

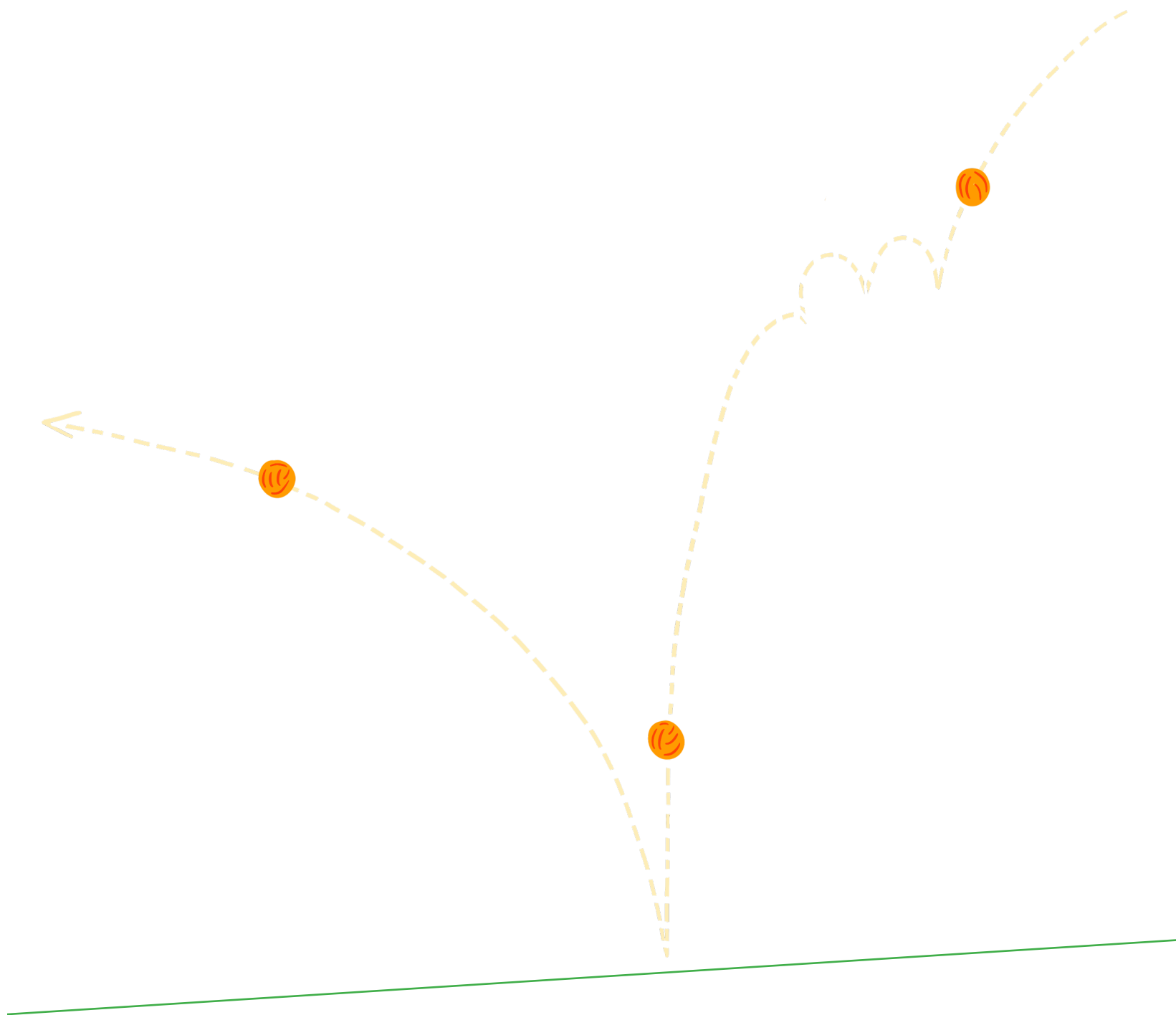


futuremakers
Standard Chartered Foundation



COACHING
GUIDE

Empowering the next generation to **learn, earn and grow**





futuremakers
by Standard Chartered

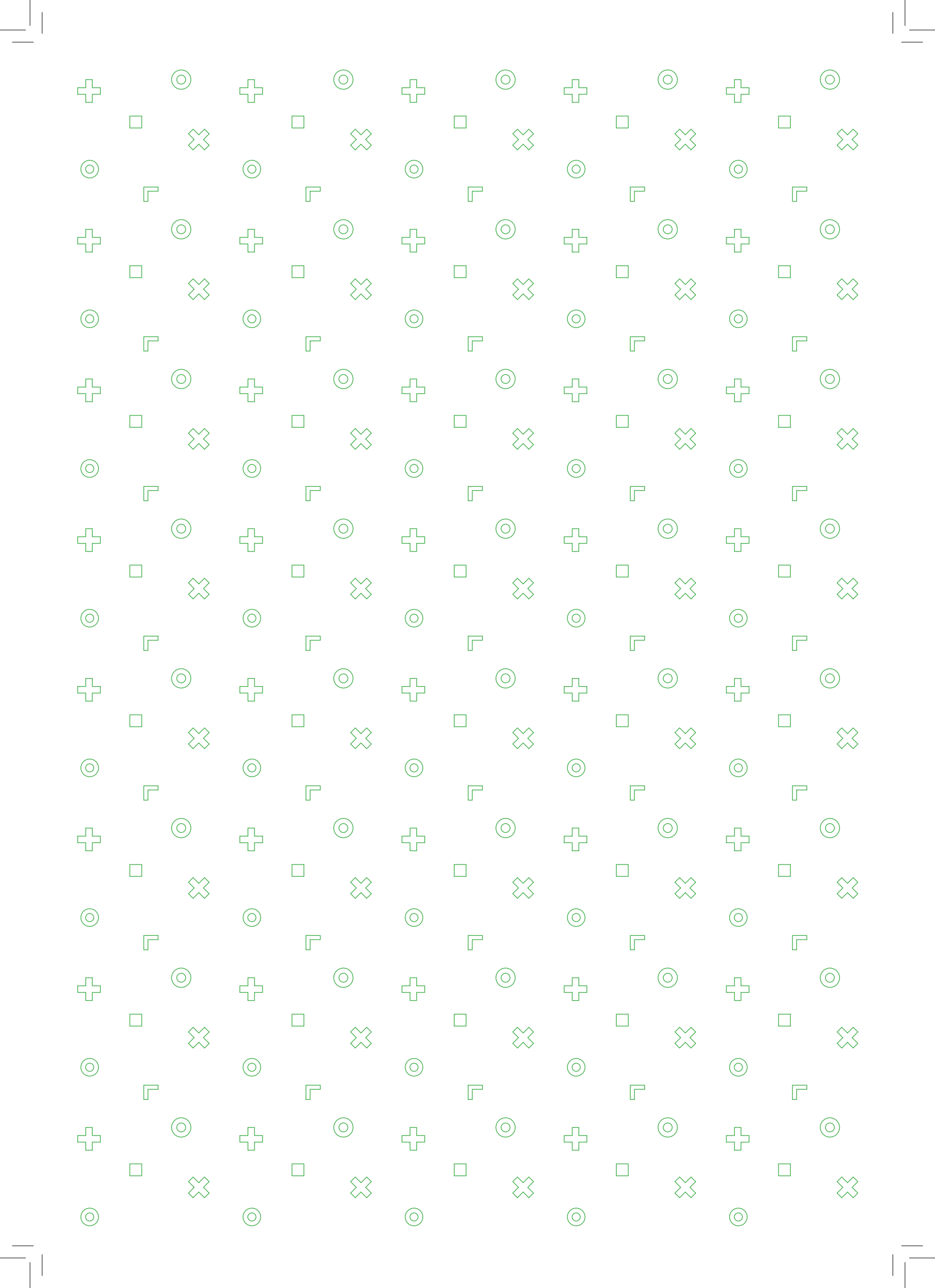


GOAL

Coaching guide



Empowering the next generation **to learn, earn and grow**



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INTRODUCTION

This guide is a resource that provides coaching recommendations, tips, and strategies for Goal curriculum coaches. In this guide, you will find information about what it means to be a Goal coach, general coaching tips, guidance about safe coaching, and a glossary of terms that are used throughout the Goal curriculum. This resource was created with the understanding that every organisation has its own coach training strategies and practices, and that every coach has their own unique style and methods. This is simply a guide for those coaches who will be implementing the Goal curriculum and can (and should) be contextualised based on each organisation's safety and coaching guidelines as well as the local context.

WHAT IS A GOAL COACH?

The coaches that implement the Goal curriculum are much more than just sports coaches, and taking on the role of being a Goal coach means more than just running a practice session once a week. The objective of the Goal curriculum is to empower girls by developing their leadership and life skills and the role of every Goal coach is integral in ensuring that it happens.

First and foremost, Goal coaches must be fully committed to **fighting for gender equity** and being an **advocate for girls' and women's rights**. Coaches are role models for players and participants, and should set an example of someone who is committed to these issues.

Goal coaches must practice **empathy** when interacting with others, especially since they will engage with participants from the most marginalised communities and from many different backgrounds. Goal coaches are a crucial part of the Goal participants' learning journeys through topics that are often difficult to discuss. They must always treat everyone with **respect** and value everyone's perspective and input, constantly working to ensure a safe space for all participants.

Likely to face various unforeseen and foreseen challenges during sessions, Goal coaches must be **creative** and **adaptable**. There may be a session where there are not enough balls or cones, or a session that must be shortened due to a time restriction, and coaches must be able to think creatively and adapt to these challenges.

Goal coaches carry a huge responsibility as they lead participants through this curriculum. They must be **assertive** and **confident** in all their interactions with participants. But they should also be willing to **trying new things and be able to learn from mistakes** – this is a very important lesson to communicate to the participants.

Finally, Goal coaches must be energetic and positive – the most important thing is that the participants have fun! The energy that the coaches bring to each session will impact the participants, so it is crucial that they lead with a positive attitude and encourage participants to do the same.

SESSION STRUCTURE

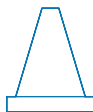
Sessions in the Goal curriculum have the following structure:

Session Overview	At the top of each session plan, you will find a table with information such as the life skills and key learning that should be the focus of the session, as well as the duration, set-up, and materials needed for the session.
Beginning of Session	<p>Review of Previous Session: To kick off the session, you should encourage the participants to think about the previous session that they did. Try making a link between the previous session and the current one. If there was anything they were supposed to have prepared for "Practice at Home" ask a couple of participants to share.</p> <p>Introduction to Session: Encourage the participants to think about the key message before the start of the activity. This way, they can start thinking about how to connect the activity to the message and to real life.</p>
Activity	<p>Main Activity: This is the main activity and focus of the session. Remember to practice explaining the activity before the actual session so you understand it yourself! You should run a demonstration with participants before beginning the activity, to limit confusion.</p> <p>Discussion: Here is where participants will have the opportunity to reflect on the main activity. This is the time to discuss the activity, connect it to the key message, and explore how the participants can apply it to real life.</p>
Concluding the Session	<p>Wrap Up: Here you remind the participants about the key message and summarise the session.</p> <p>Practice at Home: This is an activity you give the participants to do when they are at home. It allows for participants to continue to think about how to connect the key message to the real world.</p>

GENERAL COACHING TIPS

1. Prepping for a Session

At the end of the day, we want to create an engaging experience for the participants. For this to happen it is important that coaches prepare for their sessions, both physically and mentally.



Materials

Ensure that materials have been organised the day before or a couple of hours before the session. Gathering and arranging materials right before the activity can get messy because then you don't get enough time to prepare the set up or prepare yourself mentally. Sometimes you might not have all of the materials that the activity calls for. In this case, you can try to improvise (e.g. using rocks, sticks, or bottles instead of cones, or dividing the participants by shirt colour instead of using bibs).

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Set Up

Make sure you are at the venue at least 30 minutes before the activity if possible, or before participants arrive. That way you can assess the location and know where to best set up the activities. If you are familiar with the venue, try to plan the set up before you arrive.



Progressions

If an activity has progressions (different rounds or activities with different field set ups), make sure you have all or at least two of the progressions already set up at the venue. This will help with ensuring smooth progressions.

During transitions: If for some reason you need to lay out a new set up during the activity, and the set up takes a long time to lay out, get participants to do something in the meantime. For example, tell them to get into groups (if that is required for the next session), let them drink some water if they want to or let them help you out by taking down the last set up. This way participants will not get bored.



Key Messages

Set time aside to think about the key messages before you arrive for the session. It is very important that you understand how you will connect the activity and the lesson. Think about how you will structure the discussion and some examples that you can offer during the discussion. It is recommended that you practice these conversations with yourself or another coach before the session begins to make sure that your communication is clear and concise.

If you are unsure about your knowledge of the session topic, do some research before the session so that you are prepared to be able to offer accurate information to the participants. If they have a question that you do not know the answer to, tell them that you do not know but will find the correct information for them. Do not offer answers if you are not certain that they are factual.

2. Keeping Participants Engaged



Using Energisers

Energisers are short, quick games to bring some energy and fun into the sessions. They should be short and easy to run, usually in 5 minutes or less. The entire purpose of these exercises is to get the participants laughing, smiling, and moving before the main session. Make sure that you radiate the same energy that you would like to see from the participants!



Engaging the group

Sometimes even the energisers do not bring much engagement from the group. Participants can be shy or have low energy: that is normal for adolescents. This is a common challenge, but do not let low engagement frustrate you! Here are some tips to engage the participants:

- Use a ball or some other object and throw it around to initiate discussion. The person who catches the ball can contribute to the discussion if they want. If they don't want to or if they have finished contributing, they should pass it to the next person.

- Contribute to the discussion as a peer! You can use your own examples to show the participants that you respect them and that this is a safe space.
- Be clear and concise. Don't make the instructions and discussion questions too long.
- If some questions are a bit difficult to answer, then let the participants get in pairs/groups beforehand and let them answer as pairs/groups.
- Be comfortable with silence. Sometimes it takes a few moments for them to get the courage to speak up, try not to jump in too early with an example or another question.

More tips on engaging participants specifically in discussions can be found in the 'Facilitating a Discussion' section.



Engaging shy participants

There are always a few participants who will find it hard to participate because they are shy, quiet, or still adjusting to the environment, which is okay. Here are some tips to help you engage them:

- When assigning individuals to groups, let them be in groups with people they know well/are comfortable with.
- Make them feel needed. Let them help you with setting up some of the activities or taking them down.
- Do not pressure them. Try not to throw difficult questions directly at them. Ask them if they want to take a certain role within the activity before giving it to them.

3. General Coaching Tips



Energy and Tone of Voice

The participants will reflect their coach's energy – it is important to be energetic and enthusiastic throughout every session!

- Make sure you present yourself as a coach that is enthusiastic about the activity and that is happy to be there. Try to reflect this through your non-verbal communication (smile and maintain a body posture that reflects your keenness and readiness!).
- Make sure the participants can hear you! Be loud and clear and make your tone sound like you have a purpose.
- Always encourage participants to speak loudly. This will help them feel confident and energised, especially if they see the coach doing it too.

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Demonstrate Each Activity

It is always important to show a demonstration of how the activity works before you let participants do it. This way you avoid confusion and don't waste time during the activity.



80% play, 20% talking

Make sure during the activities that you keep your instructions short and precise! Too much explaining will cause the participants to get bored or disengaged from the activity. This is why planning activities beforehand is important.

Prepare what you want to say and be familiar with the objectives of the session before starting. Be the leader of your own instructions and make them short and precise!



Allow Mistakes

Allow mistakes and emphasise that it is not always about winning. Activities can be competitive but don't let that be the main aim of the session.

If a participant is making a mistake (e.g. struggling to perform one of the activities), make sure you use the 3 C's to correct them: Check, Correct and Compliment.

It is also okay if you make mistakes as the coach! Use it as a learning opportunity, and explain to participants that it is okay to learn from mistakes.



Celebrate the Participants

Always encourage and compliment the participants for doing the activities that they are doing. One way you can do this is by throwing in positive comments during the activities.

4. Adapting a Session

Often, you will find that you need to adapt the session due to different reasons. These could include having a larger or smaller group than expected, a different age group, or a group with various abilities.



Adapting for Group Size

If the group is smaller than you expected, you should still be able to conduct most sessions as planned. If you do not have enough participants to play a game, see if you can scale down the game while still achieving the same objectives. For example, instead of having 4 teams you can play with just 2, or you can make the field smaller.

If you have a larger group than anticipated, it is still important that you attempt to engage all of the participants. If you know that you will have a large group ahead of time, try to bring an assistant coach or colleague that can assist you with the session. If you have an assistant coach and can create two spaces for the game, you can split the group in half, with each coach taking one group. If you are unable to divide the group, try to make sure the game is still engaging for all participants. If everyone is not playing at once, think of an activity for the ones on the side-line to do as they wait. You may need to adjust the game altogether to make it work with a larger group – think of a way you can still demonstrate the main objective and link it to the discussion.



Adapting for Age

While all of the life skills in the Goal curriculum are important for children of all ages to learn about, some of the discussions and topics might be hard to grasp or participate in for younger participants. If that is the case, think about ways in which you can adjust the discussions to still illustrate the point to them in a way that makes sense. This might mean having less discussion questions and ones that focus on a more superficial aspect of the topic or theme.



Adapting for Ability

In every group you will have children with different abilities. You will likely have some participants who are very athletic and some who are not as athletic or don't enjoy sports. You might also have some participants with different physical or mental disabilities. It is important that you ensure that your sessions are accessible for all participants to avoid feelings of exclusion.

One simple adaptation you can make is to use physical and non-verbal communication in addition to verbal communication. For example, instead of just shouting out numbers in a game, use your fingers or write the numbers on a sheet of paper. To account for different levels of ability, make sure that the teams are varied – you should not have all of the competitive athletes on one team together. Additionally, if you have participants who have a physical disability that restricts their movements, adapt the game to have a stationary or limited movement position so that they are included in the session. One important way to adapt activities is to ask participants themselves how they want to be involved. Let them make decisions about what is right for them so you don't assume anything.

5. Facilitating a Discussion

Sometimes you will find that discussion is hard to facilitate or that participants will not be engaged. There is no need to worry, there are some techniques that can help in this situation:



Think/Pair/Share

Let participants think about the questions that have been asked, then let them get into pairs to discuss their responses. After they are done discussing let them share their responses as a pair.



Small Group Discussions

Give the participants time to discuss the questions in small groups then let them come back later and present their collective responses.



Giving Personal Examples

Sometimes the best way to spark a discussion is by offering some of your own personal examples. This will help in giving the discussion direction and also show that it is a safe space for sharing.

SAFEGUARDING

1. What is safeguarding?

Safeguarding is about keeping children and young people safe while they take part in your sessions and interact with your organisation, and is an essential element of sport for development programmes.¹ To avoid and lessen the risks of abuse and violence for youth participating in sport programmes, it is crucial that your organisation develops and implements safeguarding and protection policies. All Goal coaches should be trained in accordance with their organisation's safeguarding policies to ensure the safety of all Goal participants. There should be a training on these policies, and coaches should be required to sign an affirmation of their commitment to the safeguarding principles.

2. Safeguarding tips for coaches

The Goal programme is committed to keeping all coaches and participants safe during the implementation of the curriculum. This includes steps that Goal coaches can take when implementing the curriculum sessions and activities, but also the actions that they can take to support anyone, particularly children and youth, who may be subject to harm, abuse or violence outside of Goal.

Some practical steps you can take as a coach to keep people safe, especially children and youth, are included below. Remember, it is important to listen to children and to understand what they think is safe:



Being Safe

- Ensuring that play spaces are safe and that any dangerous materials, such as glass or rocks, are removed before activities start.
- Ensuring that a first aid kit and a trained first aider is available at all times.
- Ensuring that all children participating are registered and have parental consent.
- Ensuring that clean water is available to drink at training sessions.
- Adopting a no-fighting policy for everyone, including both physical and verbal fighting.



Feeling Safe

- Ensuring that your sessions are held in an appropriate place where everyone feels comfortable participating.
- Ensuring that players design their own rules for sessions and agree on what happens if their rules are broken.

¹ UNHCR, Sport for Protection Toolkit, available at: <https://www.unhcr.org/publications/manuals/5d35a7bc4/sport-for-protection-toolkit.html>

- Ensuring conflict is resolved peacefully.
- Ensuring that sessions, especially life-skills sessions and discussions on sensitive topics, are undertaken without an audience, especially of a different gender, and with a coach of the same gender.
- Being aware of bullying and ensuring prompt action is taken to address any bullying.
- Discouraging rumours and gossip.
- Ensuring that confidential information remains confidential, unless someone is at risk.

It is important to remind yourself of these important tips regularly and to take the necessary steps to keep everyone safe.



Reporting Violations

If a person, especially a child or young person, talks to you about abuse, it is important to:

- Remain calm and do not get upset.
- Take the discussion seriously and listen.
- Not ask leading questions or make judgements; never challenge them on what you are told or say that they are lying.
- Never blame them for what happened or tell them it is their fault.
- Report the issue as soon as possible to the appropriate person, remembering that you should not promise to keep information secret if someone is facing abuse or harm: it must be reported.

3. Your Organisation's Safeguarding Policies

Every Goal coach should be familiar with their organisation's safeguarding policies and procedures. As a coach you should:

- Undergo safeguarding training in accordance with your organisation's policies.
- Sign a confidentiality, protection and safeguarding commitment when accepting the coaching position.
- Know where you can access the organisation's safeguarding policies.
- Know who you must contact to report any policy violations.
- Know where and to whom you must report any abuse, violence, or harm to participants – this includes within the organisation and to local authorities.

COACHING FOR MENTAL HEALTH AND WELL-BEING

1. What is trauma?

Psychological or emotional trauma can be defined as damage or injury to the psyche after living through an extremely disturbing or distressing event, and may result in challenges in functioning or coping normally after the event.



Types of Trauma

- Acute Trauma results from a single incident.
- Chronic Trauma is repeated and prolonged, such as that which results from domestic violence or abuse.
- Complex Trauma is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature.

2. Trauma-informed Coaching

The goal of coaching with a trauma-informed lens is to create a safe, non-violent environment in which the participants can be empowered to make choices, collaborate, and learn. Steps towards realising this goal include:

- Being aware of trauma and its impact on the physical and mental health of our players.
- Establishing supportive connections between ourselves and our players, as well as between the players themselves.
- Building a sense of safety and trustworthiness within our teams.
- Ensuring the physical and emotional safety of the participants.
- Creating a team culture that is non-violent, non-shaming, and non-blaming.
- Addressing and working to mitigate power imbalances within the team.

3. 6 suggestions for coaching with a trauma-informed lens:

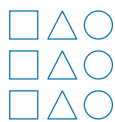


Physical Safety

Providing a safe environment for all participants is key. As you prepare for the session or game, the following should be taken into account:

- Make sure the playing environment is well lit, appropriate for the sport in question, located away from any potentially dangerous zone or source of danger, and that any irregularities in the field are properly marked so that players may avoid them.
- An emergency kit should be on hand.
- Bathrooms should be accessible for both boys and girls.
- When working with girls, an adult woman should be present so that girls can reach out to her if needed.
- Hydration is essential before, during and after any practice or game. Sweat lost during sports must be replaced with equal amounts of fluids each hour of intense sports activity. Some of the most common symptoms of dehydration include extreme thirst, weakness, headache or dizziness, dark-coloured urine, and slight weight loss.

- Warm up: Do not rush into any sport or exercise without warming up first – muscles that have not been properly prepared tend to be injured more easily. Start with some light cardiovascular activities, such as easy jogging, jumping jacks, or brisk walking, just to get your participants' muscles going.
- Follow the brief warm-up with some stretches (stretching works best after a warm-up because tissues are more elastic or flexible due to the increase in heat and blood flow to the muscles).
- If participants hurt themselves during any game, you should check they're ok, and assess whether they can carry on playing. If your participants have been injured and try to come back too soon, you run the risk of reinjury, maybe even more seriously than before. As coaches, do not pressure your participants into playing before their body is fully healed.
- Rules of the game: rules and regulations usually exist to keep teammates in the game and to avoid injuries. Learn, promote and follow the rules thoroughly. Rules are not restrictions. They are designed to promote safety so that everyone can enjoy the game.



Predictability

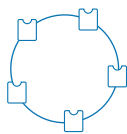
Children and adolescents benefit from predictability, and sport practice and games are no exception. Predictability reduces stress because familiar patterns are calming to a child. That is, patterns do not require the child to wonder what is going to happen next or to feel anxiety in preparation for something unexpected to occur to or around him or her. Coaches are encouraged to change the content of practice as much as needed, but the general flow of the sessions must be consistent.



Rhythm

Rhythmicity and timing refer to any type of activity requiring that children coordinate sound and vibration with movement. It has recently been discovered that a child's capacity for rhythmicity helps to build the foundation for his or her emotional and intellectual development. This goes back to infancy and even the prenatal period, when babies listen to the rhythm of their mother's heartbeat. Therefore, we see that for children their first relationship and their first sense of love use rhythmic interactions to establish connectedness and comfort.

Coaches can encourage rhythmicity by providing opportunities for players to participate in various types of rhythmic activities in the field. Examples include bouncing a ball, tapping parts of their bodies (e.g. arms, legs, chest) in a certain rhythm, throwing the ball at one another at a certain slow and sustained pace, singing together, etc.



Team Circles

In sports, when included in a team circle, a shift in power moves from the coaches and most talented players, to an equal feeling of involvement and empowerment for all participants. A circle provides the team an opportunity to look each other in the eye and share in the moment, and allows members to identify themselves as a cohesive unit. There are many opportunities to use circles in games, matches and sport practices. Examples include doing a team circle so that team members may check-in before practice, using the team circle as an opportunity to implement a quick connecting activity, and even using it during closure at the end of the practice.

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Progress vs. Outcome Goals

Loosely defined, outcome goals are a result you would like to achieve, and progress goals are the objectives that you set for yourself in order to improve. Although outcome goals can facilitate short-term motivation, they often lead to anxiety before and during practice or competition. Too much focus on a specific performance goal can create more extreme anxiety.

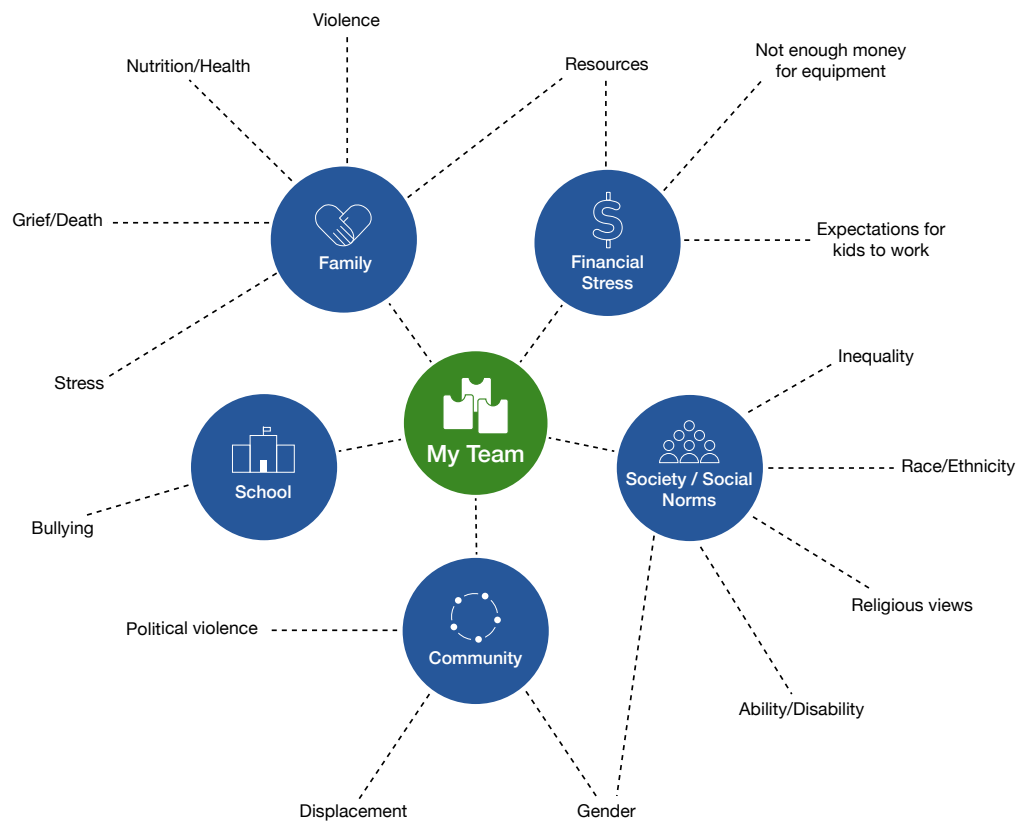
Therefore, when interacting with players, coaches must ensure to set progress goals for the team and/or the individual, and it is important for coaches to celebrate their players' progress goals. For instance, congratulate a team player for how hard they were training or how well they listened in a particular training session (and not necessarily for the amount of goals they scored).



Context Mapping

This process will help you visualise the sources of trauma and stress in the lives of your participants and contribute to a greater understanding of the conditions in which players might be coming to practice under.

Think about your team and your players. Start by drawing your team in the centre of a piece of paper, and then add branches to some forms of community and individual trauma or stress in the lives of your participants or your team. Draw lines between topics which are connected or impact each other.



Reflection questions:

What forms of trauma might be impacting the youth you work with?
What might be sources of stress in their lives?

GOAL GLOSSARY

1. General

Life skills

Life skills refer to a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills.²

Social Inclusion

Social inclusion is the process of improving the terms on which individuals and groups take part in society - improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity.³

Trauma

Psychological or emotional trauma can be defined as damage or injury to the psyche after living through an extremely disturbing or distressing event, and may result in challenges in functioning or coping normally after the event.

2. Be Yourself

Peer Pressure

Peer pressure is the negative or positive influence from your peers that encourages you to behave in a certain way.



Gender

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.⁴

Sex

Sex refers to the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.⁵

Power Over

Implies having control over someone or a situation in a negative way, generally associated with the use of repression, force, corruption, discrimination and/or abuse.

2 Priyadarshini, H. A. (n.d.). Life skills building in Orphan and Vulnerable Children through. Retrieved from <http://www.unesco.org/culture/en/artseducation/pdf/fp204hemapriyadarshini.pdf>

3 Social Inclusion. (2021). Retrieved January 26, 2021, from <https://www.worldbank.org/en/topic/social-inclusion>

4 Gender and health. (n.d.). Retrieved January 26, 2021, from <https://www.who.int/health-topics/gender>

5 Defining sexual health. (n.d.). Retrieved January 26, 2021, from <https://www.who.int/teams/sexual-and-reproductive-health-and-research/key-areas-of-work/sexual-health/defining-sexual-health>

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Power To

This type of power refers to the individual ability to act, as well as the ability to influence one's own life.

Power With

Having power based in collective strength – having power with other people or groups, finding a common territory among different interests and constructing a common goal that benefits everyone in the relationship.

3. Be Healthy

Body Image

Body image is how we perceive our bodies and the relationship that we have with our bodies.



Puberty

Puberty is a vital process in the development of all individuals. The series of hormonal changes during puberty result in the physical development of sexually mature adults. In addition to sexual maturity children also go through other physical and emotional changes such as hair growth, voice changes, and acne.⁶

Menstrual Cycle

The menstrual cycle is the hormonal process a woman's body goes through each month to prepare for a possible pregnancy. Regular menstrual periods in the years between puberty and menopause are usually a sign that your body is working normally.⁷

Contraception

Contraception is the intentional prevention of conception through the use of various devices, sexual practices, chemicals, drugs, or surgical procedures. Thus, any device or act whose purpose is to prevent a woman from becoming pregnant can be considered as a contraceptive.⁸

STIs

STIs are bacteria, viruses and parasites spread predominantly by sexual contact, including vaginal, anal and oral sex. Some STIs can also be spread through non-sexual means such as via blood or blood products. Many STIs - including syphilis, hepatitis B, HIV, chlamydia, gonorrhoea, herpes, and HPV - can also be transmitted from mother to child during pregnancy and childbirth.⁹

6 Breehl L, Caban O. Physiology, Puberty. [Updated 2020 Aug 22]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2020 Jan. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK534827/>

7 Menstrual Cycle. (2018, April 25). Retrieved January 26, 2021, from <https://www.womenshealth.gov/menstrual-cycle>

8 Jain, R., & Muralidhar, S. (2011). Contraceptive methods: needs, options and utilization. Journal of obstetrics and gynaecology of India, 61(6), 626–634. <https://doi.org/10.1007/s13224-011-0107-7>

9 Sexually transmitted infections (STIs). (2019, June 14). Retrieved January 26, 2021, from [https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-\(stis\)](https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-(stis))

HIV/AIDS

Human immunodeficiency virus (HIV) is an infection that attacks the body's immune system, specifically the white blood cells called CD4 cells. HIV destroys these CD4 cells, weakening a person's immunity against infections such as tuberculosis and some cancers. Someone with a CD4 count below 200 is described as having AIDS (acquired immunodeficiency syndrome).¹⁰

4. Be Empowered



Mental Health

Mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life.

Consent

Consent is clear permission, which means that only yes means yes. It's a voluntary agreement, which means it's not something that one person does to another, but rather it's something that people decide to do together. Consent is about asking, listening and respecting, and without these three steps, there is no consent.

Gender-Based Violence (GBV)

GBV is any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.¹¹

Climate Change

Climate change is a long-term change in the average weather patterns that have come to define Earth's local, regional and global climates. These changes have a broad range of observed effects. Changes observed in Earth's climate since the early 20th century are primarily driven by human activities, particularly fossil fuel burning, which increases heat-trapping greenhouse gas levels in Earth's atmosphere, raising Earth's average surface temperature.¹²

Human Rights

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.¹³

¹⁰ HIV/AIDS. (n.d.). Retrieved January 26, 2021, from <http://who.int/health-topics/hiv-aids>

¹¹ Gender-based violence in emergencies. (2021, January 22). Retrieved January 26, 2021, from <https://www.unicef.org/protection/gender-based-violence-in-emergencies>

¹² Priyadarshini, H. A. (n.d.). Life skills building in Orphan and Vulnerable Children through. Retrieved from <http://www.unesco.org/culture/en/artseducation/pdf/fp204hemapriyadarshini.pdf>

¹³ Human Rights. (n.d.). Retrieved January 26, 2021, from <https://www.un.org/en/sections/issues-depth/human-rights/>

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5. Be Money Savvy



Skill

Something we learn that helps us accomplish a task or do an activity.

Budget

A tool to help you plan for the money that you earn and the money that you spend. We can use it to plan both our “money coming in” and our “money going out” over a period of time.

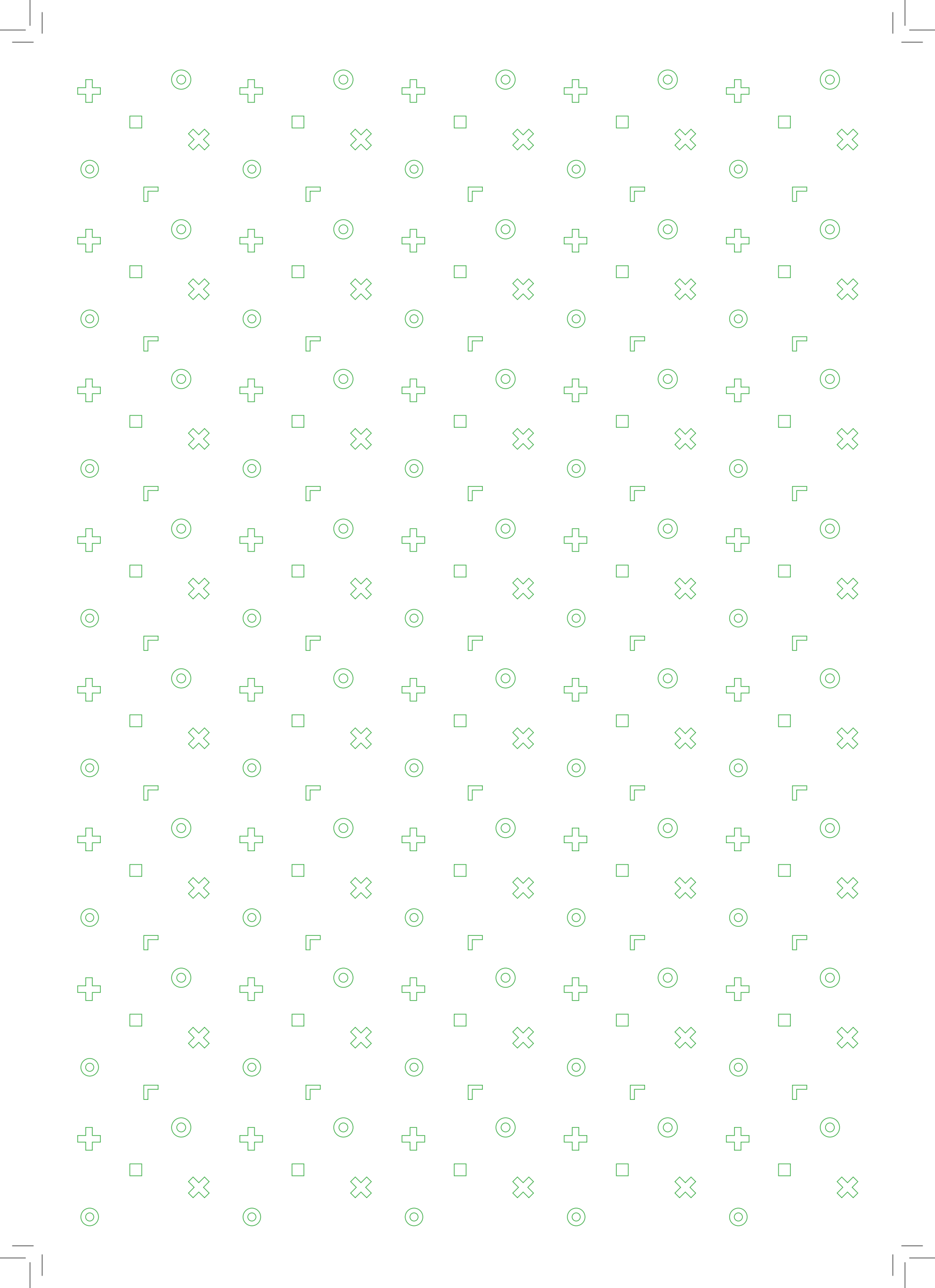
Borrow

Receiving money with the intention of paying the amount back plus interest.

Economic Empowerment

Economic empowerment increases women's access to economic resources and opportunities including jobs, financial services, property and other productive assets, skills development and market information.¹⁴

¹⁴ Women's Economic Empowerment. (2011, April). Retrieved January 25, 2021, from <http://www.oecd.org/social/gender-development/47561694.pdf>





The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.



Goal is delivered in partnership with:

