

Goal Be Independent Starter Toolkit

Welcome to the Goal 'Be Independent' Starter Toolkit. This toolkit will help your organisation design and implement Be Independent – an additional module to the Goal programme which focuses on employability and entrepreneurship. Be Independent can be implemented as part of your organisation's larger Goal Programme or as a stand-alone programme. There are many ways that your organisation can do this; this toolkit will help you identify the design that will work best for your organisation, your adolescent girls and the context in which you work.

1. What is Goal?

Goal is a life skills and financial literacy programme created by Standard Chartered Bank (SCB) and the Population Council, which uses sport as a tool to transform the lives of adolescent girls globally. The programme empowers adolescent girls aged 12 to 18, living in low-income urban and rural settings, through personal and economic development, providing knowledge and offering a safe place to play.

Goal sessions include a mix of sport and life skills education activities that cover a range of topics including financial literacy, communication skills, health and hygiene. After 10 months, girls 'graduate' from Goal. Young women who demonstrate interest and exhibit leadership qualities can be invited to become Goal Champions, who are trained to deliver the programme to other girls, thus replicating the Goal model.

Women Win's Role

Through a partnership with Standard Chartered, Women Win (WW) has been charged with managing and expanding the Goal Programme globally. Through an interactive web platform and licensing model, in which organisations all over the world can download these materials, WW gives access to a quality and award-winning curriculum to anyone, anywhere, using sport and play as a strategy to empower girls.

WW is recognised as a leading global organisation using sport and play as a strategy to advance girls' and women's rights. We are a registered charity in the US, NL and UK. At WW, we envision a world where women and girls are strong leaders and agents of change in their communities. WW's goal is to be a globally recognised centre of excellence in identifying opportunities, building tools and creating partnerships to help girls attain their rights through sport and play.

2. What is Be Independent?

Be Independent is a 12-session module of the Goal curriculum which builds on Module 4 "Be Money Savvy" and basic financial literacy by introducing adolescent girls and young women to themes, topics and skills related to entrepreneurship and employability.

- **Objective:** To introduce participants to entrepreneurship and employability skills and topics that will serve as a foundation for their continued economic empowerment.
- **Target Audience:** Adolescent girls and young women between the ages of 14 – 25 who have had basic financial literacy and life skill training, either through the Goal programme or another programme similar to Goal.

3. Different Implementation Models

As mentioned above, there are a variety of ways in which your organisation can design and implement Goal Be Independent.

Be Independent includes four introductory sessions, which cover a range of general economic empowerment topics that will lay a foundation for employability and entrepreneurship. During these four sessions, participants will reflect on what skills they would like to further develop (entrepreneurial or employability skills) and will then make their choice in session 4. Sessions 5 – 10 are then specific to either one of these pathways, depending on what participants choose. The last two sessions, Session 11 and Session 12, are joint sessions that bring participants from the two separate pathways back together.

Depending on their human resources and capacity, implementing organisations can choose to offer both pathways to participants and facilitate them simultaneously with separate groups. If resources and capacity are more limited, implementers can also choose just one pathway to facilitate all the participants. The other pathway can be offered at another time.

Implementation and Timeframes

Some of the sessions in Be Independent can be up to 2 hours and 30 minutes in length and involve many diverse activities. Organisations can design the implementation modality to suit their context and the needs of the participants. For example:

1. Weekly Session Delivery: Organisations can choose to deliver one session of Goal Module 5 per week. Sessions may be implemented alongside sport sessions or stand alone.
2. Camp Style Approach: Organisations can choose to offer Goal Module 5 during a holiday or school break in a camp like atmosphere, offering several sessions over consecutive days, or over the course of several weekends, depending on the availability of the participants.

4. Session Overview

Be Independent sessions vary in length, and as they cover complex topics, include a variety of different types of activities. The activities range from classroom based participatory activities to field based sport and general movement-based activities.

Joint Sessions

Number	Name	Objective	Length
1	Welcome	<ul style="list-style-type: none"> • Participants will get to know one another and the facilitator(s). • Participants will establish a shared group agreement. • Participants will be introduced to the Employability and Entrepreneurship pathways. 	1 hour and 50 minutes
2	My Vision	<ul style="list-style-type: none"> • Participants will reflect on their identities, including their strengths, roles, skills, and passions. • Participants will visualise where they want to be in the next few years, by reflecting on their professional and personal objectives. 	2 hours and 10 minutes

		<ul style="list-style-type: none"> Participants will develop individual vision statements, and consider the steps that they can take towards their vision. 	
3	The Skills I Need	<ul style="list-style-type: none"> Participants will reflect on the skills they already have. Participants will reflect on the skills they need, and identify ways to develop these skills. Participants will recognise that some skills are more important for employees, and others for entrepreneurs. 	2 hours
4	Creative Thinking and Problem Solving	<ul style="list-style-type: none"> Participants will practice making decisions quickly. Participants will practice thinking creatively. Participants will work together to solve problems. Participants will learn strategies to help them deal with failure. Participants will choose which pathway they will take to complete the module. 	2 hours and 10 minutes

Employability Pathway Sessions

Number	Name	Objective	Length
5	Me in the Workplace	<ul style="list-style-type: none"> Participants will revisit and further explore communication skills, with a deeper focus on the workplace. Participants will learn to effectively convey information, messages, and their opinions in different settings. Participants will practice verbal and nonverbal communication skills and active listening, and connect these skills to the workplace. Participants will reflect on their key strengths, and practice presenting themselves and their experiences, and receiving peer feedback (through mini presentations). 	2 hours
6	Being a Team Player at Work	<ul style="list-style-type: none"> Participants will engage in play-based team activities which focus on working together to achieve goals. Participants will learn brainstorming techniques for group work. Participants will engage in workplace role-play scenarios. Participants will reflect on the module, and offer their opinions on what is going well and what could be improved. 	2 hours and 25 minutes
7	Working in My Community	<ul style="list-style-type: none"> Participants will reflect on their own experiences of work and involvement in their communities through self-assessment tools. Participants will reflect on the career options in their communities, taking part in a group employment mapping activity. 	2 hours and 30 minutes

		<ul style="list-style-type: none"> Participants will learn how to organise careers into clusters or groups, reflecting on which ones are present in their local markets. Participants will spend time thinking about their strengths, interests, and skills, and how they relate to different employment pathways. 	
8	Opportunities Around Me	<ul style="list-style-type: none"> Participants will explore career planning. Participants will begin working on their personal development statements, which provide the background to their resumes. Participants will question the statement 'you can't be what you can't see', by seeing images of female professionals working in different industries. Participants will begin to learn networking skills, by practicing their background statements and networking awareness. 	2 hours and 20 minutes
9a	My Resume	<ul style="list-style-type: none"> Participants will learn how to craft an effective resume and cover letter. Participants will explore how to demonstrate the value of their skills and experiences to potential employers. 	2 hours and 40 minutes
9b	Connecting with My Network	<ul style="list-style-type: none"> Participants will reflect on their own networks, and understand how to view relationships at different levels. Participants will practice their networking skills through hands-on, movement based activities. They will start to be able to visualise their network. 	2 hours and 20 minutes
10	The Job Interview	<ul style="list-style-type: none"> Participants will learn how to be aware of the job market. Participants will explore creative strategies for job hunting. Participants will understand the phases of a 'typical' interview. Participants will understand the importance of informational interviews as a job hunt strategy. 	2 hours and 45 minutes

Entrepreneurship Pathway Sessions

Number	Name	Objective	Length
5	New Ideas and Taking Risks	<ul style="list-style-type: none"> Participants will learn how to brainstorm. Participants will think about the challenges faced by people in their community, and how they can use their own skills to address these challenges. Participants will understand more about the risks faced by small businesses and how to analyse these risks. Participants will learn how to perform a risk benefit analysis to decide whether or not to pursue their own business ideas. 	2 hours

6	Supply and Demand	<ul style="list-style-type: none"> • Participants will begin their business plans. • Participants will gain an understanding of the concepts of supply and demand in the market. • Participants will analyse the demand for their business ideas, and identify potential competition. • Participants will prepare to conduct their own market research relevant to their business ideas. 	2 hours
7	Marketing	<ul style="list-style-type: none"> • Participants will map where in their local communities their consumers and competitors are located, and determine the best location for their small businesses. • Participants will understand and practice persuasive advertising techniques. • Participants will gain an awareness of the different low-cost methods of advertising products and services in their local communities. • Participants will develop an advertising plan for their own small businesses. 	2 hours and 10 minutes
8	Profits and Prices	<ul style="list-style-type: none"> • Participants will learn about one-time and recurring business expenses. • Participants will practice calculating business expenses. • Participants will learn how to determine whether a business is making a profit or a loss. • Participants will learn how to recognise the factors that influence pricing (profit, consumers, competition). • Participants will set prices for their own products and services. 	2 hours
9	Funding Your Business	<ul style="list-style-type: none"> • Participants will understand the difference between financing businesses through savings, grants, loans and investments. • Participants will identify local sources of business funding, and become aware of their respective advantages and disadvantages. • Participants will recognise the qualities that funding providers look for in entrepreneurs. • Participants will practice writing and delivering a pitch for their own business idea. 	2 hours <i>(option activity an additional 20 minutes)</i>
10	Business Pitch	<ul style="list-style-type: none"> • Participants will review the content covered throughout the entrepreneurship pathway. • Participants will practice delivering their business pitches in front of an audience. • Participants will learn how to perform a SWOT analysis, and will complete a SWOT analysis of their own business idea. 	2 hours

Closing Joint Sessions

Number	Name	Objective	Length
11	My Mentors	<ul style="list-style-type: none"> Participants will strengthen their networking and presentation skills. Participants are introduced to the different forms of support that will continue after the module has finished. Participants will understand the importance of having a mentor or mentors who can support them while they search for employment or build a business. 	2 hours and 15 minutes
12	Reflecting on My Journey	<ul style="list-style-type: none"> Participants will reflect on the module and on what they have learned. Participants will identify their next steps, based on their individual goals. Participants will explore the importance of supporting each other and the network that they have created together over the course of the module. 	2 hours and 30 minutes

5. Session Structure

Each session will have a similar structure and flow, which is outlined below. All sessions vary in length, with some two hours long and others two and a half hours. However, depending on the participants; how the activities are delivered; and how deep discussions are, they could be longer or shorter.

1. Session Name: Here you will find the name of the session and its number along with the length of time each session requires.

Objectives	Here you will find the objectives of the session
Materials Needed	Here you will find all the materials you will need for this session
Space Needed	Here you will find a description of the type of space you will need for the various activities
Required preparation	Here you will find instructions for any preparatory steps you need to take before beginning the session. It is important to review this section at least a day or more before you deliver the session to ensure you have taken all steps.

2. Session Introduction

Each session has an introduction, which explains the overall aim of the session and indicates to the facilitator any preparation (flip charts etc.) that need to be done.

3. Overview of Activities

This section allows facilitators to have an overview of which activities are in the session and who long each one takes.

4. Activities

Next facilitators will see instructions for the separate activities. These activities will vary, some being more classroom based creative activities while others being more play and game based.

5. Next Session Reminders

In this section, you will find any comments or instructions that need to be given to participants to help them prepare for the upcoming session or sessions. This can also serve as a reminder for longer term projects they are working on or any logistical changes to the calendar/agenda.

Sample Session Pages

Below are examples of what sample session pages look like. These pages provide facilitators all the details they need to implement the session.

Session 10

The Job Interview

**2 HOURS
45 MIN**

Objectives	<ul style="list-style-type: none"> Participants will learn how to be aware of the job market. Participants will explore creative strategies for job hunting. Participants will understand the phases of a 'typical' interview. Participants will understand the importance of informational interviews as a job hunt strategy.
Materials Needed	<ul style="list-style-type: none"> Flipchart paper, markers, notebooks Facilitator Resource 1, 2, 4 and 5 Job section of recent local or national newspaper Computers and internet (if possible)
Space Needed	Classroom and a space to move around in
Required Preparation	<p>Activity 2 requires some advance preparation, depending on the option you choose:</p> <ul style="list-style-type: none"> Option 1: Plan a trip to the local market or commercial centre, to take place between this session and Session 11. Option 2: Reach out and invite a series of local business owners (plus national/international business owners, if available) to speak to the group and answer questions on their businesses and the market. The business owners should not be invited to Session 10, but to a separate event that should take place between this session and Session 11. Engage the participants in the organisation of this event, and perhaps arrange some small refreshments. <p>For Facilitator Resource 1, add a local case study about conducting market awareness research on a local company/business and its market. Include this as a last slide to share with the participants.</p> <p>Facilitator Resource 4: Ensure that the sample answers are relevant to the context where the participants live, and adjust if necessary.</p>

This session will help to better prepare the participants for potential interviews. Participants will first focus on the steps to take before securing an interview, focusing on creative job hunting strategies. Participants will learn about the potential benefits of using social media platforms and spaces as part of their job hunt, while also understanding how to maintain a responsible online presence. Participants will then learn about the stages of a typical interview, how questions might be framed, and receive tips to help them efficiently navigate the interview. Finally, participants will learn more about the marketplace and its significance, and then engage in a hands-on project in small groups.

Activity	Time
Review of Previous Session	10 minutes
Activity 1: Answers and Then Questions	30 minutes
Activity 2: Market Awareness	45 minutes
Activity 3: The Job Hunt	45 minutes
Activity 4: Interview Preparation	45 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 10! During this session, you will learn more about what typical job interviews look like and learn skills and tips to coming to an interview prepared. You will also explore different ways of searching for jobs and doing research on specific industries and sectors to know better what opportunities exist.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session:

- What skills did you explore and learn more about during the last session?
- Why are they important if we want to be an entrepreneur and start our own business, or gain employment with a company or organisation?
- Ask participants to share their experiences of sharing their scripts to others in the community (as they were asked to after the last session)

Materials

Below is a breakdown of the different types of materials you might need depending on the activity. The three columns give facilitators an idea of what types of materials will be required and ideally what would be used as well as alternative ideas if the ideal is not possible.

Item	Ideal	Alternatives
Balls	Football/soccer balls, basketballs, netballs, etc.	Ball that can either be bounced, kicked, carried or thrown, depending on the activity
Field Markers	Between 50 - 100 Cones (round disks or cone-shaped objects used in sport practices to create goals, mark fields or guide participants in the activity)	Between 50 – 100 rocks, backpacks, shoes, containers, water bottles filled with sand, or anything that is large enough to be seen by participants on the ground
Handouts	Depending on the session, some activities require a printed handout for each participant	Print several handouts for participants to share
Flip Chart	Flip chart stand with flip chart paper	Flip chart paper (no stand) or large pieces of butcher paper
Notebook and Pen	Notebook and pen for each participant to keep a session journal	Pieces of paper and a pen so participants can write notes
Laptop and projector and white screen or wall	Projector and computer to show PowerPoint slides for relevant sessions.	Print out of slides to pass out to participants.
Printer	Printer at each session to print out relevant handouts and slides	Printer at office or external printer that can be used to print relevant handouts and slides before each session

Facilitation Tips

Throughout the sessions there are some tips to help you with the games and activities. Some general tips to keep in mind for all sessions are:

Group Size

Different games and activities require different sized groups. As a facilitator, you may or may not have exactly the right number of participants that particular day. This is fine. You should try to adapt the instructions, without changing the objective of the game or activity, to your group and the number of players you have.

Space

Each session requires a certain type of space (open space, grass field of sport court etc.). If you don't have the correct space, it is okay to adapt and use a space that is different than what is mentioned. Ensure that you understand the game properly to ensure that the objectives are still achieved if you change the space.

In addition, you can also increase or decrease the space of a game in order to increase or decrease difficulty or accommodate the number of players you have. Most importantly, always make sure any space is safe for the participants to play!

6. Designing and Implementing Goal Be Independent

Planning

Planning how you will design and implement Goal Be Independent Programme is an important step to success. Below are some issues to consider during the planning stage.

1. Design
 - a. What timeframe will you use? Will you allow participants to choose their own pathway or will you choose the pathway ahead of time because of available resources and time?
 - b. What are the organisation's resources and capacities? For example: how many sport coaches, life skills facilitators or trainers do we have that are qualified to deliver this curriculum?
2. Goals and Objectives
 - a. What are the goals or objectives of your Goal Be Independent implementation? Is it to provide Goal Champions with a follow on to Goal? Is it to reach out to young women in the community who have been part of different life skills programmes? Is it to provide foundation knowledge and exposure to entrepreneurship and employability or to actually provide participants with viable opportunities in the community?
2. Recruiting the Right Girls
 - a. How will I recruit girls? Will they be girls from a programme we are already running? Will they be new girls from local schools? What are the needs of this target group? Are there any special approaches needed to reach them? Will there be resistance in the community?
3. Community Engagement
 - a. How will the community react to the programme? Will parents/caregivers have issue with their girls and young women engaging in a programme like this?
4. Community Partnerships
 - a. What types of organisations and networks can I create to support the participants during this module? Are there companies that can offer internships and apprenticeships to girls graduating from this module? Are there female entrepreneurs who can act as mentors for participants?
5. Monitoring and Evaluation
 - a. What type of monitoring and evaluation process will our organisation be able to use considering the resources and staff capacities we have?
 - b. See Monitoring and Evaluation Guide for more details.

Identifying the Right Facilitators

Because Goal Be Independent addresses complex topics and themes related to entrepreneurship and employability, it is important that any facilitators delivering sessions has the right amount of experience and knowledge appropriate for this module.

Knowledge

- Basic knowledge on economic empowerment for adolescent girls
- Understanding of financial literacy content
- Understanding of how to connect play based games with important life skills through targeted and guided discussion

Experience

- Experience in facilitating basic life skill and financial literacy curriculum targeting adolescent girls
- Some experience with economic empowerment programmes targeting adolescent girls
- Experience in facilitating play-based and participatory sessions with youth

Training the Facilitators

Any facilitators recruited for Goal Be Independent will need to go through a three-day training before starting.

Below is a sample three-day training agenda. However, the training can be longer if there are aspects of the programme that you feel this agenda does not cover, specific to your context or programme. It is important that each facilitator receives a copy of Goal Be Independent so they can familiarise themselves with the sessions and start preparing before the training. For a more detailed agenda, see Annex 1. For a Training Facilitation Guide template, see Annex 2.

Three-Day Training Agenda for Goal Be Independent Facilitators

Day 1		
Activity	Tips	Time
Introductions, Ground Rules and Energisers	<ul style="list-style-type: none"> • Create a safe, fun and open space for the participants of the training 	45 mins
What is Goal? What is Goal Be Independent?	<ul style="list-style-type: none"> • If facilitators were recruited just for Goal Be Independent and are new to the programme, they might need to understand how Goal Be Independent fits into the Goal programme in general • Understanding Goal and its Theory of Change related to Girls Financial Literacy Education is important for facilitators 	30 min
Goal Be Independent Implementation Overview	<ul style="list-style-type: none"> • Share with facilitators specifics of the implementation model <ul style="list-style-type: none"> ○ Two pathways ○ Types of activities and session structure ○ Space and materials required ○ Implementation timeline (week long camps, weekly sessions) 	1.5 hours

Content Review: Basics of Economic Empowerment for Adolescent Girls and Young Women	<ul style="list-style-type: none"> Provide facilitators with a basic background on economic empowerment for girls 	1 hour
Fun Warm Up Games	<ul style="list-style-type: none"> Introduce facilitators to some of the fun warm up play based games used in the curriculum 	1 hour
Safeguarding	<ul style="list-style-type: none"> Review important safeguarding policies and processes and issues that may come up during Goal Be Independent 	
Mock Session Prep	<ul style="list-style-type: none"> Create groups and give participants an opportunity to prepare to deliver an assigned session from Goal Be Independent in Day 2 and Day 3 	1.5 hours
Wrap Up		10 min

Day 2		
Activity	Tips	Time
Welcome, Day 1 Debrief		30 min
Content Review: Introduction Sessions (sessions 1 – 4)	<ul style="list-style-type: none"> Provide an overview of the first four sessions, discussing: <ul style="list-style-type: none"> Objectives of the first four sessions Supporting participants to choose a pathway (if that is part of implementation) Why an entrepreneurial mindset is important for both being an entrepreneur and being employed 	1 hour
Mock Session	<ul style="list-style-type: none"> Provide participants an opportunity to practice a session (or activities from a session) 	1.5 hour
Mock Session Feedback	<ul style="list-style-type: none"> Ensure that feedback is both positive and critical, giving facilitators praise for what they did well and constructive ways they can improve. 	30 min
Content Review: Employability Sessions	<ul style="list-style-type: none"> Review objectives of employability sessions Review individual session objectives and session flow 	1 hour
Mock Session	<ul style="list-style-type: none"> Provide participants an opportunity to practice a session (or activities from a session) 	3 hours

Mock Session Feedback	<ul style="list-style-type: none"> Ensure that feedback is both positive and critical, giving facilitators praise for what they did well and constructive ways they can improve. 	30 min
Warm Up Fun Games	<ul style="list-style-type: none"> Introduce facilitators to some of the fun warm up play based games used in the curriculum 	1 hour
Review of the day		10 min

Day 3		
Activity	Tips	Time
Welcome, Day 2 De-brief		30 min
Content Review: Employability Sessions	<ul style="list-style-type: none"> Review objectives of employability sessions Review individual session objectives and session flow 	1 hour
Mock Sessions	<ul style="list-style-type: none"> Provide participants an opportunity to practice a session (or activities from a session) 	3 hours
Mock Session Feedback	<ul style="list-style-type: none"> Ensure that feedback is both positive and critical, giving facilitators praise for what they did well and constructive ways they can improve. 	30 min
Community Networks and Mentoring	<ul style="list-style-type: none"> Provide participants with an overview of what types of networks the programme is connected to in the community and how mentoring will be integrated into the module activities 	1 hour
Content Review: Last Session and Follow Up	<ul style="list-style-type: none"> Ensure facilitators are aware of how the module ends and what follow up the participants will experience 	1 hour
Closing and What Next?		45 min

Role of Mentoring in Goal Be Independent

Mentoring plays an important role in any economic empowerment programme, particularly when preparing adolescent girls and young women to become entrepreneurs or find employment. Organisations should consider developing a formal mentoring programme that runs in parallel to Goal Be Independent. Participants can be paired up with mentors (local female entrepreneurs, business women, employees at local businesses), and meet with them several times of the course of programme. Mentors' role will be to support participants as they go through the module, providing examples from their real-life experience, connecting participants to a wider network of people in the community and supporting them in making

important decisions. Try reaching out to local businesses, corporations, chambers of commerce or other female business and social groups to find mentors willing to volunteer their time.

Role of Community Partnerships

Making direct partnerships with local businesses and groups will increase the impact of Goal Be Independent and provide participants with real connections in the community through which to look for employment or get support in becoming an entrepreneur. Particularly important might be partnerships that result in internship or apprenticeship opportunities to graduates of Goal Be Independent or technical/vocational schools and institutes that provide participants with real skills that they can then use to find jobs or start their own business.

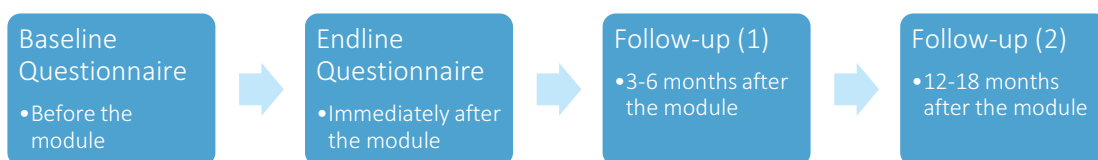
Goal Be Independent Monitoring and Evaluation Framework

Monitoring and evaluation for Goal Be Independent involves:

1. **Baseline and Endline Survey:** This should be administered to participants immediately before and immediately after the module.
2. **Three Month Survey:** In addition, a survey will be administered to the same girls used in the sample size three months after completing the programme, to better measure any longer term impacts that the module had on the participants.
3. **Qualitative Interviews:** Organisations can engage in qualitative interviews of selected participants immediately before or 3 months after the module is complete.

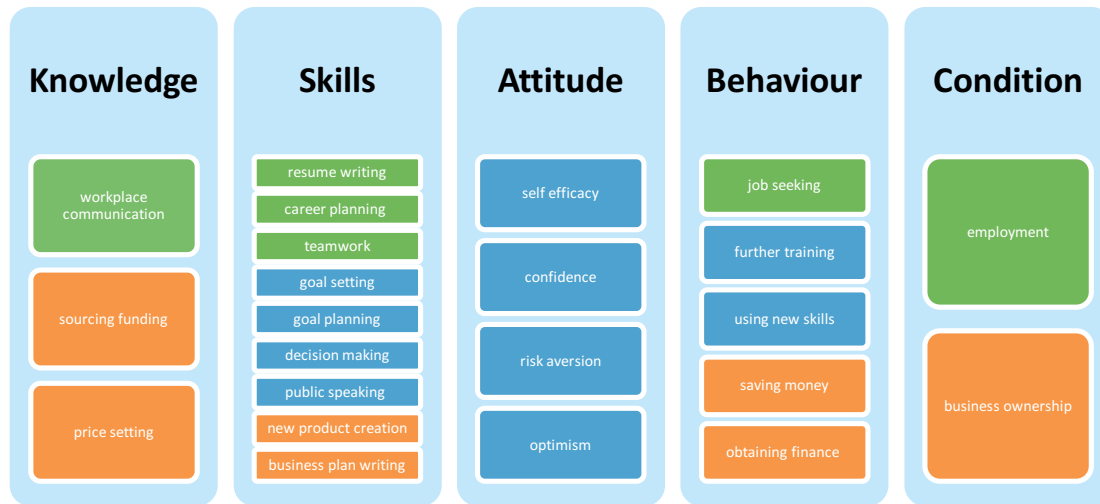
For a copy of the different surveys or interview questions, please email t.veliscek@womenwin.org. To access guidelines on administering a baseline and endline survey, follow this link: <https://womenwin.box.com/s/hhi7fu07q8whn26w929o9cnm44cp4r17>

We expect to see changes in adolescent girls and young women's knowledge, skills, attitude, behaviour and condition following their participation in Be Independent. Three different M&E tools have been developed to measure these changes at four different time points.



In the *short term* we expect to see changes in participants' **knowledge, skills** and **attitude**. These changes will be measured by comparing responses in the baseline and endline questionnaires.

In the *intermediate* and *long term*, we expect to see changes in participants' **behaviour** and **condition**. These changes will be measured by comparing responses in the baseline questionnaire and follow-up questionnaires.



The above table lists the expected changes in more detail. Note that the changes in **green** are expected in participants choosing the employability pathway, the changes in **orange** are expected in participants choosing the entrepreneurship pathway, and the changes in **blue** are expected amongst all participants.

Administration

The baseline and endline questionnaires should be administered in person. They can be administered through interviews, in a group with support from a facilitator or self-administered. The follow-up questionnaire can be administered either through phone calls, mail, text messages, email, social media, or in person, depending on what is available and convenient to the organisation and former participants.

Please note:

- Make sure that you indicate which pathway the participant chooses (employability or entrepreneurship) on the beneficiary record in Salesforce. This will enable an accurate analysis of the data.
- It is important to ensure that you have updated contact details of participants to enable the collection of long-term M&E data.

4. What Happens After Goal Be Independent?

After graduating from Goal Be Independent, organisations should support participants (through community partnerships and mentors) in their next steps. This could be securing an internship or apprenticeship, connecting with a vocational programme to advance technical skills or acquiring seed funding to start a small business. Some participants may or may not be ready to dive into the market right away and perhaps are finishing up secondary school or have aspirations to go onto higher education. If this is the case, creating a strong alumni network will allow participants to stay in touch and reach out in the future.

Annex 1: Training Agenda for Be Independent

Annex 2: Training Facilitation Guide