



CREATED BY: Mr C DATE: December-2025

1

GIRLS4GOALS IMPACT REPORT 2025

EMPOWERING GIRLS
THROUGH FOOTBALL AND
LIFE SKILLS





PROGRAMME OVERVIEW

PROGRAMME GOALS

Girls4Goals is a structured empowerment programme using football as an entry point to advance education, life skills, leadership, health and environmental awareness, and social inclusion for girls in underserved communities. The programme focuses on reducing gender disparities in sport participation, educational engagement, and leadership opportunities. In 2025, activities targeted girls aged 10–17 across Bono, Bono East, and Ahafo Regions of Ghana.





PROGRAMME OBJECTIVE

OBJECTIVE

Empower girls aged 10 to 17 in underserved communities by using football to improve education outcomes, build leadership skills, raise awareness of health and hygiene, and promote environmental responsibility.



PROGRAMME SCOPE

INDICATOR	**RESULT 2025**
Direct girl participants	600
Age range	10–17 years
Average age	13.6 years
Schools engaged	25–30
Communities reached	15
Community clubs engaged	15–20
Indirect beneficiaries (parents, teachers, siblings)	1,500
Programme retention rate	91%



PROGRAMME ACTIVITIES

ACTIVITIES OVERVIEW

- 186 football training sessions
- 124 life skills and leadership workshops
- 46 menstrual hygiene and health sessions
- 28 environmental and social responsibility sessions
- 14 community engagement events
- 2 teacher and mentor capacity building sessions
- 1000 Trees Planted



LOCATIONS AND HOSTS

BONO REGION

Sunyani, Kwatire-Adentia, Abesim, Odomase, .

BONO EAST

Techiman, Tuobodum, Kwame Danso

AHAFO REGION

Goaso, Ntotroso, Kenyase.

HOST INSTITUTIONS

Public basic schools (upper primary and JHS), community football parks, selected community centres



RATIONALE FOR SELECTION

UNDERSTANDING THE KEY ISSUES

The programme targets adolescent girls facing high school dropout risks, limited access to organised sports, and a lack of structured opportunities for personal development. Schools and Communities selected demonstrate strong local leadership support, which enables effective programme implementation and sustainability.





DELIVERY MODEL

PROGRAM OVERVIEW

Girls4Goals combined structured football training with life skills, health, and environmental education, delivered through weekly or biweekly sessions facilitated by trained coaches and supported by teachers and youth mentors, reinforced with community engagement and capacity-building activities to ensure lasting impact.

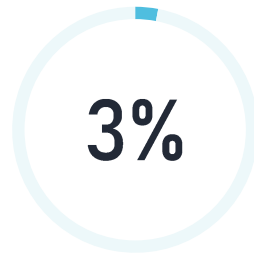


COMMUNITY ENGAGEMENT



PARENTS & CAREGIVERS

Parents & caregivers: ~900



COMMUNITY LEADERS

Community leaders: 50



TEACHERS TRAINED

Teachers trained: 200



YOUTH MENTORS & COACHES TRAINED

Youth mentors & coaches trained: 350



PROGRAMME IMPACTS

IMPACTS ON GIRLS

Girls participating in Girls4Goals demonstrated increased self confidence, leadership, and teamwork, alongside improved school attendance and commitment to learning. The programme also strengthened girls' knowledge of health, menstrual hygiene, personal safety, life skills, and environmental responsibility, supporting informed decision making and active participation in school and community life.

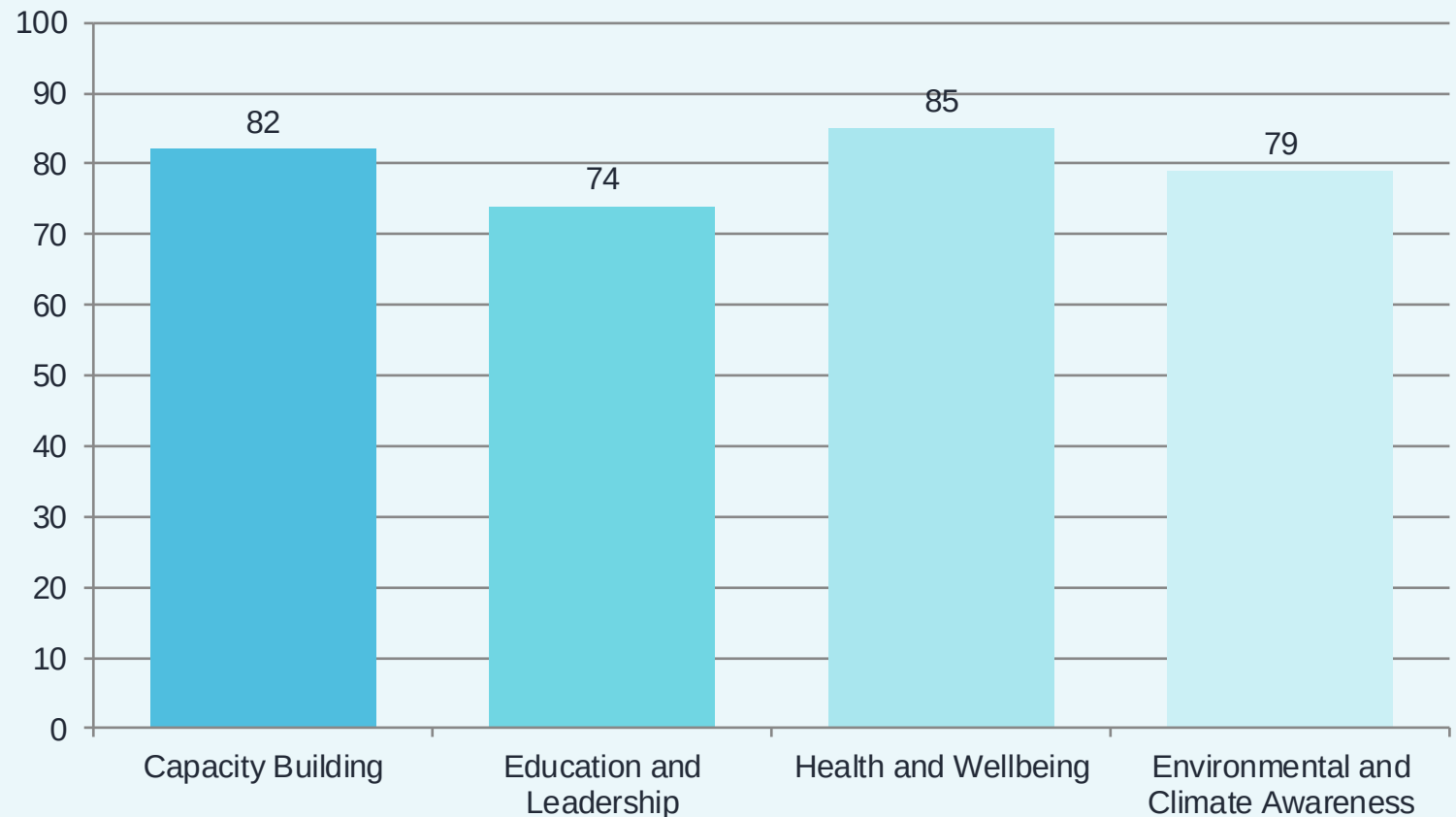




OVERALL IMPACT SUMMARY

IMPACT SUMMARY HIGHLIGHTS

Girls4Goals reached 600 girls across 15 communities, improving confidence, leadership, school attendance, health knowledge, and environmental awareness. Teachers and mentors strengthened their skills, and participants engaged in practical activities including 1,000 trees planted, reflecting holistic impact across education, wellbeing, and social development.





CAPACITY BUILDING PROGRAMME



TRAINING AREAS

Coaches received guidance on safeguarding and mentorship.



INCLUSIVE COACHING

Focus was placed on techniques for engaging all participants.

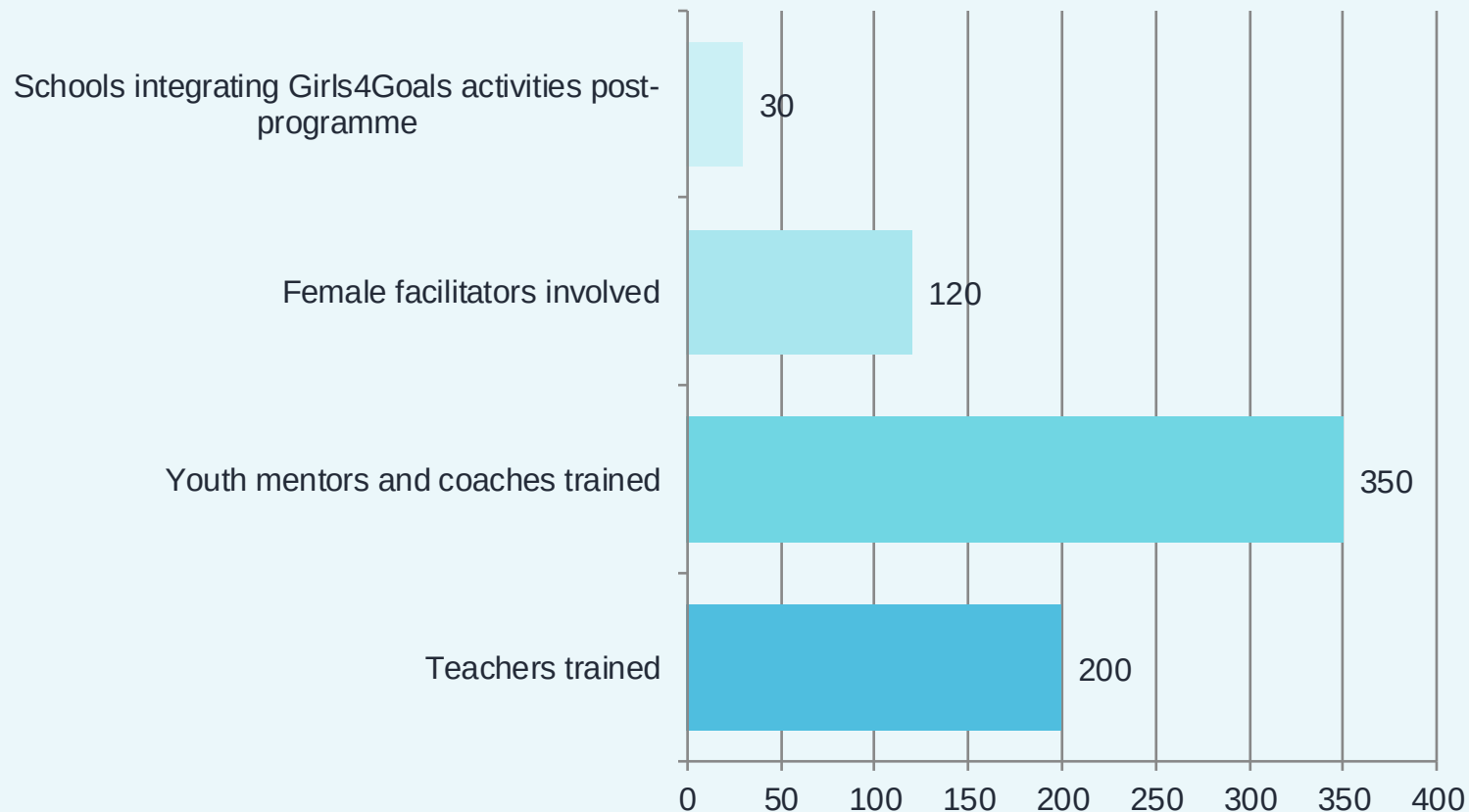


QUALITY IMPROVEMENT

Enhancing delivery mechanisms for consistent program support.



KEY CAPACITY BUILDING METRICS



GIRLS4GOALS IMPACT REPORT

Training and capacity building outcomes.



EDUCATION AND LEADERSHIP PROGRAMME

INCREASED CONFIDENCE IN SPEAKING

- Participants felt empowered to express themselves.
- Improved verbal communication in group settings.
- Enhanced self-esteem through peer support.

POSITIVE ATTITUDES TOWARD EDUCATION

- Development of a growth mindset among participants.
- Increased appreciation for learning opportunities.
- Encouragement of curiosity and enthusiasm for school.

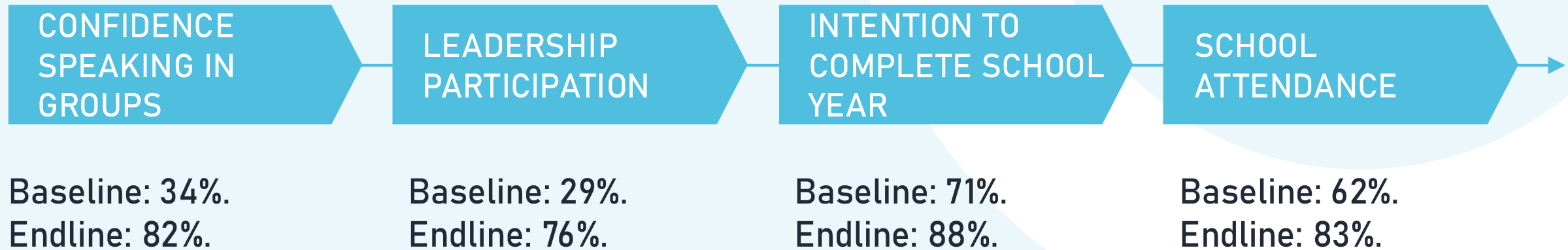
COMMITMENT TO PERSONAL DEVELOPMENT

- Higher intention to complete the school year.
- Improved attendance patterns observed among participants.
- Greater involvement in extracurricular activities.



EDUCATION AND LEADERSHIP OUTCOME

Baseline and Endline Metrics





HEALTH AND WELLBEING PROGRAMME

MENSTRUAL HYGIENE

Girls learned correct practices to manage menstrual health effectively.

SAFETY AWARENESS

Increased awareness on personal safety and protective measures.

SAFEGUARDING KNOWLEDGE

Strengthened understanding of reporting mechanisms for better support.



HEALTH AND WELLBEING OUTCOME

Baseline and Endline Metrics

**CORRECT MENSTRUAL
HYGIENE KNOWLEDGE**



BASELINE: 41%. ENDLINE: 88%.

**AWARENESS OF
PERSONAL SAFETY**



BASELINE: 29%. ENDLINE: 79%.

**SAFEGUARDING
REPORTING AWARENESS**



BASELINE: 22%. ENDLINE: 66.



ENVIRONMENTAL AND CLIMATE PROGRAMME



AWARENESS

Participants recognised key climate challenges impacting their communities.



STEWARDSHIP

Guided activities fostered a sense of care for natural resources.



ACTION

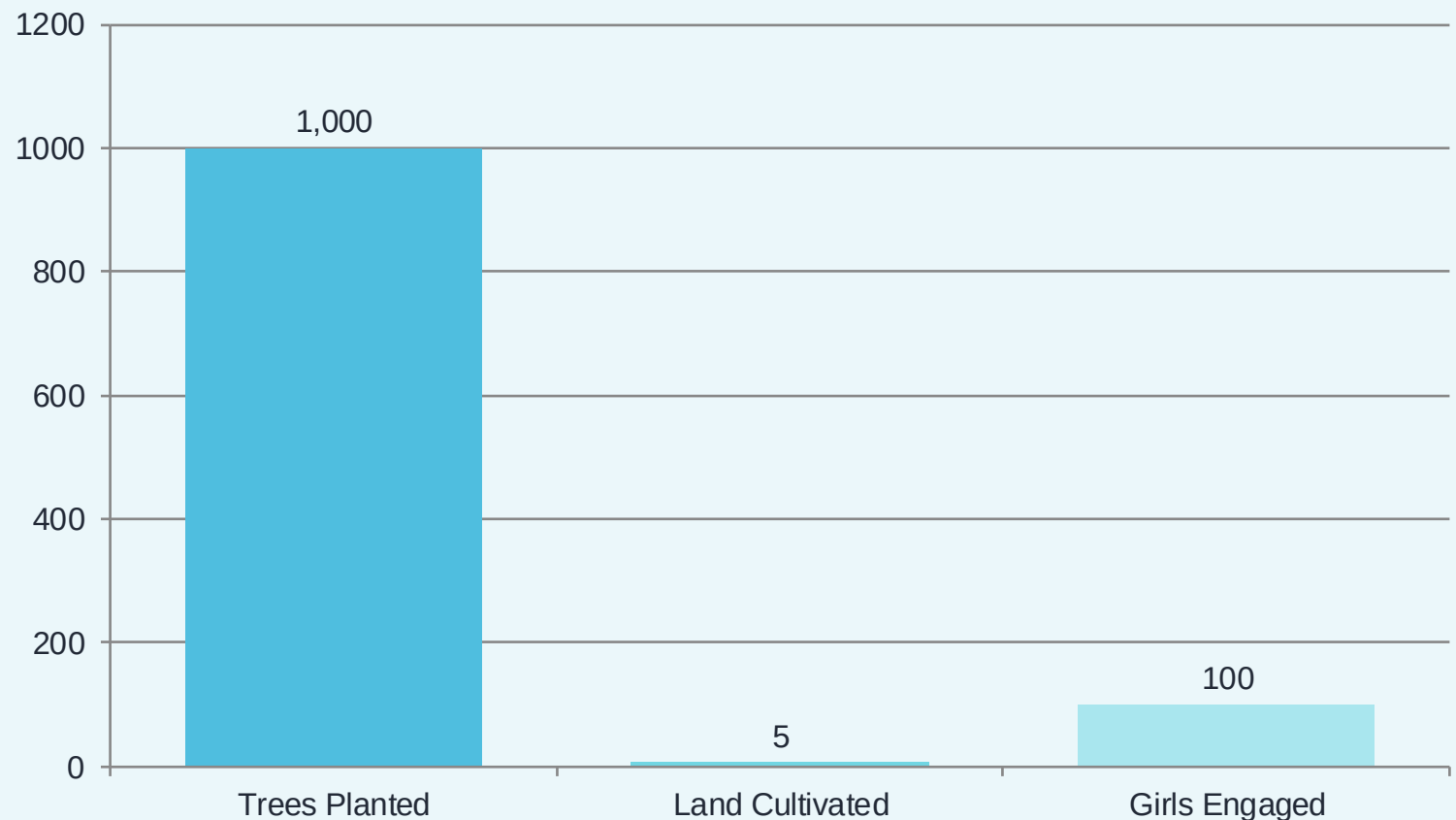
Collective efforts were developed to promote community sustainability.



ENVIRONMENTAL ACTION OUTCOME

KEY METRICS OF ENVIRONMENTAL ACTION

1,000 trees planted contribute to carbon sequestration, 5 acres of land restoration enhances biodiversity, and 100 girls engaged promote future environmental stewardship.





MONITORING AND EVALUATION

ASSESSMENT AND TRACKING

The Girls4Goals programme employed a structured monitoring and evaluation framework to track progress and measure impact. Regular assessments captured changes in girls' confidence, leadership participation, school attendance, and intention to complete the school year. Community engagement, teacher and mentor involvement, and environmental activities were also systematically monitored to ensure programme fidelity and learning continuity.



M & E STRATEGY

STRUCTURED M&E SYSTEM

- Captures quantitative and qualitative data
- Enhances programme understanding

INDICATORS TRACKED

- Confidence in speaking
- Leadership participation
- School attendance and hygiene knowledge

TOOLS UTILISED

- Pre/post surveys
- Attendance logs
- Observations & interviews

DATA COLLECTION FREQUENCY

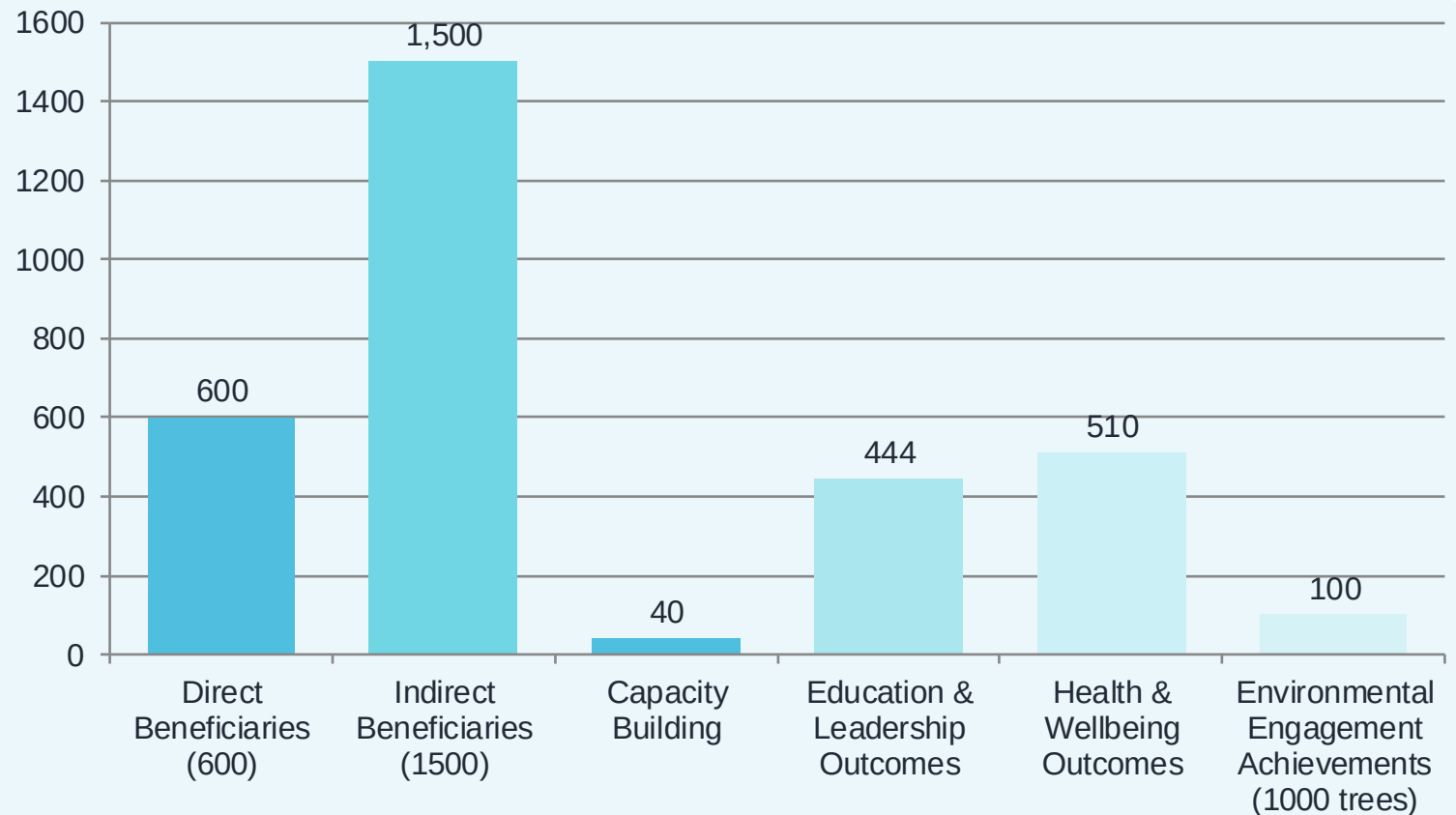
- Baseline, midline (6 months), endline
- Sources: observations, feedback from stakeholders



M&E OUTCOMES AND KEY RESULTS

OVERVIEW OF M&E OUTCOMES

Beyond the 600 girls directly engaged, Girls4Goals reached 1,500 parents, teachers, mentors, and community members through workshops, events, and outreach activities, fostering leadership, wellbeing, and community engagement across the programme areas.





VOICES FROM PARTICIPANTS

**Angelina Mensah - Roman Catholic Primary School,
Kwatire, Sunyani West Municipal**

“Before Girls4Goals, I was shy and afraid to speak during activities. Now I enjoy playing football and talking with my friends about what we learned. I feel happy coming to school, and I want to continue learning.”



PERSPECTIVES FROM LEARNERS

Akosua Boateng Kwatire-Adentia M/A Junior High School – Adentia, Sunyani West Municipal

“Girls4Goals taught me confidence and leadership. I learned how to take care of my health and respect myself. I now believe I can finish school and become a leader in my community.”





Voices from the Community

Teacher and Parent Perspectives on Girls' Development

“The programme has had a visible impact on the girls' confidence, attendance, and participation in class. The combination of sport and life skills makes learning practical and engaging, especially for girls who were previously quiet or disengaged.”

Mr. Kofi Asante, JHS Teacher, Presby Junior High School, Odomase, Sunyani West Municipal



“I have seen a big change in my daughter. She is more confident, talks openly about her health, and takes her school work seriously. Girls4Goals has supported not only the girls but also families in our community.”

Mrs. Ama Owusu, Parent from Kwatire - Adentia, Sunyani West Municipal



PARTNERSHIPS & CONTRIBUTIONS FOR GIRLS4GOALS PROGRAMME

Forsports Foundation implements multiple programmes annually, with total organisational contributions of GHS 1,422,000 across all initiatives during the financial year. This report focuses exclusively on the Girls4Goals programme.

PARTNER	**CONTRIBUTION**	**VALUE GHS (USD)**
Macron	Kits & equipment	GHS 144,000(USD 12,000)
Celtic FC	Kits	GHS 96,000 (USD 8,000)
Common Goal	Local club support	GHS 180,000 (USD 15,000)
Forsports Foundation	Coordination, admin	GHS 72,000 (USD 6,000)
Local clubs	Facilities, volunteer time	In kind
Vileo Energy	Donation	GHS 120,000 (USD 10,000)
Averi Capital	Donation	GHS 180,000 (USD 15,000)
Churches and Foundations	Donations	GHS 144,000 (USD 12,000)
TOTAL		GHS 936,000 (USD 78,000)



FINANCIAL SUMMARY 2025

Forsports Foundation Financial overview of revenue, expenses, and surplus for 2025.

REVENUE	GHS 1, 422,000 (~USD 118,500)
Operational Expenses	GHS 1,416,000 (~USD 118,000)
Surplus	GHS 6,000 (~USD 500)



CHALLENGES AND LEARNING

CHALLENGES

High demand for Girls4Goals activities continued to exceed available resources, which was mitigated through session rotation and clear prioritization of the most vulnerable schools. Scheduling conflicts with school calendars were addressed through early coordination and flexibility with teachers and school leadership. A key structural challenge was the lack of a dedicated Forsports Foundation facility, which at times affected programme delivery due to reliance on shared school or community spaces. This reinforced the importance of adaptable planning and strengthened partnerships, while highlighting the need for sustained engagement to ensure learning continuity and programme quality.





SUSTAINABILITY AND NEXT STEPS

NEXT STEPS

Continued engagement with schools, community clubs, and municipal authorities remains central to programme sustainability, alongside leveraging partnerships for in-kind and financial support. Capacity building for teachers, coaches, and local mentors will strengthen local ownership and continuity beyond individual programme cycles. A key next step is the development of a dedicated Girls4Goals Safe Space facility to provide a stable hub for learning, mentorship, and protection. While funding for this facility is not yet secured, it is a priority focus for 2026 fundraising and partnerships, alongside plans to scale Girls4Goals into additional regions and deepen impact in existing communities.



CONCLUSION

OUTCOMES

Girls4Goals 2025 demonstrated measurable outcomes in leadership, education, health, environment and social inclusion for girls in underserved communities. Through strategic partnerships, community engagement, and rigorous monitoring, the programme has laid a foundation for future scale-up and long-term sustainability.





DONOR RECOGNITION





INTERNATIONAL NETWORK MEMBERSHIPS



Common Goal

Collaborating with football professionals and organisations to support community initiatives.



GlobalGiving

Recognised as a vetted and trusted charity, enabling global donor engagement and transparency.



Sports for Social Change Network Africa

Engaging with peers to share knowledge and promote social development through sport.



UN Football for the Goals

Aligning programmes with the UN Sustainable Development Goals through football.



Contact Information



Website

www.forsportsfoundation.org



Email

info@forsportsfoundation.org



Phone

+233 207 325 166



Location

P.O. Box 2584, Sunyani, Bono Region-Ghana