



Case study

Goal

Empowering girls to be leaders

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Organizations implementing the Goal programme adopt long-term support for girl participants. This long-term support takes various forms, from leadership roles incorporated into the core programme, to peer leader and coaching positions, to vocational training and microcredit support. Crucially, this long-term support is integrated into the theory of change that organizations use and has important consequences for empowerment and employability.

sport and life skills education to give them “the confidence, knowledge and life skills they need to be economic leaders in their families and communities”.¹ It is implemented by partner community-based organizations, and as of 2020 covered more than 24 countries and has reached over 525,000 girls and young women.¹

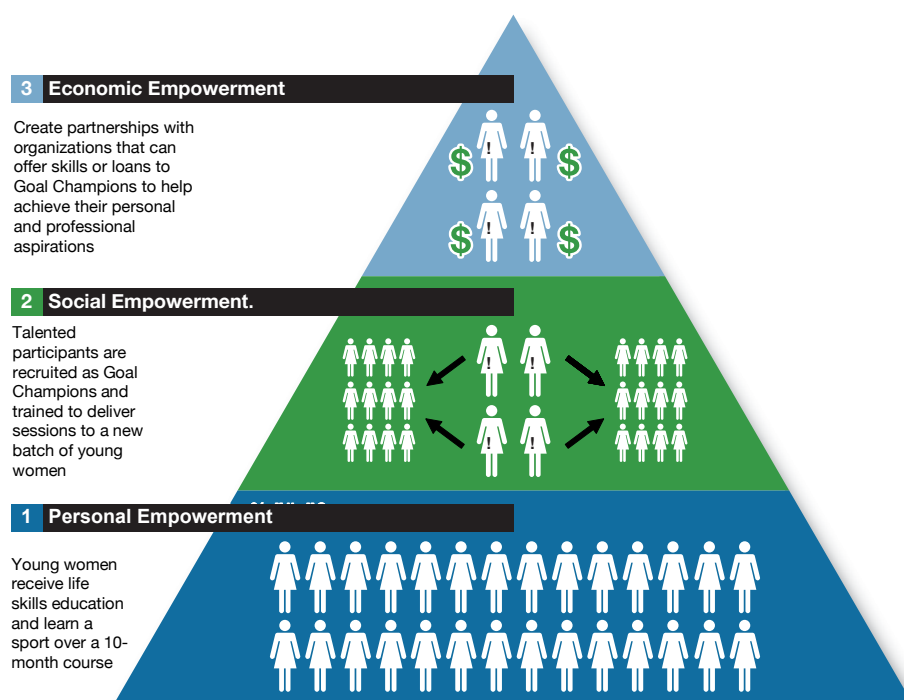
The programme is broadly based around three types of empowerment: personal, social and economic (see Figure 1; Standard Chartered 2009), and each of these has their own, but interconnected, approaches. The programme has been shown to be effective through evaluations:

Overview

Goal is a life skills and financial literacy programme created by Standard Chartered Bank and the Population Council, which has been managed by Women Win since 2006. Goal targets girls aged 12–18 who live in disadvantaged and underserved communities, using

- An evaluation of pre/post data from nearly 19,000 girls in eight countries – India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia – found positive and significant changes in a wide variety of domains including self-confidence, communication skills, financial and health knowledge (e.g., fitness, protection from sexually transmitted infections and

Figure 1: Overview of types of empowerment targeted by Goal programme (from Goal Start Toolkit)



unwanted pregnancy). It also found that the programme improved “adolescent girls’ and women’s longer-term economic empowerment through its impact on soft skills, financial knowledge, visits to employers and public institutions, and business skills training”.¹

- A randomized control trial of the Empowerment and Livelihood for Adolescents programme implemented by BRAC Uganda (in which Goal is embedded), following 4,800 girls over two years, supports the efficacy of the programme. The programme was found to improve HIV and pregnancy-related knowledge. This led to a decrease in risky behaviours with self-reported routine condom usage increasing by 50 per cent in sexually active girls and a drastic reduction in the percentage of girls reporting having recently had sex unwillingly (from 21 per cent to 4 per cent).² Furthermore, the programme’s vocational training component “raised the likelihood of girls being engaged in income generating activities by 35 per cent” (ibid.).

This case study focuses on India, Uganda and Pakistan because of the longer-term implementation and the different support options that these organizations have developed.

Naz Foundation (India) Trust

Naz started with a focus on HIV, gender, sexuality, advocating for decriminalizing homosexuality and working with the gay community in 1984. Later on, they observed that in India, girls get married early and risk HIV infection through their partner. In 2006, the Standard Chartered Bank wanted to pilot a programme on women’s empowerment through sport in India, and Naz was willing to pilot it even though they were not an S4D organization at the time. They began the programme using netball with a group of 70 girls (13-year-olds) in 2006 and by 2020 had delivered the programme to over 110,000 girls aged 13–18 in six cities. The programme was successful because it created a safe space and many girls had not played sports before, which got them excited to participate. Naz helped to establish the Goal model and show that sports can be effective in difficult areas (such as Delhi).

BRAC Uganda

BRAC Uganda is part of BRAC, an organization that started in Bangladesh³ in 1972 and now operates in 11 countries globally.⁴ BRAC Uganda started in 2006, and as of early 2020 had a wide variety of programmes,⁵ so the Goal programme is only a small part of its overall programming and budget. BRAC Uganda started using Goal⁶ in 2015 with netball and reached over 5,500 girls aged 14–20 in 2019. The programme is run on weekday afternoons through ‘adolescent development clubs’,⁷ outside school hours, so that girls attending school can take part.^{2,8}

Right To Play – Pakistan

Right To Play International was founded in 2000 by Norwegian speed skater Johann Olav Koss with the mission to “protect, educate and empower children to rise above adversity using the power of play”.⁹ It now runs programmes in 15 countries across the world, reaching over two million children in 2019, supported by eight national offices in Europe and North America. Right To Play (RTP) started in Pakistan in 2007 and focuses on three strategic areas: quality education, gender equality and peaceful communities. In Pakistan RTP has been implementing the Goal programme since 2016 in the Karachi, Lyari area. Since 2019, RTP has also been implementing the programme in Islamabad, and had reached over 11,000 girls between 2016 and 2019.

Programme design for girls’ empowerment: A long-term approach

Theory of change

The ToC highlights the importance of the three types of empowerment – personal, social and economic – and the different opportunities stemming from each of them. Each type of engagement in and around the programme is considered; this involves participants, peer leaders, community sports coaches, and alumni. The ToC shows not only the expected short-term changes, but also links these to the long-term outcomes for each of the engagement types, as well as to the overall expected impact. *Figures 2 and 3* show the Futuremakers ToC developed by Standard Chartered Bank and the ToC used by the Naz Foundation. Taken together, these show

Figure 2: Futuremakers theory of change

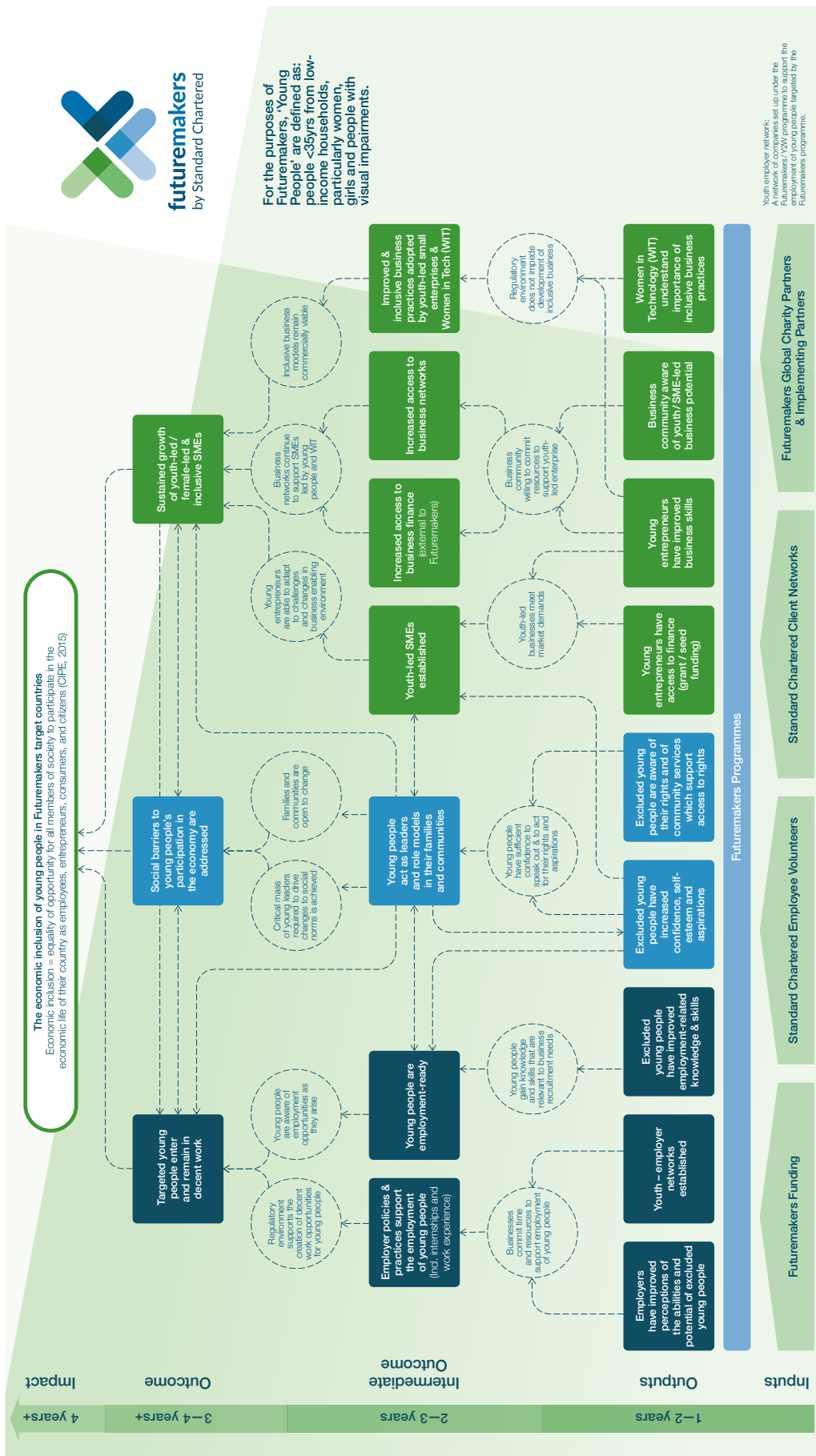
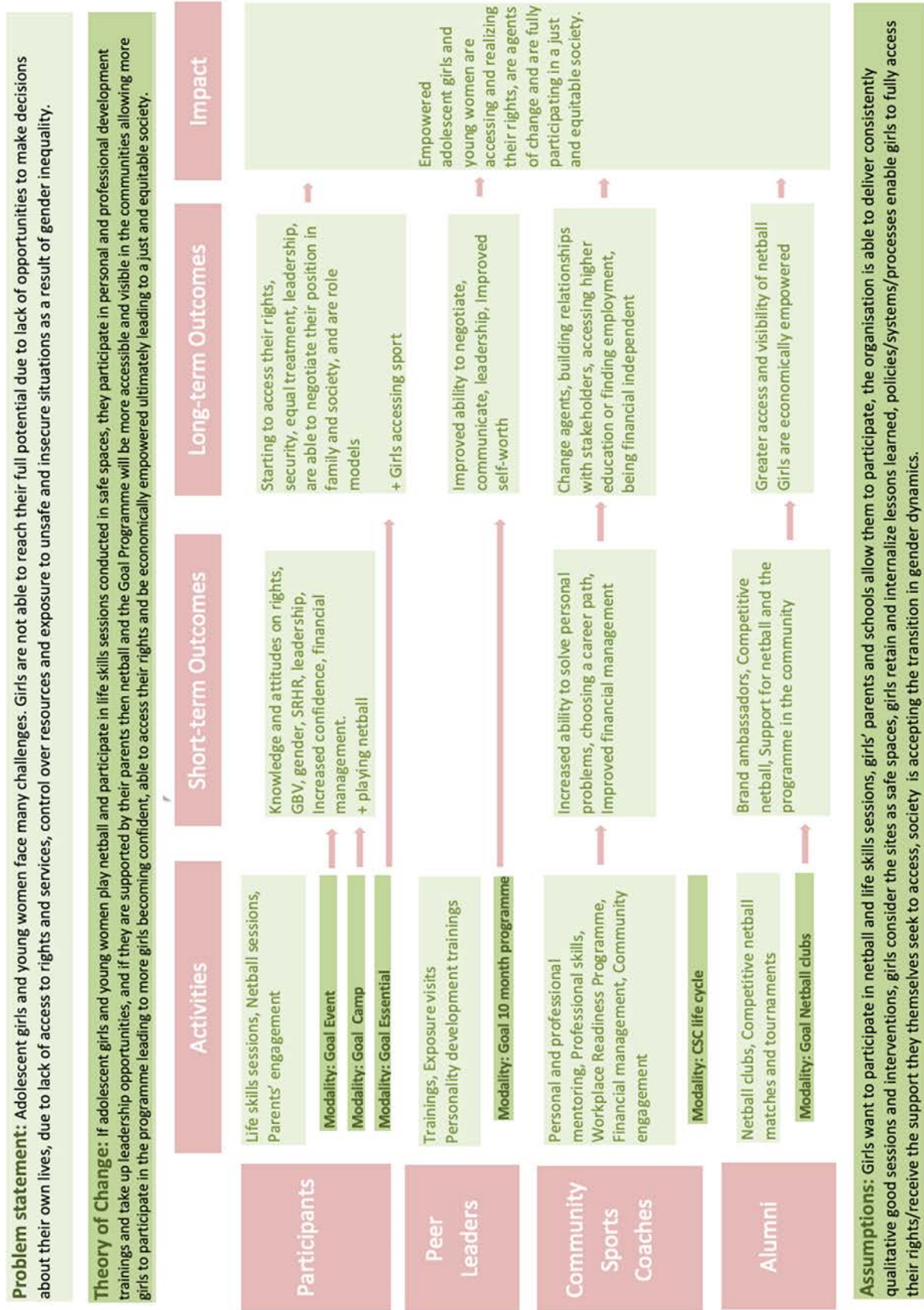


Figure 3: NAZ theory of change



how the ToC of the implementing partner fits into the ToC created by the developer of the curriculum.

Theory Curriculum design for personal empowerment

The original Goal programme¹⁰ is divided into five modules focusing on one of four key life skills that are part of the programme. A further module on entrepreneurship and employability has since been added. The five modules are:

- 1. Be yourself:** Communication, building self-confidence and valuing what it means to 'be a girl'
- 2. Be healthy:** General health, reproductive health and hygiene
- 3. Be empowered:** Rights, freedom from violence, and how to access resources and institutions in the community
- 4. Be money savvy:** Saving, spending, making, storing and borrowing money
- 5. Be independent:** A 12-session module, which is run independently and builds on Module 4 by presenting themes, topics and skills related to entrepreneurship and employability.

Programme delivery varies by partner. For Naz, it is delivered on a 10-month curriculum for the first four modules, with sessions taking place twice a week for about one hour, and are delivered on a playing field.¹¹ Most often the programme is implemented in schools but sometimes it is run from community clubs so as to reach out-of-school girls.¹ While the programme was initially designed for girls, a few countries (e.g., Nigeria and India) are now implementing a parallel programme for boys.¹ Finally, in line with the long-term view offered by the ToC, after girls 'graduate' from the programme, some of them can be invited to become peer leaders or Goal Champions.

Social and economic empowerment: Goal champions and peer educators

Building on evidence that "girls are more likely to take on board health related education in terms of knowledge and behaviors when they are simultaneously offered new income generating skills"², the implementation of Module 5 includes opportunities and

skills for income generation.¹² Breaking the stereotype on female leadership is a key part of the programme for many implementing organizations. This is done partly during the core part of the sessions, but an important part also happens outside of the curriculum delivery, through either informal leadership roles or post-programme development. Indeed, the long-term development of girls is important, and research on the Goal programme has found that they compound the benefits in India, Uganda and Nigeria.¹ This long-term development is mainly done in two ways: coaching opportunities or entrepreneurship skill development and support (though there are also other opportunities; see Box 1).

In India, of the 106 staff employed in 2020, 40 were former participants. For progression beyond the core curriculum, Naz selects one in every 30 Goal participants as a peer leader and one in every 10 peer leaders as a community sports coach (CSC). In Nigeria, peer leaders are chosen from a pool of applicants, complete the three-day train-the-trainer course,^{13,14} and deliver the life skills programme to 14 peers. The next stage from peer leaders in India, is the CSC. Naz's CSC programme is open to girls around 17 years of age, lasts 18 months and provides a stipend in exchange for running Goal sessions on netball and life skills. Their training covers: roles and responsibilities, group management, session planning, netball coaching, career management and data entry. After 18 months they seek full-time employment in different sectors.¹ These coaches also inspire and act as role models for the participants of the programme (see Box 2).

In Uganda, the peer leader and coach pathway does not yet exist (but is being developed). Instead, the activities of a club are led by a female mentor from the community chosen by programme staff who receives a small payment for her work (the same in Pakistan). In Pakistan, there is a peer leader pathway but it differs from that implemented by Naz, and is part of Right To Play Pakistan's larger programming. In Pakistan, coaches are trained to run the peer leader programme and the girls chosen as peer leaders are mentored by coaches. About 5-10 girls per school are mentored by coaches on facilitation of sessions, organizing of events, safeguarding. This includes the peer leaders

showing the coaches when they deliver session but includes no formal training.

Beyond creating these opportunities, the organizations support the girls in their roles. For example, Naz implements a buddy system so less-experienced Goal Champions can co-lead sessions with staff or experienced Goal Champions in the first months of the programme. They also hold regular meetings for all the Champions to share experiences and discuss challenges and opportunities.¹⁴ These support systems are critical for ensuring that the girls can share their experiences with other and learn from those that are more experienced.

However, not all girls want to be coaches, so supporting the long-term empowerment of girls by other means is necessary. Naz suggested and supported the development of Module 5 on entrepreneurship and employability to meet this need. This module has lessons on teamwork, opportunities, networking, CV writing, interviews, and the fundamentals of business (funding, supply and demand; marketing; profits and pricing; pitching). As a result of this module, Naz have seen increases in social mobility among graduates, which is a real barrier for girls in India. This module is also being implemented in Pakistan and Uganda.

In Uganda, life skills and vocational sessions can be led by programme staff, entrepreneurs or professionals.^{2,1} In Pakistan, Right To Play organizes and pays for additional vocational training at five or six partner institutions for girls who want to go beyond Module 5. These vocational training courses are offered in four groups: baking/culinary areas, teaching, language and communication skills/reporting, mixed (beautician, culture arts). These areas are selected because they are environments where it is culturally accepted for women to work. Since transportation is a big problem for female labour force participation in Pakistan, where women and girls must often be accompanied by a male member of their household, the project provided transport for the girls attending vocational training. The type of transport depended on area, affordability and safety, but the programme reimbursed them for private transportation, including through ridesharing platforms.

Box 1: Leadership roles for girls throughout the programme

Informal and formal leadership roles are intentionally placed in the programme for girls to practice leadership (Marcus and Stavropoulou 2020):

Formal roles: This includes roles such as: “coach, life skills facilitator, peer educator, monitoring and evaluation (M&E) volunteer, and first aider” (Marcus and Stavropoulou 2020). Here the assumptions are that girls trained in leadership roles and responsibilities who are supported by their parents will experience economic empowerment, personal and professional development; have improved leadership and negotiation skills; increase their sense of self-worth; and will be able to choose their own career paths, become economically independent and work as change agents.

Informal roles: This includes “taking attendance, collecting equipment and uniforms, leading warm-up and cool-down, following up with girls who do attend session, writing Goal session reports, marking the playing field, preparing the life skills session space, taking notes during sessions, and organising matches, events and tournaments” (Marcus and Stavropoulou 2020).

Going one step further, RTP connected these girls with employers for internships, often giving them their first experiences in the workplace.

BRAC Uganda takes this comprehensive approach one step further by combining Goal with microloan services

Box 2: Creating a virtuous cycle by having coaches as role models

We see these didis [CSCs], and we want to be like them. We feel that in the future, we will also teach younger kids netball.

Chewansky and Mitra

Female coaches who themselves have participated in the programme appear to be critical not only in transmitting knowledge from the curriculum but also in encouraging long-term engagement and learning in other girls. For example, one study on Naz noted that 45 per cent of the participants mentioned CSCs and goal coaches as role models (*see GOAL*

Programme evaluation). This is complemented by another study on India, Nigeria and Uganda that found that coaches were identified as key roles models by participants (Marcus and Stavropoulou 2020). On the other hand, there may be challenges regarding group sizes and “some participants may not have the chance to develop a more personal relationship with a CSC, especially if the girl does not serve as a peer leader” (Goal Report, Chewansky and Mitra). This indicates that perhaps more can be done to support participants, but funding and other constraints may limit the ability of the programme to do this.

for older members to support entrepreneurship and to give girls the opportunity to put the skills learnt in the Goal programme into practice.^{2,8} The benefits of these skills go beyond the girls themselves. A recent evaluation in Uganda where 20 per cent of participants had children found that graduates used “income they had gained as a result of Goal’s savings, business skills modules and start-up grants to finance their children’s education”.¹

Finally, these organizations run many other programmes and often employ graduates from their Goal graduate alumnae group to give further opportunities for empowerment. For example, the National Organisation for Women in Sport, Physical Activity and Recreation in Zambia found co-funding from Comic Relief to run an economic empowerment programme with young women in the sport sector specifically for Goal graduates that utilizes Module 5.

¹ Marcus, Rachel and Maria Stavropoulou, ‘We can change our destiny’: An evaluation of Standard Chartered’s Goal Programme, March 2020, ODI, London, <https://cdn.odi.org/media/documents/standardchartered_goal_programme_report.pdf>, accessed 5 May 2021.

² Bandiera, O., et al., ‘Empowering Adolescent Girls: Evidence from a Randomized Control Trial in Uganda’, October 2012, <<http://econ.lse.ac.uk/staff/rburgess/wp/ELA.pdf>>, accessed 5 May 2021.

³ BRAC Bangladesh formerly implemented the programme using football and cricket, and BRAC Tanzania now implements Module 5.

⁴ BRAC is also registered in another three countries for fundraising: USA, UK and the Netherlands.

⁵ BRAC Uganda also has programmes in microfinance, agriculture, food security, and livelihood, health, education, early childhood development, emergency preparedness and response, and ultra-poor graduation.

⁶ As part of their broader Empowerment and Livelihoods for Adolescents programme, which is for girls aged 11–21.

⁷ In some clubs, Goal is co-sponsored by a sexual and reproductive health programme so there is dual programming.

⁸ BRAC, ‘Annual Report 2019 – BRAC Uganda’, 2019

⁹ See: <<https://righttoplay.com/en/about-us/>>, accessed February 2021.

¹⁰ There is also a shorter programme called The Goal Events Toolkit. This is an events-based version of the Goal programme, which introduces Goal topics to adolescent girls through a play-based approach over the course of a 1–3-day event. A new implementation method was introduced in 2020 called Goal@ Home, which is an activity book covering a shortened curriculum. Implementing partners can accompany girls using this book as a guide through fewer/smaller socially distanced gatherings or they can hand out books to girls in local communities that do not allow gatherings (the book can be self-guided).

¹¹ Except for the class about menstruation which is conducted indoors. However, there is a large diversity in programme delivery so this should only be taken as an example of what can be done.

¹² Modules 1–4 comprise the core of the curriculum and there is technically a separate project to implement Module 5. If partners implement Module 5, there are always opportunities and skills for income generation.

¹³ This is how training was initially done. Now Women Win’s Goal Coach workshops typically take 4–5 days.

¹⁴ Standard Chartered, Goal: Reaching New Heights. Starter Toolkit, 2009, <<https://womenwin.app.box.com/s/79cmkhug4hn27tcqfxe1t0lxgil3uktr>>, accessed 5 May 2021.

for every child, answers

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