

GOAL PROGRAMME REPORT 2024

CELEBRATING ONE MILLION GIRLS REACHED



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BACKGROUND

The Goal Programme (Goal), developed in 2006, is part of Futuremakers by Standard Chartered (Futuremakers), an initiative aimed at **tackling inequality by promoting economic inclusion for disadvantaged young people**. Designed for girls aged 12-18, Goal leverages the power of sport and play to deliver a comprehensive life skills education curriculum, **equipping girls with the confidence, knowledge and skills they need to realise their full potential**.

Since 2011, Women Win and Standard Chartered have partnered to contextualise and deliver Goal in over **23** countries, positively impacting the lives of **1,044,359** adolescent girls and young women (AGYW).

This report showcases the significant achievements of Goal over the past 18 years, celebrating this success and the efforts of all stakeholders involved in implementing the programme.



IMPACT

Goal has achieved extensive impact, giving AGYW a strong foundation across a wide range of life skills, including self-confidence, communication skills, resilience, financial knowledge, health knowledge, menstruation management, awareness of rights and resistance to gender-based violence. Key impacts include:

Enhanced knowledge of pregnancy prevention
69%
of girls reported knowing how to prevent pregnancy.

Improved knowledge of menstrual hygiene
77%
of girls reported being aware of how to stay healthy during menstruation.

Greater awareness of sexual reproductive rights
88%
of girls expressed confidence in their ability to say no to unwanted touching.

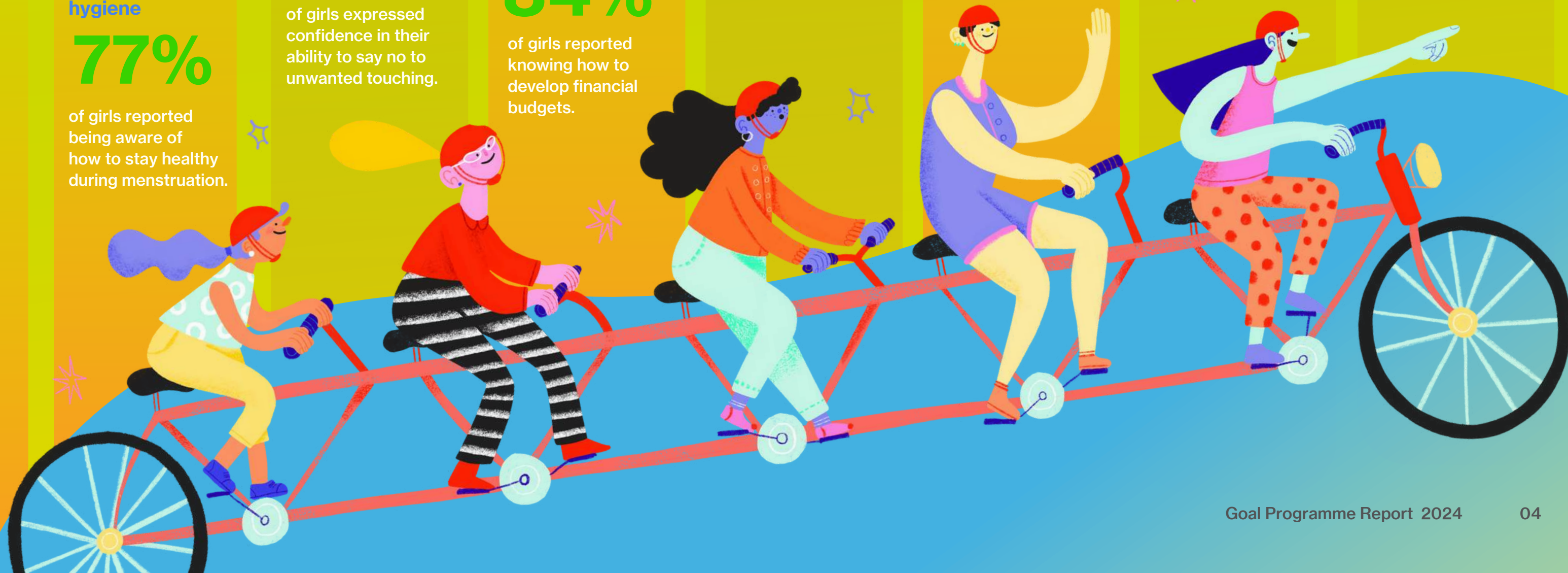
Improved financial literacy and management
84%
of girls reported knowing how to develop financial budgets.

Increased empowerment to advocate for their rights
92%
of girls reported having the knowledge and skills to stand up for their rights.

Higher likelihood of progressing in education
95%
of girls expressed confidence in completing secondary education and 91% felt confident to go onto further education.

Increased leadership skills
92%
of girls reported feeling confident to use their voice and share their opinions in discussions

Increased confidence
96%
of girls reported feeling confident about themselves.



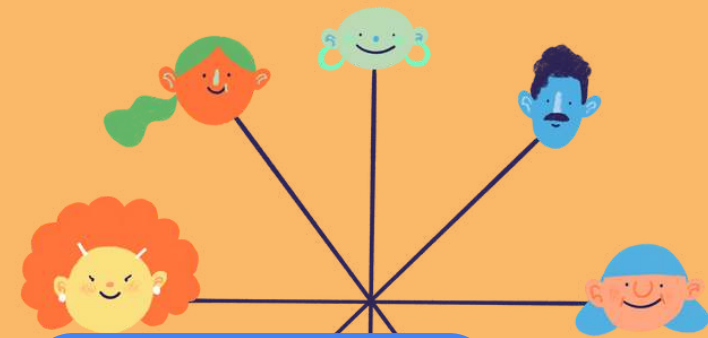
SUCCESSSES & ACHIEVEMENTS

Over the years, Goal has had to navigate numerous challenges: the global COVID-19 pandemic, shifting weather patterns due to climate change, and societal resistance to girls participating in the programme due to gender norms, to name a few. Yet despite these challenges, Goal has achieved notable successes, including:



REPLICABILITY

In designing a programme that addresses key foundational topics for AGYW, Goal is replicable across multiple countries, which can be seen from the programme's expansion from delivering in one country in 2006 to 23 countries in 2023.



MULTIPLIER EFFECT

Participating AGYW have multiplied the programme's impact by sharing their knowledge with friends and family members. This has allowed the lessons from Goal to have a wider reach than initially anticipated.



SPORT & PLAY

The unique methodology leveraging the potential of sport and play was foundational in cultivating transferable skills such as communication, teamwork, and resilience. Sport and play also played a crucial role in recruiting and retaining AGYW into the programme, consolidating foundational skills and knowledge, and supporting AGYW in expanding their social networks.



LEADERSHIP PATHWAYS

As a result of increasing their self-confidence and communication skills, another key success of Goal has been the impact on AGYW's leadership. By participating in Goal and engaging in sports, AGYW develop key leadership skills, which are strengthened through the additional leadership opportunities embedded within the programme.

“Goal has been part of Standard Chartered for 18 years, I am proud of the impact it has had on each and every girl and by extension their communities. Thank you to our partners Women Win and their partner organisations for helping us achieve this milestone - we are looking forward to the evolution of the programme to the Goal Accelerator to address young women’s employment outcomes.”

Natasha Kwakwa - Global Head, Community Impact at Standard Chartered

Women Win is proud to have been part of this long-lasting transformative cross-sector partnership. The power of this partnership has been our collective ability and willingness to adapt, innovate, and evolve together. As an organisation, we have learned so much from working in collaboration with the Standard Chartered team and of course the staff and female coaches who comprise our 20+ local implementing partners. The beauty of this partnership has been the deep trust and respect that has allowed us to jointly problem solve challenges that confronted us over the past 12+ years. But it is the adolescent girls and young women that the Goal programme reached who will stay at the centre of all of our celebrations and successes. They fill me with much hope for the future!”

Yvonne Henry - Director, Brands at Women Win



LESSONS LEARNED

Start Young

Interventions for AGYW need to start early, ideally during early adolescence. Acknowledging that puberty is a formative time for girls, by engaging them before they reach this milestone, programmes such as Goal can ensure that they are equipped with the knowledge and confidence they need to navigate this transition.

Engage the Community

Intentional engagement of both direct guardians and the wider community is crucial in order to maintain a supportive environment for AGYW to participate.

Invest in Role Models

Embedding opportunities for girls to meet other leaders and role models in their communities, especially if they are also women and/or come from similar backgrounds, has been foundational in giving girls someone to look up to.

Incorporate Economic Empowerment

Intentionally including Economic Empowerment opportunities supports the development of specific skills that underpin effective employment and entrepreneurship.

Invest in longer term programming

Achieving longer-term behavioural and attitudinal outcomes requires time, therefore it is important to invest in programmes longer than one year.

Goal demonstrates the transformative power of a comprehensive sports and life skills programme tailored to the unique needs of AGYW. Leveraging the knowledge and experience gathered over the past 18 years, Women Win in partnership with Standard Chartered have developed the next iteration of the programme - Goal Accelerator. Expanding upon the key thematic areas of Goal, **Goal Accelerator aims to provide opportunities for young women to strengthen their financial knowledge and employability skills and enter decent employment, supporting them to become financially independent and have greater agency over their own lives.** Goal Accelerator has been co-designed and contextualised together with Goal implementing partners and will initially be implemented in Malaysia, Mauritius, Pakistan, Sri Lanka and the United Kingdom.



Developed in 2006, the **Goal Programme (Goal)** is part of **Futuremakers by Standard Chartered (Futuremakers)**, an initiative aimed at tackling inequality by promoting economic inclusion for disadvantaged young people across its markets.¹ Goal is designed for girls aged 12-18 from under-served communities and aims to equip them with the confidence, knowledge and skills they need to realise their full potential. Recognising that a holistic and integrated approach is needed to empower adolescent girls and young women (AGYW), Goal leverages the power of sport and play to deliver an in-depth curriculum, supporting AGYW to develop key life skills and providing opportunities to develop their confidence and practice leadership.

Since 2011, Women Win and Standard Chartered have partnered to contextualise and deliver Goal in over 23 countries, positively impacting the lives of 1,044,359 AGYW.

The positive, statistically significant, and expansive range of impacts on girls have been one of Goal's greatest successes, providing AGYW with a strong foundation across a wide range of life skills, including **self-confidence, communication skills, resilience, financial knowledge, health knowledge, menstruation management, awareness of rights, and resistance to gender-based violence.**

Using qualitative and quantitative data collected from Goal, this report aims to showcase the achievements, celebrate the successes and recognise the efforts of all stakeholders involved in implementing Goal. The report highlights key findings and insights gathered from various evaluations conducted by Goal over the years.

¹Standard Chartered refers to the countries in which it conducts its business in as markets. This report will refer to countries where Goal was implemented as country or countries.

Goal was first developed by Standard Chartered in 2006 in collaboration with the Population Council. The programme's first pilot was carried out in India in 2006, with an initial group of 69 girls. After several more years of implementation, Standard Chartered sought to expand the programme. In 2011, they formed a strategic partnership with Women Win, a multi-dimensional women's fund based in the Netherlands. Bringing their global expertise in gender inclusion and empowering girls and women, Women Win worked to expand Goal globally by building relationships with locally-based implementing partners and resourcing them to contextualise and deliver the programme in their communities.

Beyond the initial scope of Goal, Standard Chartered and Women Win have expanded their partnership to include other significant projects such as:

- **Employment and Entrepreneurship Fund** - Established to support innovative projects that increase income generation, entrepreneurship and employability opportunities of Goal girls and alumni.
- **COVID-19 Projects** - Specifically designed to improve employment and entrepreneurship outcomes for Goal girls and alumni within 5 countries affected by COVID-19.
- **Financial Resilience for Economic Empowerment (FREE) Fund** - A participatory, pooled fund that aims to invest in individuals and organisations focused on enhancing the economic resilience of girls and women. In 2023, Women Win officially launched the FREE STEM Fund, expanding upon the initial FREE Fund, to narrow the gender gap in Science, Technology, Engineering and Mathematics fields.

The success of Goal is due to the incredible work of the Goal implementing partners in each country, alongside staff from the local Standard Chartered offices.

Goal leverages participatory, interactive and play-based methodologies to deliver a sport, play and life skills education curriculum across four key modules:

- 1. Be Yourself** - covers a range of topics that relate to communication, self-confidence, peer pressure, conflict resolution, understanding gender roles, and increasing leadership skills.
- 2. Be Healthy** - provides knowledge and information on general health and hygiene, positive body image, and sexual and reproductive health.
- 3. Be Empowered** - includes a range of topics that relate to rights, freedom from violence, and an understanding of how to access resources and institutions in the community.
- 4. Be Money Savvy** - covers a series of topics related to money and economic empowerment such as goal setting, making decisions related to saving, spending, storing and borrowing money, and the responsibilities of AGYW taking care of themselves and their families as they become adults.

Leadership development is also a core component of the programme, with many partners offering AGYW a safe space to explore and practise their skills both during and after the programme. Goal implementing partners intentionally design informal and formal leadership roles within Goal for AGYW to practise this leadership, creating a pool of women coaches, facilitators and role models.

The majority of AGYW participate in Goal through programmes implemented in schools, but in some countries, Goal is run through community clubs and reaches out-of-school girls. Goal implementing partners determine the modalities used in the programme, and typically, partners engage with girls through various modalities. The various modalities used by each country are outlined in the respective country reports.



This curriculum, delivered over 8-10 months through weekly sessions with girls, is classified as intensive programming ('Full Goal') due to its depth and intensity. In addition to this intensive intervention, Goal is also implemented through alternative non-intensive modalities, which include:

Goal Camps

A 1 to 2-week programme where selected Goal sessions are shared.

Be independent

Be Independent - 19 sessions that build upon the Be Money Savvy module, introducing AGYW to themes and skills related to entrepreneurship and employability.

Goal Events

1 - 3-day events where selected Goal topics are shared with a unique group of girls who would not otherwise have the opportunity to be part of Goal.

Goal Peer-to-Peer

Weekly Full Goal sessions led by trained peer educators.

Goal@Home Activity Book

A Goal Activity book is distributed to girls who cover the material at their own pace without guidance from Goal coaches. In some instances, the Goal@Home Activity Book is also delivered with supplementary sessions from Goal coaches.

Young women are almost

1.5 times

more likely to be unemployed than young men.

500M

AGYW lack access to menstrual products or adequate water.

640M

women were married before reaching the age of 18.

Investing in girls and young women can result in increased prosperity and diversity. **Equipping them with the tools to shape their own future** has an incredible multiplier effect on communities and societies.

Gender equality is critical for economic growth. Globally, **young women are almost 1.5 times more likely to be unemployed than young men.** If countries around the world could achieve gender parity, global annual GDP could increase by as much as USD12 trillion by 2025.² Yet in many countries, girls and young women are vulnerable or marginalised **due to factors such as a lack of education, cultural bias, gender-based violence and poverty.** These issues predominantly affect women during adolescence, limiting their potential to learn, earn and grow as individuals.

For instance, while there is largely gender parity in enrolment in primary and secondary schools, far fewer girls complete their education, especially in low-income countries.³ **When girls leave school prematurely, they become more susceptible to early pregnancy and child marriage, face increased poverty, and are less likely to realise their full potential.** Educated women tend to be healthier, as are their children, who are more likely to attend school and study.

Moreover, child marriage remains a significant issue globally, predominantly impacting girls. **In 2022, an estimated 640 million women were married before reaching the age of 18.**⁴ Child marriage has harmful effects on girls' lives, putting them at risk for adolescent pregnancy, sexually transmitted infections (STIs), and gender-based violence.

The ability to exercise their sexual reproductive health rights is also crucial for adolescent girls and young women's well-being and empowerment. One significant aspect of this is the ability to manage their menstruation effectively. However, **nearly 500 million girls and young women worldwide lack access to menstrual products, information on best practices, and adequate water, sanitation, and hygiene (WASH) facilities.**⁵ This lack of resources leads to unhygienic practices, social exclusion, and adverse effects on their education and the overall development of girls and young women.

Goal is Standard Chartered's response to these challenges, leveraging the power of sport and play-based learning to equip girls with knowledge of their rights, health and hygiene, and financial education. AGYW not only acquire essential soft skills through sport and play, but also have the opportunity to challenge cultural and gender norms, leading to positive changes in their broader community.

² The power of parity: [How advancing women's equality can add \\$12 trillion to global growth](#)

³ [Girls Education, World Bank](#)

⁴ United Nations Children's Fund, [Is an End to Child Marriage within Reach? Latest trends & future prospects.](#) 2023 update, UNICEF, New York, 2023.

⁵ [World bank: Menstrual Health and Hygiene](#)



TIMELINE OF GOAL

2006

The Goal curriculum is designed, and the programme is piloted in **India**. By **2010**, Goal had reached **14,543 AGYW**.

2012

Goal Programme.org is launched, supporting global dissemination of the programme. Goal is launched in **Zambia & Bangladesh**.

2011

Women Win & Standard Chartered sign an agreement to scale Goal globally. Goal kicks off in **Nigeria, Jordan, and China**.

2016

Goal begins implementation in **Pakistan, Mauritius & The Gambia**.

2014

The **Goal Events methodology** is developed and piloted. Goal expands to **Vietnam, Uganda and Kenya**.

2013

Goal launches in **Indonesia**.

2015

Goal expands to **South Africa**, and cumulatively, Goal reaches **217,317 girls** by the end of the year.

2017

Standard Chartered convenes all Goal stakeholders at the Goal Summit in Johannesburg. The **Employability & Entrepreneurship Fund** and **'Be Independent'** modules are established with the aim to increase entrepreneurship and employability pathways for Goal girls. Goal expands to **Ghana, Malaysia, and Sri Lanka**.

2018

Goal expands to the **United Arab Emirates & Tanzania** and reaches over **100,189 participants** in 2018 alone.

2020

A 'spectrum' of new Goal modalities are created in response to COVID-19, including the **Goal Activity Book, Goal Radio and Goal Comic Books**. COVID-19 response project is implemented with partners in **Kenya, Malaysia, Sri Lanka, Tanzania and the United Arab Emirates**.

2024

Women Win signs an agreement with Standard Chartered to implement Goal Accelerator in **Malaysia, Mauritius, Pakistan, Sri Lanka & the UK**.

2019

The Overseas Development Institute (ODI) conducts an external evaluation of Goal called **'We can change our destiny'**. Goal expands to the United Kingdom, Zimbabwe, South Korea and Nepal. **The cumulative Goal reach stands at 590,389**.

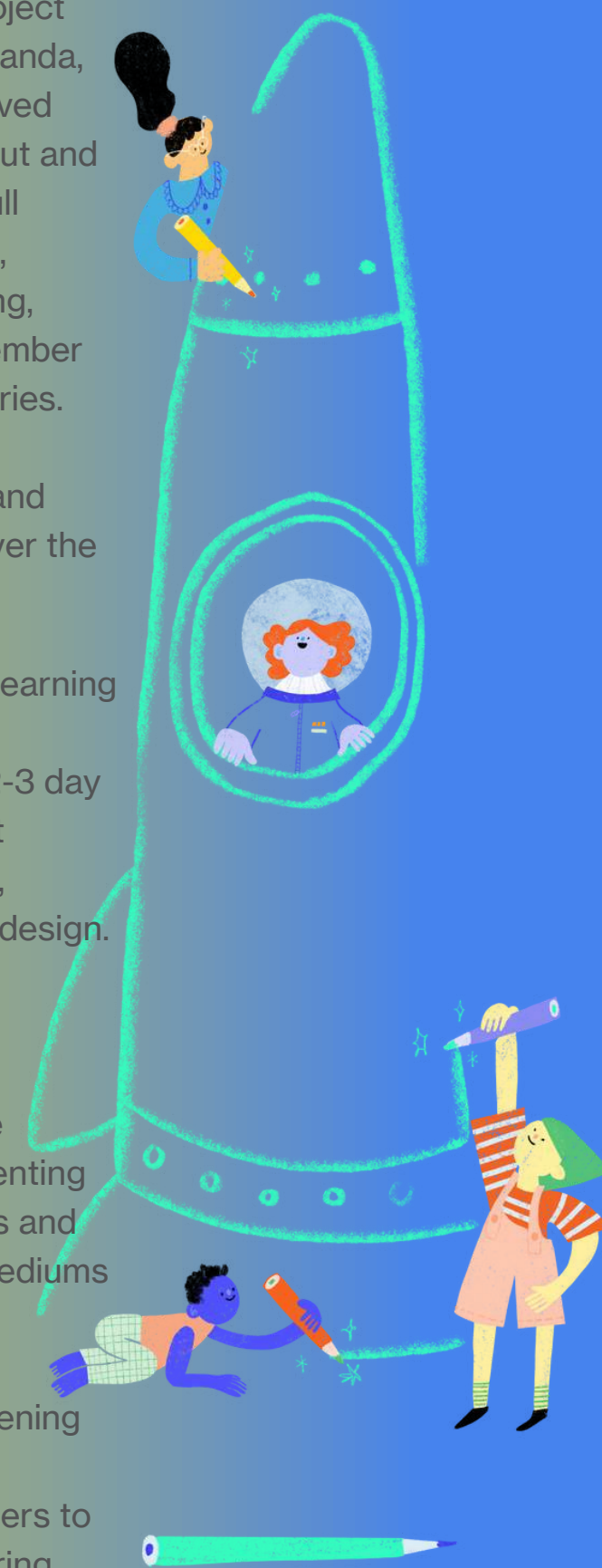
2023

Goal reaches over a million girls. Launch of the co-design process for Goal Accelerator, an evolved version of Goal, with an increased focus on sustained and decent employment for older adolescent girls and young women.



Over the past 17 years, Goal has evolved to adapt to AGYW's diverse needs and ever-changing social conditions, leveraging learnings collected during this time to adapt and update methodologies and develop new interventions. These include:

- Employability and Entrepreneurship Fund** - In 2017, Standard Chartered and Women Win partnered to support Goal participants and Goal graduates in transitioning to meaningful employment opportunities through the Employability and Entrepreneurship Fund. The fund's objective was to help AGYW find work by increasing their access to skills and assets that would help them either get jobs or start their own businesses. Through innovative programmes between 2017 and 2020, Goal implementing partners supported disadvantaged AGYW across South Asia, the Middle East and North Africa, and Sub-Saharan Africa. The projects resulted in 2,148 girls improving their work readiness, with 690 successfully transitioning into work.
- Updated Curriculum** - In 2021, Women Win started updating and refreshing the Goal curriculum in response to feedback from Goal implementing partners, ensuring that the programme continued to be relevant and meet the needs of participating AGYW. This update has included: (1) additional sessions aimed at addressing girls' mental health and well-being, (2) a new 'Be Digitally Savvy' module, which aims to support girls in becoming more digitally literate and (3) a Goal Disability Inclusion resource, which supports partners to make their Goal sessions more inclusive to all abilities.
- Digital** - As the way we interact and engage with digital devices and platforms has evolved, so too has Goal. The 'Goal Goes Digital' guide provides partners with information on leveraging digital tools and technologies to enhance girls' engagement. In addition, it includes advice and methods to engage girls safely through messaging and social media. Later, to introduce a more sustainable model to train Goal coaches, Women Win developed the 'Goal Lead Trainer Course', an online self-paced Goal facilitators course. The Goal Lead Trainer Course contains a series of trainings that equip local coaches, facilitators and partner staff as 'Lead Trainers', who are responsible for conducting Goal trainings with local Goal coaches. This model allows partners to lead more localised and contextualised Goal Coach Trainings.
- Community Leadership Projects (CLPs)** - In 2023, Goal aimed to further facilitate the leadership development of Goal coaches and AGYW aged 16 to 25 through CLPs. These projects, aimed at affecting community change, were designed by 19 Project Leaders (PLs) selected from 8 countries: India, Sri Lanka, Nigeria, Tanzania, Uganda, Zambia, Zimbabwe, and Kenya. Following an application process, the PLs received seed grants to implement projects to address issues they were passionate about and that they identified as hindering girls in their communities from reaching their full potential. The CLPs aimed to provide PLs with hands-on leadership experience, helping participants gain essential skills such as communication, problem-solving, project management, financial planning, and stakeholder engagement. By December 2023, these projects had impacted 3,923 individuals across the different countries.
- Learning and Knowledge Exchange** - Promoting the exchange of knowledge and sharing of best practices has always been a priority of the Goal programme. Over the years, this commitment to learning has taken various forms:
 - Learning Extravaganzas** - In 2021 and 2023, Women Win facilitated virtual learning extravaganzas that brought together Goal implementing partners and other organisations and groups using sport to advance the rights of AGYW. This 2-3 day convening featured various interactive sessions, co-facilitated by partners. It addressed multiple topics, including engaging marginalised girls and women, climate change, mental health and well-being, and participatory programme design.
 - Learning Grants** - In 2022, Women Win provided learning grants to Goal implementing partners to produce outputs of their choice to generate new knowledge and respond to knowledge gaps within the Goal Community. The learning grants aimed to amplify the voices of Goal participants and implementing partners on their terms and in ways that privilege their knowledge, narratives and experiences. Goal implementing partners produced various outputs using mediums such as animations, videos, comic books and curriculum toolkits.
 - Partner Convening in Nepal** - In 2023, Women Win facilitated a global convening that brought together Goal implementing partners in Nepal. The convening provided invaluable face-to-face time with partners, an opportunity for partners to connect and get to know each other and fostered space for knowledge sharing and learning exchange.

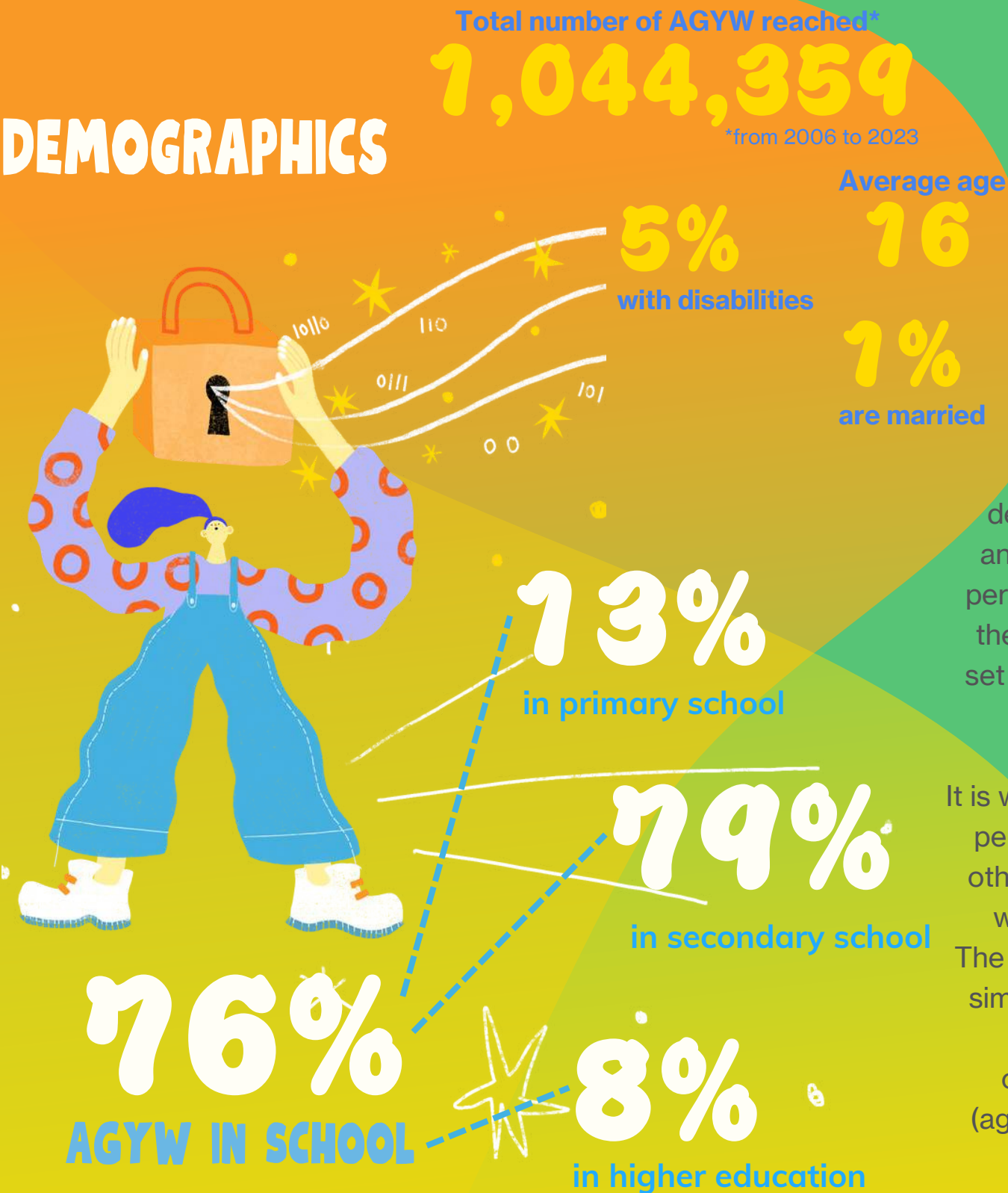


The Goal programme sits within the Education pathway of the [Futuremakers Theory of Change \(ToC\)](#) (see Annex 1). The outcome for this pathway is ‘Social barriers that inhibit young people’s participation in the economy are addressed’ and focuses on the challenges young people face in engaging in the economy due to prevailing social norms. These social norms include the unequal power relations that undermine young people’s autonomy as well as expectations for young men and women to play specific gender roles.

This outcome is to be achieved when young people act as leaders and role models, and have the confidence to speak out and act on their rights and aspirations within their families and communities. The focus of Goal is therefore to equip targeted AGYW with confidence, self-esteem, knowledge of health and financial literacy to stand up for themselves and make informed decisions about their futures. Goal also aims to increase AGYW’s awareness of their rights and the services supporting access to rights. Finally, Goal aims to enable and empower targeted AGYW to lead on challenging existing cultural norms and social barriers, fostering positive change within their communities.

The impact of Goal is measured using a best-practice mixed method approach, collecting both quantitative and qualitative data and assessing the results against the Futuremakers ToC. The key performance indicators (KPIs) of the ToC are measured using quantitative data collected through structured surveys collected from participants at the beginning of the programme (baseline) and at end of the programme (endline). Qualitative data, that is used to triangulate the quantitative findings, is collected through tools such as Most Significant Change Stories, Case Studies and Picture Stories.

DEMOGRAPHICS



The demographic data provides a snapshot of the average Goal girl. These demographics were calculated using data collected from the participant registration forms of AGYW who consistently participated in Goal through intensive modalities.

Note: While the results showcase the overall impact of Goal, it is also valuable to examine the impacts on a country level to understand more nuanced changes better. For this, please refer to the country reports.

The analysis undertaken for this report demonstrates the significant impacts on AGYW across a wide variety of areas of empowerment and skills development. The global impact data below presents the results from baseline and endline surveys collected and analysed from AGYW in the programme. The surveys asked a series of questions probing girls’ knowledge, behaviour and attitudes across six key thematic areas: sexual reproductive health and rights, gender-based violence and rights, economic empowerment, education, leadership and self-confidence.

The chart for each theme shows the percentage of AGYW demonstrating positive responses in their knowledge, attitudes, and behaviours around each theme at baseline and endline. The percentage point change between the two periods is indicated in the arrow. In addition, each thematic impact area also includes a set of key indicators, which explores the impact of each theme in more depth.

It is worth noting that for some key themes, such as education, the percentage increase from baseline to endline is not as high as in other thematic areas due to high baseline scores. However, even with high baseline scores, a positive change was still observed. The impact of Goal is particularly impressive when compared with similar programmes. For example, the ‘Gender and Adolescence: Global Evidence (GAGE) Rigorous Review’⁶ which analysed outcomes from 44 life skills education programmes for AGYW (aged 10-19) found that most of the quantitative changes were in the 5-10 percentage points region. For example, in the GAGE review, there was a 22 percentage point increase in the proportion of girls with correct knowledge about puberty and menstruation. For Goal, there was a 39 percentage point increase in AGYW knowing how to manage their menstruation.

⁶ GAGE Rigorous Review: Girls’ clubs, life skills programmes and girls’ well-being outcomes, 2017, Authors: Rachel Marcus, Nandini Gupta-Archer, Madeleine D’Arcy and Ella Page

SEXUAL REPRODUCTIVE HEALTH & RIGHTS (SRHR)

SRHR is a foundational theme within Goal, addressing key topics such as pregnancy, early marriage and menstruation. Goal girls reported improved knowledge of hygiene and body care, menstruation, and improved confidence to prevent pregnancy as a result of taking part in the Goal programme. In addition, through sports and play, AGYW demonstrate improved fitness levels, as well as improved mental health and well-being.

It is important to note, however, that some SRHR content is not delivered across all countries due to restrictions related to religious and cultural norms; therefore, the data presented here shows only those from countries where this content was delivered. In countries where SRHR content is delivered, we see a 27 percentage point increase in AGYW responding positively to questions probing their knowledge, behaviour and attitudes towards sexual reproductive health and rights.

“I used to see myself as filthy and rejected anytime I had my period, and didn't want to come close to people, especially males. Now, having gone through the topics of menstruation in the Goal programme, I feel so enlightened.”

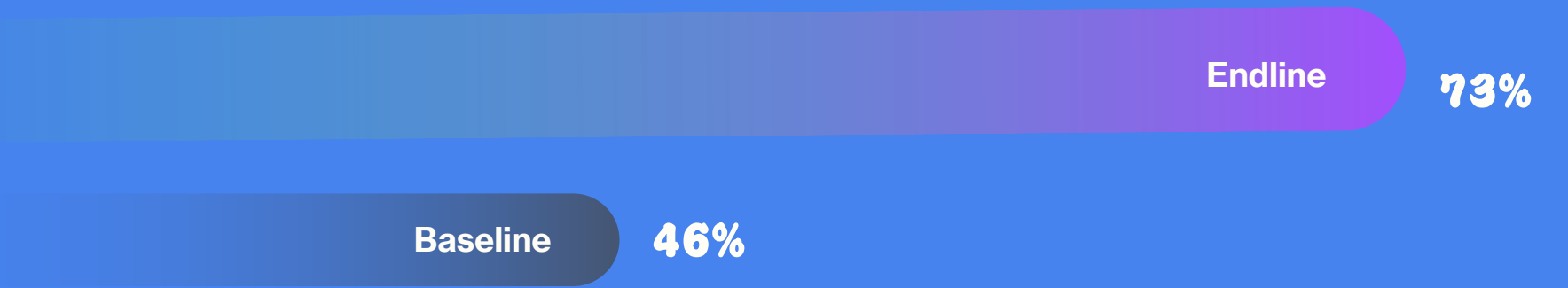
- Goal participant, Ghana

“The sessions also taught me the importance of using condoms during sex; condoms may protect you from contracting STIs, including HIV. I used to be confused about HIV/AIDs, but now I clearly understand it.”

- Goal participant, Kenya

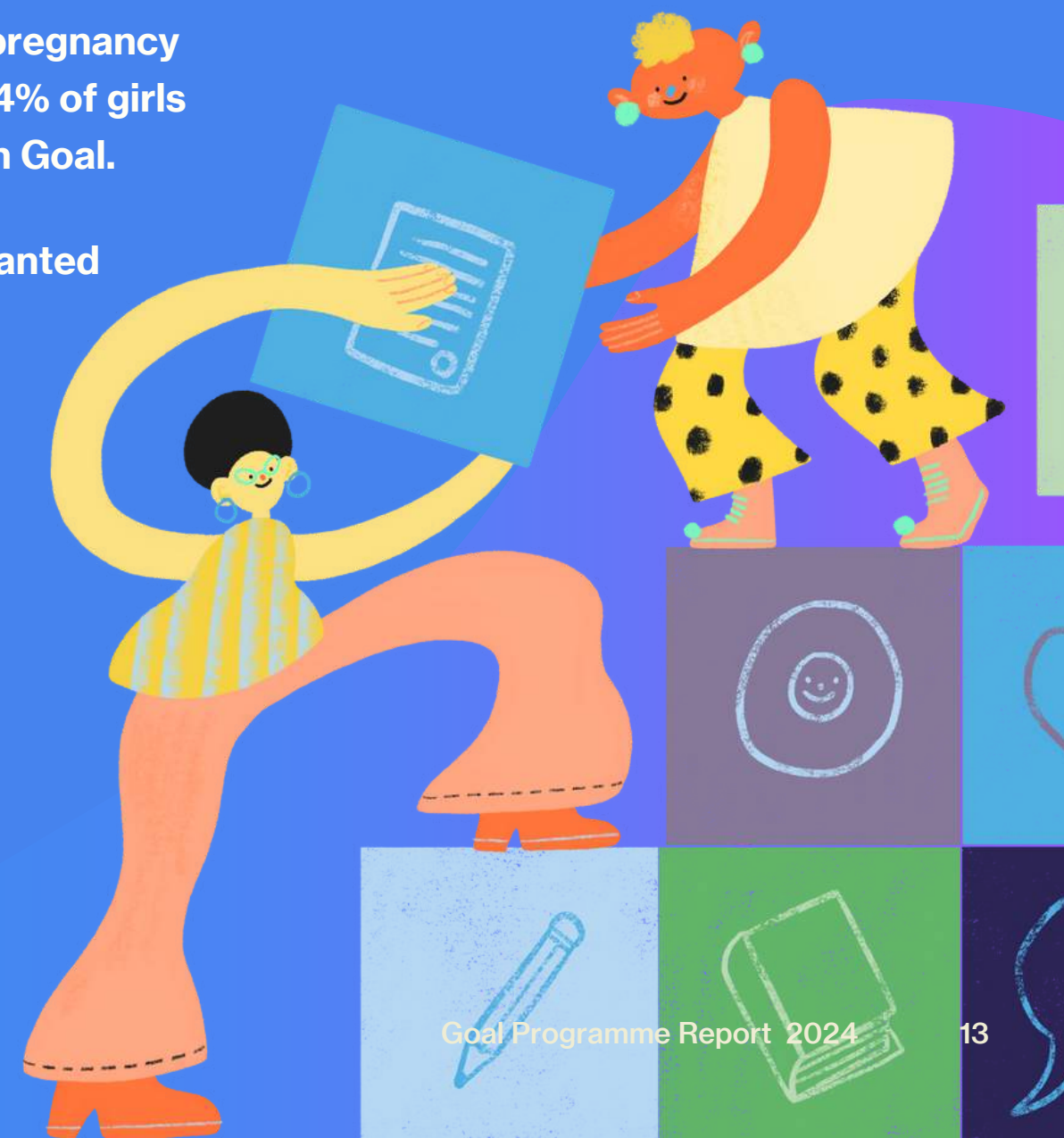
Percentage of AGYW demonstrating positive responses in their knowledge, attitudes, & behaviours

27% point increase



By the end of the programme, we see that:

- 64%** reported knowing how to prevent pregnancy an increase of 45% compared to 24% of girls knowing this before participating in Goal.
- 88%** feeling confident saying NO to unwanted touching or sexual activity
- 85%** feeling confident in deciding the age when they would marry
- 77%** knowing how to manage their menstruation cycles compared to 39% before participating in Goal.



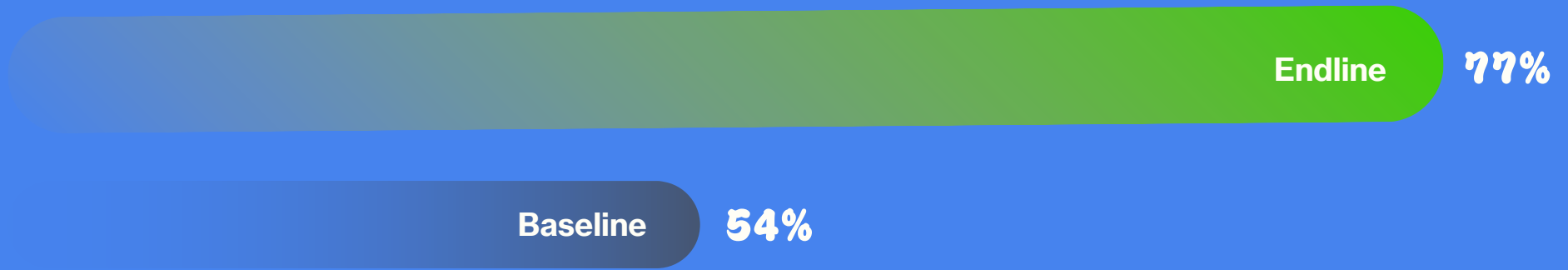
GENDER-BASED VIOLENCE & RIGHTS

Girls reported an increased awareness of their rights, in particular when it comes to gender-based violence, as well as increased knowledge around gender equality and societal norms. Girls demonstrate increased recognition of what constitutes violence and abuse, increased resistance to harassment and violence and increased knowledge of how and where to seek help. The correlation between increased confidence and increased knowledge is worth reiterating here, with girls who report increases in both being more likely to take action and stand up for their rights. We see a 23 percentage point increase in girls responding positively to questions probing their knowledge, behaviour and attitudes towards gender-based violence and rights.

“I am now more aware of gender-based violence and how to protect myself. I have gained confidence in being able to protect myself.”
- Goal participant, United Kingdom

“Now I learned that boys and girls are equal. Anyone has the right to go to school and find a suitable job to support themselves and their families.”
- Goal participant, Vietnam

Percentage of AGYW demonstrating positive responses in their knowledge, attitudes, & behaviours 23% point increase



By the end of the programme, we see that:

- 85%** knowing a place near their home or school to report violence to
- 87%** believed that verbal insults, humiliation & threats are forms of violence compared to 49% pre-Goal.
- 89%** believed that women should be able to work outside the home compared to 65% pre-Goal.
- 92%** reported having the skills and knowledge to stand up for themselves if they felt that their rights were violated compared to 54% pre-Goal.



ECONOMIC EMPOWERMENT (EE)

Financial education is a core component of the curriculum, and through module 4, 'Be Money Savvy', girls gain a better understanding of various financial topics. This has led to girls reporting increased financial knowledge, including saving, budgeting and business management skills. We see a 16 percentage point increase in girls showing positive knowledge, behaviour and attitudes relating to economic empowerment.

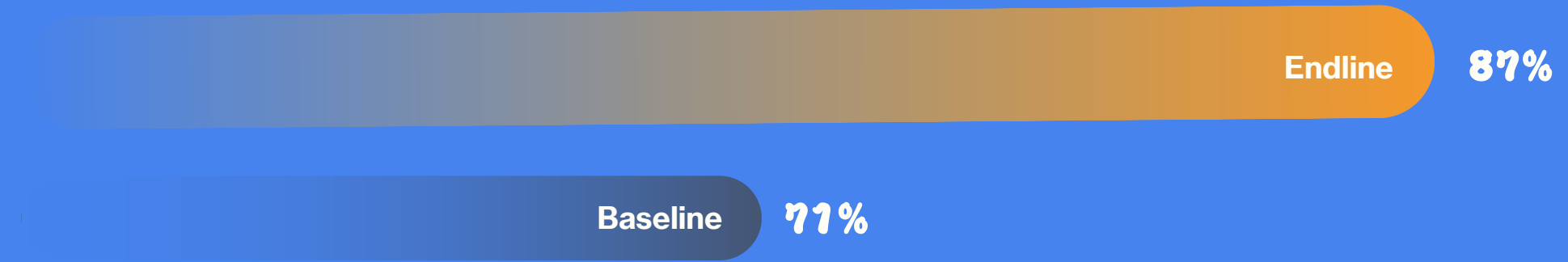
Through SC Employee Volunteering activities, volunteers from Standard Chartered have played key roles in conducting sessions on economic empowerment. These sessions covered financial literacy, entrepreneurship, and employability skills for AGYW. Beyond conducting the sessions, volunteers also provided mentorship and support to the girls and served as important role models.

“Before I joined Goal, I did not know how to save money; I spent money as soon as it came into my hands. But in Goal, we were taught about money management, to spend some on things I need, not things I want, and then save whatever amount is left. Now, I save money, even from my school lunch allowance.”

- Goal participant, Nigeria

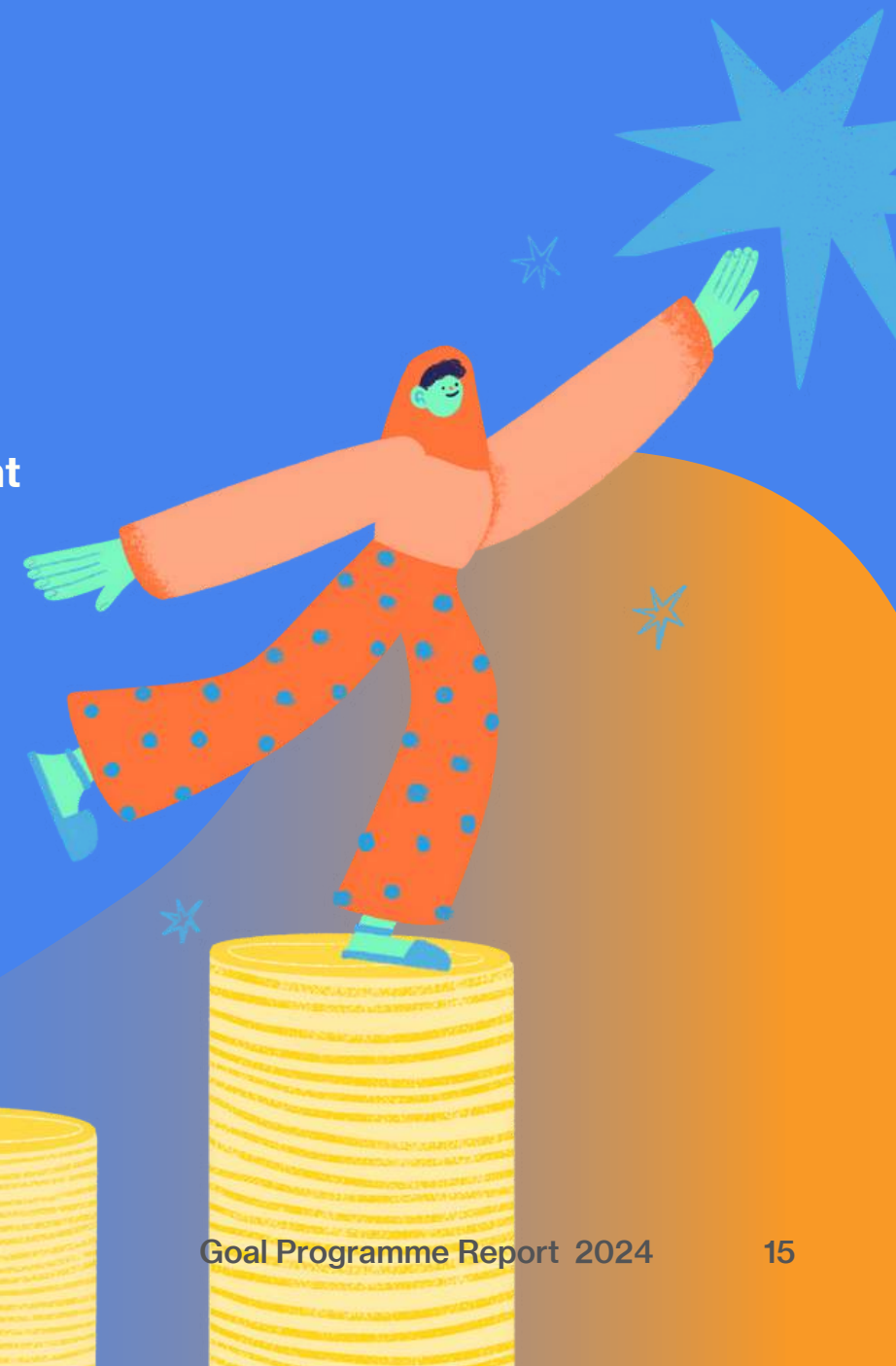
The results for this theme include data from 2011 to 2018 when economic empowerment-related questions were included in the survey, as well as data from the Be Independent Module. For some indicators within this theme, we see high baseline scores. This is due to some partners actively recruiting girls who already owned businesses or who had a strong desire to start one.

Percentage of AGYW demonstrating positive responses in their knowledge, attitudes, & behaviours 16% ipoint ncrease



By the end of the programme, we see that:

- 84%** of girls reported having the knowledge to make a budget compared to 60% at baseline.
- 93%** feeling confident that they would get employment in the future compared to 84% at baseline.
- 89%** had good knowledge of banking & microfinance institutions compared to 77% at baseline.



EDUCATION

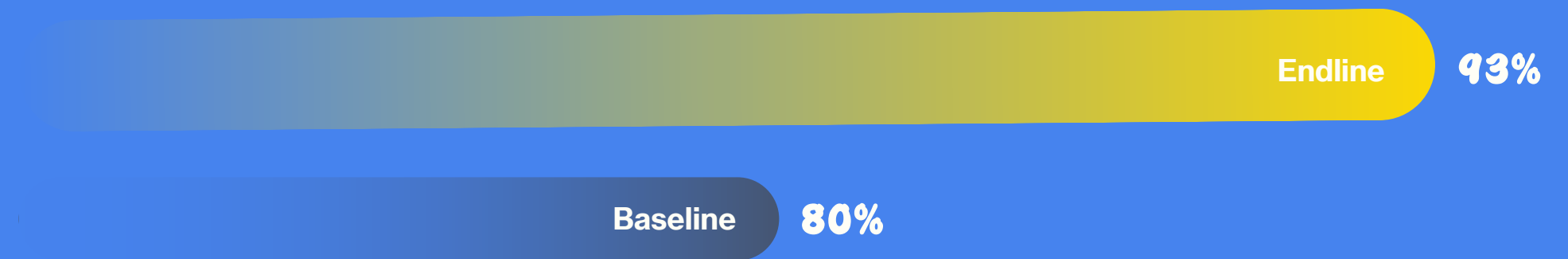
While Goal does not deliver specific educational content, girls are equipped with key transferable skills that positively impact their educational performance. As many Goal girls are engaged through schools, the survey includes questions exploring girls' interest in completing education and/or pursuing further education. We see high baselines for this theme, likely because 79% of Goal girls are currently in secondary education while engaging in Goal and, as a result, likely already hold positive attitudes towards education. However, through qualitative data gathered from both girls and their teachers, we see that participating in Goal can improve concentration, class participation and academic performance. Overall, we see a 13 percentage point increase in educational outcomes.

“Through Goal, Bihana learned how to overcome her shyness and improve her grades. She became more vocal in class, and this newfound confidence helped her speak up at home. Bihana started participating in extracurricular activities at school, and her grades gradually improved. Goal had a profound impact on Bihana’s life. It helped her overcome her shyness, improve her grades, and become more confident in life.”

- Goal coach, Nepal

Percentage of AGYW demonstrating positive responses in their knowledge, attitudes, & behaviours

13% point increase



By the end of the programme, we see that:

- 90% reported that their academic performance had improved compared to when they started Goal.
- 95% reported being confident that they would complete secondary school.
- 91% reported being more likely to go on to further education.



LEADERSHIP

Strengthening girls' self-confidence and belief in themselves as leaders is a key component of Goal. Changes in leadership are probed through questions exploring girls' leadership roles and their perceptions of themselves as leaders. It is interesting to note that leadership has proven challenging to measure over the years, largely due to diverse and nuanced understanding of leadership as a term and the many characteristics and qualities involved in being a leader. Results around leadership vary across countries, with partners who have established clear leadership pathways for girls typically achieving better results for this theme. However, we still see a 20 percentage point increase in girls demonstrating positive responses to questions around leadership.

“By being in the Goal programme, I have become more aware of what I do with my time after school and taking a leading role in managing my life. I have become a leader who can stand up for herself, a leader who can speak out without fear, and a leader who can resolve conflict amongst her peers.”

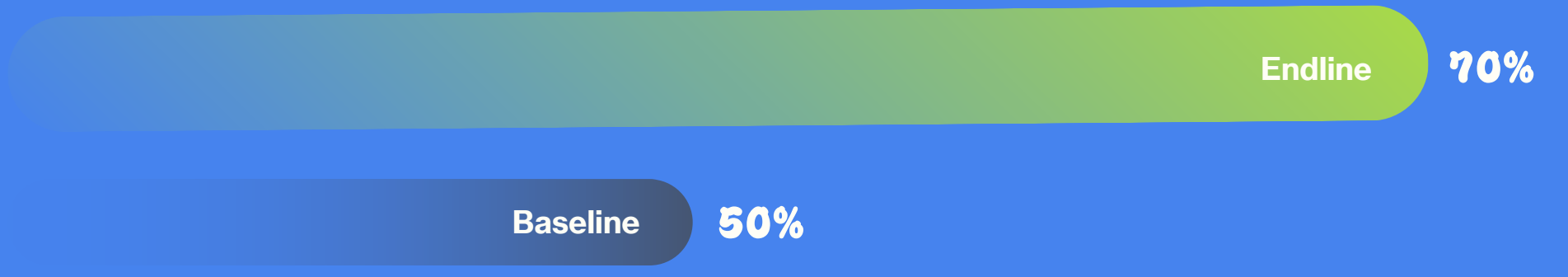
- Goal participant, Zambia

“In myself there was nothing like a leader. I did not know how to lead. But in the Goal programme we were taught how to be a leader. Once my teacher was absent and there was no teacher in my class. I made sure the class was silent and when my principal was taking rounds he was so impressed with me seeing my class so silent. He called me and told me you are excellent, and then he made me a class leader.”

- Goal participant, India

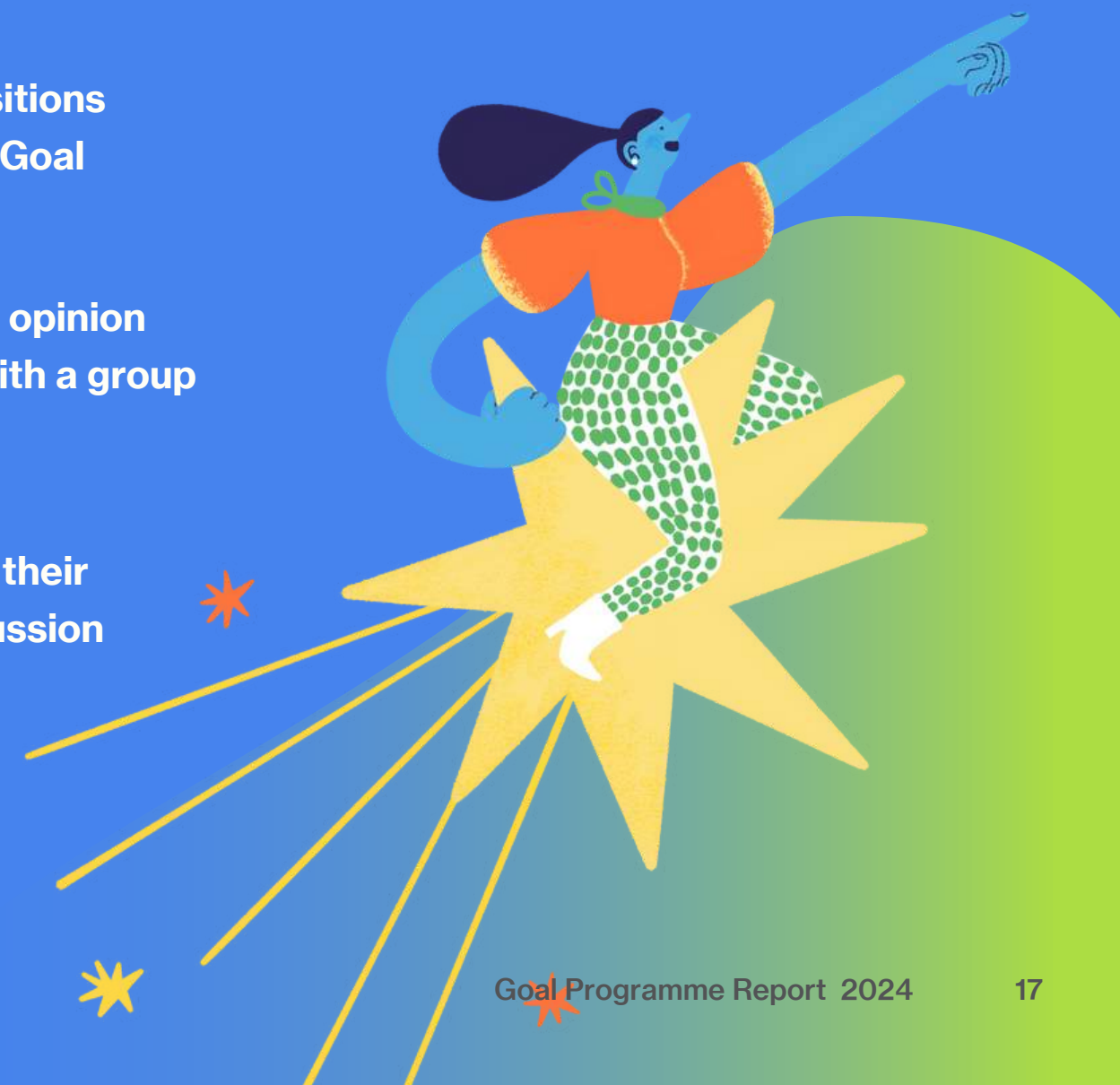
Percentage of AGYW demonstrating positive responses in their knowledge, attitudes, & behaviours

20% point increase



By the end of the programme, we see that:

- 41% reported being in leadership positions compared to 17% before joining Goal
- 88% reported being able to give their opinion when engaged in a discussion with a group of older people.
- 95% girls reported being able to give their opinion when engaged in a discussion with a group of their peers



SELF-ESTEEM & CONFIDENCE

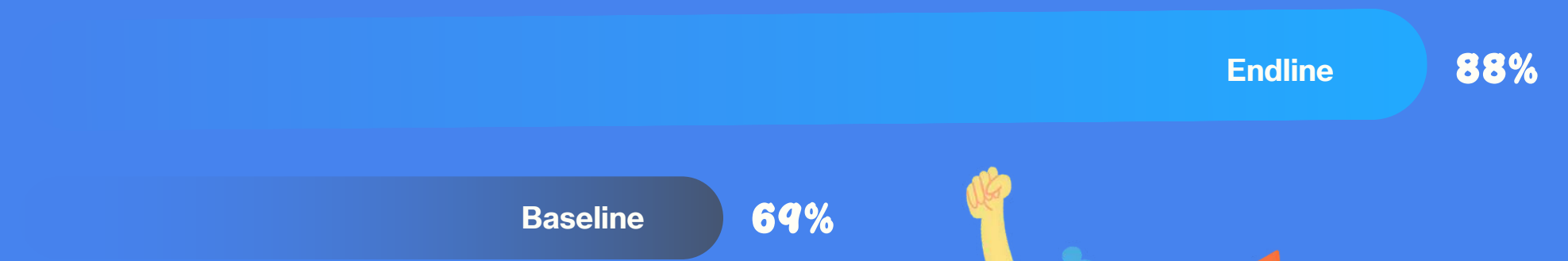
Across all countries, increased self-confidence among girls was one of the most commonly reported outcomes. By participating in the programme, girls begin to believe in and become more aware of their unique talents and skills. It is important to highlight that there is a distinct correlation between increased confidence combined with increased knowledge, that makes it more likely for girls to take concrete action, such as initiating a conversation with family and friends on a sensitive topic. Overall, there is a 19 percentage point increase in girls demonstrating positive responses to questions on self-confidence. Girls also reported greater ability to express themselves, using these skills to speak up at school, in job interviews, in negotiation with customers (for those with businesses), in standing up to violence and in decision making. In many cases, these improved communication skills also improved social relationships with the girls' peers and their families.

“My journey of being a Junior Leader in Goal was remarkable, it built my confidence and empowered me in many ways. I have improved my communication skills and participated in debate competitions at school. I am now a confident public speaker.”

- Goal participant, Pakistan

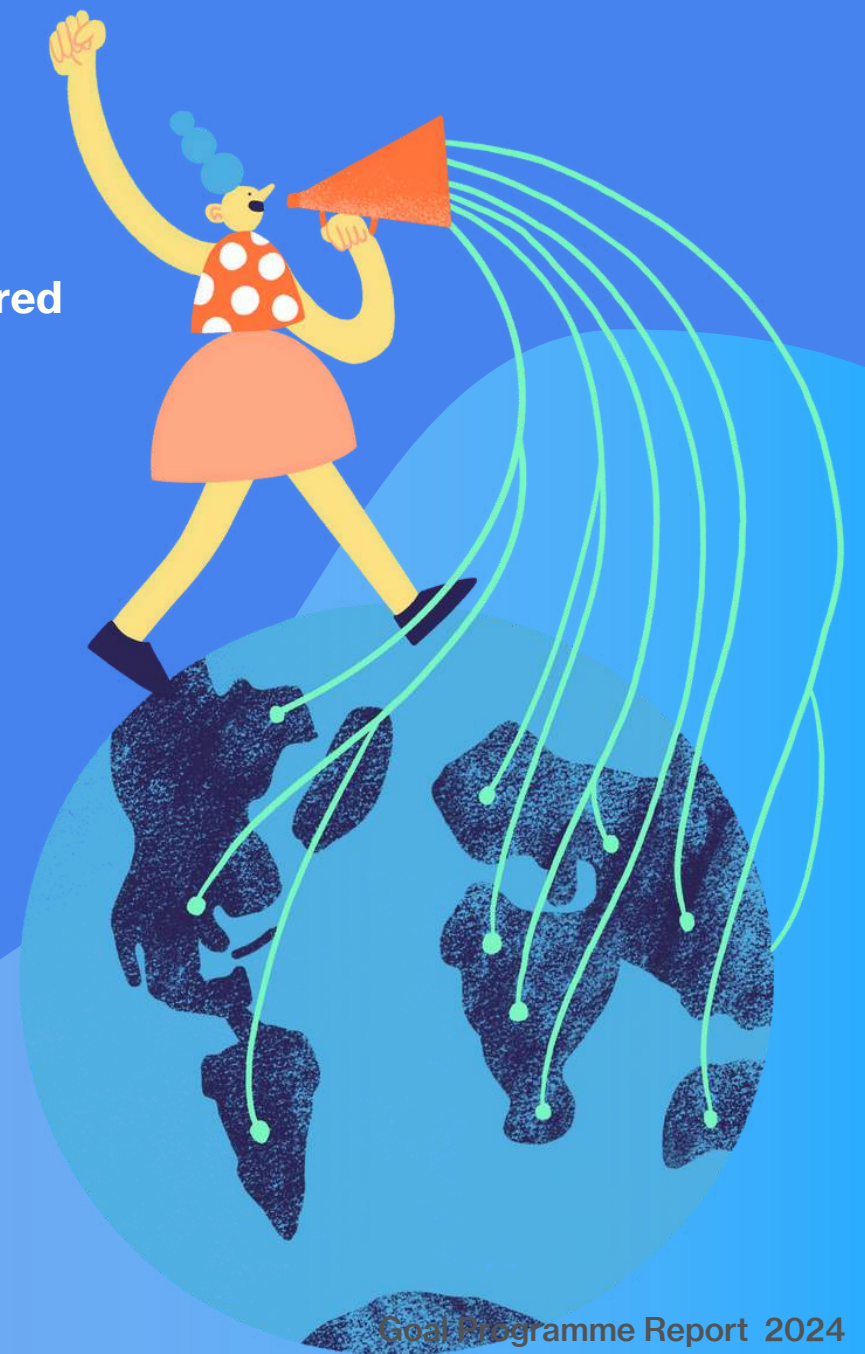
Percentage of AGYW demonstrating positive responses in their knowledge, attitudes, & behaviours

27% point increase



By the end of the programme, we see that:

- 94%** reported feeling equal to others compared to 69% at the start of the programme.
- 96%** reported feeling positive about themselves.
- 96%** reported having skills and talents they were proud of.



Since its launch in 2006, Goal has experienced significant achievements and faced some difficult challenges. The following highlight some of the most notable successes, challenges and lessons learned from across the past 18 years:



SPORT AND PLAY AS A POWERFUL TOOL TO ENGAGE AND EMPOWER AGYW

Undoubtedly, one of the key success factors of Goal has been the sports and play component. Sport and play provide a unique methodology that is foundational in cultivating transferable skills such as communication, decision-making, teamwork, and resilience. Sports also provide opportunities for girls to strengthen their leadership, increase their self-confidence and improve their mental health. **Within Goal, we have seen how sport and play is successfully used to:**

RECRUIT GIRLS INTO THE PROGRAMME

Acting as a hook, sport has played a significant role in generating girls' interest in the programme and recruiting them to Goal.

SUPPORT GIRLS TO EXPAND THEIR SOCIAL NETWORKS

In providing safe spaces for girls to be themselves, sports and play support girls to establish connections with their peers and cultivate friendships, further working to improve their communication skills.



CONSOLIDATE FOUNDATIONAL SKILLS AND KNOWLEDGE

Ensuring that the games and activities are linked to the curriculum content, sports and play has worked to consolidate the skills and knowledge gained in a fun, engaging way.

“She was excited about the games played during the session and was fascinated by how learning could be fun.”

- Goal coach

COMPREHENSIVE APPROACH LEADING TO A BROAD RANGE OF IMPACTS

Goal leverages a holistic approach to empowering girls, focusing on a range of thematic areas vital to helping girls achieve their full potential. One of Goal's biggest successes is the broad range of impacts on girls in various areas of their lives. By the end of the programme girls leave with a strong foundation in key aspects including self-confidence, communication skills, resilience, financial knowledge, health knowledge, menstruation management, awareness of rights and resistance to gender-based violence.

ENSURE THE RETENTION OF GIRLS IN GOAL

For some girls, Goal is their sole chance to engage in physical activity. For others, they participate because they enjoy playing. Either way, sports and play has been vital in maintaining the retention of girls in the programme. Engaging in physical activity also had a positive impact on the girls' mental and physical well-being:

“She is always one of the first girls through the door at the beginning of the session, one of the last ones to leave and never forgets her sports kit.”

- Goal coach

“When I play the game ‘grab the cones’ from our manual, it makes my body feel extremely healthy and good. (...) To be active and do sport makes me feel energetic. I love it.”

- Goal participant

“It was difficult to play football. The local religious people used to make it a hindrance to play football in our community, and they used to attack us verbally. However, I have continued my practice and been supported and inspired by my parents and BRAC staff.

Then, the community's mindset changed seeing me play and they do not disturb me playing football. I was hired to play football in different places and I earn money from it. I want to be a great footballer in the future.”

- Goal participant in Bangladesh

THE 'MULTIPLIER EFFECT'

A surprising and perhaps unexpected success that has emerged from Goal across the years has been how participating AGYW have multiplied the programme's impact by sharing their knowledge with friends and family members. For example, they discuss gender equality, menstrual health and management, gender-based violence and saving money with their friends and family members, in particular with female family members such as their mothers, sisters, and cousins.

“Her mother explained how her daughter has made her change her mind about menstruation and the myths around it. She also stated that, as an outcome of this programme, her daughter has made numerous changes in the lives of others around her, most significantly on the way her family thinks.”

- Goal coach

DEVELOPMENT OF LEADERSHIP & LEADERSHIP PATHWAYS

“I am a leader not just at school but in everything I do.”

- Goal participant

As a result of increasing their self-confidence and communication skills, another key success of Goal has been the impact on girls' leadership. By participating in Goal and engaging in sports, girls develop key leadership skills, which are strengthened through the additional leadership opportunities embedded within the programme. In becoming leaders, girls, in turn, also become role models for others in their communities, inspiring a new generation of girls to engage with Goal.

CASE STUDY

“Sneha is a Goal alumni who was recruited as a community sports coach in Goal. Sneha was a participant in 2015 who actively engaged in life skills and netball sessions. Her interest in playing sport grew, and this is how she ended up joining her basketball team in college. This also inspired her to join Goal as a community sport coach. Playing with participants and teaching them games, which she learned as a participant herself, has made her feel proud and confident. She is able to manage a group of participants and teach them netball. She feels that her communication skills have developed. This has also helped her attend college seminars and speak in front of others. After becoming a community sports coach, Sneha has gained more knowledge about life skills, which has also helped her in her personal life. She has improved her decision-making skills and is more confident. She has also improved in her academics.”



REPLICABILITY OF GOAL

Another success to highlight has been the replicability of Goal. In designing a programme that addresses key foundational topics for AGYW, Goal is replicable across multiple countries, which can be seen from the programme's expansion from delivering in one country in 2006 to over 23 countries in 2023. The topics covered in the Goal curriculum are foundational and relevant to AGYW in various countries. Several key elements that make Goal highly replicable include:

- **The Goal curriculum is flexible for adaptation**, allowing it to be contextualised to various settings and easily adopted in new locations. Tapping into existing networks and capacity and through the programme's collaboration with local sport for development organisations, Goal has been implemented beyond the 23 countries. Women Win also supported local organisations in 11 additional countries to implement Goal with match funding from other funders. These partners were based in Bolivia, Brazil, Cambodia, Colombia, Ethiopia, Laos, Sierra Leone, Lebanon, Liberia, Myanmar, and Nicaragua. In these countries, programme delivery leveraged the expertise of local partners to adapt and contextualise the programme to their unique needs.
- **Goal prioritises the training and empowering of local coaches with the knowledge of the Goal modules and skills to deliver play-based programming**, enabling them to train additional local coaches. Master coaches trained through the 'Lead Trainer' programme by Women Win have supported training of local coaches, empowering partners to continue delivery of the programme, and have played instrumental roles in countries such as Zambia and Vietnam, where the primary implementing partner collaborates with local communities to deliver Goal.

Lastly, Goal is a low-cost resource intervention. The Goal curriculum is an open-source resource, accessible to any organisation, while the sessions utilise readily available materials or affordable and easy to find alternatives. This further allows for organisations to easily adopt and replicate the programme.





IMPROVED SOCIAL RELATIONSHIPS & RESISTANCE TO PEER PRESSURE

As a result of their participation in Goal, AGYW strengthen their communication skills, which then supports them to develop and improve relationships, with both their peers and family members.

Many AGYW report making new friends, with some even surprised at being able to do so:

“I never thought I could learn and make new friends.”

– Goal participant

Furthermore, they shared that they had a greater understanding and appreciation for teamwork and improved their ability to work collaboratively. In addition to these improved relationships, girls also increased their knowledge on peer pressure:

“I have learned what peer pressure is. I never knew such a thing as peer pressure existed.”

Some girls have reported changing their attitude towards bullying, such as a shift in their ‘mind-set’ or not worrying about ‘fitting in’ anymore. Others have changed their behaviour by avoiding friends who are a bad influence or have stopped bullying others.

INCREASED ACCESS TO PUBLIC SPACES

An unintended success of Goal has been the programme's impact on the wider community, including improving public spaces and girls' access to these spaces: **“The programme has changed the nature of the pitch. It had always been a public space but had remained inaccessible to the community's girls due to invisible barriers and restrictions. It has shown that it is not only important to create physically accessible space but also to make people feel like they belong there. The girls' happiness at being able to play freely and the growth in their confidence is a strong reminder of why we need to make our cities more accessible for all!”**

– Goal coach

This quote highlights the wider success of Goal beyond impacting girls who have participated in the programme.

CASE STUDY

“Pranjal’s parents told the coach they were happy to send their daughter for the session because Pranjal shares everything she has learned at home. When the programme started, Pranjal had only a few friends in her school and never made friends in her community. She used to be on the sports pitch but never fully participated. Initially, she seemed introverted as she didn’t like to interact with anyone on the pitch. With time, she started having a short conversation with some of the girls whenever she was on the pitch and soon made a couple of friends within the group. Shortly after, she took it up to lead the team in a fun game during the session. At times, the community ground was not available - boys occupied the entire space to play cricket and left only a small piece open. Girls were afraid of being hit by the ball. When the coaches initiated the conversation about how to go about this, Pranjal came up with the suggestion to change the timing of the session. The girls supported Pranjal’s idea. Pranjal took the initiative and mobilised her friend, her parents, and coaches to reach out to the person in charge of giving permission and asked him to allow them to use the pitch at a convenient time for all girls. Pranjal, the girl who didn’t make friends in her community, has made friends and became their leader. As a role model, with nothing standing in her way, she ensured that her siblings and neighbours joined the programme, too.”

- Goal participant, India

GLOBAL COVID-19 PANDEMIC

Undoubtedly, one of the biggest challenges that Goal faced was the COVID-19 pandemic. This unforeseen and unprecedented global health crisis heavily impacted Goal. During this time, Standard Chartered and Women Win prioritised the safety of girls, coaches and staff, and face-to-face implementation ceased in all countries due to government restrictions and lockdowns. A significant concern was how the pandemic would exacerbate the situation for girls and women, with previous evidence highlighting that such outbreaks and crises compound existing inequalities and disproportionately affect girls and women.

With this in mind, behind the scenes, Women Win and Goal implementing partners spent significant time conducting scenario planning, providing bespoke support and adapting the programme so AGYW could still access and gain the critical knowledge they needed during this challenging period. Innovations included **Goal Radio**, **delivery of Goal sessions virtually and the development of an asynchronous version of Goal, the Goal@Home Activity Book.**

Interestingly, some of the ongoing legacies of the pandemic for Goal include:

- **Community-based programming** - Prior to COVID-19, a large majority of Goal implementing partners delivered the programmes within schools. Due to school closures and a focus on academic studies for students once they reopened, many partners shifted their implementation to take place within community centres and spaces, where accessing AGYW was easier.
- **Average age of girls** - Through conversations with partners, we have also seen that the average age of Goal girls participating in the programme has increased, with partners engaging with older girls than before. While more analysis is required to understand this change better, it could be that the shift to community-based programming for many partners has meant that they are now engaging older girls who did not attend school or who dropped out of school previously.



DISRUPTION DUE TO CLIMATE CHANGE

Changing weather patterns across the globe have also affected the programme's implementation in several countries. Examples include:

- **Extreme Heat** - Reported in Malaysia, Pakistan, Sri Lanka and Zimbabwe, extreme heat made it dangerous to conduct sports activities outdoors in open spaces.
- **Flooding** - Heavy rainfall and flooding reported by partners in Bangladesh and Tanzania has resulted in suspended Goal sessions due to safety concerns for staff, coaches and girls, and difficulty in accessing implementation sites.

While partners mitigate these weather events by adapting sessions and rescheduling activities, the frequency of these challenges is increasing and will need to be a consideration for programming in the future.

SOCIETAL RESISTANCE TO AGYW'S PARTICIPATION

Addressing deeply rooted societal gender norms takes time and is often met with backlash from communities, especially in more conservative, traditional communities or cultures. A regular challenge experienced within Goal was family and community resistance to AGYW's participation in the programme. Several reasons for this were identified through conversations with partners:

- **Resistance to girls playing sport**, especially sports considered to be more 'masculine' such as football.
- **Resistance to the content of the programme**, in particular the sessions on sexual reproductive health and rights.
- **Resistance to the time required to engage in the programme**, with families and communities concerned girls would have less time to study and/or support with household chores.

This challenge highlights the need for intentional community engagement in order to create an enabling environment for girls to participate in such programmes.



START YOUNG

An important lesson learned is the need for this type of intervention to aim to engage girls at a young age, and especially by adolescence. This was one of the findings of the Goal Impact Evaluation by ODI, who recommended delivering Goal to girls in primary school. Acknowledging that puberty is a formative time for girls, by engaging girls before they reach this milestone, programmes such as Goal can ensure that they are equipped with the knowledge and confidence they need to navigate this transition.

ENGAGE THE COMMUNITY

As highlighted above, a significant challenge to Goal has been societal gender norms, which have led to resistance to girls' participation in the programme. A key learning from this challenge was the importance of intentional community engagement and outreach with both girls' direct guardians and the wider community. While direct guardians, in particular mothers and other female relatives, often have the most direct influence on girls' time and mobility, community leaders also play a role in helping change views of the wider community and, as a result, also influence girls' participation in Goal. It is crucial to engage both stakeholders to ensure a supportive environment for girls to participate in Goal. Examples of community engagement activities carried out by partners include awareness sessions, workshops, parents' evenings and community tournaments.

INCORPORATE ECONOMIC EMPOWERMENT OPPORTUNITIES

One of the most significant lessons learned throughout Goal implementation has been the benefit of intentionally incorporating EE opportunities into the programme. Goal plays a valuable role in developing the soft skills that underpin effective employment and entrepreneurship. Through Goal, participating girls: (1) increase their financial knowledge and literacy through Goal Module 4 'Be Money Savvy'; (2) access additional opportunities, including vocational training and business start-up grants; and (3) expand their aspirations and ambitions, including considering more non-traditional employment options.

An example of how partners have incorporated economic empowerment within Goal include: In Uganda, BRAC used part of the Goal grant to invest in a comprehensive approach to EE for AGYW through investment in vocational skills building/training, offering apprenticeships in different crafts (hairdressing, tailoring, carpet weaving, soap and book making) and tailored financial literacy training focused on business development, budgeting, savings, investment, and basic financial management crucial for participants to make informed decisions about their businesses and personal finances. BRAC's integration of AGYW in Village Savings and Loan Associations (VSLAs) facilitates access to saving, borrowing and investing their money.

Incorporating EE will continue to be a priority, with Goal evolving to intentionally focus more on creating concrete pathways and steps for disadvantaged AGYW to obtain decent employment, earn an income and become economically resilient. Please see section 9 for more information.



INVEST IN LONGER TERM PROGRAMMING

The Goal curriculum, combining sports and play activities, is designed to be implemented through weekly sessions over a 10-month period. While it is clear that by engaging in the programme, AGYW experience significant positive impacts on their knowledge across a range of different thematic areas in the short term, the programme has had less impact on longer-term behavioural and attitudinal outcomes. Goal was not designed to be a multi-year programme, and achieving these types of outcomes requires time. Increasing the length of the programme has been one of the key considerations when co-designing the next iteration of Goal with partners. Please see page 28.

INVEST IN ROLE MODELS

Embedding opportunities for girls to meet and engage with role models has been another key lesson learned over the years. From qualitative data, we see that Goal coaches, in particular, have become key figures in girls' lives, providing friendly, non-judgemental and supportive spaces where girls feel confident and comfortable expressing themselves. In addition, opportunities for girls to meet other leaders and role models in their communities, especially if they are also women and/or come from similar backgrounds, has been foundational in giving girls someone to look up to.

"I would thank my Goal Coach for being there when I needed someone to talk to. I told her everything and how I felt, and she listened to me; she didn't judge me, not even once."

- Goal participant





Through their volunteer work, **Standard Chartered employees also served as key role models for Goal girls.** Through mentoring sessions with girls, volunteers shared their experiences and were a source of encouragement and inspiration for many girls. The mentorship sessions have proven invaluable for the Goal girls, offering them guidance and support in various aspects of their lives.



“Goal impacts young girls, and by getting involved, our colleagues get an opportunity to share skills - including life skills and expertise with them. One also learns a lot from the girls and their experiences.”
- Standard Chartered employee

Looking forward, ensuring that AGYW have access to and engagement with a range of different role models, as well as more in-depth mentorship, will form a key part of the evolution of the programme.

Having reached over 1 million AGYW, Goal is now evolving to meet the needs of young women seeking stability in an increasingly uncertain world, focusing on enhancing their economic empowerment and resilience. Amongst other things, Goal has illustrated that life skills are a prerequisite for enabling economic empowerment, particularly for girls and women from disadvantaged communities. By integrating sport with financial literacy, health, and rights education, **Goal has equipped participants with the tools for economic and self-development.** For instance, sport programmes offer a platform to address GBV by promoting gender equity. Goal particularly created safe and supportive environments where AGYW felt protected and learnt about various forms of violence and the support available to them. Through sport, AGYW learnt to assert themselves, grew in resilience, and recognised their self-worth, helping them resist and combat GBV in their lives and communities. Also, **many participants have adopted leadership roles and become role models in their communities, amplifying the impact potential of the projects** - these being recognised as key indicators of success, and therefore ones we are seeking to track going forwards.

The Goal Accelerator programme is a sport-powered, gender-responsive economic resilience initiative that aims to create concrete pathways and steps for disadvantaged young women (16-35 years) to obtain decent employment, earn an income and become economically resilient. Over three years, the goal is to engage 1,726 young women in Goal Accelerator, with the aim for 1,228 to remain in decent employment/self-employment 6 months after the programme ends.

Goal Accelerator will be implemented in 5 countries (Malaysia, Mauritius, Pakistan, Sri Lanka, and the United Kingdom), with each country having carried out an in-depth, participatory design process to ensure the programme is tailored to the contexts of young women in their communities.



Goal Accelerator will employ a three-phased approach to support young women to obtain decent employment:

READY TO LEARN

including an advanced life skills curriculum as well as sessions focused on foundational business skills, soft skills and digital skills to set participants up for success in employment or entrepreneurship, while also harnessing the power of sport for transferable employability skills and mental well-being.

READY TO EARN

providing a foundation of financial literacy and career focused skills, with participants then pursuing either an employability or entrepreneurship pathway, which include components like job-shadowing, employment readiness skills and seed funding. At the end of this phase, the aim will be for participants to be in decent employment.

READY TO LEAD

engaging a percentage of high potential Goal Accelerator graduates as role models from the world of work, who support the programme by recruiting and mentoring new participants, engaging in guest speaking opportunities and leading the Goal Accelerator Alumnae Network.

A natural next step in the evolution of Goal, we are excited for Goal Accelerator and look forward to sharing more learnings and insights once the programme has been launched.

Since its inception, Goal has positively impacted the lives of more than a million girls, showcasing the impact life skills programmes can have on empowering girls and young women. Many case studies and testimonies received over the years end with a general expression of gratitude for the programme. **Participants emphasise the importance of Goal, the disappointment they feel when the programme ends, and the urgent need for Goal to continue impacting AGYW.**

The impact of Goal is seen even beyond its direct beneficiaries. **Goal was delivered in collaboration with local stakeholders and integrated into existing community structures such as local schools, communities, and community-based organisations by local teachers and coaches as facilitators.** As such, the knowledge of the lessons from Goal and the play-based methodologies in delivering the programme stays within the community, enabling ongoing implementation even after funding from Standard Chartered has ended, and ensuring the programme's sustainability. In some countries such as Sri Lanka, collaboration with education sector players has resulted in the integration of Goal focus areas as priorities in the school curriculum and delivery of Goal as part of Physical Education sessions. The Goal implementing partner in Sri Lanka obtained approval from the Presidential Office and the Ministry of Women and Child Affairs for the Goal@Home Activity Book to be used as a government-approved supplementary reading book for Sri Lankan girls. Many partners have also supported the establishment of alumni networks of Goal participants, especially those who participated in economic empowerment pathways, as intentional strategies to foster connections and provide follow-up, guidance and mentorship support even beyond Goal. Furthermore, partners' continued access to the Goal curriculum presents opportunities for continued contextualisation of the AGYW programmes for specific contexts and delivery, leveraging ongoing programmes with educational institutions and support from other funding partners.

"My least favourite part of the programme was when it ended. That made me sad because I just wanted to carry on playing soccer with my new family."
- Goal participant

"I am also thankful to the organisation leading this project, the sponsor, Standard Chartered and the partnering organisation Women Win for championing a movement like this and adding meaning to the lives of girls like me."
- Goal participant

"I am so sad that this programme took so long to reach us because there are no sports at our schools anymore and they are the only people that are making sure that our children are not going into the drug-infested community."
- Teacher

"I had a great time learning about these things and without Goal, I would have not known about these things. The programme has really helped me in so many ways."
- Goal participant



Building on the achievements and insights obtained from Goal, there are several calls to action that stakeholders in the sport for development and gender equality sector should focus on:

ENGAGE WITH CORPORATE PHILANTHROPY

Part of the success of Goal can be attributed to the cross-sector partnership that underpinned the programme. A foundation at local, regional and global levels (Standard Chartered), a Women's Fund (Women Win), and a diverse range of local community-based organisations collaborated to ensure AGYW accessed high quality empowerment programming. Globally, corporates and corporate foundations are investing billions of dollars in women's and girls' empowerment. We are convinced their investments could have a longer lasting impact if they cooperate more closely with women's rights organisations to address the constraints AGYW face.

INVEST IN AGYW

Adolescence is a time when young people gain skills, develop self-awareness, formulate their own goals, and build the confidence to act. Decisions at this life stage are crucial, impacting access to opportunities later in life. Yet while adolescence is a time of expanding horizons for many, girls in developing countries are often forced to deal with narrowing and diminishing freedoms. Goal has demonstrated how tailored and gender-sensitive life skills programmes can transform the lives of AGYW across different social, health, and economic domains. Now, more than ever, it is crucial to provide support for girls through programmes like Goal, enabling them to fulfil their potential and become empowered and independent.

INCREASE EE OPPORTUNITIES FOR AGYW

It is crucial to incorporate EE initiatives for programmes that aim to empower AGYW. Furthermore, programmes should encompass hard and soft skills such as communication, teamwork, problem-solving, and time management as these are essential for girls to succeed in the workplace and their personal lives.

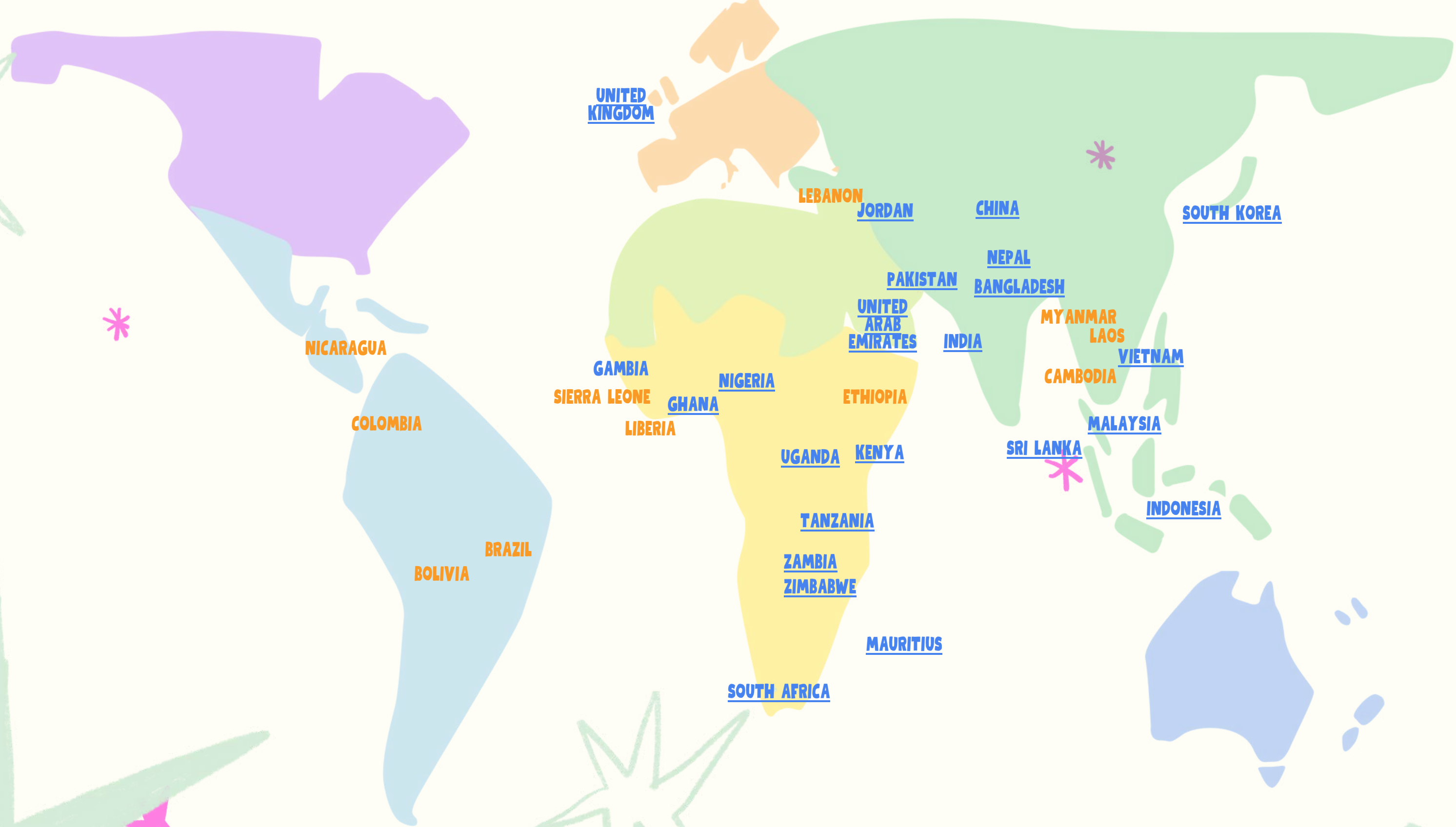
INTEGRATE SPORT & PLAY AS A VIABLE COMPONENT OF EMPOWERMENT PROGRAMMES

Sport and play works. For multiple reasons, sport and games have been essential to Goal's success. For some participants, the programme is their sole chance to engage in physical activity. For others, they simply participate because they enjoy playing. Sports make a big difference for some girls as they prefer education to be fun, and some topics are better taught through play. Moreover, the social aspect of sports and games is crucial for them as it provides an opportunity for individuals to gather with their friends or meet new friends. Because of the programme, some AGYW are motivated for physical activity for the first time, while others have discovered enjoyment in exercising and its positive impact on their well-being.



COUNTRIES THAT IMPLEMENTED GOAL UNDER STANDARD CHARTERED PARTNERSHIP

COUNTRIES WHERE GOAL WAS DELIVERED THROUGH WOMEN WIN, LEVERAGING INVESTMENT FROM OTHER FUNDERS



THANK YOU

Funded by
Standard Chartered Foundation



ANNEX 1: FUTUREMAKERS TOC

