumping rubbish anyhow. This, in some way, demoralizes the children. Therefore, attitudinal change messages for the general community should be developed and disseminated in respect of WASH, with emphasis on the need for community engagement alongside the children.

4.2.3.4 Football for WASH league

The F4W project largely aimed at enhancing WASH through football, especially by engaging children between 9-16 years, both girls and boys, within the project implementation area of Kampala, and partly Wakiso. This particular aspect has been largely effective in several regards;

1. 37 teams completed a competitive evaluation process, with the required 16 teams eventually being selected for the project. All the selected and non-selected academy children benefited a lot of knowledge and skills about WASH.
2. A total of 649 children (both boys and girls, 9-16 years of age) were enrolled in membership academies, and they continue to receive training in football drills and WASH practices.
3. The children have gained substantial knowledge and skills about WASH practices, 7 times higher than their non-member counterparts. They learnt about regular handwashing with soap, proper use of toilet, garbage collection and disposal, recycling, drinking safe water, personal and home hygiene, community hygiene and sanitation, among others.
4. It was revealed through interviews that some candidates in the academies have graduated to higher academies through scouting, all because of their skills, discipline, and a holistic training.

4.2.4 Cost effectiveness of F4W project.

Whereas this evaluation study did not examine the project budget and resource allocations to project areas and activities, the survey examined the materials that were used, their source, and affordability or ability to meet requirements by the participants and their coaches. It was ascertained that whereas most of the materials the academies used were provided by the project, some were provided by the children themselves and the local communities.

The project supported the academies with several materials such as balls, bibs, jerseys, and water filters. These are highly appreciated by the teams and the communities because they distinguish their children from the rest. The way of management of these materials symbolized good use and maintenance. They are regularly used, washed, and kept well. Whereas these are ordinarily expensive materials and noted to be inadequate, children and their coaches appreciate this fact, and hence, they endeavour to maintain them, thereby achieving value for money out of them.

The project's cost effectiveness is also evidence by their reliance on largely volunteer coaches, who indicated not to be paid in terms of employment, but only facilitated when activities demand a cost. Whereas this in a way can compromise the quality of service delivery, and hence some official remuneration would be ideal if resources permitted, the approach has created a bond with the communities that appreciate the project and hence at times come in to support the coaches.

The communities have also provided several local materials. Firstly, the playgrounds are not owned by the project. These are mainly open spaces that coaches have requested and received from either LCs or the landlords. Most of them are not football pitches in the real meaning, but simply open spaces where children erect goal posts and play. Other academies have actually

reclaimed low-lands that were initially dumping sites. Secondly, communities were reported to have provided materials especially for clean-ups. These included hoes, rakes, wheelbarrows, and brooms. Such community support addresses the cost concerns that would challenge the project budget. Also, community involvement and support assured the project of potential sustainability. However, the playgrounds lacked their own crucial WASH facilities such as toilets. The children relied on nearby pit latrines belonging to either private individuals or institutions such as churches. In some places, such pit latrines were in a sorry state. Additionally, the playgrounds did not have water sources (washing and drinking), with children bringing their own drinking water in small jerrycans or bottles, which was reportedly inadequate to take them through a training session.

4.2.5 Impact (positive or negative high-level effect) made by the F4W project

This section focused on establishing the difference that the F4W intervention made over its period of implementation. Particular attention was paid to the extent to which the intervention generated significant positive or negative, intended or unintended, higher-level effects (changes) were examined. Some of these are evident from both quantitative and qualitative data presented and examined above.

1. **Awareness** about WASH practices was greatly enhanced. This was revealed to be 7.3 times higher for F4W member children as compared to non-members. In support of this point, coach Stephen asserted;

   "awareness issue has really worked well because our children have got to know that a person has to be smart, clean all the time, and all of this has been achieved through football for WASH." [coach Stephen]

   Such awareness is extended to homes and other circles of F4W-member children.

2. **Talent Promotion**: According to Coach Hellen, *"Football for WASH has played a major role in promoting talents amongst young children. Many of them have been able to come on board from both sexes."* The talent horned in F4W academies is reported to have enabled some children to be scouted to bigger and more professional academies, while others have been spotted by competitive schools that have offered them bursaries. On his part, Coach Stephen agreed,

   "*Our academy is now connected to some big teams which come for young players who have gone through this project. These players are always spotted during league competitions organized by Watoto Wasoka and Viva Con Agua." [*Coach Stephen]

3. **Sanitation** was established to have greatly improved in communities as rated by 83% of the respondents. This was attributed to the continuous community clean-ups led by F4W academies. Paul, a local leader explained;

   In terms of sanitation, a lot has been done because they have helped to clean the community by cleaning the trenches, cleaning the water wells and mobilizing the community members to keep good sanitation and their personal hygiene.

4. Improved hygiene for community members improved. For example, the children and community members learned how to manage their personal hygiene. FGD1 of Beats academy explained that "*even us, we can now take care of ourselves by bathing and washing our cloths because we know that if you do not wash, you will go back home and wash it."*
5. Improved **health** for F4W children and the communities they live in. Whereas this is a subjective position not scientifically tested and proven, results revealed very limited prevalence of WASH related diseases such as typhoid, cholera, dysentery, among others in the project areas. This has been achieved for example through WASH practices such as use of safe drinking water. There was no significant difference between the intervention and non-intervention groups, which may imply that the improved health situation is not only associated to the project in its project areas, but the effects of the project especially on awareness about WASH does not end with the community of an academy alone. In support of the impact of the project, findings revealed that F4W and "home" were the only training providers that bore a significant difference in providing knowledge about WASH among F4W members, as compared to schools and churches. However, malaria was found to be more prevalent at 59% and this was reported across the intervention and non-intervention groups. This suggests that malaria should be an area of interest for the project and implementing partners.
6. **Environmental impact:** Community clean-ups have improved water sources, drainage channels, garbage disposal, and hence preservation of the environment. Coach Eric reasoned that *"F4W has greatly changed the attitude toward the environment and has equally improved behavior of players as far as their communities are concerned."* Children explained that they are careful not to easily dump or witness others dumping without either educating them about good practices or removing the litter.
7. **Football pitches and physical and health wellbeing**: As noted under cost-effectiveness (sub-section 4.2.4), F4W has helped children and the general population, through their communities to secure football pitches, also used as fitness grounds. Children, and community people, use these pitches for training, which does not only develop their talents and skills, but also, contributes to their general physical and health wellbeing.
8. **Perceptions about football and hygiene and sanitation**: Coach Stephen explained that *"this program … has changed peoples' perception about football and personal hygiene."* The awareness that children have created in communities has led the members to appreciate the importance of proper garbage disposal, proper hygiene and sanitation.
9. **Youth and gender empowerment**: It is evident that many young boys and girls were able to join academies and discover their talents. As Coach argued, *"many young boys and girls have been able to discover and recognize their talents"* not only achieving youth empowerment, but also, *"women empowerment"* more so that the coaching team also considers both males and females.
10. **Economic empowerment:** there have been reported indirect impacts of the project through job creation and business opportunities. For example, Coach Stephen averred that *"many people have found what to do in our community for instance those who sell snacks [and] drinks, and others have come on board more especially when we have a*

match, to sell their business products." He further reasoned that all these mean jobs, money and development. In addition, as explained by coach George, "some people have been involved at different levels, e.g., field supervisors and coordinators", which have been opportunities for employment and empowerment.

11. **Discipline among the youths**: the football games are said to gather many people from different communities who come to watch trainings and tournament competitions at the academies. Maureen explained that this *"makes them busy and occupied with no time of thinking of other evil activities."* It was further explained that because of the F4W league, other groups of youths always *"spend much time there on the pitch doing training, [which] has made them busy all the time."* [Maureen, Community leader]
12. **Unity among members** - The projected has provided an opportunity for children to come together and bond. For example, children in an FGD at Beats 1 explained that *"the group has helped us in Promoting unity and peace among other members."*
13. **Management of Covid-19:** Firstly, WASH practices such as handwashing with soap and observing good hygiene were explained to be the epicenter of some of the covid-19 management standard operating procedures. Therefore, with children already entrenched in such practices; coping was not a challenge to them. Such SOPs were already part of their life routine practices. Secondly, the children already had a leadership mechanism through which information was easily shared and hence, they gained knowledge of covid-19 management practices so easily. Thirdly, F4W project, as revealed by both Maureen, a community leader, and coach Stephen; was reported to have extended support giving out some materials such as masks and food assistance that helped especially the coaches to cope with the effects of the pandemic.

4.2.6 Sustainability of the activities of F4W project considering the current and future socio-economic trajectories.

Every project plan and implementation should focus on building mechanisms for sustainability beyond the project life cycle and funding, and impact on resources and the general environment.

Linkages between F4W academies to big teams that scout players during league competitions organized by VCA/WWS as reported by coach Stephen, is *"a way of building capacity"*. Such networks are likely to yield benefits to academies beyond F4W activities.

Community economic empowerment through project related spill-over business such as sell of snacks, drinks and others; are likely earn back support for the project. The organization of the pitch, the success of the academy in attracting participants and spectators is a big contributor in this regard. Consequently, the strategic location of F4W academies in suburbs of Kampala heralds a big spectator base and small-scale businesses that bear support potential.

The involvement of community leaders such as local councils and the reported recognition and acceptance of F4W activities enhances sustainability. For example, the participants indicated having received several cleaning materials such as hoes, rakes, wheelbarrows, spades among others from the communities. These would be costly on the project, but the community support shows ownership of the project. However, community-provided support is very limited to sustain

the project. Coach Maureen, for example, argued that *"if the project ends tomorrow, then it means that our academy will also come to an end because without any support, there is no way to run the academies."* Therefore, the communities need to mobilize to plan and provide support beyond community clean ups, but to also cover football activities as the fulcrum for youths gathering.

Community participation is another area confirming the sustainability prospects of the project. For example, it was argued;

"sometimes you find that the chairman and the community members remind us in case we delay to make clean ups, also identifying for us areas which need urgent cleaning. The community knows that whenever I blow a whistle, it means rubbish collection and we always do that."

we have involved the community in the implementation of the programs. This has helped the community to own the project where they can help us to clean and even getting us some equipment. [FGD, Raps]

This means that the community does not have to wait for WWS/VCA, but they take responsibility to ensure the activities go on.

The coaches and the children have been trained and imparted with knowledge and skills of WASH and football that they continue to share with others. Such knowledge and skills continue beyond the project cycle, and such people are likely to support communities. However, the required resources, organization and leadership can become a challenge.

Whereas the academies have play grounds from where they trained, most of them are not officially recognized football pitches. Most of them are private property or wetland reserves, which they have reclaimed. They are therefore threatened by takeover by the owners, but also, the wetlands use impacts negatively on the environment. Some of the pitches cannot actually be used on rainy days.

4.2.7 Key lessons, challenges, best practices, recommendations for the future.

4.2.7.1 Challenges

Most of the communities are slums and dominated by low-income population. This means their socio-economic activities are low, which affects their potential to support the academies and activities.

Whereas academies received training materials such as bibs, balls, water filters, corns and jerseys, these are not enough. Coach Stephen, for example, explained that *"according to standards of football, it should be one person-one ball*." However, they had only one. The other materials such as bibs, jerseys, and cons were also reported inadequate.

There is lack of logistical support towards community clean-ups. It was revealed that some communities do not have extra hoes, spades, rakes, and wheelbarrows that academy children can use for cleaning, Coach Hellen also noted.

Unwillingness by community members to participate in the community cleanup activities. Coach Hellen reported "*a lot of hesitancy from the community members when it comes to community work as most of them do not want to participate fully."* This therefore leaves the community cleanups to be undertaken by the children as their sole responsivity, yet they are meant to send messages for eventual ownership by community members, and such hesitancy challenges project sustainability.

Some community members continue to poorly manage solid waste regardless of efforts by the academy children to clean and maintain hygiene and sanitation of their areas. For example, in an FGD at Beats academy, it was expressed that,

"When we started cleaning every Saturday and Sunday, we started collecting the rubbish in the field and burning it and cleaning the trenches and now the place looks better. But we still need to sensitize the people especially these who stay in the flat near our field they just throw their rubbish anywhere." FGD Beats.

Support supervision was reported to be limited. This can be associated to the overlay attribution of WASH practices to coaches as the main persons in the implementation of the project known to the children. The presence of VCA/WWS is little appreciated and known by both the children and the community. This can largely be explained by the number of academies and participating children vis-à-vis the available supervisors, who are largely reported to be volunteers.

Some children reported lacking drinking water during training. It was for example revealed in FGDs and interviews that there were security concerns for dispensers or filters. Therefore, most academies resort to asking children to carry their own water in bottles, which runs out even before training is halfway!

Related to the above, it was noted that coaches do not receive financial support other than transport money when they going for meeting. In fact, it was indicated that most times, they use their own little money hence facing a lot of hardships with transport.

Covid-19 was reported to have reduced the time for training, and hence led to a limited number of players on the team. This was as a result of the standard operating procedures including limitations on social gatherings, the required social distance, and unpredicted lockdowns. In addition, transporting players from one area to another [especially] during the lockdown, was a reported challenge, especially with transport costs having shot up.

It was also noted in some places that most of the children involved in academies come from different areas. This was a concern to local leaders who believed the project brought in children from different areas at the expense of their own. However, it is imperative that an academy can be one in area comprising many local villages. Therefore, a village local leader may not know children from another neighbouring village, qualifying to training at a particular academy.

Language was another challenge. It was noted that some coaches do not understand the languages used in training. For example, some children mainly speak Luganda, while some coaches do not. On the other hand, it was also revealed that some children cannot read and

comprehend the training manuals they received at training. Use of simpler words and translation to a local language were recommended.

Lack of first aid kits: This is a key requirement in daily life and more so in activities such as football training and competitions. However, some children note that *"we do have the first aid kit. When someone gets an accident, we run to the neighbors." [FGD 1, Beats academy].* This is a matter needs urgent attention.

4.2.7.2 Key Lessons, good practices and recommendations

Notably, there is need to continue monitoring project activities so that corrective measures could be taken to address any mistakes early in case they occur. This arose as a result of the already noted gap in supervision and monitoring.

The children noted that they had learnt to work together. This does not only create teamwork in general life activities, but also enhance special networks and engagements. For example, it was emphasized that there is *"cooperation and confidence among the members."* [FGD1, Beats Academy], while children in Trumps FGD acknowledged that they had learnt the value of teamwork.

Maintaining good hygiene and sanitation was explained by John, a local leader, to be *"now a must in their area."* It was appreciated that the community members undertook routine cleaning of the area every last Sunday of the month. This was noticeably something that the project inculcated to the members, and they learnt it. The children in Beats academy further noted that *"we have developed the culture of cleaning our homes and the community. We have also leant proper disposal of the rubbish."*

The LC I committees are good partners in mobilizing community members to do the cleaning. John, an LCI Leader observed that where the academies have involved the local leaders and partnered in the mobilization, successes have been registered. However, as noted earlier, there is need to strengthen M&E of WASH projects, with particular attention to health programs. This observation is in-line with an earlier report that most coaches were interested in football drills with limited focus on community clean-ups.

Teams with materials like jerseys, appreciate the significant role they play in differentiating themselves clearly from the rest when they are undertaking community clean ups, and at competitions.

Community leaders' inclusion in monitoring of project activities is ideal and practicable. As it is, they were said to simply be observers, or at most, only partners in mobilizations.

Integrate use of different languages, for example, Luganda, since some of the children are primary school dropouts, while others are in lower classes in slum schools.

The project, it was observed, should have covered not only Kampala because even other districts have slummy areas that harbor young talent. Moreover, in some areas, there is little cross district differentiation, especially in Kampala Metropolitan area including Kampala City, Wakiso, and Mukono.

The number of girls was observed to be low, and hence identified for the need to be increased so as to build their talent as well. In addition, menstrual hygiene management was identified for attention. Some girls noted they do not change their sanitary towels. This is a challenge especially as they are involved in sporting and community activities alongside males. Poor menstrual hygiene management can adversely affect girls' self-esteem, participation, and social inclusion.

More sensitization of the community members especially about the importance of good sanitation and educating them about the diseases that are brought about by poor sanitation and hygiene, and how to prevent them was recommended.

Include of elements of HIV/AIDS among the youth and how to protect themselves was highly recommended. It was emphasized that this is more so because the participants are adolescent boys and girls.

Whereas attention of the project was on age categories 9-16, those of 17-19 were recommended to be given a chance, possibly as another league within the academies. Moreover, it was also opined that F4W should introduce another league for under 9 years in order to include those below the target age group. It was argued for example by Coach Hellen that *"these have been found to be more listening and understanding than the elder ones."* Interestingly, in the findings on age, there was a participant of 8 years, falling outside the define project category of 9-16. This means that in some instances, some children outside the define age categories have participated.

The academies are in dire need of first aid kits. This will facilitate easy response to emergencies and safe the children the hustle of running to neighbours or back to their homes for immediate attention that can be provide at the training ground.

The children also recommended securing or setting up safe storage facilities at the training grounds. They explained that they keep their clothes and other properties at the neighbouring places such as salons and shops.

5 CONCLUSION

5.1 Introduction

This chapter reflects on the entire report and provides a conclusion for this evaluation study. The chapter brings together key points, arguments and issues raised in the report. Therefore, it mainly echoes the findings and discussion, especially within the framework of DAC evaluation criteria and the project's theory of change.

5.2 Project implementation

The project was generally successfully implemented going by the reported findings on key thematic areas including skills-development, awareness and knowledge sharing, community outreach and engagement, and football league for WASH activities. For example, establishing statistically significant differences between the intervention and control groups on most of the facets of the project confirms the impact of the project in terms of the changes experienced by the project intervention group in comparison to the control group. The intervention group registered great awareness at 7 times higher, about 3 times higher in engagement with WASH activities, and their perceived improvement in sanitation in their communities was at about 12 times than the control group. The intervention group also valued the project training more than those provided by schools and homes. Whereas the intervention group did not see much practicality and importance in training in WASH at home as compared to the project training, this was the best choice for the control group. Interestingly, schools could not be highly regarded for imparting effective and practical knowledge of WASH practices, for both the intervention and control groups. This implies that schools mainly focus on syllabi coverage, teaching theoretical knowledge which is not even comprehend in terms of its application to communities. Project training is highly practical, involving children through skits, games, and immediate assessment and feedback. To this end, VCA & WWS should expand to reach many communities and children and undertake such activities in schools to complement what the schools offer.

Therefore, the project has imparted skills and knowledge, created awareness, improved hygiene, sanitation, discipline, unity, responsiveness of the children, and health. The project has contributed to global and national development agenda such as UN Sustainable Goals, for example, SDG 1– no poverty, SDG 3– good health and wellbeing, SDG 4– quality education, SDG 5– gender equality, SDG 6– clean water and sanitation, SDG 7– reduced inequalities, SDG 11– sustainable cities and communities, and SDG 13– on climate action.

5.3 Implications and recommendations

Section 4.2.7 has provided lessons, good practices and recommendations from the evaluation. It is, however, very crucial to emphasize that the contributions and benefits of the project largely outweighed its limitations. It is a viable argument to recommend continuation of this project– on a broader and more enriched focus for the benefit of the population. Specific attention in this regard should be given to identified challenges such as strengthening monitoring, building networks with other partners for example, NGOs in related areas, Banks, Government entities, Philanthropists among others. Also, more materials crucial to the implemented of the project, for

example, league material such as balls, jerseys, and shoes,; provision of basic personal requirements at playgrounds, for example, drinking water, storage facilities, first aid kits among others, should motivate existing and additional children.

The education system in schools seems to be more theoretical rather than practical, and hence, it does not teach realities of the day-to-day life experiences. The highly considerable and statistically significant difference in attribution of training to F4W as compared to schools implies that VCA & WWS have a fertile ground for extension of WASH activities through F4W to even cover schools.

The children, despite their age and gender, can make meaningful contribution to society. This was a very well-thought-out idea that has challenged the elders in homes and communities to respond to the recommendations of the children who work hard to transform the environments in which they live and grow. Indeed, with such reported attitudinal and behavioural changes towards WASH issues within the young population, they are likely to gain momentum and extend beyond the project itself. This report addresses quite crucial issues, articulating the implementation, impact and recommendations for improvement. This report clearly demonstrates the successful implementation of F4W projects. While appreciating that this evaluation had some limitations in its methods particularly sampling, this was largely because of lack of prior identified and setup control groups at project design and inception. The evaluation relevantly considered non-project participating academies distantly away from project implementing academies. Comparisons were therefore made between the two groups and variations were attributable to the project. Overall, the project made statistical differences in different areas such as awareness, community outreach, and implementation of WASH practices. Addressing the identified challenges and considering the advanced recommendations is poised to register even better results for related successor projects,

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