



Report

‘We can change our destiny’

An evaluation of Standard Chartered’s Goal Programme

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Executive summary

About Goal

Goal is Standard Chartered's flagship education programme under the global Futuremakers by Standard Chartered initiative, which aims to tackle inequality and promote economic inclusion. Goal uses sport, play and life skills education to transform the lives of adolescent girls around the world.

Goal is designed for girls aged 12–18 who are living in under-served communities. Sessions are typically offered on a weekly basis, over the course of 10 months. The objective is to equip girls with the confidence, knowledge and skills they need to be economic leaders in their families and communities.

It has really helped me, it has built me from the inside out. It has removed the fear in me, helped me to be courageous, and also helped me a lot in the decision-making.

Goal graduate, Lagos, Nigeria

Since its launch in 2006, Goal has grown into an internationally recognised global movement operating in 24 countries. Managed by Women Win and implemented by organisations around the world, the programme teaches girls the critical facts about health, communication, rights, and managing their personal finances through four key modules: *Be Yourself*, *Be Healthy*, *Be Empowered*, and *Be Money Savvy*. Between 2006 and 2019, the programme reached more than 525,000 girls and young women. Its aim is to reach 1 million girls between 2006 and 2023.

The majority of girls participate in Goal through programmes implemented in schools, but in some countries Goal is run through community clubs and reaches out-of-school girls. In addition to this, the development of girls' leadership is an integral component of Goal, and many implementing organisations design opportunities for girls to practice their leadership during and after completion of the programme. Goal's sport and life skills activities offer a safe space for girls to discover, develop and practice their leadership abilities and ultimately apply these skills in their communities. Implementing organisations intentionally design informal and formal leadership roles within Goal for girls to practice this leadership which in turn creates a pool of potential coaches, facilitators and female role models. Such leadership roles include coach, life skills facilitator, peer educator, monitoring and evaluation (M&E) volunteer, and first aider, among others.¹

About this study

This evaluation examined the following key questions:

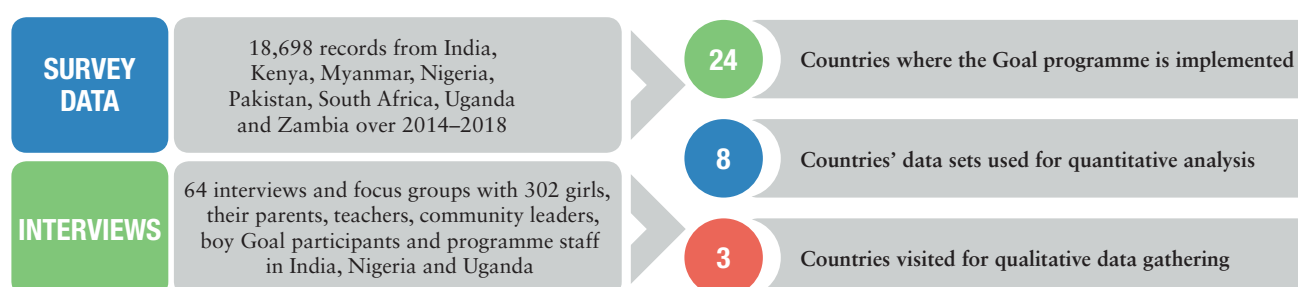
- What changes have taken place in girls' lives as a result of taking part in Goal?
 - Does Goal have lasting impacts on participants?
 - Are the impacts of Goal greater for girls with leadership roles?
- Is Goal having an effect on gender norms in the communities where it works?

¹ Other informal leadership roles and tasks include: taking attendance, collecting equipment and uniforms, leading warm-up and cool-down, following up with girls who do not attend sessions, writing Goal session reports, marking the playing field, preparing the life skills session space, taking notes during sessions, and organising matches, events and tournaments.

Methodology

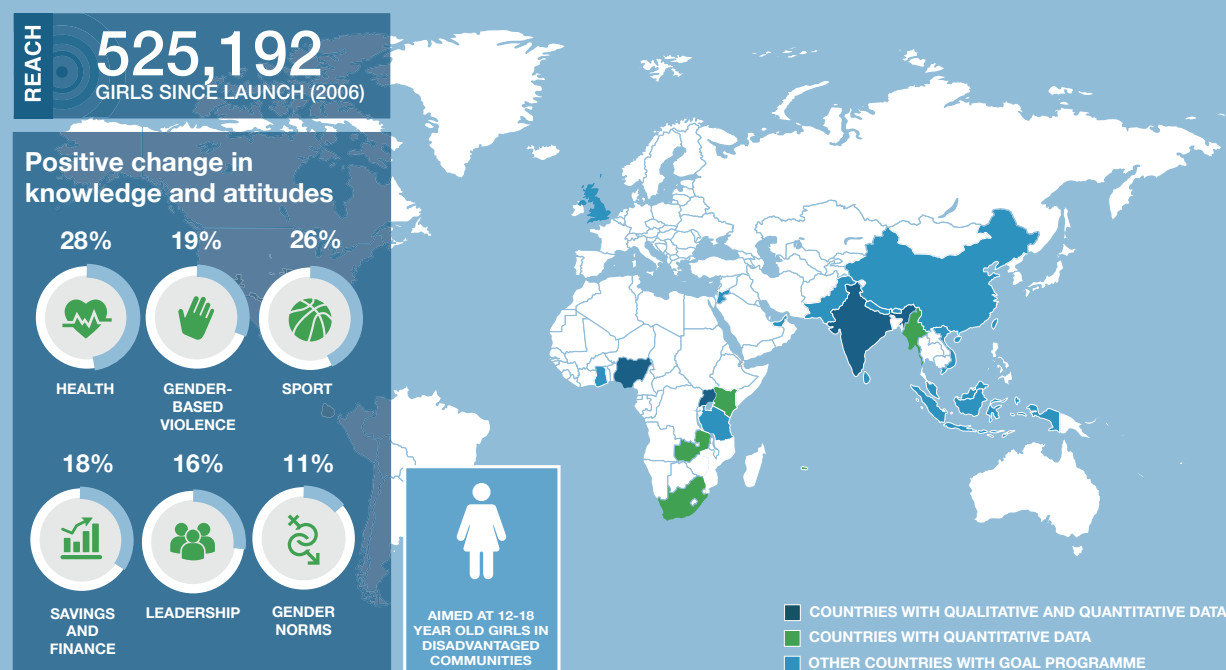
This evaluation draws on two key sources:

- **Quantitative analysis** of data from eight countries² – India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia – comprising 18,698 questionnaires completed by girls when they start and complete the programme. The questionnaires probe accurate knowledge of health, gender-based violence, financial issues, involvement in leadership, and attitudes to gender equality.
- **Qualitative analysis** of 64 interviews and focus group discussions with 302 girls, their parents, teachers, and community leaders in three focal countries – India, Nigeria and Uganda – carried out in June and July 2019. The interviews and focus group discussions probed more deeply to understand the key impacts of Goal from the perspective of girls, their families and communities in different geographical and cultural contexts, and to explore differences associated with different ways of delivering the programme.



Overview: Impact of Goal

Driving change through sport, life skills and financial education



Evaluation Data

Quantitative analysis: Data from 18,698 participants from India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia over 2014-2018

Qualitative analysis: 65 interviews with 297 girls, their families, teachers, community members and boys in India, Nigeria and Uganda.

Data show participants' average percentage point increase in knowledge and gender egalitarian attitudes on each issue between starting and completing the Goal programme.

futuremakers
by Standard Chartered

- 2 These eight countries were selected to reflect geographic spread and diversity, duration of programme implementation, and to ensure high-quality and comparable data.

What are the key impacts of Goal?

Impacts on adolescent girls' and young women's empowerment and skill development

The figure below is based on data collected from 18,698 girls across eight countries, when they started and completed the Goal programme.³ It shows the strong positive and statistically significant impacts on participants, across a wide variety of areas of empowerment and skill development. The scale of impacts varies from country to country depending on socio-economic and cultural context. We did not find any clear differences in impact related to mode of programme delivery.

Mean changes in girls' knowledge and attitudes between starting and completing Goal

The breadth of impacts is one of Goal's key strengths, as it gives girls a strong foundation across a wide range of areas, from self-confidence, communication skills and resilience, to financial knowledge, health knowledge, and behaviour in areas as varied as fitness, protection from sexually transmitted infections and unwanted pregnancy, menstruation management, resistance to gender-based violence, improved study skills, and commitment to education.

In all eight countries for which quantitative data were analysed, girls highlighted increased soft skills such as self-confidence, stronger communication skills and aspirational mindsets as being critically important, underpinning gains in all other areas.



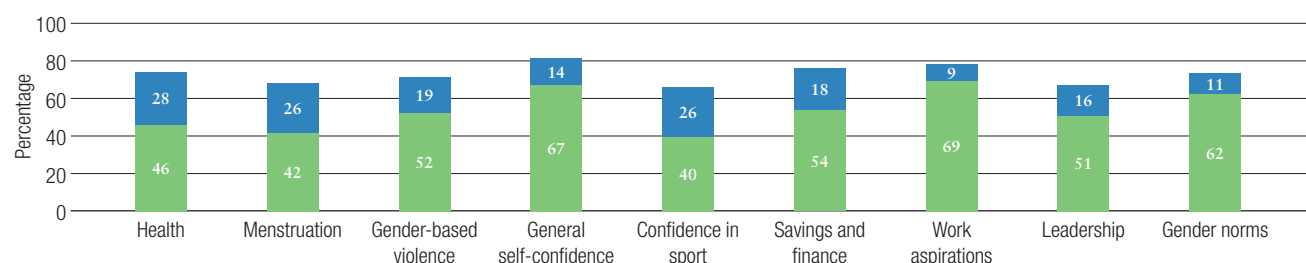
Note: refers to data from the quantitative data of eight countries

This skill development came both from specific programme content and from participatory activities such as games and group discussions throughout the programme. Gains included:

- *increased self-belief*, problem-solving and goal-setting skills, which underpinned stronger aspirations and goals for the future
- *greater ability to express oneself, to negotiate and be assertive* – girls reported using these skills to speak in public, in job interviews, in negotiation with customers (for those girls with businesses), in standing up to violence, and in family decision-making. In India, girls reported using these skills to successfully negotiate staying in school past grade 10 and delaying marriage
- *better time management skills*, which enabled them to study more effectively, and to manage household responsibilities and work
- *speaking up and acting to solve problems*, for example, when facing domestic violence or to challenge a proposed child marriage, often with support from Goal coaches.

In addition, girls identified gains in health knowledge and behaviour, economic empowerment and (in Nigeria and India) education as a result of Goal:

Mean changes in girls' knowledge and attitudes between starting and completing Goal



All changes are statistically significant. Percentage correct and/or gender-egalitarian answers:

● Baseline value ● Change between baseline and endline

³ Percentage point change in these measures indicates the extent of change from an incorrect answer to a correct answer within a knowledge-based question, or a gender-egalitarian shift in response to a behaviour- or attitude-based question.



Goal participants enjoy a play-based life skills session in Vietnam. © Football for All in Vietnam (FFAV).

- Health.** In India, at the start of the programme, girls' levels of health knowledge were particularly low, and Goal contributed to substantial increases in accurate knowledge of hygiene, menstruation, and protection from sexually transmitted infections; in Uganda and Nigeria, gains were also large but from a higher base level. In all countries, girls reported being *better able to manage menstruation hygienically and challenge taboos, including about playing sport while menstruating*. In Uganda, where the average Goal participant was aged 16, girls highlighted the benefits of *learning about family planning*.
- Education.** In both India and Nigeria (and, to a lesser extent, in Uganda, where most participants are out of school), Goal graduates reported *strong positive impacts on their education*, including commitment to study, study skills, confidence to participate in class, and using income or savings to finance their own or others' education.
- Financial knowledge and savings.** In all countries there was also a substantial increase in *financial knowledge of between 17 and 22 percentage points*. In all countries, girls mentioned the financial education module as one of the most useful and were using savings: to help finance their own education and sometimes family members' education; to raise capital for small businesses; and to help meet household expenses. This attests to Goal's success in expanding disadvantaged girls' and young women's livelihood opportunities.

Impacts of sports participation. In all countries, girls reported increased fitness and improved mental health related both to playing sport and to making new friends. Quantitative data show substantial increases in girls' confidence about playing sport. Travelling to sports competitions outside their local area had widened girls' horizons. In all countries, girls reported that their sporting success had increased respect for them within their families and communities. In Uganda, we

found evidence that after participating in Goal, sports became a source of income for some girls, who were paid to take part in netball tournaments in their local area; in India (where the organisation of the programme creates such opportunities) and in Nigeria, we also found examples of girls taking up sport-related work (e.g. coaching).

Does Goal have lasting impacts?

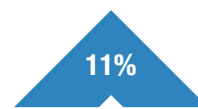
The answer to this question is a resounding ‘yes’. In all countries, interviewees reported many ways in which they were *continuing to put their learning from Goal into practice*, and mentioned how Goal had influenced their ambitions. Our interviews with girls who had graduated 3–5 years ago indicate that: Goal is contributing directly to 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. All girls who take part in Goal have access to, and benefit from, these curriculum elements. There is also some evidence of delayed pregnancy among long-term Goal graduates.

Are impacts greater for girls with leadership roles?

Quantitative data from Nigeria show statistically significant but small additional gains for girls with leadership roles, compared to participants without leadership opportunities. Qualitative evidence from India highlights the benefits of Naz India’s leadership pathway (peer leader, to sports coach, to junior coach working with a wider range of initiatives). The extra training sports coaches in India and Uganda receive enables them to practice skills they have developed in the programme, further widen their horizons, and access other work both within and outside the Goal programme.

Is Goal helping to change gender norms?

An empowerment programme mainly builds skills, knowledge and confidence but we found promising evidence that Goal is contributing to changing gender norms:



**Average increase in reported
GENDER-EQUITABLE ATTITUDES
across all Goal participants**

Note: refers to data from the quantitative data of eight countries

- Girls were more likely to aspire to *completing their education and finding work before getting married*, and families were increasingly supportive.
- Girls expressed *greater confidence to engage in male-dominated careers*.
- In India, after sharing their learning from Goal with their families, *girls faced fewer restrictions and taboos while menstruating*.
- In all countries, there was greater acceptance of *girls playing sport*, including while menstruating, and wearing sports clothing that is more revealing than their everyday clothes.

Recommendations: how can Goal further increase its impact?

Overall, Goal is having a strong positive impact. This evaluation recommends that Goal considers introducing or extending some of the following approaches, and in all cases, assessing their potential added value:

- *adding refresher sessions* for Goal graduates to maintain learning and behaviour change, testing different content, length and timing after the end of completing the 10-month Goal programme to maximise impact
- *stronger emphasis on employability and work readiness* – through wider rollout of the employability and entrepreneurship module, tailored careers advice, or expanded efforts to link girls to training, work and entrepreneurship opportunities;
- *increasing engagement with families and communities to strengthen processes of gender norm change*, particularly around girls’ mobility and sports participation. This could include increased opportunities for boys to participate in Goal, while making sure this does not reduce the opportunities available to girls;
- *piloting Goal over two academic years* to see whether learning can be better retained if it is spread over a longer period.



Community Sport Coaches in India teach adolescent girls about menstruation. © The Naz Foundation India Trust.

1 Introduction

1.1 Overview of Goal

Goal is Standard Chartered's flagship education programme under the global Futuremakers by Standard Chartered initiative, which aims to tackle inequality and promote economic inclusion.

Goal has been built on the premise that in order to empower adolescent girls, a holistic and integrated approach is needed. Using sport as a tool, Goal educates girls about key life skills while providing them with opportunities to express their voice and practise leadership. The programme is designed for girls aged 12–18 who are living in under-served communities. Sessions are typically offered on a weekly basis, over the course of 10 months, but in some countries Goal is run through community clubs and mostly reaches out-of-school girls. Implementing organisations also organise sport tournaments and life skills festivals and events to engage community stakeholders and elevate the profile of girls in their communities.

Goal aims to: *equip adolescent girls and young women with the confidence, knowledge and life skills they need to be economic leaders in their families and communities* (see Annex 1, Goal theory of change). Goal aims to enable adolescent girls and young women to:

- perform better and stay in school longer
- postpone early marriage and pregnancy
- resist gender-based violence
- access more livelihood opportunities and pathways to income generation
- challenge gender norms.

Goal's aims are closely aligned with Sustainable Development Goal 5: Gender Equality, particularly in terms of promoting women's leadership (5.5), eliminating violence

and harmful practices (5.2 and 5.3), and accessing sexual and reproductive health and reproductive rights (5.6).

Between 2006 and 2019, the programme reached more than 525,000 girls and young women in 24 countries. Its aim is to reach 1 million girls between 2006 and 2023.

The Goal curriculum uses participatory, interactive and play-based methodologies to deliver life skills sessions across four key modules:

- **Be Yourself:** covers a range of topics that relate to communication, self-confidence, peer pressure, conflict resolution, understanding gender roles, and increasing leadership skills.
- **Be Healthy:** provides knowledge and information on general health and hygiene, positive body image, and sexual and reproductive health.
- **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.
- **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 taking care of ourselves and our families as we become adults.

A new module, **Be Independent**, which builds on module 4 (Be Money Savvy), introduces adolescent girls and young women to themes, topics and skills related to entrepreneurship and employability.

The Goal programme provides opportunities for girls to develop leadership skills, both through formal coaching and facilitation roles, and through helping facilitators run different aspects of the sessions.

Key questions

Based on the expected outcomes of Goal's theory of change (Annex 1), this evaluation asks:

- What impact has Goal had on adolescent girls' and young women's empowerment and skills development?
- Is the impact greater for girls with leadership roles within Goal?
- Does Goal have lasting impacts on participants?
- Is Goal leading to changes in gender norms in the wider communities where it operates?

Before discussing the methodology used in this evaluation and our findings, we first outline what is known – and key knowledge gaps – about the impacts of girls' sports and life skills programmes.

1.2 The promising potential of sports and life skills programmes for girls' empowerment

Over the past two decades, sports and physical activity have emerged as a promising tool for the empowerment of girls and women and the achievement of gender equality. International development bodies, government agencies, civil society organisations and private corporations have been supporting girls' and women's right to participate in sport in various ways, from international declarations to national government policies and the proliferation of relevant programmes around the world (Brady, 2011).

Such programmes often target disadvantaged adolescent girls and young women, in or outside the formal education system, and offer them sport activities and life skills training, either in single-sex 'safe spaces' or in mixed groups with boys. Life skills training typically covers rights awareness, sexual and reproductive health knowledge, protection from gender-based violence, financial education, and leadership skills. These programmes aim to equip girls with critical knowledge and skills to overcome the constraints they face and improve their lives and their communities. They also aim to change norms about girls' participation in sports, which

is perceived to be a masculine activity in many contexts (Brady, 2011).

As such programming is still relatively new, there is limited research on its effectiveness (Marcus et al., 2017; Schulenkorf et al., 2016; Chawansky and Hayhurst, 2015). However, growing evidence suggests promising and multiple interacting benefits for participants, including increased self-confidence, increased agency and leadership, improved educational and health outcomes, enhanced livelihoods skills, better protection from violence, and more gender-equitable attitudes, while girls also have fun and make friends (UNICEF, 2019; Kotschwar, 2014; Brady, 2011). Moreover, such changes 'provide a foundation to build on to prompt further changes in gender relations in the future' (Spaaij et al., 2016).

Self-confidence, communication skills and leadership. Studies from contexts as varied as Egypt, Kenya, Tanzania, Bangladesh and India have found that adolescent girls and young women graduates of such sports and life skills programmes report increased self-esteem and confidence to set and achieve goals, greater ability to imagine a better future, and increased leadership skills (BRAC, 2014; Selim et al., 2013). They also noted enhanced communication skills and improved interactions with peers and adults. Parents of participants in BRAC's Building Young Women's Leadership Through Sport programme in Bangladesh also reported that they trusted and listened to their daughters more (BRAC, 2016). Evidence from programmes in Bangladesh and India also found that programme participants enjoy greater respect and increased social status in recognition of the service they provide to their communities (Bankar et al., 2018; BRAC, 2016).

Education. Participation in sports and life skills programmes can also enable girls to realise the value of education, learn useful study skills, work harder and improve their grades, while improving their relationships with teachers and classmates and contributing to increased school engagement. Girls in the *Galz and Goals* programme in Namibia reported developing a more positive attitude towards learning and being able to focus more on their school work (NFA and UNICEF, 2015). Similarly, girls in *Ishraq* in Egypt achieved



Adolescent girls compete in a netball game during a BRAC Uganda Goal session. © BRAC Uganda.

higher literacy rates and improved academic skills, while two in three graduates entered or re-entered school (Selim et al., 2013; Brady et al., 2007).

Economic empowerment. There is some evidence of participants improving their money management skills, especially their saving habits, often sharing their knowledge with others and advising them to follow their example (BRAC, 2016; Selim et al., 2013). However, outside of Goal, financial education and entrepreneurship skills have rarely been a focus of combined sports and life skills programmes.

Health. Studies show that such programmes increase girls' sexual and reproductive health knowledge, although evidence on change in relevant practices is rather scarce. Grassroot Soccer's *SKILLZ Street* programme in South Africa reported both greater HIV knowledge and increased uptake of health services (Barkley et al., 2016). Similarly, *Ishraq* in Egypt increased

girls' reproductive health knowledge and health-seeking behaviours (Selim et al., 2013). In Zambia, girls with longer involvement in the *Southern Province Girls League Football* programme reported higher condom use (Duffey et al., 2019); and in Haiti, girls in the *Next Generation of Healthy Women* programme reported increased physical strength, while survey data showed a reduction in their childbearing rates (Kaplan et al., 2010).

Gender-based violence. Studies of sports and life skills programmes have found that participant girls increase their knowledge about violence against women and girls. This includes learning about their right to reject male advances and enjoy a life free from violence, changing attitudes that justify such violence, being able to identify different forms of violence, and reporting incidents of violence. In South Africa, *SKILLZ Girl* programme participants with boyfriends also reported a reduction in intimate partner violence

(Barkley et al., 2016; BRAC, 2016; Brady et al., 2007). The vast majority of Ishraq participants in Egypt objected to female genital cutting (Sieverding and Elbadawy, 2016; Brady et al., 2007).

Gender norms and attitudes. Several studies have found that participants developed more gender-equitable attitudes on key areas, such as supporting girls' right to education and to delay marriage until after the age of 18, equal sharing of domestic and care work between husband and wife or brother and sister, joint decision-making at household level, or rejecting the idea that sports should be only for boys or make girls less attractive or seen as 'tomboys' (Barkley et al., 2016; Sieverding and Elbadawy, 2016; Coalter and Taylor, 2010; Brady et al., 2007; Brady and Khan, 2002). Girls have also reported being able to increase their mobility, visibility, and levels of participation within their communities, and to interact more freely with boys (such as talking to boys in school without fear) (Selim et al., 2013; Miske Witt & Associates, 2011a). In some countries, there is also evidence of shifts in relation to perceptions of appropriate clothing – for example, a study in Tanzania found increased acceptance of girls and young women wearing trousers when playing sports (Miske Witt & Associates, 2011a).

Taken together these studies indicate the great potential of combined sports and life skills programmes to contribute to girls' empowerment and skills development. Goal sits firmly within this emerging 'sector' and aims to contribute to girls' empowerment in all the areas outlined above. Goal's experience can thus make an important contribution to developing 'best practice' in sports and life skills programmes, as well as learning from emerging experience in other programmes. This evaluation aims to present learning from Goal's experience and, drawing on this learning, to make recommendations for how Goal can deepen its impact.

1.3 Methodology

The methodology for this evaluation involved the following.

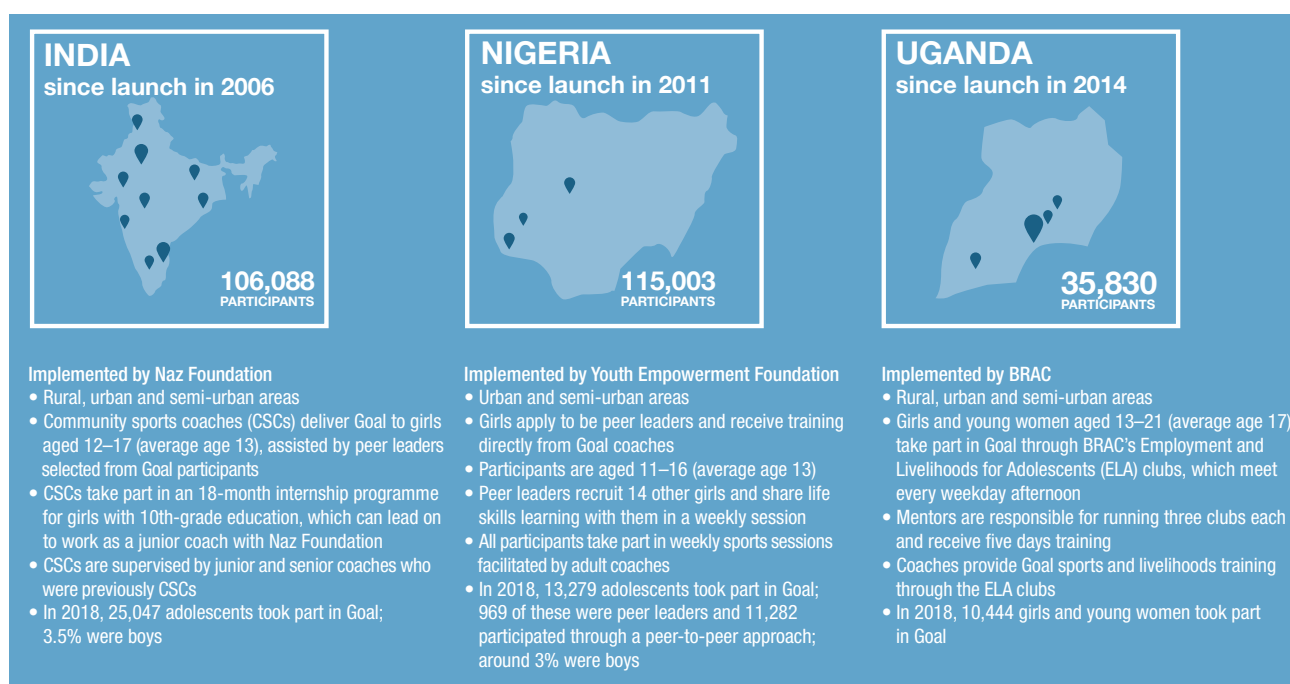
Analysis of data⁴ collected from all Goal participants as they started and completed the programme in eight countries (India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia) between period 2014⁵ and 2018. These eight countries were selected to reflect geographic spread and diversity, duration of programme implementation, and to ensure high-quality and comparable data. Analysis measured changes in different aspects of girls' lives, including:

- reported self-confidence
- knowledge about health and hygiene, including menstruation
- attitudes to and knowledge of gender-based violence and ways of protecting themselves
- knowledge of personal finance (e.g. budgeting, saving and sources of loans)
- engagement in business and aspirations for employment and entrepreneurship
- experience of leadership
- attitudes to and involvement in sport.

Variables for each issue were developed from responses to groups of questions in the baseline and endline surveys on related issues (see Annex 2 for more details). We calculated mean scores on each variable on entry to Goal and on completion of the programme, using information from all participants over the 2014/2015 to 2018 period and based on the number of answers giving accurate knowledge or expressing gender-egalitarian attitudes (see Annex 2 for the scoring key). We examined the percentage change in each score and the statistical significance of those changes, and undertook linear regressions to identify the groups for whom the programme had the strongest impacts, both across the whole sample and in individual countries.

⁴ The quantitative data used in this analysis have been obtained from questionnaires administered to a sample of participants from select implementing organisations who participated in the full Goal programme. The questionnaire was given to girls before they began the programme (baseline) and then again once they had completed the full curriculum (endline). Only respondents who completed both baseline and endline questionnaires have been included in this analysis.

⁵ Data for Uganda and India was for 2014-2018; for Kenya, Nigeria, Zambia and South Africa, it was for the 2015-2018 period. For Myanmar, it was for 2015-2017 and for Pakistan 2016 only.



Qualitative research in three focal countries – India, Nigeria and Uganda – took place in June and July 2019. These countries were selected as they have large, longer-term Goal programmes, cover rural, urban and semi-urban areas, and are delivered in different ways. The research aimed to explore girls' and young women's perceptions of how Goal had affected their lives, and the views of parents and teachers in India and Nigeria (where the programme runs in schools), and community leaders in Uganda.

Table 1 shows the number of interviews with different stakeholders in each country. Participants were recruited based on convenience – their availability at the time of research.

Annex 2 contains details of the tools used with different stakeholders.

Limitations

Quantitative data

- The data compare Goal participants' survey responses at baseline and endline but there is no control group. This means that some caution is needed in attributing change to

the Goal programme. It also underlines the importance of the qualitative data, which specifically explore changes that can be attributed to Goal as opposed to other factors.

- We were unable to explore the impact of regularity of attendance on Goal outcomes, as there was too little variation across the sample, reflecting very high levels of attendance at Goal sessions.

Qualitative research

- In some research locations, our interviews with girls who had graduated 3–5 years previously may have over-represented those who had stayed in touch with Goal. In Nigeria, we were able to reach girls who had and had not stayed in touch with the implementing organisations.
- In contexts where a number of girls' empowerment programmes were on offer, teachers, parents and community interviewees were not always able to distinguish between them, which may have affected their view of Goal's impacts.

Table 1 Overview of primary research

Stakeholder group	India			Nigeria			Uganda		
	Interviews	Focus groups	Interviewees	Interviews	Focus groups	Interviewees	Interviews	Focus groups	Interviewees
Recent Goal graduates	–	4	23	–	7	63	–	4	27
Longer-term Goal graduates (3–5 years)	–	–	–	1	2	18	4	–	4
Girls in leadership roles	3	3	21	–	2	19	–	3	18
Parents	1	2	–	2	2	–	–	5	–
Mixed	–	–	–	–	–	8	–	–	–
Mothers	–	–	11	–	–	9	–	–	18
Fathers	–	–	1	–	–	2	–	–	11
Teachers	5	–	5	–	2	14	–	–	–
Community leaders	–	–	–	1	–	1	1	2	15
Boys	–	1	6	2	–	2	–	–	–
Programme managers	2	–	2	–	–	2	2	–	2
Totals	11	10	69	7	15	138	7	14	95
Grand totals	Interviews: 25 Focus groups: 39 Interviewees: 302								

2 Goal's impact

Figure 1 summarises our findings from the quantitative data, based on Goal entry and exit surveys that are conducted by the partner implementing the Goal programme. It is based on data collected between 2014 and 2018 in eight countries (India, Kenya, Myanmar, Nigeria, South Africa, Pakistan, Uganda and Zambia), and shows the mean percentage of correct answers and/or gender-egalitarian responses⁶ on each issue at baseline, plus the mean percentage point change between baseline and endline. Together these indicate the mean endline value.

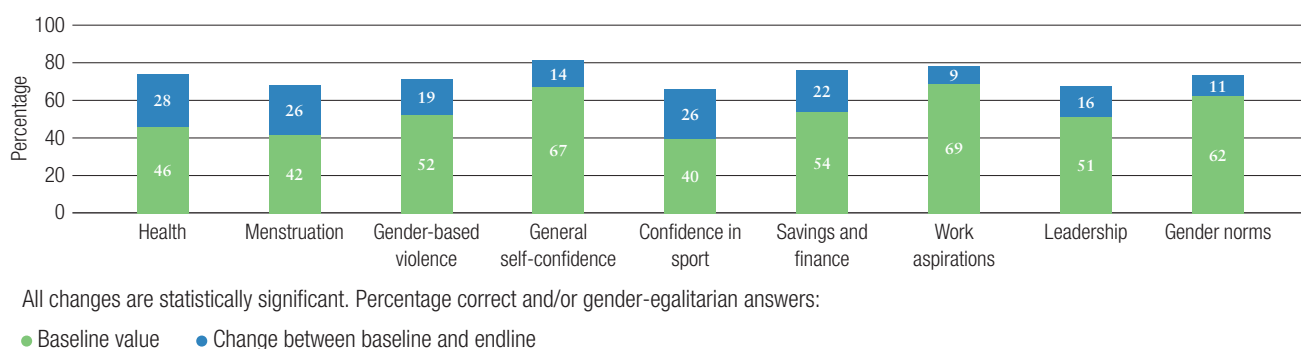
Looking at the sample as a whole, girls' relatively low levels of health and menstruation knowledge, and the substantial gains resulting from Goal are clear. By contrast, girls' support for egalitarian gender norms and work aspirations were already relatively high at the start of the programme, meaning that the changes measured by the Goal survey are more limited.

In the following sections we discuss insights from the quantitative data for these eight countries in more detail. We interpret these findings in the light of our qualitative research in India, Nigeria and Uganda.

2.1 Soft skills

Soft skills⁷ underpin success in education, work and interpersonal relationships (Kautz et al., 2015). They include interpersonal and behavioural elements, such as emotional intelligence, communication, resilience, self-control and innovative thinking. They are also building blocks of empowerment – 'power within' (drawing on a person's self-confidence), 'power to' (to shape one's life and world) and 'power with' (the power to achieve change with others) (VeneKlasen and Miller, 2002). In this section we focus on four

Figure 1 Mean changes in girls' knowledge and attitudes between starting and completing Goal



- ⁶ To gain an understanding of the more granular dimension of changes in Goal participants over the course of the programme, Goal entry and exit surveys use a framework of BACKS measures (Behaviour, Attitude, Condition, Knowledge and Status) related to a variety of issues, including economic empowerment, sexual and reproductive health and rights, and gender-based violence. Percentage point change in these measures indicates the extent of change from an incorrect answer to a correct answer within a knowledge-based question, or indicate a more gender-egalitarian shift in response to a behaviour- or attitude-based question.
- ⁷ Soft skills are interpersonal and behavioural skills that underpin the development of other skills and educational and work outcomes. They include self-confidence, communication, resilience, creativity and critical thinking. See Fadel, C. 2008. '21st Century Skills: How Can You Prepare Students for the New Global Economy?' Presentation at the OECD Centre for Educational Research and Innovation (CERI) International Conference, 'Learning in the 21st Century: Research, Innovation and Policy', Paris, May 2008



Note: refers to data from the quantitative data of eight countries

elements of soft skills that emerged most commonly in our interviews and underpin changes in other areas of girls' lives: self-esteem and self-confidence; communication skills; decision-making; and leadership skills. In later sections we also highlight soft skills with primary relevance to specific areas, such as education or work.

After I joined Goal girls, I understood that . . . as a girl child, I am worth more than people think... There was a time my father told my mother that I was not worth the stress, and all of a sudden I stood up to him and told him that I was going to make my mum proud. . . . Everybody, including me, was surprised.
Goal graduate, Lagos, Nigeria

Self-esteem and self-confidence. Across all countries, increased self-confidence among girls was one of the most commonly reported gains from participating in Goal. In the questionnaire girls complete when they start and when they leave Goal, they are asked to rate their self-confidence in a range of situations. We examined changes in girls' mean self-confidence scores during the period of Goal participation and found an average⁸ 14 percentage point increase in reported self-confidence across all Goal participants, with greater increases in some contexts. These figures are lower than would be expected given the extent to which girls stressed their increase in confidence as an impact of Goal participation. This disconnect between quantitative and qualitative data may reflect the specific questions asked in the survey, and relatively high levels of reported self-confidence at outset in most countries.

Having role models in the community is important for expanding girls' sense of their capacities and potential. In all three countries, girls mentioned their coaches as key role models.

For example:

My coach is my role model. I have watched her for the past three years, and the way she has overcome the obstacles in her life and achieved so much inspires me.
Community sports coach, Thane, India

Communication skills. For Goal graduates across all three countries, increased self-confidence underpinned improved communication skills, improved ability to stand up for oneself, and to speak to large gatherings and more powerful people. Participants reported learning to articulate their thoughts in a clear and confident way, listen carefully to others' opinions, and construct concrete arguments and reply in a respectful way without getting angry, irritated or over-emotional:

Earlier I was very scared of talking to others and would feel inferior to them. But after the [Goal] sessions, I felt comfortable to speak to others. During the session on communication skills, we were taught certain techniques which have helped us.
Goal graduate, Thane, India

Before I joined Goal, whenever I would encounter a challenge, I would just quarrel or even fight with the person who has made me angry. But now I have a solution for every problem I face.
Goal graduate, Kampala, Uganda

Before, I could not address an audience. If I was told to read out a speech in school, I would become shy or fearful but since joining Goal club, I can now write a speech, practise it and deliver the speech well.
Goal participant, Abuja, Nigeria

One girl framed her new ability to speak out in a more feminist manner:

8 In this report, the term 'average' refers to a mean unless otherwise specified.

After we were taught in Goal that ‘I am a girl, I can talk and you have to listen to me’, whenever they do not listen to me, I report to the teacher and the teacher listens to me.

Goal graduate, Lagos, Nigeria

Now, I have the boldness to stand and fight for my rights; people say I am being a man for standing out to say what I want and what I don’t want but I feel like I am just expressing myself.

Goal graduate, Lagos, Nigeria

Decision-making. A combination of increased self-confidence and communication skills also influenced girls’ participation in decision-making:

Before Goal, I could not make decisions on my own. I agreed with everything others said but now, if anyone tells me something that I know to be wrong, I will disagree and state my own opinion.

Goal graduate, Abuja, Nigeria

Earlier., my parents would not ask for our opinion. This changed after my participation in the Goal programme. They realised that I also have an opinion and it’s equally important. I now feel proud when my parents ask me before purchasing or doing something at home.

Goal coach, Mumbai, India

Many Goal graduates in rural Uganda were married (15% at baseline) and reported more joint decision-making with their husbands, as well as more independent decision-making on issues that in the past they would have had no say over:

During the harvest period, my husband doesn’t decide for me on the amount of products I have to either sell or store.

Goal graduate, Isingiro, Uganda

Despite this increased role in decision-making, many Goal participants still faced significant constraints from their parents and guardians. Girls

in Nigeria, for example, commented that families expected them home straight after school to get on with chores or studying (in some cases this was also related to safety concerns); a former Goal mentor in Kampala, Uganda, reported that her family made her leave Goal to take care of younger relatives. A peer leader in Mumbai, India, commented that she still had very little control over her life:

Every decision is taken by my mom. She tells me that girls in my community should not go out much and should stay at home. I feel like going out, travelling and gaining knowledge which can help me in fulfilling my ambitions. But I still haven’t been able to convince my mother on many of my desires.

Peer leader, Mumbai, India

Similarly, a Goal graduate in Abuja, Nigeria, reported having to tread carefully to avoid jeopardising her future:

I still can’t make decisions for myself because every time they ask me to do something I don’t want to do, I get scared that they may decide that since I don’t want to do as they are saying, I can go back to the village. And I don’t want to go back to the village because I came here (Abuja) to achieve something.

Goal graduate, Abuja, Nigeria

Leadership skills. Across the eight countries analysed, there was a 16 percentage point increase in the proportion of girls who reported engaging in leadership activities in the preceding six-month period, with increases of 31 percentage points and 26 percentage points in Zambia and Pakistan respectively. Many participants linked their engagement in leadership to the increasing self-confidence, communication skills and resilience they had developed through Goal. For example, participants also mentioned taking on leadership roles, largely in their schools (Nigeria) and churches (Nigeria and Uganda). One graduate in India also reported that she had become captain of her kabbadi⁹ club, drawing on leadership skills

9 A South Asian team sport, popular in India.

she had learnt through Goal. A coach in Uganda was successfully elected to her local council.

Goal leadership pathways

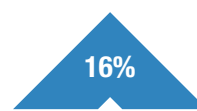
Goal provides opportunities for girls to develop leadership skills, with the most structured pathway in India, where community sports coaches are Goal graduates who have been selected on the basis of the strength of their soft skills. They intern for 18 months with Naz India, receive a stipend to run Goal clubs, and are usually assigned three schools each. They receive additional training for this role, and are able to access other opportunities, such as a careers advice programme. Being a community sports coach is often a pathway into working as a junior and then senior coach for Naz India (which are both paid positions). Community sports coaches are assisted by peer leaders, selected from among programme participants; if they perform well, they may be selected to become community sports coaches after they leave school.

We were taught about leadership and when I saw the qualities of a good leader, I was determined to put them into practice. I campaigned and was voted as a youth secretary at the division because of Goal. While there, I freely express my views and we discuss them.

Goal coach, Mbarara, Uganda

In Nigeria, peer leaders are selected from girls who apply for this role. They receive training and are responsible for then delivering the life skills programme to 14 peers. There are also additional roles – Goal champions, who are Goal graduates with extra responsibilities to help run sports sessions. In Uganda, a leadership pathway from Goal participants to club facilitators (mentors) and coaches is under development.

Not surprisingly, given that all girls in leadership positions receive additional training and have greater familiarity with Goal programme content, as they are encountering it at least twice (in Nigeria, once in their own training, and once when passing on the learning to others; in the other countries, more times as they are responsible for providing this training to a number of clubs), both qualitative and the



**Average increase in reported
LEADERSHIP
across all Goal participants**

Note: refers to data from the quantitative data of eight countries

available quantitative data suggest somewhat stronger impacts. (Quantitative data are only available for Nigeria as community sports coaches in India and coaches in Uganda do not complete the entry and exit questionnaires.)

In Nigeria, the difference between peer leaders and the girls they train ('peers reached') in overall learning are small but statistically significant. Peer leaders had greater increases in knowledge and gender-equitable attitudes in all areas other than work aspirations and knowledge of menstruation, where there were no differences. However, even the significant differences were small – in the region of 2 percentage points. Other than one interviewee in Lagos, who felt that peer leaders were getting a 'better deal' as they were learning directly from facilitators, most girls felt that there was little difference, and analysis of their qualitative responses indeed shows similar impacts for both groups.

In India, teachers commented on the way that being a peer leader helped girls develop responsibility:

There is a visible difference between regular students and peer leaders. Girls who have been peer leaders gain a certain amount of confidence during the programme and it continues even after the programme is over. . . . We have observed that in the 8th grade most of the peer leaders tend to become class monitor or class prefect.

Teacher, Mumbai, India

Even with training, Goal participants face challenges as leaders:

When I became a community sport coach, I was literally scared of the students and hesitated to do the sessions. But slowly I learned and gained leadership skills. . . . Earlier I was scared to hold a mic but now I host events. My confidence has really grown since joining the Goal

programme. Earlier I wouldn't take a stand if I saw someone doing or saying something wrong or inappropriate, but I have now learnt how to take a stand for what's right. . . . Also, when I learn something, I can share the knowledge with others.

Goal coach, Mumbai, India

The challenge I face as a leader is intimidation: some boys in my class are bigger than me. . . . Sometimes, they try to intimidate me by threatening me with physical violence but as a leader, I have been bold enough to tell them that I am not afraid of them.

Goal graduate, Abuja, Nigeria

Nonetheless, as we will show in the following sections, the soft skills that girls have learnt through Goal underpin change in a range of other areas of their lives.

2.2 Education

The Goal participant surveys do not measure impacts on formal education (such as performance or length of education) so, unlike other sections, this section is based entirely on our interviews in India, Nigeria and Uganda. In Uganda, most Goal participants are out of school, whereas in Nigeria and India, Goal is run in secondary schools. We found three main ways in which Goal is contributing to improved educational outcomes:

- improved study skills, commitment to study and class participation
- finance (helping girls save or generate the funds to continue their education or access scholarships)
- raising aspirations (such as complete secondary education or continue to higher education).

With the help of Goal, I have developed study skills and my grades are improving. I was actually surprised at how much better my grades were after our last exams.

Goal graduate, Lagos, Nigeria

Study skills, confidence and educational

outcomes. In India and Nigeria, participants mentioned learning and making use of study skills; most parents and teachers (see Box 1) made similar observations.

Earlier I wouldn't study much, but after the programme I am able to focus better because I understand many topics better. I also like coming to school now as I am able to learn new things.

Goal graduate, Thane, India

Girls in India and Nigeria highlighted their greater confidence to participate in class and to ask for help – from teachers, family or other students – if they did not understand.

I have started asking questions to my school teacher when I do not understand something in class... I was a very shy girl before Goal.

Goal graduate, Thane, India

Before Goal, I didn't ask questions in class so if I didn't understand anything, I would write it down and take it home. But after I became a leader and my coach taught me how to do things, I now ask questions and when I do, I learn new things.

Goal graduate, Lagos, Nigeria

Before I joined Goal, I was not confident to stand and answer questions in class. But now I learnt that I don't have to be afraid that people will laugh at me; I should just try my best.

Goal graduate, Abuja, Nigeria

In India, respondents reported that for some participants, combining Goal and their studies was a challenge:

As a result of playing sports and participating in the programme, she has become more active and her focus on her studies has improved. However, the past 2–3 months, I have noticed that the game and her participation in the

Box 1 Goal's impact on education: teachers' perspectives

Sometimes when I am teaching in class, I find that some girls understand things very quickly and I later realised that they are Goal girls. They have confidence and are focused.
Teacher, Lagos, Nigeria

When any skills or tasks are given to them, they wholeheartedly and confidently take part in them and they do well in them.
Teacher, Abuja, Nigeria

Most of our school children come from slum areas so they have an inferiority complex about themselves. But after their participation in Goal, I have observed that these girls have started engaging in team work, they are learning and understanding about issues held in life skill sessions.
Teacher, Mumbai, India

programme has affected her studies. She is not concentrating much on her studies.
Father of a Goal coach, Mumbai, India

that I will have enough to pay my fees for university in future.
Goal graduate, Abuja, Nigeria

Financing education. Interviewees from all three countries described how, as well as helping them negotiate to continue their education, Goal had helped girls finance their education, through savings, entrepreneurship and coaches' stipends:

The only challenge to achieve my dream is school fees. I can solve this challenge by using my talent of playing netball to get sponsors for my school fees so I'm able to finish school.
Goal graduate, Mbarara, Uganda

Last term, I had to pay my school fees; the total fee was 6,000 naira, but my daddy had just 1,000 naira. From my savings I could add the needed 5,000 naira so that I could resume school.
Goal graduate, Abuja, Nigeria

One major challenge I had was how to raise funds to pay my school fees but through Goal I learnt to face whatever life throws at me. I learnt that I could render services for payment so now, I have a side business, braiding ladies' hair, and I save the money I make so

The stipend received from [being a coach] in the Goal programme helps them fund their college education as their parents are often unable to support them financially due to their poor economic background.
Teacher, Mumbai, India

In Uganda, where 20% of Goal participants already have children, graduates also talked about using income they had gained as a result of Goal's savings, business skills modules and start-up grants to finance their children's education:

When I joined Goal, I got money [through a Goal savings club] and started a poultry business where I sell eggs and again buy other poultry for farming. In case my children need some scholastic materials, I am able to provide them without waiting for the father to provide it.
Goal graduate, Mbarara, Uganda

Aspirations to continue education. Particularly in India, where the view that girls do not need to complete secondary education seemed more

prevalent than in Nigeria and Uganda, interviewees spoke of how taking part in Goal had increased their determination to complete education and helped them express their ambitions to their families:

My mother used to say that girls should only study till 10th grade, and then get married. After attending Goal, I told my mother that I want to study further and make something of myself. Things have changed now. Earlier I didn't have permission to pursue anything, but this isn't the case anymore.

Goal graduate, Thane, India

Earlier my mother told me study only till the 10th grade because 11th grade is junior college where it's co-education and boys will be there too – and she didn't approve of that. She felt I would get into a relationship or do something that would bring shame to our family. But after participating in Goal, I explained to my parents that I want to study further and pursue a career in hotel management. My father supports me to study till 12th grade. They trust me now because I share everything with them.

Goal graduate, Thane, India

I had some financial problems at home and had to stop education after 9th grade (around 13–15 years) and was looking for a job. That's when a friend told me about the Goal programme, but Didi (coach) told me that I had to finish my 10th grade. I wasn't interested much in studies but after she convinced me I completed my 10th grade and joined the programme.

Goal coach, Mumbai, India

Two older graduates from Lagos highlighted how Goal inspired them to aspire to higher education, in one case, through exposure to a university during a sports tour, and in another as a result of doing an internship with the Youth Empowerment Foundation (YEF), which gave

her the determination to study further despite difficult family circumstances. In India, Goal coaches described how career guidance sessions run by Naz India had helped them identify the work that most interested them, including accountancy and photo editing.

Earlier I wouldn't attend many lectures and didn't pay much attention in class but after the career guidance programme at Naz Foundation I have become more serious and focused on my studies. I don't get very good grades, but I try to ensure that there is an improvement compared with my previous performance.

Goal coach, Mumbai, India

2.3 Economic empowerment

Financial education is a core component of the curriculum across all countries that implement Goal. In particular, module 4, Be Money Savvy, focuses on making decisions related to saving, spending, storing and borrowing money. The qualitative research that took place in India, Nigeria and Uganda also highlighted additional findings in relation to entrepreneurship and employability. This is important to note, as some implementing organisations, including in these three countries, have also implemented module 5, Be Independent, which focuses more deeply on developing career pathways for Goal participants and alumni.

We identified four main ways in which Goal is contributing to girls' economic empowerment, through:

- increased financial knowledge, saving and budgeting skills, and business management skills
- improving job or business performance (for those already working)
- helping girls access vocational training and business start-up grants
- changing aspirations, including non-traditional employment options.

Financial knowledge, savings and business management skills. Using data from girls' entry



Note: refers to data from the quantitative data of eight countries

and exit questionnaires, we developed a composite score based on their understanding of financial issues and attitudes to saving. Across the eight countries for which survey data were analysed, girls' financial knowledge score (based on both their knowledge and their reported use of bank accounts and savings behaviour) increased by 21 percentage points. This varied across countries from a 15 percentage point increase in Pakistan and India to a high of a 29 percentage point increase in Uganda. Consistent with these data, our interviews in Nigeria and Uganda found that Be Money Savvy was one of the most valued modules; interviewees in India mentioned it less often, though Goal graduates across all three focal countries spoke of learning to save and budget, as the examples below show. In addition to the economic benefits, one Goal graduate from Uganda hinted at the importance of money management skills to reduce exposure to risky sexual relationships.

When I joined Goal, they taught me how to get money other than asking men for money.
Goal graduate, Mbarara, Uganda

Before I joined the programme, 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 that I need, not things I want, and then save whatever amount is left with me. Now, I save money, even from my school lunch allowance too.
Goal graduate, Abuja, Nigeria

We have savings groups at the [ELA] club where we give the collected money to an individual according to the order followed. If am not in that savings group, I go to the bank and acquire a loan from

there and then set up a small business to generate income. Before joining Goal, I didn't know all these mechanisms.
Goal graduate, Mbarara, Uganda

Now she talks to me about savings and how we should spend wisely. She tells me that we do not need to make excessive purchases of anything and that we should try saving more. I give her my salary money, and she takes care of the rest.
Mother, Mumbai, India

Improving job or business performance. Levels of engagement in business were highest in Uganda (an average of 34% of participants) followed by Kenya and Nigeria (15% and 13%, respectively). The much higher levels in Uganda are likely to reflect the older average age of participants (most of whom have left school and are engaged in income-generating activities), and BRAC's strong economic empowerment focus. Graduates in Nigeria and Uganda described how the savings and business management skills they had learnt through Goal helped them develop businesses or progress at work:

We were taught about capital and the coach had said it is the money used to start up a business. So when I was going to start my business, I started looking for ways to generate capital and I began to save any money that I got. When I had saved 2,000 naira, I used it as the capital for my business.
Goal graduate, Abuja, Nigeria

The coach... teaches us about how to start a business and how to raise capital like saving 100 shillings on a daily basis, how you can sell your personal property and start a business and when the business grows you can . . . replace what you sold.
Goal coach, Mbarara, Uganda

One day the Goal leader taught us how to ask questions. . . . The next day [at work] I told my trainer that I didn't

understand how she cut a pattern and she explained everything to me. That evening, the other girls expressed their surprise at my boldness and told me to keep it up.

Goal graduate, Lagos, Nigeria

Others mentioned how their greater self-confidence and communication skills enabled them to find work or do well at work:

I'm so confident and if I am seeking employment, I express myself very well. Even [when visiting] the hospital, I am so confident to express myself there even if the issue is so private.

Goal graduate, Mbarara, Uganda

One Goal graduate in Kampala, Uganda, had also been able to get work as a facilitator with other organisations using skills she had developed as a Goal mentor.

Access to training and grants. The Goal programmes in Uganda and Nigeria have also – at times – been a springboard for participants to learn vocational skills. In Uganda, these were delivered in Goal sessions and through extra courses; in Nigeria, through linking participants to additional training. In both Uganda and Nigeria, some interviewees also reported that the organisations implementing Goal – BRAC and YEF respectively – had helped them access additional training, such as seminars on nutrition, and workshops on specific livelihood skills. In both countries, implementing organisations also periodically link Goal participants or graduates to business development opportunities, such as loans and start-up grants – thus Goal participants benefit from the wider youth development work of these non-government organisations (NGOs). Both YEF and BRAC have set up alumni network WhatsApp groups, where they post information about training and scholarship opportunities.

Longer-term Goal graduates reported that the combination of the foundation of skills they gained through Goal (particularly self-confidence, resilience and problem-solving mindsets, and financial skills) enabled them to make the most of these additional opportunities.

I thought that a female cannot be an engineer or a carpenter, but now I know that the ability to do a job does not depend on gender but on personal determination.

Goal graduate, Abuja, Nigeria

Changing aspirations. Our survey data found a 9 percentage point increase in the proportion of girls who reported aspiring to have a job or a business over the period of participating in Goal. The increase was greatest in Pakistan (14 percentage points) and lowest in South Africa (3 percentage points). This may reflect the low levels of women's labour force participation in Pakistan,¹⁰ meaning that exposure to work opportunities through Goal may have had a greater impact on girls' aspirations there than in the other countries. Work aspirations were already high at outset in all countries, with 69% of girls aspiring to have a job or to run their own business when they joined Goal, which explains the relatively low level of change.

Visits to various institutions (e.g. banks, training workshops at hotels) expanded Goal participants' knowledge of potential sources of employment and business opportunities, and enabled them to develop an accurate picture of the realities of certain jobs and to make more informed study choices. Teachers in Lagos commented on the value of helping girls develop a thorough understanding of what different career paths involve:

YEF makes a list of their names, contact numbers and their desired careers and then during the long holidays (summer), they are taken to understudy [shadow] people already in those careers so that

10 The female labour force participation rate in Pakistan was 24% in 2018 compared to an average for low- and middle-income countries of 47%. For comparison, in Nigeria it was 51% and Uganda 67%, <https://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS>

the girls can know if they should continue on that line of thought or consider other careers. This is particularly good for those who say they want to become doctors because by the time they are taken to a hospital, and understudy [shadow] how doctors attend to their patients, some of them decide to choose another career.

Teacher, Lagos, Nigeria

A combination of these visits, discussions in Goal sessions about work, and increased determination led some participants to change their views on what work women could do or even to aspire to male-dominated fields. In India, respondents mentioned careers such as the army, police and civil service, while in Uganda, business or NGO work were most commonly cited. In Nigeria, some participants had specific ambitions to enter non-traditional areas of work:

I want to become a computer scientist. I met a man who is a computer scientist and he told me that there aren't many females in that field of study but I don't care that it is a male-dominated field because that is what I want and I am passionate about it.

Goal graduate, Lagos, Nigeria

Participation in sports also raised the possibility for some Goal graduates of paid work as a sports person or in associated fields. In rural Uganda, Goal graduates mentioned being paid a player's fee to take part in netball competitions in the local area. Some coaches in India mentioned using part of their stipend to pay for additional sports training; in particular, in India, there was interest in Goal enabling girls to undertake further training to develop professional sports careers.

2.4 Health knowledge and behaviour

The Goal participant surveys measure accurate knowledge about menstruation, HIV prevention and hygiene, as well as adherence to gender-egalitarian attitudes on birth spacing. (Goal does not currently record data on disability status, but some anecdotal evidence has been noted; see



Note: refers to data from the quantitative data of eight countries

Box 2.) Across the eight programmes for which data were analysed, there was an average 27 percentage point increase in scores over the period of participation. The scale of change varied from a high of 35 percentage points in South Africa and 31 percentage points in India to a low of 1 percentage point increase in Myanmar. The girl participants interviewed in India, Nigeria and Uganda also identified positive impacts on:

- improved hygiene and body care
- improved menstrual knowledge and practices
- improved sexual and reproductive health knowledge and ability to avoid unwanted pregnancy
- improved fitness
- improved mental health and well-being.

Hygiene and body care. In the three countries in which qualitative research was conducted, graduates emphasised that Goal taught them to take better care of their bodies: to wash regularly with soap and water, wear clean clothes, and treat any injuries incurred during sports to avoid infection. Their parents confirmed that Goal improved their daughters' hygiene.

Before Goal, she had to be told every day to take her bath when she returned home from school, but now there is no need to remind her again – when she gets home from school, she takes a bath and washes her school uniform.

Mother, Abuja, Nigeria

Menstruation. Survey data show an average 26% increase in correct knowledge about menstruation between baseline and endline. The countries with the greatest increases were Uganda and South Africa (both 35 percentage points) and Pakistan (28 percentage points).

Of the three focal countries, changes in knowledge about and attitudes to menstruation were most

Box 2 Goal's impact on girls with disabilities

Although Goal does not currently collect data on disability status, in our interviews we heard that Goal has enabled a small number of girls with disabilities (who typically face greater disadvantage and exclusion) to develop their skills, demonstrate their potential and empower themselves. In Mumbai, India, a teacher told us:

[A] student of ours has a speech and a hearing impairment. Yet she participated in Goal netball and now she plays so well. This has surprised us all, as we were not aware that she is so talented.

In Uganda, a Goal graduate in Kampala with physical disabilities gave a moving account of the life-changing experience that Goal offered her:

Goal changed my life. When I joined Goal those people welcomed me. Before, wherever I used to go, they would discriminate me and put me down. When they teach you the Goal modules, there is a way in which they change you. I used to never believe in myself that I can do anything . . . I learnt that I have to first accept who I am before others accept me, and that I do not have to pity myself so that other people can pity me. I accepted myself and thought that even if I have a disability, I do what any other person without a disability can do. When I realised that, I made up my mind to stand up for myself.

The first day I went for a Goal event, I saw that I was the only person with a disability, and I wondered if I would participate. You run with a ball and when you score, you earn money [a prize]. I was very scared to participate and when I did, I scored a goal and I was awarded an umbrella for scoring. I thought that if my start is like this, it means that my ending is also going to be good.

I was taken for training about entrepreneurship and I was given a start-up kit for that. I have a Facebook page whereby I say to people that if you have a disability, do not mind about that disability but think about the ability that you can do. I was taken to different events and it helped me reveal my talents to the public like singing, dancing, acting, running and netball even though I am having a disability. Goal helped me to know my talent and not to sit on it. It helped me to interact with many people to teach me about business, learn how to manage money, and it helped me to get a job where I am currently working in . . . banking.

widely discussed in our interviews in India, though interviewees in all countries mentioned positive changes in their behaviour. For example, their new knowledge enabled them to improve their menstrual management, including using a sanitary pad instead of cloth, changing it regularly and disposing it discreetly, and taking a bath; however, in Uganda, where many girls cannot afford disposable pads, participants reported guidance on using and drying menstrual cloths properly, or making them out of local materials.

Before I started menstruating, I didn't know how to take care of myself.

I didn't use pads and my pants were always stained. But when I joined Goal, I learnt to take care of myself, change my pad four times daily, and wash my pants, even my clothes.

Goal graduate, Abuja, Nigeria

Girls also reported learning that menstruation is a natural process, and that it should not restrict them from engaging in activities they enjoy such as going out with friends or playing sports. Their new and accurate knowledge enabled girls, particularly in India, to challenge traditional menstrual myths and related

restrictions that confined them to home, excluded them from family and religious activities, or forced them to sleep in a separate room and use different plates to avoid ‘polluting’ other people (see Box 3).

Through Goal I learnt that I could participate in sports during my period. I learnt that sports help me stay fit and healthy, and also help reduce the pain from menstrual cramps.
Goal graduate, Abuja, Nigeria

While in the past girls avoided talking about menstruation and hid it even from their mothers, their improved understanding allowed them to talk more freely about it, asking for sanitary pads at home and school and sharing their knowledge with others, especially female family members and friends. Girls and teachers reported girls being less shy to mention that they were menstruating (though sometimes using euphemisms), whereas in the past they would not have mentioned it. In some cases, mothers changed their own menstrual practices.

Sexual and reproductive health. Girls in all three countries reported that they learnt about HIV and AIDS and how to protect themselves from contracting HIV. In Uganda, where many Goal participants are older, often married (15%), and have children (20%), improved knowledge and ability to avoid sexually transmitted infections and unwanted pregnancies was one of the most commonly reported gains from participation in the programme. These sessions led some alumni to start using family planning, either in agreement with their husband or secretly. Although the Goal curriculum does not explicitly teach abstinence, a few girls in Uganda and Nigeria also reported that Goal had strengthened their resolve to abstain from premarital sex, and to choose their male friends carefully:

With Goal I have been able to make the decision that having a male friend doesn’t require any silly things that others might do [being sexually active]; now I have been able to choose my male friends wisely and I know the kind of friends

Box 3 Reduced restrictions related to menstruation

Although in our villages we were told that menstruation was not a normal thing and we were prohibited from talking about it in public. After joining Goal, we were taught that when we share this issue with your mentor or group member it will be fine and she will not laugh at you because it is a normal thing for a girl to go through her menstruation period.
Goal graduate, Kayunga, Uganda

Before Goal, during menstruation I would have to sleep separately from the other members of my family and my food and plates would all have to be separate – I didn’t like that. After Goal, I spoke to my parents about it. It took some time to convince them, but things have now changed. Now I can also cook during menstruation, which wasn’t the case before. We also had restrictions to go out during menstruation. But now I comfortably travel and also play netball on those days.
Goal graduate, Mumbai, India

When my daughter started sharing what she learnt in the programme, I also started learning. Earlier we didn’t touch the deity during menstruation but now that has changed. I also got to know about good blood and bad blood and about menstrual hygiene. Honestly, we need to go according to what they [our daughters] think and can’t stick to our traditional thinking.
Mother of Community Sports Coach, Mumbai, India

that I want to mingle with.
Goal graduate (3–5 years ago),
Lagos, Nigeria

In Uganda, where Goal participants were older, they reported receiving advice to help them think about the kind of partner they wanted.

In Goal we are taught that if you are having a boyfriend, [you should consider whether] he is supportive of your studies? Does he think about you and your future? Is he going to support you when you are pregnant? Is it necessary for you to have a boyfriend at that age? They teach all that in Goal.
Goal graduate, Kampala, Uganda

Before joining Goal, my husband wanted many children but he couldn't provide for them. I had two children by then and was providing most of their needs. So I decided to use family planning after learning from Goal.
Goal graduate, Isingiro, Uganda

Mothers and community leaders in Nigeria and Uganda reported that Goal graduates avoid getting involved with 'bad boys', engaging in risky sexual practices or ending up having children whom they are unable to take care of.

Goal girls . . . are trained on how to avoid unwanted pregnancies, how to dress well and how to communicate. Goal girls have learnt about HIV and AIDS, they cannot move with every man they find. Girls who are not in Goal sometimes produce children and run away leaving the burden to grandparents. Girls need training about these things. Goal girls have a very big difference compared to other girls.
Community leader, Kayunga, Uganda

Fitness and sport participation. Girls in India and Nigeria reported increased fitness as a result of Goal. For example:

Earlier I was inactive and slow, and I wasn't interested to play but after participating in the programme, I have become more energetic and am able to work faster.
Goal graduate, Mumbai, India

Before, I could not walk well – I felt pain in my legs. But since I joined Goal girls and we started exercising, I can walk well.
Goal graduate, Lagos, Nigeria

In Uganda, a focus group with fathers also noted greater fitness among their daughters and other Goal participants. Survey data show that alongside increased fitness, girls' confidence in playing sports rose dramatically as a result of Goal: across the eight countries as a whole, there was a mean 26 percentage point increase. In Zambia and Nigeria, the corresponding figure was a massive 39 percentage point increase. At baseline, girls' confidence in playing sports was highest in South Africa and Uganda. The level of increase in confidence playing sport across all eight countries may reflect girls' limited sporting opportunities before Goal.

Mental health and well-being. Several girls in India and Uganda also reported decreased levels of stress and an improved sense of happiness through playing sports, getting to know better and accepting oneself, making new friends and sharing their problems with them; a few also emphasised that Goal taught them the importance of trying to be happy and adopt a positive perspective on life.

Before Goal, we would keep quiet and suffer silently with our problems. But now I share my problems with Goal girls in my club and we find a solution.
Goal graduate, Kampala, Uganda

Netball . . . helps in reducing stress levels. We play a lot, which keeps our mind focused and occupied.
Goal graduate, Thane, India

11 A scarf which can be worn across the upper body for greater modesty.

Before I joined Goal, I had depression with many things disturbing me. When I joined Goal, I was taught who am, relaxed and felt stronger. I got new friends that would disrupt me from bad depression that was going to make me sick.

Goal graduate, Mbarara, Uganda

A small number of girls in India, Nigeria and Uganda mentioned a positive impact of Goal on their body image, as they understood that physical changes such as breast development are a normal part of growing up and should not make them feel uncomfortable. In India, two girls reported that being overweight made them hesitant to play sports, but Goal helped them accept their body, stop trying to hide it under clothes, and enjoy playing sports.

In my neighbourhood there is a lot of emphasis on appearances (weight, height, complexion, etc.) and I thought I would have to lighten my complexion so I would be accepted by some of my peers. But in Goal, I learned about healthy self-esteem and I discovered I can be what I want to be and don't have to follow the crowd or others' opinions.

Goal graduate, Abuja, Nigeria

I wasn't very comfortable with my body then so when I attended the session on body image, I learnt so much and my perception about my body changed. Earlier I used to carry a dupatta¹¹ because I felt a certain part of my body would show, but not anymore. Now I am comfortable with whatever I wear.

Goal coach, Mumbai, India

Girls in Nigeria and Uganda also reported increased acceptance of aspects of their appearance that had previously bothered them (such as their height and skin tone) and rejected harmful health practices (such as using skin-lightening creams):

I noticed changes in our body image, how we think about ourselves; for instance, some people think poorly of themselves because they don't have a pretty face so they have bad body image of themselves,



**Average increase in reported
KNOWLEDGE ABOUT
GENDER-BASED VIOLENCE
across all Goal participants**

Note: refers to data from the quantitative data of eight countries

but through Goal, we learn to have good and positive body image.

Goal graduate, Lagos, Nigeria

2.5 Gender based-violence

Survey data show an average 19 percentage point increase in accurate knowledge of what constitutes gender-based violence and of sources of help in the event of violence, along with rejection of the view that gender-based violence is ever acceptable. The increase ranged from just over 15 percentage points in Uganda and Kenya to 25 percentage points in Nigeria and 27 in Zambia. Respondents spoke less about gender-based violence than other issues but in all countries raised issues related to sexual violence, and in India, also physical violence. Our interviews found:

- increased recognition of what constitutes violence and abuse
- increased awareness of self-protection strategies
- increased resistance to harassment and violence
- increased knowledge of how and where to seek help.

Greater recognition of what constitutes violence and abuse. Two respondents (in India and Nigeria) particularly recalled learning about inappropriate touching:

I also learnt about safe touch – that is, the parts of my body that a boy should not touch. In the past, if a boy touched me inappropriately, I would assume that he was just being playful and I would say nothing. But now I know that if I don't tell him to stop, he might touch even more private parts of my body.

Goal graduate, Abuja, Nigeria

Box 4 How should a girl respond to a controlling boyfriend who has hit her?

In all three countries, girls responded to a short story about a girl who likes playing football and whose boyfriend once hit her. All participants were unanimous that his behaviour was unacceptable:

... the girl should report her abusive boyfriend to police and local council and even to his parents.

Goal graduate, Kampala, Uganda

I think she should leave the guy because he is not worth it. If a guy tells you to leave your best friends and hang out with only him, to leave something you enjoy doing, like sports, and a guy that will slap you, it means that if she should make the mistake of getting pregnant or should marry him, he will kill her.

Goal graduate, Lagos, Nigeria

A Goal girl would have been confident and not scared of anyone as compared to non-Goal girls who are shy and reserved... She should ask someone she trusts and can share problems with for support and leave him.

Goal graduate, Thane, India

In all three countries, girls recognised controlling behaviour as a form of violence and were clear how a girl in a violent relationship should respond (see Box 4).

Greater awareness of self-protection strategies. In all three countries, girls reported changing the routes they travel or the places they go to, in order to stay safe. They also showed a sense of confidence to protect themselves – sometimes by avoiding a situation or by ignoring attempts to harass them, and not being provoked into a reaction:

We learnt about how we should protect ourselves and self-defence. If someone harasses me while I'm walking on the street, I just ignore it. I don't pay attention or say anything to that person.

Peer leader, Mumbai, India

Once, I went to the home of one of my sister's friends and her 10-year-old brother tried to do something [inappropriate]. After joining Goal, I stopped going there because I know that if he tries to do that again and I didn't accept, he might force me.

Goal graduate, Abuja, Nigeria

These were primarily practical responses to limit the risk of exposure to violence or harassment. However, Goal participants in all three countries also reported *resistance to harassment and violence*:

Whenever a guy made a pass at me, I was afraid to refuse ... Goal has helped me by teaching me to say no ...

Goal graduate, Lagos, Nigeria

In the past, whenever a guy made a pass at me, I was afraid to refuse their advances and so I gave them my phone number. Sometimes when I refused, they threatened to beat me but now, when a man calls my friends and I and they are afraid to say no, I'm the one who tells them to ignore him and we continue on our way. Goal has helped me by teaching me to say no when I need to say no.

Goal graduate, Lagos, Nigeria

Last week a man was following her [speaker's daughter] on his bike and after some time he stopped and asked her if she wants a lift. She refused his

offer and ensured that she replied loudly so that a few people around them heard it and he left quietly. In the evening when I got home, she narrated this incident to me, and I was happy to see how bold she has become.

Mother, Mumbai, India

Our interviews from Mumbai found three examples of Goal coaches and participants taking action to stop violence, either directly or by reporting it to others (see Box 5). Interviews in Nigeria and Uganda also noted some changes in boys' behaviour as a result of Goal participants standing up to harassment:

In my neighbourhood, there are a set of boys who feel like they are the boss of the street and when girls walk by, they whistle at them. But after I joined Goal, I greet them formally and walked by so now they don't disturb me.

Goal graduate, Lagos, Nigeria

Before Goal you would find many boys making advances to girls of below 18 years. Now that they are in Goal, the boys now fear them; they think that if they dare disturb the Goal girls they will be imprisoned.

Father of Goal participant,
Isingiro, Uganda

Knowledge of how and where to seek help.

Interviews from both Uganda and India highlighted girls' learning about how and where to seek help in the event of experiencing gender-based violence. In particular, in every interview in Uganda, Goal graduates highlighted the same message, suggesting that the teaching around responding to violence was particularly clear:

I learnt that the girl who is raped should start with the hospital and get first aid, and then she can proceed to police and to chairman of local council to report the case.

Goal graduate, Kampala, Uganda

Goal has taught us to stand for ourselves, to defend ourselves and call for help when we are being harassed.

Goal graduate, Lagos, Nigeria

2.6 Gender norms

Norms change when enough people no longer support a certain belief or behaviour and start to behave differently, establishing a new norm.¹² A programme focused on girls' empowerment and

Box 5 Challenging domestic violence

My father used to consume alcohol and would beat up my mother and us. Once when he came home intoxicated, he hit me so badly that my hand got swollen – my sister was also beaten. . . . The following day I went to the office and discussed the matter with Didi (another coach). She guided me at every step. We asked the police to help us and even approached a women's rights organisation. At the police station my friends and I would wait for hours together hoping to register the complaint. The police personnel never took us seriously and thought we were just kids. But we started visiting the station every day and sometimes waited till late night, and then the police . . . agreed to help me. My father was asked to leave the house and now he no longer stays with us. My mother, my sister and I live peacefully.

Goal coach, Mumbai, India

12 See ALIGN (Advancing Learning and Innovation on Gender Norms) Platform: <https://www.alignplatform.org/FAQ>



Note: refers to data from the quantitative data of eight countries

skill development will primarily change attitudes and behaviour among participants; the extent of change among their families and classmates and in the wider community depends on how far girls share new knowledge and practices, how open others are to changing their beliefs and behaviour, and whether there are parallel efforts to sensitise other stakeholders. We found evidence of norms changing through girls sharing knowledge and modelling new behaviour, through Goal coaches acting as role models, and through outreach work carried out by the implementing organisations (BRAC, Naz India and YEF).

Survey data show an average 11 percentage point increase in gender-equitable attitudes among girls across the eight countries examined, with the greatest increases in Uganda, South Africa and Zambia. Our qualitative interviews in India, Nigeria and Uganda showed some shifts among girls' families and communities in norms related to:

- respect for girls' capacities and potential
- girls' mobility
- girls' involvement in sport, their dress and appearance
- marriage, sexuality and friendship with boys.

Respect for girls' capacities and potential. Girls in the three countries where qualitative research took place expressed the belief that girls are equally capable as boys and should enjoy the same rights and opportunities in life, including completing their education, getting a job, and marrying the person they choose to:

I learnt that girls are equally capable of performing just like boys and we too have equal rights to education, and the right to choose the boy we want to be with.
Peer leader, Mumbai, India

As a Goal girl, I think that what a man can do, a woman can do better, so she shouldn't think that football is a male

sport or a man's sport. So she should go for it if that is what she wants.
Goal graduate, Lagos, Nigeria

I want to show everyone that girls are equally capable as boys because many relatives in my family think there are limitations to what girls can achieve in life.

Goal graduate, Mumbai, India

This in itself represents a challenge to prevailing norms. While families vary in the extent to which they value girl children, a girl in Lagos poignantly recounted:

My father . . . wanted a male child but we are eight girls. . . . There was no love, no affection, no one cared about who we are, and so we grew up with that mindset. And when I first joined Goal, I thought... is it really possible that someone would bring girls together and train them after all I had heard people say about girls?
Goal graduate, Lagos, Nigeria

Participants in India reported the most overt discrimination by parents/relatives between them and their brothers, in terms of expectations for their futures, or equal treatment (e.g. in terms of freedom to go out at all, and particularly if unaccompanied).

They also reported that Goal had enabled them to start discussing these issues with their parents:

My brother . . . stays out late for work and my parents do not object. But in my 10th grade when I wanted to go to my friend's house to study and stay there overnight, they did not allow me. After joining the programme, I spoke to my mother and told her that girls and boys should have equal opportunities and that I won't do anything wrong. Now they trust me and are fine with me going out and staying over at a friend's place to study. . . . Slowly things are changing at my place.
Community sports coach, Thane, India

Parents, teachers and community leaders felt that Goal was equipping girls well for the future, and that this would have positive impacts both on the girls as individuals and for society more broadly. For example, mothers in Abuja (Nigeria) commented:

When girls acquire knowledge, they tend to share it and impact others with it. Goal boosts the girls' self-esteem and they are able to earn respect from people as they are not seen as girls who would just end up as housewives. They are confident and are able to dream big.

The future is very bright for Goal girls; with the way they are being taught, they can overcome any challenge . . . and they will also impart the knowledge they have acquired to their own children. . . . It will impact the next generation.

Coaches in Mumbai, India, also mentioned changes in how their neighbours perceived them.

People in my community would tell my mother that she was giving me too much freedom, but my mother never bothered. She always supported me. After I have joined the programme and now that our neighbours know what I do, they feel proud and cite my example to their children saying, 'being a girl she rides a two-wheeler, attends college and supports her family so you should learn from her'. I feel very happy about this.

In my community people considered me fat and incapable of doing anything... But now that they see my hard work and progress, they tell their sons to learn from me. In fact, the very people who thought I was useless, now come to me and tell me to counsel their sons. Their perception about me has changed dramatically.

Mobility. Adolescent girls typically enjoy less freedom of movement than boys and often need permission to go out or must be accompanied by a family member (Harper et al., 2018). In India, girls felt that their mobility increased as a result

of Goal participation as they were able to travel with the team to tournaments or go out with friends, although they still needed permission to do so. Older girls, such as community sports coaches reported greater freedom to go out or travel on their own than Goal graduates. As discussed earlier, some girls also reported greater mobility during menstruation. Parents reported that they trust their daughters more and allow them to go out more as the knowledge and confidence that girls have gained through Goal means they are now better equipped to stay safe while they are out.

Earlier I wasn't allowed to travel or go anywhere outside the house during my periods except school. I spoke to my parents about the myths and educated them and now I go out during my period.
Goal graduate, Mumbai, India

In Nigeria, although some girls had travelled to sports competitions as a result of Goal participation, most recent Goal graduates reported little change in their mobility. Many reported that their mobility was limited for security reasons, and several reported that their families had been angry when they had stayed late after school to attend Goal sessions. The exception was a group of older Goal graduates who had been able to draw on their learning in successful businesses or higher education, and as young women now had considerably more mobility – although this had often been hard-won after much negotiation.

In Uganda, most comments on mobility related to Goal participants' greater self-control and avoidance of going out at night to discos and clubs. Goal participants mentioned travelling to other parts of Uganda for competitions and for training events, suggesting that these, rather than changes to their everyday mobility, were more noteworthy.

Girls' involvement in sport. In all three countries, Goal challenged perceptions about girls playing sports; in Nigeria and Uganda, where some Goal participants play football, this included stereotypes about suitable sports for women and

girls. In some cases, girls reported having to overcome myths and parental concerns about female weakness, sports affecting girls' reproductive capacity, or showing immodesty (as girls exposed parts of their body while playing). However, the evident positive changes that Goal brought in girls' lives convinced parents, friends and community members about the transformative power of sport:

The people in the community felt bad [did not approve] when they saw girls playing football because it is not socially acceptable but as time went on, they like everything because of the physical change they saw in the lives of the girls and they encouraged more girls to join, especially those who were under the bad peer influence.
Goal graduate, Kampala, Uganda

Some interviewees thought these changes were part of wider social shifts:

There is no problem with the girls playing football because the people have now understood the current state of affairs. They usually hear that the Uganda women's football team has gone to play football against the Kenyan team. People are aware and it is no longer a surprise that a girl can play football.
Community leader, Mbarara, Uganda

Girls in India and Uganda reported changing attitudes towards girls wearing sport clothing. Girls initially felt shy as they were used to covering their bodies, and some also faced family objections. Goal coaches and teachers stepped in to persuade parents, and girls gradually also appreciated the functionality of sports clothes. In India, this carried over to other clothing. Peer leaders and coaches reported having the confidence to stand up to people who challenged them:

Initially there was a reluctance with the clothes (shorts and t-shirt) as the

community here is conservative but after we discussed with the parents, girls have started wearing them and are able to play comfortably without much shyness.

Teacher, Mumbai, India

If someone questions me about my clothes or when I wear a skirt, they have an issue, etc., then I have the confidence to tell them it is in fashion and is commonly worn.

Peer leader, Mumbai, India

Marriage, sexuality and relationships with boys.

In all three countries, girls reported that Goal had changed their views about marriage and expressed their wish to marry after they finish their education, get a job, and become financially independent (see Box 6). In India, where more than one in four girls get married as children,¹³ girls perceived a greater ability to discuss their future marriages with their parents, and to delay marriage until they had completed education, as a key gain from Goal. Teachers in two schools observed that, contrary to the norm in their communities, Goal participants continue studying after grade 10 – a prerequisite for higher-paying jobs with better working conditions – and remain unmarried.

Similarly, in both rural and urban Uganda, girls reported that Goal changed their views about adolescent marriage. They now felt that it should be avoided as girls have not finished their education, still depend on their parents, lack any economic independence, have little experience of life, are not ready to look after a household, are unable to protect themselves from HIV, and their body is not mature enough for childbearing. Girls who were already married and had children reflected on their situation and realised that they were too young to deal with such responsibilities and as a result they experienced 'a lot of suffering'.

Changing attitudes towards early marriage was a less important theme in the interviews in Nigeria, which may reflect the greater range of

13 Data show that 27% of girls were married by age 18 in 2017, making India the country with the highest absolute number of child brides in the world – more than 15,500,000 <https://www.girlsnotbrides.org/child-marriage/india/>

Box 6 Changing views on early marriage

In our community, girls usually get married at the age of 16. During the life skills sessions, we were taught about the importance of education and studying further. I discussed it with my mother and told her that I want to study further and become independent. She understood and . . . told me I should finish my school and graduate, find a job and only then think of marriage.
Goal graduate, Mumbai, India

Before joining Goal, people used to tell me that the option I had, was to get married or get a man to look after me because I was not in school anymore. When I joined Goal, I learnt about the topic of early marriage and its disadvantages. When I looked at the disadvantages like early pregnancy, dangers in childbirth infections, I made my decision . . . I decided to work and look after myself before anyone looks after me. If I need something from a man, why can't I work and get it?
Goal graduate, Kampala, Uganda

educational and work opportunities available, particularly in Lagos.¹⁴ The interviews in Abuja found that some girls were under pressure to marry early:

According to my tribe, Hausa, a girl should marry at 18; people say Hausas don't finish their education but in my opinion, she should marry at 22.
Goal graduate, Abuja, Nigeria

Overall, there was a consensus that girls should finish their education and then get married so

that they have a job and can protect themselves better from an abusive husband, and are generally mature enough for the responsibilities of marriage and parenthood.

Some girls in all three countries reported changes in their perceptions of and interactions with boys. Contrary to traditional norms influencing choice of friends, three girls in India noted that Goal sessions made them realise that they can be friends and talk to boys without having intimate relationships with them. One girl in Nigeria also reported being able to have male friends.

14 Child marriage levels in southwestern Nigeria, where Lagos is located, are among the lowest in the country (13.7% in 2016) compared with a national urban average of 20% of girls married before age 18. This rises to 70% in the north-western region: <http://documents.worldbank.org/curated/en/343531467978984812/pdf/106413-BRI-ADD-SERIES-PUBLIC-HNP-Brief-Nigeria-Profile-CM.pdf>

3 Impact on boys

While Goal is a girls' empowerment programme, a small number of implementing organisations have recently elected to trial a parallel programme for boys. The largest number of boys take part in Goal in India, where they account for 3.5% of Goal participants. Boys participate in single-sex groups and attend the same sport and life skills sessions that girls do (except for the session on menstruation, which is replaced by puberty knowledge); in India, boys' groups are also led by female coaches and boys also participate in netball camps and tournaments with girl participants. The programme helps boys develop skills and knowledge, and is contributing to changing gender attitudes and norms among boys.

Quantitative data from India show an increase in boys' knowledge and shift to more gender-egalitarian attitudes in all areas; however, these increases were significantly less than girls' gains from Goal participation (see Figure 2).

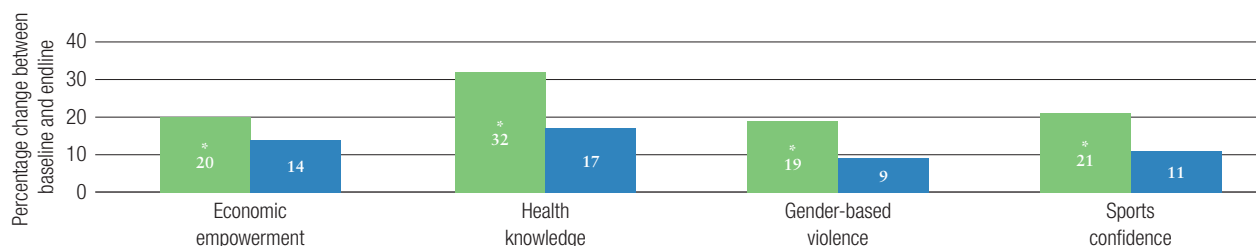
Our qualitative research included interviews with a group of six boy participants with an average age of 14 years in rural Thane, India, and with one boy participant in Lagos, Nigeria. Boys identified similar positive changes to girls, such as increased self-confidence and improved communication skills:

Before I joined Goal, I was shy, and whenever I was bullied I would cry; my mummy would say 'you are a boy, you are not supposed to cry'. . . . But since I joined Goal, I have been telling myself 'I can do this', 'I have been made for this', 'nothing can stop me from doing this'.
Boy participant, Lagos, Nigeria

They also learnt time management and study skills that allowed them to combine studies and sports, while their class participation increased as they started asking questions in class – although in India they still feared some male teachers who used corporal punishment to discipline them. Boys interviewed in India also reported that Goal prompted them to focus on their studies, develop career dreams and realise the need to do something with their life.

Like girls, boys also spoke about their improved saving habits, spending their pocket money carefully and saving the rest so that they could cover some personal needs such as getting new bicycle lights. They also vividly recalled the session on HIV and AIDS and the need to use condoms as protection against sexually transmitted infections, and reported improved fitness and reduced stress and anxiety:

Figure 2 Differences in mean scores by gender, India



Note: the category 'economic empowerment' combines financial knowledge and work aspirations.

*Statistically significant: p -value: <0.05

● Female ● Male

Earlier I would constantly keep thinking about my future, feel uncertain and get worried all the time. I was even unable to sleep. But with Goal, I have started playing so much that I get tired and fall asleep and don't worry so much now.

Boy participant, Thane, India

The survey data and qualitative data suggest that boys' attitudes about gender-based violence have changed as a result of participating in Goal. Boys in both India and Nigeria agreed unanimously that hitting a girl is unacceptable and that boys should use the power of words instead of physical violence:

It is totally wrong. One should not raise their hand on a girl. If for some reason the girl is not listening to the boy, then he should talk to her properly and find out the reason. Hitting or shouting at a girl is not an appropriate behaviour.

Boy participant, Thane, India

I have made new friends and I teach them about Goal, what boys are supposed to do, do not beat girls, don't behave roughly, help your younger ones.

Boy participant, Lagos, Nigeria

In India, boys also emphasised that a girl has the right to work and make decisions about what she wants to do in life, including choosing her own husband and getting married only after she reaches her 18th birthday (which is the legal age of marriage). They also agreed that both parents are responsible for looking after their children, not just the mother. One boy commented that Goal enabled him to better understand girls and the issues that affect them:

Earlier I never thought so much about issues concerning girls, it is only after participating in the Goal programme that I have started thinking about all this. I have developed a certain sensitivity towards girls, and I understand them better now.

Boy participant, Thane, India

3.1 Unexpected findings: being a 'better' person

Perhaps the most unexpected finding was Goal graduates' emphasis on their personal moral development – on being a better family member, classmate and community member. They highlighted:

- taking on increased responsibility for chores and contributing to their households
- being kinder to others
- being a good role model and community member (particularly evident in Uganda).

Taking on increased responsibility within the household. Girls across all three countries reported that Goal participation made them more responsible and self-disciplined, and in particular, they took greater responsibility for household chores and taking care of their younger siblings. Mothers commented that contrary to the past, when girls tried to avoid doing their chores, girls have now taken on domestic and care responsibilities without being asked.

To be truthful, I was not a very good daughter but since joining Goal, I have learnt a lot and I can see the changes in me and they [parents] have also seen the changes. Normally, they would not allow me to join any group but they have supported me by allowing me to join Goal.

Goal peer leader, Lagos, Nigeria

Before I joined Goal, I was lazy; I could not do anything and I cried whenever I was given a chore to do. But one day, I told my mummy that we had been taught to be hard-working and then I got up and did some chores around the house. My mummy did not say a word at first but later she asked if Goal was the reason for this change in me and she was impressed.

Goal graduate, Lagos, Nigeria

She [Goal participant] has started helping me at home and she also manages her

studies. She also takes care of her brother and his studies. She feels if she sets a good example then her brother will also learn and follow her.

Mother, Mumbai, India

This greater willingness to do household chores was a common finding. On one hand, this could be seen as reinforcing gender stereotypes, such as ‘a good girl will do domestic chores without complaining’. However, several girls reported challenging traditional norms about the gender division of labour in the household when they realised that their brothers did not do their share, and this led to arguments and tensions in some cases:

My brother would come from work and expect everything to be given in his hand. He thinks that girls are supposed to do all the household work such as cooking, cleaning, etc. We have regular arguments over this, and I tell him to go and prepare his own plate of food.

Community sports coach, Thane, India

One Goal peer leader in Lagos, Nigeria, also recounted that she had successfully negotiated with boys in her class who assumed that she, as a girl, would do all the classroom cleaning, and she got them to do their fair share. Overall, Goal participation has probably led to more rather than less participation in household chores. It is important to note that most girls did not see talk about this as burdensome, rather they were proud of the way they were helping their families and, in some cases, had managed to ensure an equitable distribution of chores.

I learnt that housework should be shared by both girls and boys and gender equality should be upheld in a home. Before joining Goal, I used to do all the housework at home because I am the only girl among boys, but now I can tell my parent that we need to share responsibilities between boys and girls and they respond.

Goal graduate, Kampala, Uganda

Goal graduates in all three countries reported using their savings or earning to contribute to household expenses and to support their own or their siblings’ education. For example:

After I started earning, I pay for my sisters and my college fees and do not trouble my grandmother with the finances. She feels that I have matured and proudly talks about me to our relatives.

Junior coach, Mumbai, India

More broadly, girls and parents both articulated that girls are listening to and obeying their parents more:

My daughter had started to become badly behaved. When I would talk to her, she would not respect me. . . . When Goal came, she changed and started working hard and being obedient. Goal is good and as parents, it helped us.

Mother, Isingiro, Uganda

Being a kinder person. Through the Goal sessions on communication skills and empathy (see Box 7), interviewees reported changing the way they interact with others:

Box 7 More empathetic interactions

Earlier I would make fun of elders on the street and would tease my friends. Now I have realised it’s wrong and by making fun of our friends we might be hurting their feelings. I have also become more disciplined and respectful to elders.

Goal graduate, Thane, India

I used to call people names like ‘stupid girl’ but through Goal I learnt that I shouldn’t label or insult others.

Peer leader, Lagos, Nigeria

Whenever I would see a girl who has her menstruation periods and has stained her skirt, I would laugh. . . . But right now I cannot do that because I have changed. I can even approach that person and tell her that something has happened and offer help.
Coach, Kampala, Uganda

When we are in the Goal club and we are backbiting [gossiping unkindly], she [Goal facilitator] tells us that it's not a good habit, we have to talk to that person instead.
Goal graduate, Kampala, Uganda

In the past, if someone called me names, I responded by calling them worse names, but after joining Goal, when people insult me, I just ignore them.
Goal graduate, Abuja, Nigeria

In India, teachers attributed changes in class monitors' behaviour to the leadership skills they had learnt through Goal:

After their participation in the Goal programme in the 7th grade they . . . now they do not hit or raise their voice to their classmates. They have learnt that leadership means to lead, guide and be accommodating towards one's friends and classmates.
Teacher, Mumbai, India

Self-control, maturity and being a role model. In all three countries, Goal graduates felt they had become more self-disciplined, with better time management, control of their tempers, willingness to help others, and greater commitment to personal and domestic hygiene. They also felt Goal had made them more careful about spending money, and more thoughtful about life choices. This extended to self-presentation. A Goal coach in Kampala, Uganda,

also described learning how to present themselves well in a professional context:

We have visited different places and met with different leaders and powerful people and we have seen how they express themselves. We have had an opportunity to have breakfast with them and learnt how they handle themselves, how they walk and how they dress up [i.e. wear clothes that are suitable for a workplace].

To build trust with parents, I personally make sure that I am a good girl in the community. I am that girl who greets, respects people and I show that I am a leader. I also ensure that a girl goes home and the parents see that the club is contributing positively to her child. . . . I have built a good name and reputation in the community so that the parents can entrust me with their children.

In Uganda and Nigeria, interviewees (both girls and other stakeholders) mentioned Goal participants' avoidance of adolescent pregnancy, and in Uganda described participants' more respectful interaction with elders and other community members. Goal graduates in Uganda and Nigeria and their families also reported that after taking part in Goal, participants made an effort to avoid idleness:

I can now earn money after plaiting people's hair. Before joining Goal I used to waste time watching TV programmes, but now I spend my time doing only constructive work.
Goal graduate, Kampala, Uganda

She doesn't waste away her time; everything she does is a result of the things she has learnt in Goal. My wife and I are very happy. She goes to the market to buy the tools required for her

15 In Uganda, the fact that BRAC is a microfinance provider confused some participants' families who expected that joining Goal would lead to access to loans and were disappointed when only a few girls were able to access loans and entrepreneurship start-up grants.

business and there have been many times that I woke up late in the night to find her practising her craft.

Father of graduate 3–5 years ago,
Lagos, Nigeria

Coaches, in particular, observed that they were considered role models and felt that they must set a good example:

It has helped me because I know how I should keep our home clean, how I should look after my children and also behave well at the village. If I am a bad leader I will be condemned at the village and people will say that that person whom we gave our children to has bad manners.

Goal coach, Mbarara, Uganda

In India and Nigeria, peer leaders also mentioned that having a leadership role in Goal had helped them behave in a more mature fashion:

As soon as I became a peer leader, I felt I could aspire to become something and also have the ability to do things that others do. I was very childish before, which changed after joining the programme, as I feel I have become more mature and have a better understanding of situations.

Peer leader, Mumbai, India

I learnt that whatever we do, we should always be peaceful, be good listeners and become role models to others because when they observe that you have good character, they will become interested in you and look up to you as a role model.

Peer leader, Lagos, Nigeria

There is a saying that maturity does not come by height but by responsibility; people often say that I am wiser than my older sister because I behave in a more mature way than she does, and I think that is a result of the impact of the Goal project on me.

Goal graduate, 3–5 years ago,
Lagos, Nigeria

Coaches in Mbarara, Uganda, also mentioned Goal participants doing community work such as cleaning hospitals, which helped cement the community's positive view of the programme.

3.2 Resistance to Goal

Girls in all three countries spoke of initial resistance from their families that mostly waned over time as they saw positive changes in participants. In some cases, this resistance was to girls playing sport, instead of coming home to do chores or studying; in a few cases, they faced specific resistance to playing football, which was seen as a 'man's game'. One girl in Lagos recounted that she faced challenges on both fronts:

I was living with my sister when I joined Goal and she didn't support it because it would reduce the amount of time I spent doing chores for her and when I moved back to my parents, my father didn't like it because he didn't believe that women should play football; he said only unserious females play football. Later on, they gave up and two of my sisters are now in Goal.

Goal graduate, Lagos, Nigeria

Others were suspicious of the agendas of the implementing NGO, and why they were offering the programme only to girls, fearing that it might be a pretext to exploit them sexually. While some family members (parents or siblings) continued to be sceptical and to restrict their daughters' participation, most came to perceive Goal as worthwhile. Some families started to appreciate Goal after noticing changes in their daughters' behaviour; for others, getting training or a loan¹⁵ through the Goal implementing organisation, winning a sports match or medal, or positive comments from others in the community changed their minds. For example:

Earlier I didn't have support at home. As I worked only for 2 hours, my parents thought I was doing something not

important. They knew that I was teaching in a school but nothing more. Once my father came to the school I was teaching at and a daughter of one of his friends was my student. She went and spoke to him about me; and ever since then he is very proud of what I do.

Community sports coach, Mumbai, India

In all three countries, partner organisations conduct outreach work with parents, such as community meetings and mothers' forums. In India, for example, on International Women's Day, Naz India organised an outreach event, which covered topics such as menstruation, as well as explaining the Goal programme to parents. The

community sports coaches we interviewed in Mumbai highlighted how helpful events of this kind were in informing parents and gaining parental support:

[My mother] learnt so much about menstruation and felt really happy. Earlier she would mention to visitors that I was involved in some sports activities but now she tells them proudly that through the Goal programme I have much more knowledge than her. She tells them that I learn and teach, and that it is such a good thing.

Community sports coach, Mumbai, India

4 Country summaries

4.1 Country summary: India

4.1.1 Impact on soft skills

Goal graduates identified key changes as a result of programme participation that underpinned gains in other areas, including:

- increased self-confidence
- enhanced communication skills
- increased decision-making ability
- development of leadership skills.

Together these changes enabled girls to identify their goals, believe in their abilities, confidently express themselves, and take action to realise their aspirations. Goal graduates learnt that they have the *right to make decisions about their own life*; many reported negotiating with and convincing their parents to allow them to go out with friends, complete their education or choose the career they want, though others reported limited influence over key decisions that affect them.

Earlier I was very shy and didn't speak much. But during our sessions with Didi (coach), she taught us about opening up and voicing our thoughts. Slowly I started talking and sharing . . . I developed a certain confidence which I didn't have earlier.
Goal graduate, Thane

Peer leaders and community sports coaches also learnt and practised *leadership skills*, such as understanding, supporting and convincing others. In some schools, coaches and peer leaders designed and implemented projects to improve the school environment – for instance, organising a campaign for garbage problems or poor toilet hygiene.

31% of Goal graduates reported taking up a leadership role in their school or community, compared with 20% of girls just starting with Goal.

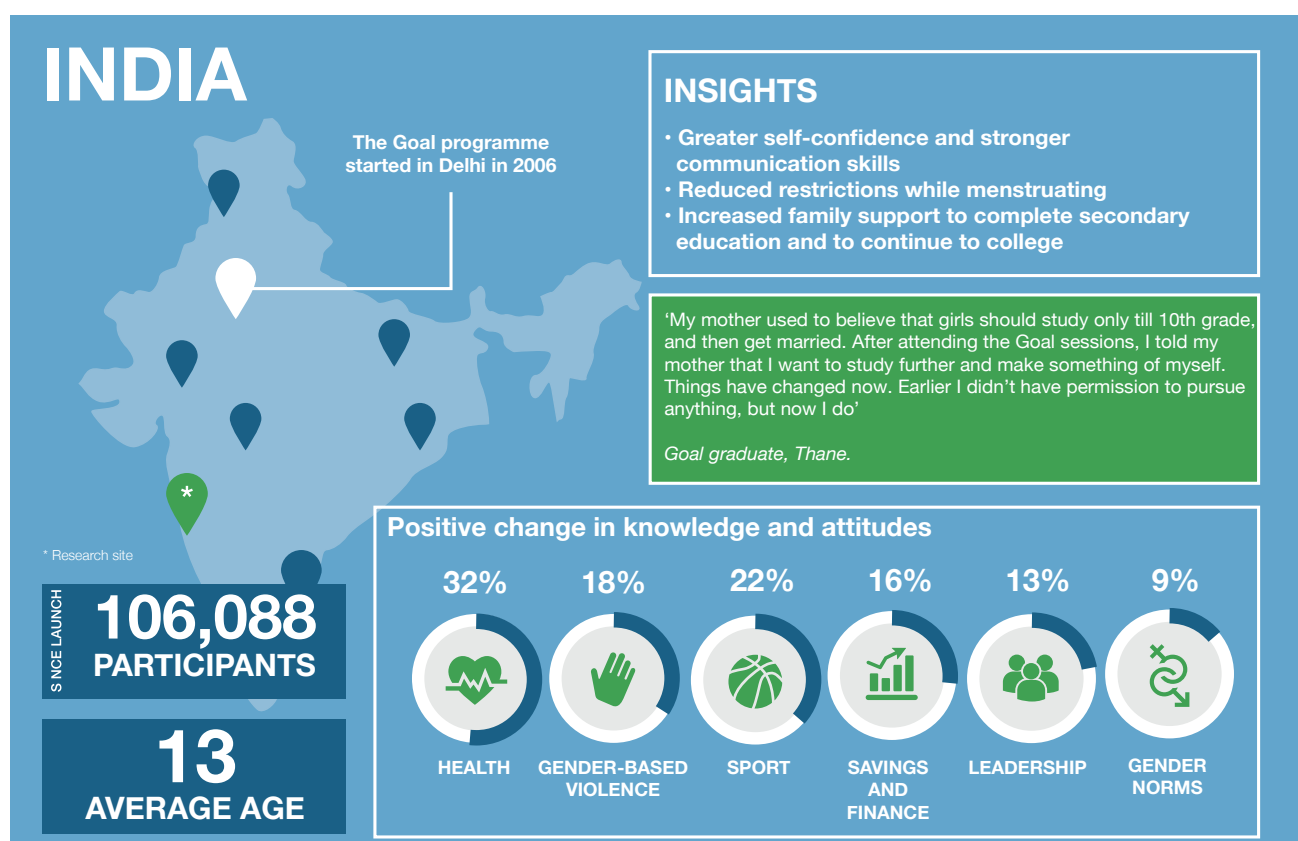
Girls also identified the importance of having role models whom they look up to. They included their parents, especially mothers, and other relatives with successful careers, famous male athletes and their Goal coaches.

4.1.2 Impact on girls' education

Girls highlighted the following key impacts of Goal participation on their education:

- **increased class participation** and confidence to ask and answer questions
- **improved time management and study skills**, which enabled most coaches to manage work and study responsibilities
- **development of aspirations for higher education** and increased ability to negotiate to achieve their goals
- **greater ability to pay their own and siblings' educational costs** from their stipends and salaries (coaches)
- **access to careers advice.**

In the past 2 years I have observed many changes in Goal participants. Earlier, many girls in this school were getting married by 10th grade. Now, our girls are developing aspirations for further studies, 12th and beyond. . . . Girls have started expressing their desire to continue studying and to work in private companies.
Teacher, Thane



Evaluation Data

Quantitative analysis: Data from 18,698 participants from India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia over 2014-2018
Qualitative analysis: 65 interviews with 297 girls, their families, teachers, community members and boys in India, Nigeria and Uganda.
Data show participants' average percentage point increase in knowledge and gender egalitarian attitudes on each issue between starting and completing the Goal programme.



4.1.3 Impact on girls' economic empowerment

The key impacts on economic empowerment mentioned by Goal graduates in India were:

- **Improved financial knowledge and increased savings:** specifically, spending pocket money more wisely on daily personal needs such as travel to school, food, books or sanitary pads and saving the rest; saving for specific goals such as bicycle repairs or new clothes; and, in the case of community sports coaches, funding college fees and contributing to household needs.
- **Development of aspirations for a career and economic independence:** community sports coaches and other coaches highlighted the work opportunities and the valuable career guidance that Goal had offered them; other participants spoke of how Goal had helped them think about the careers they wanted to pursue, and had increased their determination to be financially independent.

After I participated in Goal, I decided that I want to become independent, earn my own money and only then think of marriage. It will be difficult for my mother to spend money for my marriage and I don't want to burden her. . . . I also want to support my younger sister financially.

Goal graduate, Mumbai

4.1.4 Impact on girls' health

Girls identified positive changes in:

- **hygiene and body care**, including treating sports injuries
- **menstruation**, such as understanding that menstruation is a natural process that should not embarrass them or restrict their activities, including playing sports; the need to stay clean during menstruation and regularly change their pad or menstrual cloth; and challenging traditional restrictions, such as confinement

at home or exclusion from cooking, visiting the temple, or touching certain foods. Goal participants had shared this knowledge with female family members, in some cases changing their mothers' behaviour too

- **fitness**, from understanding the importance of physical exercise to eating more healthily
- **mental health**, related to greater understanding and acceptance of bodily changes, and less embarrassment about body image, including among overweight girls who gained the confidence to play sports through Goal. Participants also mentioned that playing netball helps reduce stress.

4.1.5 Impact on gender-based violence

Goal graduates reported:

- **increased understanding of gender-based violence**, such as recognising good and bad touches, and understanding their right to say 'no'
- **increased knowledge of sources of support**, including the police
- **increased ability to take action when facing violence**, at home, in public spaces, and on public transport. Interviewees mentioned four instances where coaches had taken action to help girls facing physical violence or sexual harassment
- boy graduates stressed that they had learnt through Goal that violence against girls is wrong and unacceptable behaviour.

4.1.6 Impact on gender norms

The girls we interviewed and their families identified the following changes in their own beliefs and behaviour:

- **increased mobility**: to netball practice, tournaments, to shopping malls with friends. Community sports coaches also mentioned visiting public institutions such as banks and shops, and using public transport alone
- **less control over girls' dress codes**: more acceptance of jeans and sports clothing
- **greater acceptance of girls' right to complete education and choose marriage partner**
- **greater acceptance of male–female friendships** and rejection of the view that they are a risk to girls' honour and to family honour.

Earlier, girls were often forced into marrying early. But now I have the freedom to pursue my dreams and until then I won't get married. Now I have the willpower to convince my parents, and I did.

Goal graduate, Thane

4.1.7 What hasn't changed?

- **Girls still face more restrictions than their brothers**, particularly in terms of their mobility. This affects their leisure time, their ability to participate in sports for which they need to travel, and for some of the community sports coaches, the distance they can travel to work.
- **Girls are still expected to do more household chores than their brothers**, despite some girls negotiating for equal distribution of chores.
- **Girls still face perceptions that they are less capable and can achieve less than boys**, though there are signs that empowered Goal participants are also seen as role models in their communities, to boys as well as girls.

4.2 Country summary: Nigeria

4.2.1 Impact on soft skills

Self-confidence. Girls viewed increased self-confidence or ‘boldness’ as the single biggest impact of Goal, one which underpinned most other gains: better communication skills and decision-making, goal-setting and career aspirations, ability to ask questions of teachers or employers, and the ability to stand up for themselves among their peers and when facing violence.

Goal gave me the opportunity to acquire different skills, become a leader and a facilitator. Goal encouraged me because some of us were not born with a silver spoon in our mouths, but Goal gives us the feeling we can change our destiny and work hard to become whatever we want to become.

Peer leader, Abuja

Communication skills. Many girls mentioned that they learnt to be assertive, rather than aggressive, and to make their point without fear:

I was scared to talk to my dad because he has a loud voice and I thought he was shouting at me but now, after becoming a Goal girl, I can talk to my dad and ask him for things.

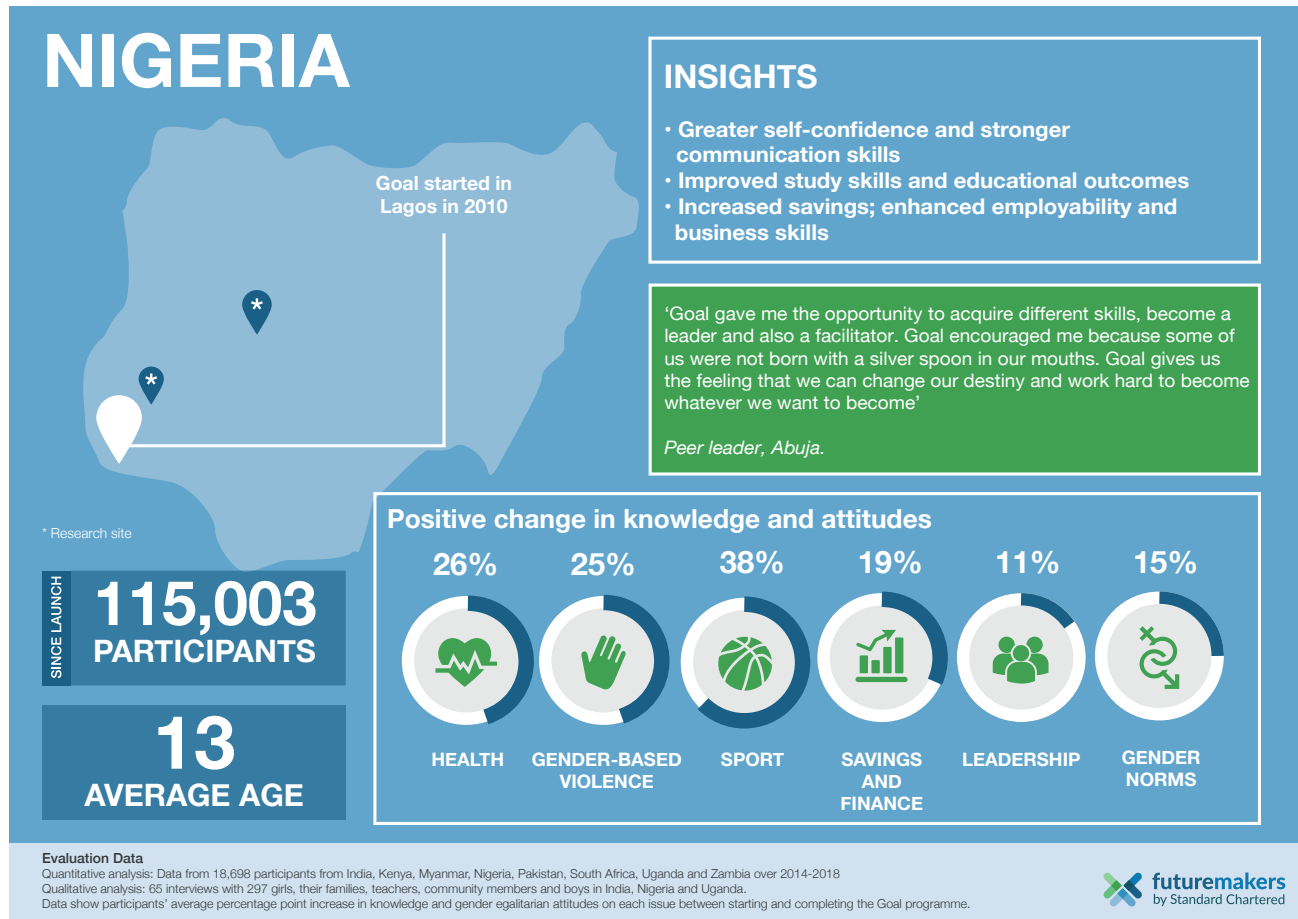
Goal graduate, Abuja

Since joining Goal, I think first before I respond to people and now I know that there are things that I don't need to shout about.

Goal graduate, Lagos

Before Goal, I could not make decisions on my own, I agreed with everything others said but now, if anyone tells me something that I know to be wrong, I will disagree and state my own opinion.

Goal graduate, Abuja



4.2.2 Leadership

Goal surveys show an 11 percentage point increase in girls' self-reported confidence in, and understanding of the requirements of, leadership. The increase was slightly higher for peer leaders than for peer participants, but statistically significant, indicating that while both groups of girls felt empowered and inspired to take on leadership roles, the gain was greater for peer leaders.

4.2.3 Impact on girls' education

Girls, teachers and parents all highlighted Goal's strong positive impacts on education, specifically:

- **study and time management skills and resilience**
- **greater confidence to participate in class**
- **financing education**, through savings and entrepreneurship skills they had learnt through Goal.

When I first joined Goal, I was still learning to read and write, and any time I read and came across a word I didn't know, I would stop reading. Now, I have learnt that if I don't know a word, I should write it down and ask someone to explain the word to me; and that I should not be shy to ask for help.
Goal graduate, Abuja

I have learnt not to give up; I must keep trying and learning.
Goal graduate, Abuja

4.2.4 Impact on economic empowerment

Data from Goal surveys shows a 19 percentage point increase in girls' *financial knowledge* and savings behaviour. In both Lagos and Abuja, girls reported that they used what they had learnt about savings in Goal to:

- finance their education
- meet household expenses.

Goal helped me to land my first job . . .
I remembered what our coach always

40% of Goal graduates reported taking up a leadership role in their school or community, compared with 28% of girls just starting Goal.

said: 'when you go somewhere, just make it known that you are a Goal getter, a Goal girl' so, I told [the interviewer] that I am a Goal getter, a Goal girl, and I will make sure her business goes higher and till today, I am still called 'the Goal getter' at work.
Goal graduate, Lagos

Others reported using communication skills they had developed through Goal to *get a job, and to perform their job to a higher standard*. Through visits to different workplaces, and helping older graduates get internships and work experience, Goal has also helped widen girls' horizons as to possible careers, including challenging gender stereotypes. Several older Goal graduates had taken part in internships at the office of the Youth Empowerment Foundation, learning computer skills and increasing their motivation to continue to higher education.

4.2.5 Impact on girls' health

Girls and their families reported positive impacts on:

- **hygiene**, including bathing daily, wearing clean clothes and using deodorant
- **menstruation**, such as better understanding of bodily changes, managing periods hygienically, and challenging misconceptions, such as menstruation being a sign of sexual activity or that girls should not do sports while menstruating
- **fitness**, including better ability to walk and run.

Through Goal, I learnt that I could participate in sports during my period. I learnt that sports help me to stay fit and healthy, and it also helps to reduce the pain from menstrual cramps.
Goal graduate, Abuja

4.2.6 Impact on gender-based violence

Analysis of survey data for Nigeria shows an average 25 percentage point increase in knowledge and more gender-egalitarian attitudes towards gender-based violence over the duration of the programme. Girls in both Lagos and Abuja (five focus groups in total) reported learning about their rights and how to stay safe:

Goal has taught us to stand up for ourselves, to defend ourselves and call for help when we are being harassed. . . . If there is an emergency, I will know how to respond because I have learnt a lot in Goal . . . even the taekwondo skills are there for self-defence.

Goal leader, Lagos

With Goal, I have found courage to say 'no' to boys and men. . . . In the past, whenever a guy made a pass at me, I was afraid to refuse their advances. . . . But now, when a man calls my friends and they are afraid to say 'no', I'm the one who tells them to ignore him and we continue on our way.

Goal graduate, Lagos

However, gender-based violence was one of the few issues that participants felt should have been covered in more depth:

I noticed that when they counsel us on social issues like rape and sexual abuse, they don't go deep into such topics; they just define the terms, tell us what we should know and how to tackle it. But I was expecting more, like asking us about it (make the class interactive and less formal). . . . The coaches just go through a list of things to do but they didn't connect with us on a deep level and I felt that wasn't right.

Goal graduate, Lagos

Box 8 Aspirations that challenge gender stereotypes

I thought a female cannot be an engineer or a carpenter. But now I know that the ability to do a job does not depend on gender but personal determination.

Goal graduate, Abuja

Goal girls aim at the top. For example, some careers that people feel are difficult for the girl-child to venture into, they dare to consider those careers.

Teacher, Abuja

4.2.7 Impact on gender norms

Survey data show a 15 percentage point increase in girls reporting gender-equitable norms and attitudes between starting and completing Goal, with a slightly greater change among peer leaders (16 percentage points) than peer participants (14) (see Box 8).¹⁶

Marriage, relationships and independence.

Fewer girls in Nigeria than in Uganda and India directly mentioned Goal changing their mind about the appropriate age for marriage, but there was a consensus that a girl should wait till she has completed her education, has a job, and is physically and mentally ready for marriage. Many girls mentioned the importance of having skills to guarantee future independence.

A girl should be well educated and have a good job so that a man cannot turn her into a punching bag; she should have her own apartment so that if he ever throws her out, she will have somewhere to move into and he can

¹⁶ This is measured by responses to questions on acceptability of gender-based violence, gendered responsibility for domestic work and childcare, who should make decisions in the home and about child spacing/fertility, and whether women should have control over the money they earn.

never lord it over her. . . . My answer was influenced by the Goal lesson on child abuse.

Goal graduate, Lagos

Girls in sport. Several girls highlighted that they had faced resistance to their playing sport, particularly football, which was seen as a man's game. Over time, that resistance waned as families saw that girls could manage study and other commitments alongside sports.

4.2.8 What hasn't changed?

- **Girls' mobility is still quite limited**, in part because of security concerns. Though many girls reported that they had made new friends through Goal, being allowed to socialise with these friends was much less common.
- **Girls are still expected to perform a substantial amount of household chores.** Goal participants felt that the time management skills they had learnt helped them manage their household chores, alongside other commitments; a few reported negotiating with their families so that their brothers took on a fairer share of household chores.

4.3 Country summary: Uganda

4.3.1 Impact on soft skills

Self-confidence. For many participants, increased self-confidence underpinned all other aspects of personal development: their ability to speak in public, negotiate within the family or with customers, their resilience to pursue their goals, and their ability to challenge discriminatory gender norms. For example:

[Before Goal] I was lonely, had self-pity and I thought I could never achieve anything in life. I always wanted to sit back and wait for something to come to me. But this vision about the future, my belief and ability to make decisions has changed because of Goal.

Goal graduate, Kampala

I got married when I was very young and the man would mistreat me. . . .
I was confused but when I joined Goal,

I learnt what to do. I am still living with him but I now have a voice and can decide for myself.

Goal graduate, Kayunga

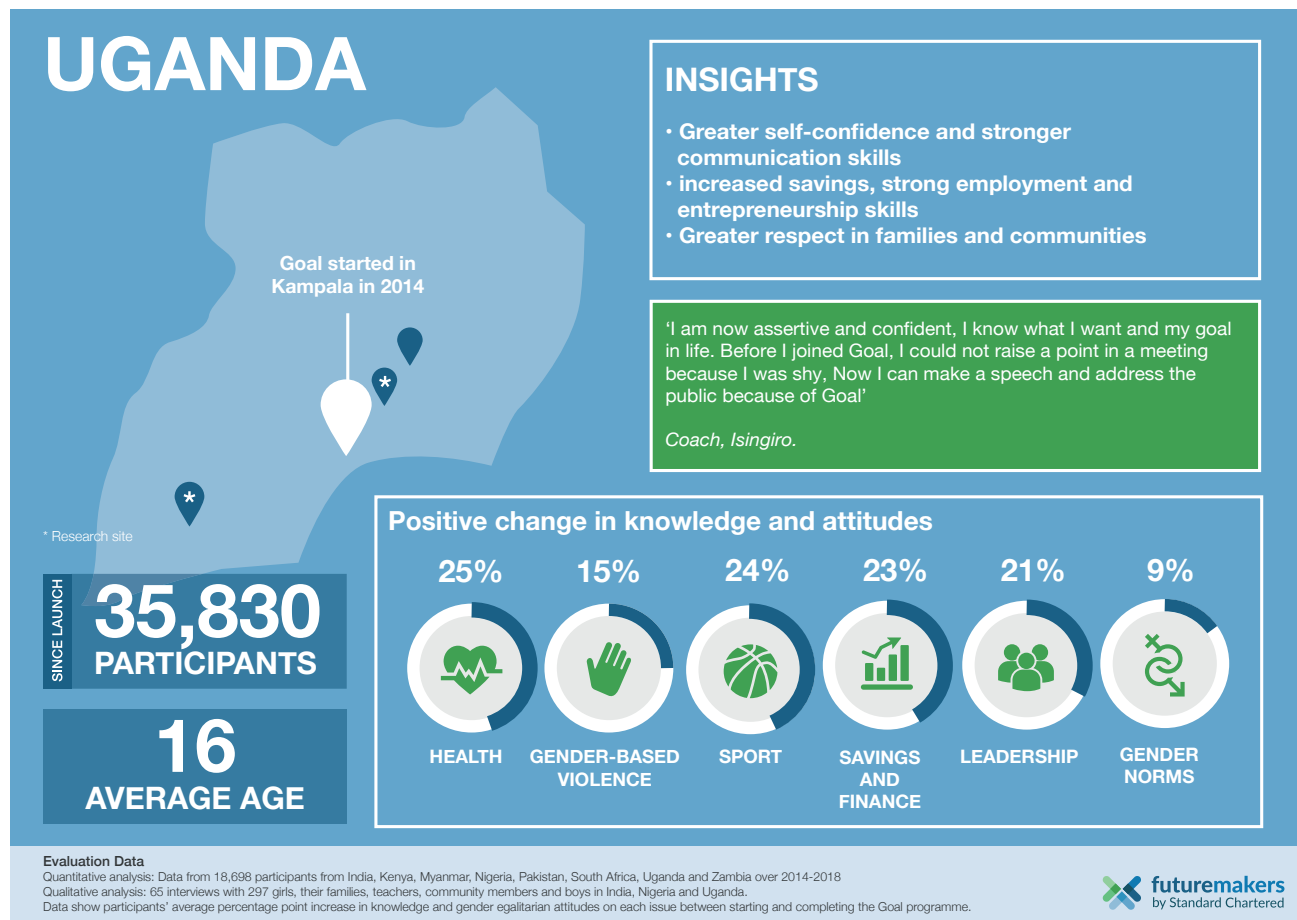
Leadership skills. Survey data show a 21 percentage point increase in girls' self-reported engagement in leadership activities and understanding of what leadership requires. Goal participants' good reputation means that they are often called upon to help solve problems in their communities. For example:

They [village chair and women's representative] also refer girls who are facing certain challenges to me, they will say that I have seen you working with girls, can you please help and handle this person's issue.

Goal coach, Kampala

4.3.2 Impact on girls' education

The majority of Goal participants in Uganda are out of school. However, Goal has contributed to



education for girls in school or aspiring to go back to school in similar ways to girls in the other two countries:

- **Commitment to studying and confidence to ask questions:** Interviewees who took part in Goal while in school explained that Goal's more participatory approaches and girl-only environment had reinforced their learning.
- **More effective time use and greater commitment to studying:**

Since taking part in Goal she has learnt to balance co-curricular activities and school work. . . . She now spends a lot of time with her colleagues playing games, which has improved her brain functioning.
Father of Goal graduate, Kampala

Goal has enabled me to stay focused – even when I spent some time out of school due to many challenges, I never gave up on education. . . . In Goal we are taught how to be focused, how to know what we want and to be determined. . . . Had I not joined this programme, you never know I would be somewhere else married or with eight children, but because of Goal, I have been so focused and I am currently at the university pursuing my degree.

Goal coach, Kampala

- **Financing education:** Connections they made through Goal enabled some young women to find sponsorship to complete secondary school or continue to higher education. Many of the coaches and graduates in rural Uganda had school-age children, and highlighted that they were now able to finance their children's education. This suggests that Goal may have an impact on the next generation as well as current participants and recent graduates.

4.3.3 Impact on economic empowerment

Key impacts on economic empowerment include:

- increased financial knowledge and savings
- improved business skills

- access to vocational training and loans
- exposure to a wider range of careers.

Savings and financial knowledge. The average increase in girls' financial literacy scores (based on both their knowledge and their reported use of bank accounts and savings behaviour) was 24 percentage points, and the mean score at endline in Uganda was highest of all eight countries for which data was analysed. This may reflect the fact that most participants in Uganda are out-of-school and already engaged in small businesses and managing household expenses.

Business skills. Girls from all study sites highlighted the business skills they had learnt and talked of how they applied these to their current and future ventures:

We learnt about financial literacy, which entails budgeting for money, marketing your products, knowing needs and wants, and the location. This helped me when I was starting my business.
Goal graduate, Kampala, Uganda

New livelihood opportunities. Goal graduates reported that they had used both soft skills and sports skills learnt through the programme to build their livelihoods. These included working as a facilitator for other organisations, using skills learnt as a Goal mentor and coach; getting paid to take part in netball matches; and communication skills to get a job and negotiate with customers.

Wider horizons. Through visits to different workplaces, and helping older graduates get internships and work experience, Goal has also helped widen girls' horizons as to possible careers and business opportunities, and has challenged gender stereotypes about suitable work for men and women. Some of this exposure has been part of the Goal programme, and some the result of additional opportunities that BRAC was able to link participants up with, including training in hairdressing, tailoring, catering, fashion and

design, book-making, and a diploma in law and human rights.

Goal has helped our girls to be confident – they are no longer shy. They believe in themselves. They say that if I can play football it also means that whatever a man can do, I can also do. They will say that if he can drive a car, I can also drive, if he can do this form of work, I can also do it.

Father of a Goal graduate, Kampala, Uganda

4.3.4 Impact on girls' health

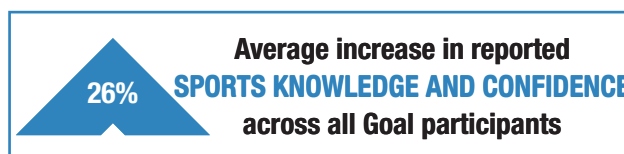
Health and hygiene knowledge. Between baseline and endline, participants' knowledge of health issues (including avoiding HIV, practising good hygiene, and preventing unwanted pregnancy) increased by 25 percentage points.¹⁷ For many of the interviewees, 20% of whom already had at least one child, avoiding HIV and unwanted pregnancy was a major priority, and many were motivated to understand and practise family planning, and/or to avoid sexual relationships until they were older:

Goal taught us that we should abstain from sex before marriage and if we must have sex it should be protected as this will protect us from getting unwanted pregnancies and contracting HIV and other sexually transmitted diseases.

Goal graduate, Kampala, Uganda

Goal participants also highlighted learning about nutrition and general health and hygiene, including washing dishes and boiling water to avoid germs, abstaining from alcohol, and eating a balanced diet.

Menstruation. Survey data show an overall 35 percentage point increase in accurate knowledge of menstruation over the course of participation in the programme. Girls particularly mentioned



Note: refers to data from the quantitative data of eight countries

learning about managing periods hygienically and the value of sports to help reduce menstrual cramps.

Mental health and well-being. Three interviewees highlighted the role that Goal had played in improving their mental health and well-being, through a combination of understanding themselves, making new friends, and playing sports to relieve stress:

When I joined Goal I hated my life because I had given birth when I was young, I had a failed marriage and my life was not good, so I went back home. I gave birth to one child when I was 19 years. I decided to join the club in order to relieve myself of the stress. I made new friends and I changed my way of life.

Goal coach, Mbarara, Uganda

In case I am stressed, I go to the club and play either netball or football and my mind just settles.

Goal graduate, Isingiro, Uganda

4.3.5 Impact on gender-based violence

Goal is having a clear impact on knowledge of gender-based violence. As well as survey responses showing a 15 percentage point increase in accurate knowledge of what constitutes gender-based violence and less acceptance of it, in every focus group or interview, at least one participant flagged learning what to do if they faced sexual assault or rape, as a key gain from taking part in Goal. We also found some evidence that greater knowledge was leading to changes in boys' behaviour:

Before the Goal programme you would find many boys making advances to

¹⁷ With a mean 85% correct answers at endline, participants in Uganda had the highest mean levels of knowledge of survey participants in all eight countries.

Box 9 Goal is changing ideas about early marriage in Uganda

When I joined Goal, I learnt about the topic of early marriage and the disadvantages of early marriage. When I looked at the disadvantages like early pregnancy, dangers in childbirth infections, I made my decision... I decided to work and look after myself before anyone looks after me. If I need something from a man, why can't I work and get it?

Goal graduate, Kampala

Before joining Goal, I thought that it was a must for every girl to get married at the age of 18 years especially if they are not in school. Goal, however, changed my mindset and I learnt that you should get married when you are mature and ready.

Goal graduate, Kampala

girls of below 18 years. Now that they are in Goal, the boys now fear them; they think that if they dare disturb the Goal girls, they will be imprisoned.

Father, Isingiro, Uganda

You can discuss about family planning with your husband and when you agree about it, you teach him and select a method of your choice.

Goal coach, Mbarara, Uganda

4.3.6 Impact on gender norms

In Uganda, Goal participants' agreement with gender-egalitarian attitudes increased by 9 percentage points. Our interviews found particularly strong changes in norms about women's economic independence, shared decision-making over issues such as family planning, and in relation to age at marriage.

- **Independent decision-making:**

Before I joined Goal, I used to depend on my husband thinking that he has to bring at home everything. When I joined Goal, I got money and started a poultry business. . . . If my children need some scholastic materials, I am able to provide them without waiting for the father to provide.

Goal graduate, Mbarara, Uganda

- **Age at marriage:** Several participants highlighted how, in a context where early marriage and pregnancy are common, Goal had changed their ideas about the appropriate age for marriage (see Box 9).
- **Sports participation:** We also found changing attitudes to girls and young women taking part in sports. While girls still faced some resistance, particularly in relation to playing football, more interviewees reported that girls' sporting activity is increasingly accepted, as part of broader changes in gender norms.

4.3.7 What hasn't changed?

Girls and young women are still expected to do the bulk of housework. Families' most common reason for resisting their daughter's participation in Goal was concern that they would have enough time to get their chores done, particularly if they did not understand what girls were learning through Goal and why they needed to attend every day.

5 Conclusions and recommendations

To return to the questions set out at the beginning of this report, what are Goal's key impacts?

5.1 Impacts on adolescent girls' and young women's empowerment and skill development

The quantitative and qualitative analysis undertaken for this evaluation shows *strong positive and statistically significant impacts* on participants in all countries, across a wide variety of areas of empowerment and skills development. The breadth of impacts is one of Goal's key strengths, as it gives girls a strong foundation across a wide range of areas. Key findings about Goal impacts include the following:

- In all countries, girls highlighted increased soft skills such as self-confidence, stronger communication skills and aspirational mindsets as critically important, underpinning gains in other areas. These included ability to express oneself in public fora, in job interviews, in negotiation with customers (for those girls with businesses), in standing up to violence, and in family decision-making.
- The most numerically significant impacts vary from country to country, depending on socio-economic and cultural context. For example, in India, initial levels of health knowledge were particularly low and changes in accurate health knowledge and dispelling myths and taboos about menstruation were substantial gains; in Uganda and Nigeria, there were also substantial increases in relation to health and menstruation knowledge but from a higher base level. There were no systematic differences related to methods of programme delivery.
- In all countries there was also a substantial increase in financial knowledge and savings behaviour, of between 12 and 24 percentage points; in our interviews in all countries, girls mentioned the Be Money Savvy module as one of the most useful in the programme. They were using savings to help finance their own education and that of other family members; to raise capital for small businesses; and to help meet household expenses. This attests to Goal's success in expanding disadvantaged girls' and young women's livelihood opportunities.
- In both India and Nigeria (and, to a lesser extent, in Uganda, where most participants are out-of-school girls), Goal graduates reported strong positive impacts on their education, including commitment to study, study skills, confidence to participate in class, and using income or savings to finance their own or others' education.
- Girls in all countries also pointed to positive impacts specifically from sports participation: greater fitness, improved mental health, new horizons through travelling outside their local area to sports tournaments and, in some countries, opening up of new livelihood opportunities through paid sports participation or roles as coaches.

5.1.1 Unexpected impacts: 'becoming a better person'

Given that Goal's primary objective is girls' empowerment through life skills education and sports development, we expected most findings to relate to changes in girls' individual well-being and skills. While this was indeed the case, in all countries interviewees reported that the programme had helped them become a *better family member*,

classmate or friend. In particular, participants reported:

- **contributing more to their households** – both financially and in terms of chores and developing a more open and willing mindset
- **kinder, more respectful interaction** and keeping better control of their temper
- **consciously acting as a role model** to others
- **taking action to help a friend or classmate solve a problem**, such as an unwanted marriage proposal, or sexual harassment.

Together, this evidence suggests that Goal is contributing to girls' and young women's sense of citizenship and confidence to take action, both as individuals or together with others.

5.2 How do impacts vary with type of participation?

Girls in leadership roles in Nigeria increased their knowledge and gender-equitable attitudes by a small but statistically significantly greater amount than ordinary participants, with a little variation (no difference in changes in menstruation knowledge in Nigeria, for example).¹⁸ These differences are not surprising: girls in leadership positions have greater exposure to the Goal life skills programme content (through their own training and then teaching it to others, in Uganda and India in multiple clubs over several years). This gave them a wider perspective on Goal than ordinary participants. However, differences between the two groups (in Uganda and India) also reflect differences in age and experience, so are not wholly attributable to Goal.

Goal coaches and mentors/peer leaders were often seen as role models by ordinary participants, indicating that they were effectively using and demonstrating leadership skills. Girls in leadership roles were using these skills in a *varied set of contexts*: community sports clubs, in informal community problem-solving and, in one case, as a

youth representative on a local council. By contrast, ordinary participants primarily made use of their leadership skills in their schools (India and Nigeria) and churches (Nigeria and Uganda).

Coaching and club facilitation roles can be a springboard to education and employment opportunities, for those girls with strong soft skills. However, they are only available to a relatively small number each year.

5.3 Does Goal have lasting impacts?

The answer to this question is a resounding 'yes'. In all countries, interviewees reported many ways in which they were *continuing to put their learning from Goal into practice*, and mentioned how Goal had influenced their ambitions. Our interviews with girls who had graduated 3–5 years ago indicate that *Goal is contributing directly to adolescent girls' and women's longer-term economic empowerment through its impact on soft skills, financial education, visits to employers and public institutions, and business skills training*.¹⁹ All girls who take part in Goal have access to, and benefit from, these curriculum elements.

Goal's impact on economic empowerment is amplified where girls have access to additional training and/or finance. Goal builds the foundation and these additional activities help girls gain the knowledge, skills or capital they need to develop businesses or progress in their chosen careers. Goal's implementing organisations play a vital role in facilitating this and, if further funded, could enable a larger cohort of girls to progress to building stronger livelihoods.

Goal's positive impacts on education are likely to be another route to stronger livelihoods. Understanding how far this is the case would require long-term follow-up of Goal graduates over a number of years. A focused study of former Goal participants with complete secondary or higher education, and their subsequent working lives, would illuminate this issue.

¹⁸ Disaggregated data are not available for Uganda.

¹⁹ Our interviews with long-term graduates were mostly with young women who had stayed in contact with the implementing NGOs and could be reached for interview. This may have biased the interviews towards Goal graduates who found taking part in Goal transformative and/or who were particularly keen to keep in touch with the implementing organisations to access additional opportunities.

We found some evidence of delayed pregnancy among long-term Goal graduates. Other than in rural Uganda, where adolescent pregnancy is much more common, and many participants had children before starting Goal, few of the long-term graduates we interviewed had children or were married; several reported using learning from Goal to negotiate their personal lives as well their education and work.

5.4 Is Goal contributing to changes in gender norms?

Norms change when enough people no longer support a certain belief or behaviour and start to behave differently, establishing a new norm. Goal is contributing to norm change through: participants developing and sharing new knowledge; participants changing their own behaviour and modelling it to others; Goal coaches and mentors acting as role models; and outreach work with families and communities. Some notable changes include:

- **reduced restrictions related to menstruation** among girls in Mumbai, India and rural Uganda
- **increasing support for the view that a girl should complete her education and get established in work before getting married** (India, Nigeria and Uganda)
- **increased rejection of the view that women and girls should tolerate violence from a husband or boyfriend** (all eight countries for which quantitative data were analysed).

There are also examples where Goal is catalysing change in the same general direction as wider norm change, such as promoting girls' engagement in sport. In our three focal countries, women are increasingly visible in sport nationally and locally, but many girls continue to experience some resistance to their participation in sport.

The shifts we identified are not universal; many girls interviewed reported resistance to their participation in Goal, limits on the decisions they can influence, and continuing restrictions on their mobility. It is likely that more extensive sessions for 'gatekeepers' (such as parents) could contribute to a greater shift in gender norms.

It is also important to note that Goal may be having contradictory impacts in relation to different norms – for example, girls' greater engagement in household chores suggests a limited effect on norms about gender divisions of labour. At the same time, most of the girls we interviewed viewed such changes as positive evidence of their greater responsibility, which sometimes underpinned more harmonious household relationships. While none of our interviewees reported housework burdens undermining their studies or economic activities, it would be worth monitoring this issue to make sure that girls' very clear and positive gains in education and economic empowerment are not undermined.

5.5 Recommendations

Overall, levels of satisfaction with Goal were very high across all three countries. Box 10 summarises interviewees' recommendations about ways of enhancing programme impact. We then discuss some of the most common or innovative suggestions further.

5.5.1 Exploring different ways of extending the impact of Goal

As a result of this research, we have the following suggestions as to how Goal might be developed further to maximise the impact of the programme:

- **Pilot refresher courses for Goal graduates, especially those not in leadership roles:** These could deepen content covered in the main Goal programme, provide an opportunity to practise skills further, and cover additional issues of interest to an older audience. To ensure cost-effectiveness, it would be important to monitor the gains compared to a single round of Goal, and to test the most effective modality (holding sessions once a week, a one-day workshop, etc.) and the optimal time to run a refresher programme after graduating from Goal.
- **Pilot school-based Goal sessions over two academic years rather than one:** Assess whether this extension of the programme over time

Box 10 What would improve Goal?

Make Goal and its learning more widely available:

- Run Goal in primary and senior secondary schools as well as junior secondary schools and in community settings to reach out-of-school adolescents (Nigeria).
- Offer the programme for boys as well as girls, in separate-sex groups (all countries).
- Pilot running the programme over two academic years to reduce the risk of girls forgetting key learning (India) and/or provide pilot refresher courses (all countries).

Make some curriculum changes:

- Strengthen the focus on employability as well entrepreneurship (Uganda).
- Add opportunities for girls to practise their knowledge, such as practical savings activities (India).
- Introduce modules on marriage and childbearing, diet and nutrition, and go into more depth on menstruation (India), and violence and financial education (Nigeria).

Strengthen livelihood impact:

- Add more vocational skills training, computing skills, and modern agricultural and agro-processing skills (Uganda, Nigeria).
- Increase access to loans and business start-up grants and mentorship (Uganda).
- Link girls to scholarships and bursaries to help them continue with education (Uganda).
- Strengthen career guidance, with talks from women professionals in different fields (India).

Sports and recreation activities:

- Offer a wider variety of sports to meet different interests and abilities (all countries).
- Strengthen opportunities to continue playing sports after girls complete the Goal programme (India).
- Include other recreational activities such as singing and dancing (all countries).

Management and outreach:

- Reduce session length or frequency (Uganda).ⁱ
- Ensure that facilitators are well-trained and run sessions in a participatory manner (Nigeria).
- Increase interactions with parents so that they understand Goal better and allow girls to participate in sports activities and tournaments (India).
- Increase community engagement activities with sessions on girls' and women's rights to create an enabling environment for girls to practise their new knowledge (India).
- Improve collaboration with schools and teachers to ensure their full support for Goal (India).

i Note: in Uganda girls attend more frequently as the programme runs through BRAC Empowerment and Livelihoods for Adolescents clubs.

allows greater retention of content and skill development.

- **Strengthen support for pathways into work:** Goal is playing a valuable role in developing soft skills that underpin effective employment and entrepreneurship, and in linking girls to further training. Young people and their parents do not always appreciate the value of soft

skills in the labour market, but increasingly employers in low- and middle-income countries, as well as high-income countries, are identifying this as a critical gap (Burnett and Jayaram, 2012).

- *Explore extending career guidance.* The careers guidance module in India offered to Goal coaches was highly valued. Given

the high demand for employability skills among Goal participants, it would be valuable to explore ways of providing careers guidance, perhaps within the fifth Be Independent module of the programme. Some participants felt that a stronger emphasis on professional skills would be beneficial, as many young women only engage in business because employment options are limited.

- *Vocational training.* While many interviewees argued for the inclusion of vocational skills in Goal, we believe that Goal is not the best vehicle for helping adolescent girls and young women acquire these skills. For most vocational skills, particularly those with greater market potential, effective training is beyond the scope of what a school- or community-based sports and life skills programme can provide. This said, the vocational training that implementing organisations link girls with is clearly valued, and programmes should consider whether there are ways they can link more Goal graduates to relevant opportunities, if necessary by seeking additional funding.
- *Consider stronger support for pathways into sports-related careers.* Playing sport through Goal opens new horizons for girls who have played little or no sport before. Goal could play an important role in helping the small number of girls interested in sports-related careers to access relevant further training opportunities.

- **Increase impact on gender norms through more extensive outreach work with parents and the wider community:** Mothers and other female guardians (aunts, older sisters) often have the most direct influence on girls' time use and mobility, so greater awareness of Goal and its aims might speed up the process of change. In rural communities and some urban neighbourhoods, community leaders are 'norm influencers' – that is, they may play a particular role in helping change views among older relatives, such as grandparents, who occasionally limited girls' access to Goal activities.

Offering the Goal programme to boys could also increase Goal's long-term impact on gender norms. Combined sports and life skills programmes offer opportunities for boys to develop more gender-equitable masculinities, which underpin equitable gender norms (Marcus et al, 2019). Programmes considering introducing work with boys should learn from Naz India's experience (the only Goal programme with significant numbers of boys). However, it is important that any Goal programming with boys adds to, and does not distract from, work to empower girls.

It is clear that girls' new knowledge, confidence, and changed behaviour are themselves a route to norm change, and experimental analysis would be needed to determine whether greater outreach activity or extending the reach or impact of the programme would have a greater impact on gender norms.

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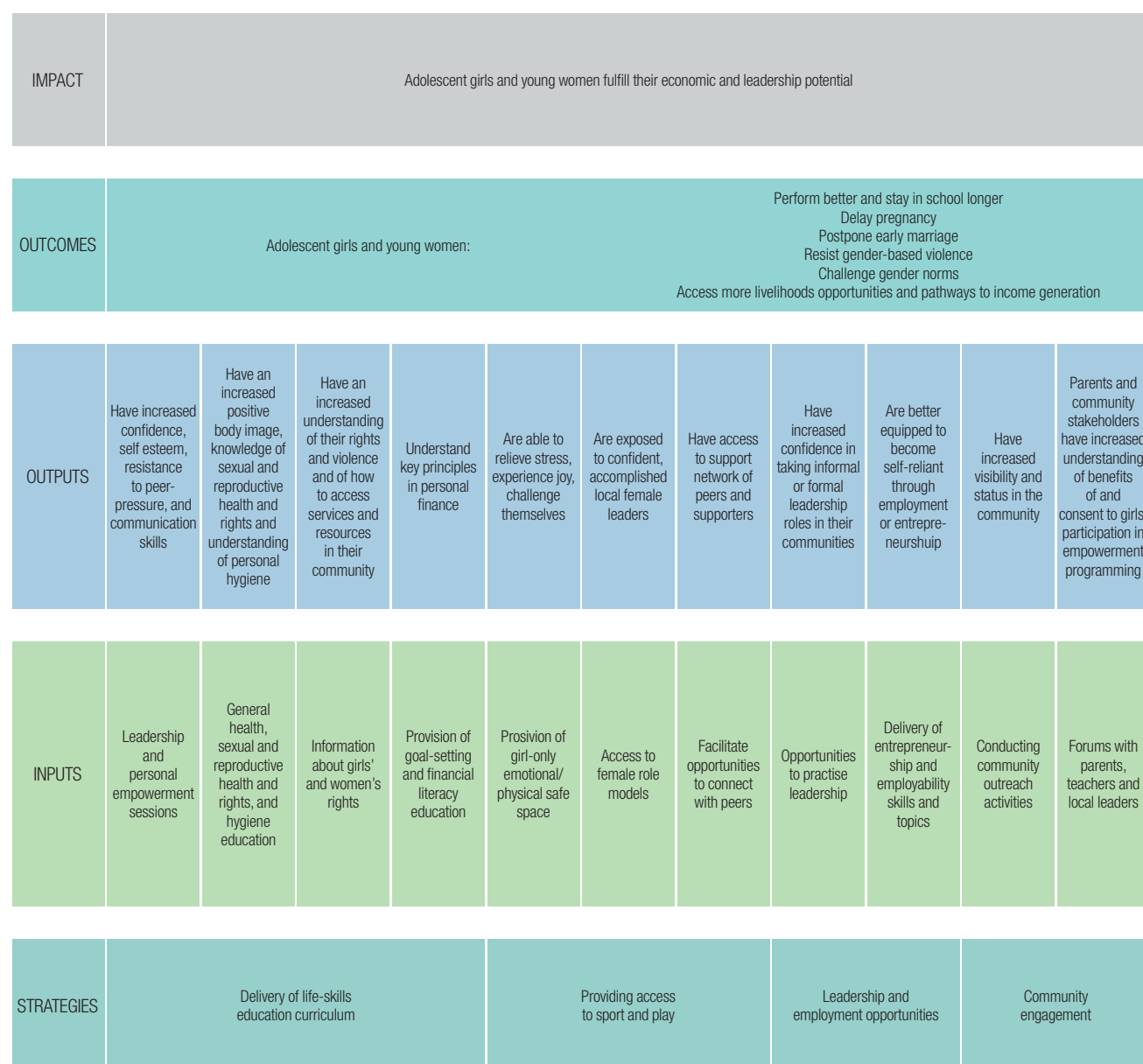
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Annex 1

Goal theory of change

Figure A1 Goal theory of change



Annex 2 Methodology

A2.1 Quantitative analysis

Quantitative analysis is based on responses to the following questionnaire on entry to and exit from the programme, using the scoring key and question grouping detailed below. Answers with asterisks and red boxes were scored 1 and those with no shading were scored zero.

SECTION 1. COMMUNITY INVOLVEMENT				
1.1 Have you had any leadership position in the last six months in your school, community or sports programme? Examples of leadership positions include taking responsibility for an activity or event within your school, church, mosque, temple or community; leading a sports activity, or other similar positions.	No <input type="checkbox"/>	Yes* <input type="checkbox"/>	My position is/was: _____	
1.2 In the last twelve months, did you participate in any OTHER project, activity or education session [OTHER THAN <<Insert name of programme>>] related to . . .				
	No		Yes*	
a) . . . violence against women or women's rights?	<input type="checkbox"/>		<input type="checkbox"/>	
b) . . . healthy lifestyles (safe sex, condom use, HIV prevention)?	<input type="checkbox"/>		<input type="checkbox"/>	
c) . . . savings, loans, banks, doing business, making money?	<input type="checkbox"/>		<input type="checkbox"/>	
d) . . . sports or physical activities?	<input type="checkbox"/>		<input type="checkbox"/>	
If yes, I played a sport or did another physical activity for about _____ hours per week				
1.3 Have you ever done any of the following activities? If yes, have you done them in the last three months?				
	a. Have you <u>ever</u> done this?		b. Have you done this in the last three months?	
	No	Yes*	No	Yes*
a) Visited a bank or microfinance institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Deposited money in a savings account (in the bank or by phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Written or edited a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION 2. WHAT DO YOU THINK?				
2.1 Are these statements true or false?				
	True	False	Don't know	
a) Touching my eyes, nose and mouth frequently brings germs into my body and can make me sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b) While menstruating, girls should avoid some activities, such as running, taking a shower or going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A budget is a plan of the money that I have and the money that I will spend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Saving and borrowing are both ways to reach financial goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Verbal insults, humiliation and threats are forms of violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) All girls get their first menstrual period at the same age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Rich people don't have a problem with violence against women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I see unequal power relationships in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2 How risky is this activity?

	No risk	Low risk	High risk
a) Sharing plates, cups and cutlery with someone living with HIV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Two people are hugging. One of them is living with HIV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A woman and man have sex without a condom. One of them is living with HIV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Do you know?

	No	Yes	Method If you answer yes, list one method
a) I know how to keep my body healthy during my menstruation.	<input type="checkbox"/>	<input type="checkbox"/>	_____
b) I know how to prevent pregnancy.	<input type="checkbox"/>	<input type="checkbox"/>	_____
c) I know how to prevent HIV.	<input type="checkbox"/>	<input type="checkbox"/>	_____
d) I know how to prevent sexually transmitted infections.	<input type="checkbox"/>	<input type="checkbox"/>	_____

SECTION 3. HOW DO YOU FEEL?

3.1 Please state how you feel about these ideas. How much do you agree or disagree?

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I have skills and talents that I am proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel confident to say no to my friends if they ask me to do something I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I know a girl or woman who I look up to and who inspires me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My community is interested in what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have good <<insert sport (netball, football, karate)>> skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I feel fit and strong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Women should be able to earn their own money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) One day I will get a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) It is best to let the men make the decisions at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) If a woman does not want to be touched or have sex, it is her right to say no.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

l) Women should have full control over how many children they have and the spacing of those children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Women should tolerate beating by their husband to keep the family together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I am able to make my own decisions about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) I am confident to ask others for support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) My friends support my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) I can stand up for myself if I disagree with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) While playing sports, I do NOT feel confident to jump and run.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) I know what to do when I'm on the <<insert relevant sports arena: netball court, football field, cricket pitch>>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) I feel comfortable to talk about changes that happen to my body with a person that I trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) The woman, not the man, should always be responsible for taking care of the home and looking after the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Women should be able to decide how to spend the money that they earn themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) When the shopkeeper gives me money back after a purchase, I always check to make sure the amount is correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) It is safer to save my money in a bank or microfinance institution than at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) You must be rich to use a bank.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4. COMMUNITY RESOURCES

4.1 Do you know?

	No	Yes*
a) I know of a place near my home or school where I feel safe.	<input type="checkbox"/>	<input type="checkbox"/>
b) I know of a place or person near my home or school where I can discuss my reproductive health.	<input type="checkbox"/>	<input type="checkbox"/>
c) I know of a place or person near my home or school where I can go to report violence or abuse of a girl or women.	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel safe in <<Insert name of programme>>.	<input type="checkbox"/>	<input type="checkbox"/>
e) I know a place or person in my community where I can find help for personal problems.	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Do you know where to get money to start a new business?

☐ Yes* If yes, I can get money from: _____
☐ No

4.3 Do you have your own small business?

☐ Yes
☐ No
If no, would you like to have your own business some day?
☐ Yes
☐ No

4.4 How many friends do you have with whom you feel comfortable talking to about a personal problem?

☐ No one
☐ One friend*
☐ Two or three friends*
☐ Four to ten friends*
☐ More than ten friends*

SECTION 5. ACTIVITIES

5.1 During <<Insert name of programme>> did you learn anything new about . . .

	No	Yes	I don't know
a) . . . your body and health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) . . . different kinds of violence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) . . . budgeting and saving money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) . . . how to be a leader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 What do you like best about <<Insert name of programme>>? Choose only one answer

- | | |
|---|---|
| <input type="checkbox"/> Learning/practicing sports skills | <input type="checkbox"/> Being part of a team |
| <input type="checkbox"/> Being competitive/competing in matches | <input type="checkbox"/> Receiving uniforms/sports clothes |
| <input type="checkbox"/> Life skills/education sessions | <input type="checkbox"/> Feeling confident or strong |
| <input type="checkbox"/> My sports coach | <input type="checkbox"/> The opportunity to travel |
| <input type="checkbox"/> My life skills facilitator | <input type="checkbox"/> Receiving awards/certifications |
| <input type="checkbox"/> Making friends | <input type="checkbox"/> Being in the spotlight/receiving attention |
| <input type="checkbox"/> Having fun | <input type="checkbox"/> Other |

5.3 What do you dislike about <<Insert name of programme>>? Choose only one answer

- | | |
|---|---|
| <input type="checkbox"/> Learning/practicing sports skills | <input type="checkbox"/> Bullying from boys or men |
| <input type="checkbox"/> Being competitive/competing in matches | <input type="checkbox"/> Not making the team/getting to play |
| <input type="checkbox"/> Life skills/education sessions | <input type="checkbox"/> Feeling like I do not improve |
| <input type="checkbox"/> My sports coach | <input type="checkbox"/> Time schedule |
| <input type="checkbox"/> My life skills facilitator | <input type="checkbox"/> Location |
| <input type="checkbox"/> Other girls in the programme | <input type="checkbox"/> Being in the spotlight/receiving attention |
| <input type="checkbox"/> Bullying amongst girls | <input type="checkbox"/> Other |

5.4 How likely are you to recommend <<Insert name of programme>> to a friend?

Circle the number

0	1	2	3	4	5	6	7	8	9	10
Not at all likely										Extremely likely

SCORING ANSWER KEY

Theme	Indicators
Economic Empowerment (EE)	1.2.c. savings, loans, banks
	2.1.c. A budget is a summary or a plan
	2.1.d. Saving and borrowing are both
	3.1.x. It is safer to save my money
	3.1.y. You must be rich to use a bank
	1.3.a.a. Ever visited a bank
	1.3.a.b. Last 3 months visited a bank
	1.3.b.a. Ever deposited money
	1.3.b.b. Last three months deposited money
	1.3.c.a. Ever written or edited budget
	1.3.c.b. Last three months written a budget

	3.1.h. Women be able earn own money
	3.1.i. One day get a job
	3.1.v. Women able to decide
	3.1.w. Shopkeeper, check change
	4.2. Know where get money start business
Health	1.2.b. Healthy lifestyles
	2.1.a. Touch eyes etc brings germs
	2.1.b. When menstruating avoid activities
	2.1.f. First period same age
	2.2.a. Share plates with HIV+
	2.2.b. Hugging HIV+
	2.2.c. Sex without condom HIV+
	2.3.a. Keep healthy during menstruation
	2.3.b. I know how to prevent pregnancy
	2.3.c. I know how to prevent HIV
	2.3.d. I know how to prevent STI
	4.1.b. I know place discuss health
	3.1.l. Women control number children
	3.1.t. Comfortable talk about body changes
Gender Based Violence (GBV)	1.2.a. Violence against women
	4.1.a. I know safe place
	4.1.c. I know place report violence
	4.1.d. I feel safe in my programme
	2.1.e. Verbal insults form of violence
	2.1.g. Rich people don't have a problem
	3.1.k If woman not want sex, right say no
	3.1.m. Women should tolerate beating
	3.1.u. Woman responsible home
	3.1.j Best men make decisions at home
Leadership	1.1 Last six months leadership
	3.1.a. I am a leader
	3.1.b. I have unique skills
	3.1.n. Able to make decision about future
	3.1.q. I can stand up for myself
	3.1.e. My community is interested
	3.1.d. I know a woman who I look up to
	4.4. Number of friends feel comfortable

	3.1.o. Confident to ask others support
	3.1.p. My friends support my ideas
	4.1.e. Know place for personal problems
	3.1.c. Confident to say no to friends
Sport	1.2.d. Playing sports
	3.1.s. I know what to do on the field
	3.1.r. NOT confident to jump and run
	3.1.f. I have good sports skills
	3.1.g I feel fit and strong

Round 1

Changes in scores for each domain were calculated as follows:

- Economic empowerment = $(EE_Post - EE_Pre) / 16 \text{ questions} \times 100\%$
- Health = $(SRH_Post - SRH_Pre) / 14 \text{ questions} \times 100\%$
- Gender-based violence = $(GBV_Post - GBV_Pre) / 10 \text{ questions} \times 100\%$
- Leadership_Change = $(LEAD_Post - LEAD_Pre) / 12 \text{ questions} \times 100\%$
- Sport_Change = $(SPORT_Post - SPORT_Pre) / 5 \text{ questions} \times 100\%$
- Total_Change = $(Total_Post - Total_Pre) / 57 \text{ questions} \times 100\%$

Analysis was conducted in SPSS statistics.

Round 2

Round 2 of the quantitative analysis derived some focused indicators delving into changes in scores related to:

- Self-confidence
- Menstruation
- Savings and financial literacy
- Aspirations for work or entrepreneurship
- Leadership (removing questions about friendship and social support)
- Friendship networks
- Role models

These used the indicators detailed below, which were scored in the same way as in Round 1.

Issue	Indicators
Self-confidence	3.1.b I have skills and talents that I am proud of. 3.1.n I am able to make my own decisions about my future. 3.1.q I can stand up for myself if I disagree with my friends. 3.1.r While playing sports, I do NOT feel confident to jump and run.
Economic empowerment – saving/understanding finance	1.3.a Ever visited a bank 1.3.b Deposited money in a savings account 1.3.c Written a budget 3.1.w I always check I get correct change after a purchase. 3.1.x Safer to use a bank or MFI than save at home 3.1.y Must be rich to use a bank
Economic empowerment 2 – working/having a business	3.1.i One day I will get a job. 4.3.ii (If no would you like your own business some day)

Menstruation	2.1.b When menstruating girls should avoid some activities e.g. sports. 2.1.f All girls get their period at the same age. 2.3.a I know how to keep my body healthy during my menstruation.
Leadership	1.1 Had a leadership role in last six months 3.1. I am a leader. 3.1.e My community is interested in what I have to say.
Gender norms/attitudes	3.1.h Women should be able to earn own money. 3.1.j It is best to let the men make the decisions at home. 3.1.k If a woman does not want to be touched or have sex, it is her right to say no. 3.1.l Women should have full control over how many children they have and the spacing of those children. 3.1.m Women should tolerate beating by their husband to keep the family together. 3.1.u Women should always be responsible for taking care of children. 3.1.v Women should be able to decide how to spend the money that they earn themselves.
Friendships and support networks	4.4 Have friends you can talk to about a personal problem 3.1.o I am confident to ask others for support. 4.1.e I know a place or person in my community where I can find help for personal problems.
Role model	3.1.d I know a girl or woman who I look up to and inspires me.

A2.2 Qualitative research

The tools used are detailed below.

Focus group discussion using body map with Goal graduates

Purpose: To understand participants' perspectives on how Goal participation has affected their lives.

Sample characteristics: Girls/young women (approx. 15–17) who graduated from the programme over the past 2–3 years.

Materials needed: Big white flipchart for a body/combine two flip charts, small post its, markers, masking tape.

Instructions for interviewer

- Conduct the body map with direct beneficiaries of the Goal programme who graduated over the past 2–3 years.
- Focus on all parts of the body by asking questions such as what happens to the heart, what happens to the head, etc. Focus on both positive and negative effects.
- Estimated duration of discussion: 1.5 hours.

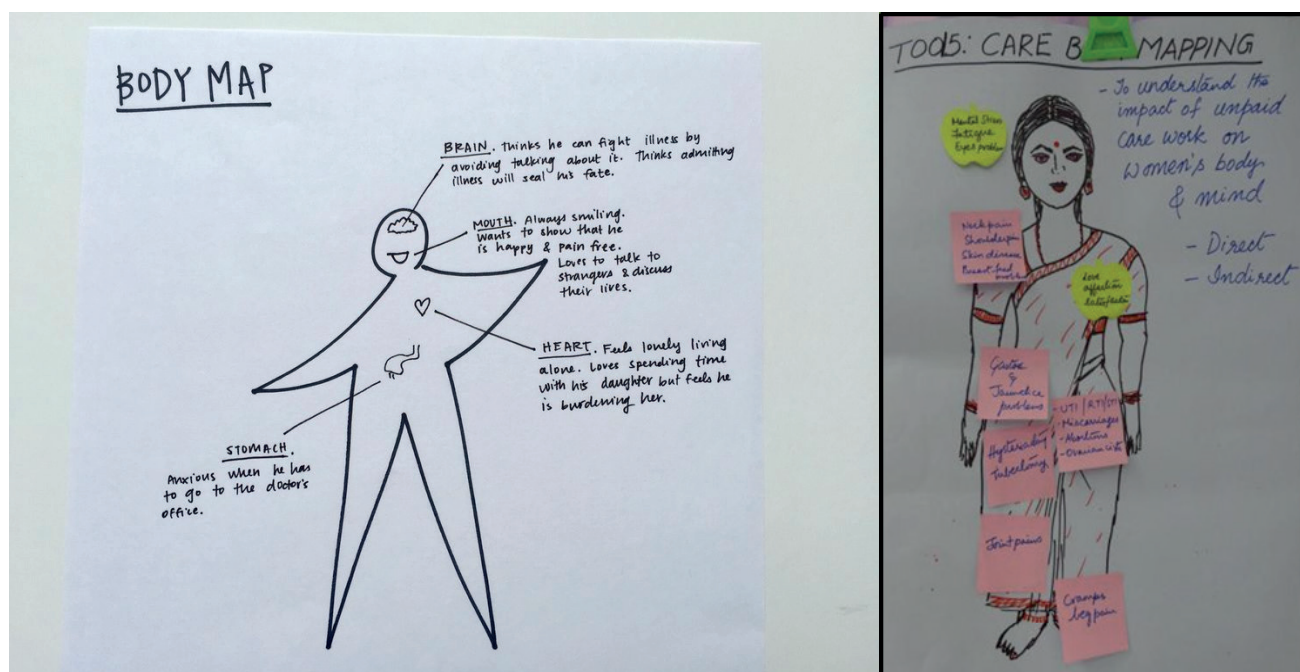
Informants' information to be collected in matrix

Name, age, when participated in Goal, their type of participation (e.g. regular participant), current educational status, whether currently working, whether married, or having any children.

Instructions

- Ask participants to draw the body of a girl (if they feel uncomfortable you can draw it yourself).
- Pose an opening question such as '*How does Goal affect a girl's body and mind?*' or you can use the examples of questions and probes below.
- Participants then indicate the effects that they have perceived on a girl and they are invited to draw on the body map the representation of that change from a certain part of the body. For example, if participants mention girls study longer hours/participate more in class, they can draw a book close to the head, or they can draw some lines representing words coming out from the mouth. Participants might also mention emotional changes such as being in a better mood, you can also

Figure A2 Examples of body map (outline, left; detailed, right)



draw a smile in the head, or if they mention that girls are more active, ask about what activities they do more and try to draw these in the hands, legs, etc.

- You don't need to draw everything and don't spend too much time on the drawing, what is most important is the discussion and that you keep probing to get as much detail as possible from the girls. Figure A2 shows examples of body maps. Body maps don't need to be pieces of art – they need to show clearly what participants express.
- You can use post-its for things that are difficult to represent or to write what each drawing/symbol is representing.

Probing questions

Body (torso)

- What kinds of sports were you involved in through Goal?
- Did you notice any changes in yourself or your body or how you feel about your body since taking part in Goal? If yes, what changes? If no, why?
- Have you started taking better care of your body since taking part in Goal? If yes, why?
- Probing questions on menstrual management: Did Goal help you understand your menstrual cycle better? Did the way you manage your period change after taking part in Goal? If so, in what way?
- Some people think it's embarrassing to talk about menstrual periods. Did Goal change how you feel about discussing menstruation? Did you talk to anyone else about it afterward – parents, aunts, siblings, friends, teachers or coaches?
- Did the Goal lessons change your feelings about the things girls should or should not do during their periods? Probe on playing sport while having a period.

Legs and feet

- Has there been any change in the places you go to since taking part in Goal? Or in where you need permission to go to? Why?

Arms and hands

- Has there been a change in your household activities since taking part in Goal? If yes, what changes? Why?
- Has there been a change in your social or leisure activities since taking part in Goal? If yes, why? Which ones?
- If you work, what effects did Goal have on getting a job and in your work (e.g. financial/saving skills, feeling self-confident, knowledge on running a business)?

Head

- Did Goal have any effects on your education? If yes, what kinds of effects (e.g. feeling more confident about certain type(s) of information/subjects, study skills, motivation to carry on studying, feeling supported in school)? If no, why not?
- Are you attending/have you attended other classes or training outside of school? How did taking part in Goal influence this?

Heart and head

- Has your behaviour changed since taking part in Goal? If yes, how (e.g. being shy before and now more outgoing, speaking out about what you want to do or desire, feeling confident about setting and achieving goals, making more friends, responding to challenges)? If no change, why not?
- At what age do you think girls should marry? Why do you think this way? Has participating in Goal changed your thinking about this? If yes, how? If no, why not?

Social networks

- Did you make new friends as a result of being involved in Goal?
- Where do you get advice and support from now? Did that change since taking part in Goal?
- Did you get to know other adults? If yes, which kinds, from where (e.g. trainers, teachers)? Were these people helpful to you? How/in what way?

Mouth and ears

- Before Goal, if you had a strong opinion about something, how likely were you to speak up?
- How has that changed since taking part in Goal?
- How do adults listen to girls now? Has that changed as a result of taking part in Goal?
- Has your role in making decisions around your own life or in your family changed after Goal? If yes, how? If no, why not? (Probe different issues e.g. education, chores, mobility, relationships etc.)
- How did other people feel about you taking part in Goal? (Probe whether family members, friends, partner (if relevant) supported them.) How? Did anyone challenge you taking part in Goal? Who and what did they say? If yes, how did you overcome such challenges or criticisms?

Focus on the future

- Have your hopes and dreams changed since taking part in Goal? How?
- What challenges do you think you might need to overcome to fulfil your goals/aspirations?
- Who has inspired you or motivated you in what you want to achieve in the future? Do you have a role model? (Probe on anyone met through Goal.)

Optional vignette: to probe changes around girls' decision-making or perspectives on gender-based violence (to be used as a back-up activity if a change of activity is needed; the actual story can be varied to reflect local situations and names changed as necessary).

Ask the participants to sit comfortably. Read out the story.

Anne is a 15-year-old girl. She lives with her mother, her older brother and grandfather. She has two good friends and likes to spend time with them. She also likes sports, particularly football even if she is criticised for playing a man's sport. Three months ago, she started to see/meet a boy in her community. His name is Yosh. He has many friends and likes playing football.

Generally, Anne is very happy with Yosh. He makes her feel very beautiful and very special. However, recently she has become a bit worried, as they have started to argue as well. Yosh doesn't like Anne to spend too much time with her friends. He says it is his girlfriend's duty to spend all her time with him. So Anne has stopped seeing her friends and she has dropped out of the football team. This makes her sad and a bit lonely. Sometimes they have big arguments about it, and one time Yosh slapped her round the face.

Ask:

- How realistic is this story in your community?
- What do you think Anne should do in this case? Why?
- Where does she need to go if she needs to ask for support?
- If Anne is a Goal girl, how does she behave compared to a girl who is not?
- What about Anne playing football, should she care about what others think? How does this differ between a Goal girl and other girls?

Key closing questions

- Overall, what was the most important change in your life from taking part in Goal?
- Which part of Goal did you feel you learnt most from? Why?
- [Only for girls who participated as indirect beneficiaries] Do you see any difference between girls who were trained by other girls, and girls who were trained by coaches/facilitators?
- Which parts of Goal could be improved? In what way?

Focus group discussion with girls who graduated from Goal 5+ years ago and who identify a strong impact on their lives

Purpose: To understand participants' perspectives on how Goal participation affected their lives with a longer-term perspective (5+ years).

Sample characteristics: Girls/young women who have particularly interesting insights as to how they made use of Goal.

Estimated duration of discussion: around 1 hour.

Individual situation

1. How old you are?
2. What's your occupation?
3. Do you still go to school? If you have left, what was the highest grade you studied up to?
4. Are you married? At what age did you marry/how long have you been married for?
5. Do you have children? How many?
6. When did you take part in the Goal programme?
7. What was your role (a regular participant, peer leader etc.)?

Focus on life before Goal

Tell me very briefly what your life looked like before Goal?

- What was your main activity/occupation?
- What did you do outside of school (e.g. housework, met up with family, friends, attended religious ceremonies etc.)?

Focus on life after Goal

- What effects do you think Goal has had on your life?
- What did you enjoy about Goal? Which components/activities of Goal did you enjoy most and why? And what least?
- Did taking part in Goal affect your education in any way? If so, how?
- How has it affected the work you do? Within the household (chores)? Paid work? Your own business (e.g. did it help you set up/run a business, understand how to save, help you get a job)?
- Has there been a change in the social or leisure activities you take part in since Goal? If yes, why? Which ones?
- How has Goal affected the decisions you take part in (e.g. when and who to marry, education, how you spend your time, how you spend money, what clothes to wear etc.)?
- How does your life compare with other girls who you know and who have not participated in Goal (focus on specific examples related to certain skills, education choices and expectations, marriage choices, work experiences, etc.)?
- How did your family feel about you taking part in Goal (supportive, critical)? If critical, what were their concerns?
- What about other people in the community? Did anyone comment on you taking part in Goal (in a positive or negative way)? Who, and what did they say?

Focus on the future

- What things do you want to achieve in your life? Has this changed since taking part in Goal?
- What challenges do you think you might need to overcome to fulfil your goals/aspirations?
- Who has inspired you or motivated you in what you want to achieve in the future?

Key closing questions

- Overall, what was the most important change in your life from taking part in Goal?
- Which part of Goal did you feel you learnt most from? Why?
- Which parts could be improved? In what way?

Focus group discussion with girls and young women in leadership positions

Purpose: To understand participants' perspectives on how Goal participation affected their leadership capacity.

Sample characteristics: Girls/young women in leadership positions in Goal.

Estimated duration of discussion: 1 hour.

Informants' information to be collected in matrix

Name, age, when participated in Goal and whether currently participating, current educational status, whether currently working, whether married, or having any children.

Discussion

I'm going to ask you some questions about the effects of Goal on your life:

- What's your role in the Goal programme?
- What training have you had to carry out that role?
- What are the key changes you've noticed in yourself since:
 - you were a regular participant in Goal?
 - becoming a leader [insert name of leadership role, as appropriate per country]?

Probe on:

- Confidence (e.g. confidence at school, at sports, at household).
- Expressing your ideas, feelings, or voicing your concerns.
- Having a say in decisions about your life (e.g. marriage, education, future goals)?
- Did you meet anyone through Goal who is a role model for you? What is inspiring about them/ what did you learn from them?

Leadership skills

1. What leadership skills do you think you have learned from Goal? (Probe on encouraging others/ helping them learn a new skill, helping people analyse a problem and decide what to do, helping people agree how to work together.) Can you give any examples?
2. What are some of the challenges that you have faced as a leader (e.g. people disagreeing what to do, people not respecting your authority)?
 - How have you overcome these challenges? How has what you learnt through Goal helped with overcoming any challenges?

Support and social norms

1. How does your family feel about your being a [insert name of leadership role] in Goal? (Probe for support and negative views.)
 - If participants report negative reactions: who and what did they say?
 - How about other people: friends, spouse/partner (if relevant) or other people in the community?

Aspirations

What do you hope to do in the future? Are there things you've learnt through Goal that will help you achieve those aims? (Probe on what.)

Key closing questions

- Overall, what do you think were the most important changes in your life from taking part in Goal?
- Which part of Goal did you feel you learnt most from? Why?
- Which parts could be improved? In what way?

Focus group discussion with parents/guardians

Note: these questions can be used in an in-depth interview with parents instead of a focus group discussion.

Purpose: To explore changes in parents'/guardians' perceptions of Goal's effects on girls, looking at empowerment, voice and agency, decision-making and education.

Sample characteristics: 3–6 parents/guardians of girls who participated in Goal over the past few years.

Note: these may be mixed groups or gender-segregated as appropriate in different contexts.

Estimated duration of discussion: 1–1.5 hours.

Informants' information to be collected in a matrix

Name, gender (unless groups are gender-segregated), daughter's age when she participated in Goal, when she participated and how (as a regular participant, or a leader).

General questions

1. Have you noticed any changes in your daughter from participating in Goal activities?
What changes?
2. What do you think of these changes?
3. What benefits did your daughter get from taking part in sports?
Are there any downsides?
Has your thinking about this changed since your daughter took part in Goal?

Probing questions

Knowledge

1. Have your daughters shared some of the things they learnt in Goal?
What sort of things [Note: parents may not be able to distinguish things they learnt at school more generally and things they learnt in Goal]?

Behaviour, speaking out, influencing decisions

- Are there differences in your daughters' behaviour? How (e.g. being shy before and now more outgoing, speaking out about what they want to do or desire, making more friends, how they respond to challenges)?
- Have you noticed any changes in your daughters' confidence to say what they think since taking part in Goal?
How has that changed?
- What about changes in them taking part in decision-making (e.g. ability to talk about what they want, ability to challenge someone else's decisions on their lives)?
(Could also probe on different issues e.g. education, marriage, household chores, etc as appropriate per context.)
- Have they challenged you or others about what you think is the best for them? How?
What have they said? And how did you respond?

Aspirations, education and work

- What type of aspirations or goals have they spoken to you about?
- In what ways has Goal changed what they hope to do in the future?
- Have you seen changes in how they are doing at school? What sort of changes?
- What did they learn about saving? Have they saved some money?
What have they used that money for (e.g. own business, investments in life skills or school material)?
Has Goal had any effects on your daughter's work? How (e.g. helped them get a job, start/run a business)?

Mobility and social networks

- What places do they go to and what do they do?
Do they need permission, company or supervision to be accompanied to these places? Why?
Are girls going to new places that they were not going before Goal?
- Have they made more friends? Got to know helpful adults (e.g. peers, teachers)?
Have these people been helpful to your daughter? How?

Closing questions

1. Overall, what do you think have been the most important changes in your daughter since taking part?
2. Would you like other daughters or girls in your family to take part? Why? Why not?
3. Can you suggest ways the programme could be improved?

Focus group discussions or key informant interviews with teachers

Purpose: To understand teachers' perspectives on how Goal participation influenced educational aspirations, educational achievements and other life-skills that have been useful in girls' lives.

Sample characteristics: 3–4 teachers (or 1 if individual interviews).

Estimated duration of discussion: half an hour.

Informants' information to be collected in matrix: names, gender, age group.

Questions for teachers

1. Overall, have you noticed any differences in the educational performance of Goal girls compared to other girls (e.g. more years in school, increased interest in studying, improved school attendance, more commitment to doing their homework, better performance, strengthen certain skills)?
2. Are there any differences in terms of Goal participants' confidence to participate in class (e.g. are they more able to speak out, to raise their opinions, to make a convincing argument, to challenge others, to represent others, etc)? Are there differences between regular participants and girls in leadership roles?
3. Has Goal affected their understanding of girls' and women's rights? If yes, how? Have they spoken about this topic in school? If yes, how do they speak about it, what do they say, etc.?
4. Do Goal girls speak about certain topics or express certain ideas that other girls/non-Goal participants don't? Which ones (e.g. related to girls' rights, the law, financial literacy, knowledge of health, hygiene, greater aspirations etc.)?
5. Do you think Goal participants have developed attitudes and skills that will help them to reach their employment or educational opportunities/aspirations? Which ones? How have you noticed this (e.g. probe confidence, goal-setting or financial literacy education)?
6. Are there other skills or attitudes that they need and that Goal could help them develop?
7. What do other people in the school (teachers, girls who don't participate, boys) think about the programme? Do they think girls are learning worthwhile things? Are some people negative? Why? Are there particular things they object to (e.g. knowledge around sexual and reproductive health, women's and girls' legal rights etc.)? How do you think Goal should respond to these concerns?
8. Are there some negative effects for girls who participate in Goal (e.g. exposure of girls to harassment in public spaces, gossip about girls who take part in particular sports etc.)?
9. What does the future look like for a Goal girl compared to those who have not benefitted from the programme? What might they aspire to compared to those who have not benefitted, etc.?
10. Has having Goal in your school had any other effects on your school? (Probe on if it has affected the school's general participation in sport, general reputation, teachers' or students' pride in their school etc.)

Closing questions

- Any further comments about the impact of Goal that you have noticed?
- Any suggestions for ways the programme could be improved?

Questions for boys in/recently graduated from Goal programme

Informant's information to collect in matrix: names, age, grade level, when participated in Goal.

Explain: the aim of the interview is to understand what changes Goal leads to in the lives of boys and girls who participate.

Boys' experiences of Goal

- What kinds of sports are you involved in through Goal?
- Did you notice any changes in yourself since taking part in Goal? If yes, what changes? If no, why? (Probe on changes in behaviour, confidence to speak out, self-care e.g. hygiene/care of body, protection from STDs etc.)
- Has Goal had any effects on your education? If yes, what kinds of effects (e.g. feeling more confident about certain type(s) of information/subjects, study skills, motivation to carry on studying, feeling supported in school, accessing extra training or classes outside of school)? If no, why not?
- Has there been a change in your social or leisure activities since taking part in Goal? If yes, why? What changes (e.g. did you make new friends, play more sport etc.)?
- What do your friends and family think about you taking part in Goal?
- If you work, what effects has Goal had on your work (e.g. financial/saving skills, feeling self-confident, knowledge on running a business)?
- What are the main things you have learnt through Goal? (Open-ended question.)
- If they don't answer any change related to women's and girls' rights, probe on:
 - change in attitudes to what jobs women and girls can do
 - what sport they can do
 - whether hitting a girl or a woman is ever acceptable
 - what age do you think girls should marry
 - whose responsibility it is to look after young kids.

Focus on the future

- Have your hopes and dreams changed since taking part in Goal? How?
- What challenges do you think you might need to overcome to fulfil your goals/aspirations?

Closing questions

1. Overall, what was the most important change in your life as a result of taking part in Goal?
2. Which part of Goal did you feel you learnt most from? Why?
3. Which parts could be improved? In what way?

Questions for community leaders (in-depth interview or focus group discussion)

Purpose: To understand community leaders' perspectives on how Goal participation influenced educational aspirations, educational achievements and other life-skills that have been useful in girls' lives.

Sample characteristics: 3–4 people (or 1 if individual interviews).

Estimated duration of discussion: half an hour.

Informants' information to be collected in matrix: names, gender, age group, role in community.

1. What differences have you noticed among girls who participate in Goal and girls who do not? Do you see differences between girls who are Goal champions – trained by coaches – and Peers Reached – who are trained by other girls?
2. Do you think Goal participants have developed attitudes and skills that will help them to reach their employment or educational opportunities/aspirations? Which ones? How have you noticed this (e.g. probe confidence, goal-setting or financial literacy education)?
3. Are there other skills or attitudes that they need and that Goal could help them develop?
4. What do people in the community think about the programme? Do they think girls are learning worthwhile things? Are some people negative? Why? Which kinds of people? etc.

-
5. Are there certain parts of the Goal programme that get a negative reaction in the community? If yes, which ones? Why (e.g. knowledge around sexual and reproductive health; women's and girls' legal rights; girls taking part in sport activities)? How do you think Goal should respond to these concerns?
 6. Are there some negative effects for girls who participate in Goal (e.g. exposure of girls to harassment in public spaces, gossip about girls who take part in particular sports etc.)?
 7. What does the future look like for a Goal girl compared to those who have not benefitted from the programme? What might they aspire to compared with those who have not benefitted?

Closing questions

- Any further comments about the impact of Goal that you have noticed?
- Any suggestions for ways the programme could be improved?



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