

Feminist Sports Champion Toolkit

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Feminist Sports Champion Toolkit



Um programa de



Parceiras implementadoras



The United Nations Entity for Gender Equality and the Empowerment of Women – UN Women

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Part III – Champion Support



After completing Part II – Programme Design, your organisation will have started to consider different processes involved in designing and managing a seed grant programme. In order to be able to successfully support in the implementation of safe, impactful, girl-led initiatives, your organisation will need to prepare further on how best to support your Champions.

In the following sub-sections, you will find guidance on:

- Designing **inclusive sports programmes** with your Champions;
- Different ways to **mentor** your Champions;
- Building your Champions **leadership skills**;
- Measuring the **impact** of the Champions projects;
- Creating a **safe space** for your Champions and how to integrate safeguarding practices in their projects

d.

Programme Design

In Part II – Processes, your organisation will have made a decision about if the girl-led initiatives are flexible or if you add certain criteria. Additionally, you will have decided if the Champions' projects are designed in advance in the application phase or if their projects are designed after they have been selected.



Case Study

ROLL Models

For the ROLL Models programme, ROLL Models submitted an initial idea of what their projects/activities could look in the application phase. Once selected, ROLL Models participated in an online programme design webinar series, that encouraged them to think through specific elements of their project/activity. At the end of the webinar series, each ROLL Model presented their project idea to the rest of the group and received feedback, which allowed them to create their final project idea. This is an example of a programme, where the Champions projects were designed in advance of the application process and finalised after selection.

Projects designed in advance

If you have decided that the projects are to be designed in advance, then we recommend that your organisations sets-up a collective review process among the Champions. This review process will strengthen the design of the projects and give an opportunity to the Champions to support each other.

Together with your Champions you can decide what collective review process would work best, for example, the Champions' project proposal will be;

1. Reviewed by the whole group of Champions;
2. Reviewed by a small group or pair of Champions;
3. Reviewed by a combination of your organisation staff and the Champions

It is important to make sure that the Champions have ownership over their project ideas, as well as ensuring that they receive the right support, either from other Champions and/or your organisation, to implement a successful project.

If this is not the first time your organisation has worked on a girl-led initiative like this and you already have a group of girls who have been working on a similar project, we recommend you engage this previous group in the review process as well. This group could become a design support committee, using their experience to support your group of Champions. In the section 'Participatory regranting' you will find more information how you can engage this group from the set-up of the seed grant programme.

Projects designed after selection

If your organisation is supporting the Champions in designing their projects after they have been selected, then we recommend you to go through the process of the 8 steps of designing an inclusive sport programme together.

To make sure that the Champions stay in the lead of the design process, your organisation has a responsibility to think about the best way to work with the Champions, ensuring that the Champions feel comfortable raising their voice. Think about how the design process can be facilitated such as a workshop format, face-to-face or online. Open the space up to the Champions to discuss how they prefer to see this joint programme design process and consider the following practices:

- o Decide on the **language** you will use in your design sessions; consider integrating a language justice approach to be inclusive to all girls, including those who don't speak the language of your organisation;
- o Agree on the **communication style** (e.g. what platform will you use to stay connected, what is expected of the frequency to connect and duration);
- o Explore ways **to support the Champion** if she isn't comfortable reading and writing
- o Be open and flexible to your Champions to submit **different forms of documentation**. For example, to showcase their project plan, they could submit video's, photo collection and/or drawings
- o Be aware of the **time invested** and spent by the Champions to be part of this project and compensate them accordingly. Encourage Champions to add this compensation in their own budget



d.

Programme Design



Once you have agreed with your Champions on the process, the actual design phase of the Champions' projects will start. The following **8 steps and guiding questions of 'Designing a Sports Programme'** are made for the Champions themselves to think about elements that are key in order to make their projects and activities successful.

1. Understanding and overcoming barriers

- a.** What barriers do my participants face in their daily lives?
- b.** And what barriers could they potentially face while accessing the project I'm organising?
- c.** What strategies can I put in place to overcome these barriers?

2. Choosing the right sport

- a.** What sport (or games) is best to implement within my project?
- b.** A sport that is new to the community, or a sport that is not traditionally or commonly accepted?
- c.** What facilities and materials do I need for implementing this sport?
- d.** How do I implement it safely - do I have the coaching and technical skills myself or can I work with others who can support?

3. Using a curriculum

- a.** Do I want to include life-skill education in my project? If so, what skills do I need to prioritise?
- b.** And how do I include this education; play-based, theoretical sessions?
- c.** Are there already existing life skill curricula in my community that I could use? Or do I need support from the community to create something relevant to the target participants?

4. Community engagement

- a.** How do I engage the community so I have the support to implement my project?
- b.** How do I get access to the space (sports field/facility) that is maybe occupied by others?
- c.** How do I make sure the community trusts me?

5. Recruitment and retention

- a.** How do I recruit the participants that I would like to engage within my project?
- b.** Where do I find them and how do I engage them?
- c.** Once I have recruited them, how do I make sure they remain in my project?

5. Leadership in the project

- a.** How do I integrate leadership opportunities and activities within my project?
- b.** And what future opportunities can I offer the participants? Are there any other projects in or around my community that would be a follow-up or a space where participants can continue to join?

7. Safeguarding

- a.** What risks could potentially occur when implementing my project?
- b.** What is needed in order to create a safe and welcoming space where everyone feels comfortable, can participate fully and is able to learn?
- c.** How do I engage my participants in the design of a safe place?
- d.** What is my responsibility and when do I need to reach out to other community services? For example, counselling services or reproductive health clinics.

8. Measuring Impact

- a.** How do I know that I'm achieving the objective of my project?
- b.** What tools might be useful to measure the impact of my project?



b.

Mentoring

In Part II – Programme Design, your organisation will have made a decision about the amount of support your organisation is able or willing to provide for the Champions (intensive vs minimum support). In order to design this support element of the project, we will guide you through the different support options, such as mentoring.

Mentoring could look very different for each organisation, depending on the type of projects and your Champion's needs. As an organisation, it is important to consider the following;

- What are the benefits of adding a mentoring element to the seed grant project?
- Will the mentoring be done by your organisation, an external organisation or a group of individuals?
- What support is the mentor able to give, looking at the budget, time availability, personnel and duration?
- What support would the Champion like to receive (needed topics, what are the interests, availability)
- Will the mentoring piece be individually, group based or peer to peer?
- What will the delivery of the mentoring model look like (virtual, face to face, workshop style)?

Once you have decided as an organisation, in consultation with the Champions, how the potential mentoring element will look like, you should start thinking about the person who will actually be their mentor.

Who is the ideal mentor?

WW recommends finding mentors who can become a role model for the Champions and who can create a natural connection with them. This person should be flexible, understanding and empathetic. In order to create a mentoring approach that provides mutual learning, it is also important that the mentors and Champions have shared their expectations with each other beforehand. If your organisation has access to a group of peer leaders, girls who have gone through leadership training or similar projects like this, you might consider having this group to be the mentors of your Champions. By having this peer-to-peer approach, girls create a support system among themselves.

Process

- Think about how you select and screen the potential mentors you have in mind
- Match the mentors according to the needs of the Champions (and the strengths of the mentors)
- Organise a training for your chosen mentors and give them the opportunity to learn more about the
- Champions projects, sign any relevant policies and contracts (e.g. code of conduct) and share best practices for being a mentor to a Champion
- Think about if each mentor will define their own way of working or is this jointly created and agreed?
- Decide if there will be a common learning agenda or if each mentor will be responsible for their own?
- Reflect on how mentors share learnings and experiences with each other?
- Make clear who is responsible for driving the mentorship forward, the Champion or the mentor (when to meet, what to discuss and what they need)

Case study

Once you have decided as an organisation, in the following case study comes from WW's mentoring experience in the Made to Play programme:

The beauty of this type of programme is actually leaving a lot of it to [the grant recipients]. So we do provide guidance and structure with some of our templates and the extra training was super important to all of them... but I think the greatest success of the programme was really them taking ownership of their programme and seeing it through until the end.

For me and sometimes for them, we didn't need to catch up, but we had to catch up, because it was part of the programme; they didn't really have much of an update. Maybe it could have been interesting to, each quarter or every two months, have a different topic that we focused on in our mentoring calls, for example a specific skill.

I think having a clearer understanding of what are our common goals, so that it feels more successful and to map a route to the end. If there is no real concrete step on how to give closure or how to continue, then it doesn't really feel it sticks. Maybe half way through the programme, we could have introduced more formally the sustainability component of their programme. (Mentor, Women Win)





Leadership Competencies

WW believes sport serves as a useful tool to discover and develop individual leadership. Sport can create a safe and fun environment in which girls are able to practice leadership skills and use their knowledge and skills to drive change in their own lives and communities. The seed grant projects offer an opportunity for the Champions to consolidate and further cultivate their leadership competencies.

Leadership presents itself in a variety of ways and is supported by many competencies. In the table below you can find WW's five core leadership competencies and an explanation of how these can be applied and practiced. By being part of this seed grant programme, Champions are challenged to practice and apply these leadership competencies. In the third column you can see why all the steps and processes in the seed grants project are contributing to the Champions leadership.

Competency	Explanation	How do Champions practice their leadership?
I use voice	<ul style="list-style-type: none"> Develop and express own opinions and thoughts Speak in public Communicate to move others (storytelling, using social media, pitching an idea) 	<ul style="list-style-type: none"> Champions will be part of a network; e.g. they review each other's project proposals or design together Champions will be asked to present their projects to organisation, to their community and other stakeholders Their projects are designed with an objective, to teach a new skill or address a topic. Champions bring their own experiences to their participants
I am self-confident	<ul style="list-style-type: none"> Identify strengths and celebrate successes Take risks and step up to challenges 	<ul style="list-style-type: none"> Champions run autonomously their projects and are supported by your organisation (and/or mentor) further build on their strengths Champions implement a project that is new to them, or new to the community or their participants
I have vision	<ul style="list-style-type: none"> See the possibility for change Set goals Inspire and motivate others to action 	<ul style="list-style-type: none"> Champions are inspired to design a project to achieve (social) change and to do differently than before Within the project design, they are motivated to set targets; e.g. how many participants do they want to reach, Champions will be actively put in a role model position for others
I take action	<ul style="list-style-type: none"> Create activity plans Manage budgets 	<ul style="list-style-type: none"> Setting up and managing the seed grant programme requires intentional planning and structure. Champions will be asked to take the lead on these pieces and decide themselves how they want to use the available budget
I think globally	<ul style="list-style-type: none"> Use a wide range of idea creation techniques Explore many solutions to a problem Challenge traditional ideas and long held thoughts 	<ul style="list-style-type: none"> Champions will be exposed to other projects (from your organisation or other Champions) and come up themselves with creative project design With giving the Champions the lead and power, gender norms and stereotypes are being challenged



d.

Monitoring and Evaluation (M&E)

In Part I Key Decisions, you will have identified the objective(s) of your seed grant programme. It is important to consider how you will monitor and evaluate your programme as this will help you to:

- Learn what has worked
- Learn what could have been improved
- Understand how/if participants change as a result of the programme

How to carry out Feminist M&E practices?

At its core, M&E can be considered feminist if it actively recognises the needs of girls and young women, placing them at the centre of M&E practices and working to amplify their voices. Feminist M&E practices should prioritise the expertise and perspectives of girls and women, acknowledging their experiences through a process that prioritises their participation in all stages of M&E including design, implementation, analysis and reporting. An example of how this could look within your seed grant programme, is to have a focus group discussion with your Champions and ask them how they would like to collect data from their participants or how they would like to share what they have learnt after being part of the seed grant programme.



Example of Feminist M&E tools

Feminist M&E practices are those that are participatory and work to prioritise and amplify the voices of girls and women. Two examples of feminist M&E tools are; (1) Picture Story and (2) 2 Minute Video.

Picture Story is an engaging and participatory data collection method. It allows girls or women to identify, represent and enhance their experience through a specific visual technique. Picture Story uses images as a tool, posing meaningful questions and allowing the girls and women to reflect and share their experiences, both positive and negative, in photos or drawings. The pictures selected will be used alongside captions written by the girls and women, bringing the realities of their lives into focus. For more information and templates, please see Annex 1.

2 Minute Video is a fun and exciting data collection method. It allows girls and women to share their experiences through a series of quick-fire questions. It uses videos as a tool for girls to be the star of the show, by posing meaningful questions and allowing girls to reflect and share their experiences, both positive and negative, on camera. The videos challenge girls and women to think on the spot in the video 'hot seat'! For more information and templates, please see Annex 2

Both Picture Story and 2 Minute Video are examples of qualitative feminist M&E tools. Often the focus of feminist M&E is on qualitative data but it is also important to collect quantitative data as this will allow you to easily compare responses from girls and women and can work to support and strengthen the conclusions gathered from the qualitative data. For the Made to Play and ROLL Models programme, a leadership self-assessment survey was completed by the Champions of these programmes, both at baseline and at end line. An example of this survey can be found in Annex 3.



Safeguarding

At WW, we believe that everyone should always be treated with respect, regardless of their sex, ethnic or social origin, language, religious or other beliefs, disability, gender identity, sexual orientation or other status. We believe that everyone has the right to freedom from all forms of violence, abuse, neglect and exploitation and that abuse of these freedoms is unacceptable. We also believe that safeguarding is a collective responsibility and acknowledge that organisations and people in positions of power and with greater access to resources should be accountable for shouldering more responsibility.

In order to keep the Champions and the participants of their projects safe, we must understand their whole reality. This means actively engaging with Champions and their participants and creating spaces where they feel valued, can voice their concerns and needs without fear or judgement and are connected to others who will help keep them safe and protected.

In this safeguarding section we focus on keeping the Champions safe while they are engaged in your organisation's seed grant programme and also how the Champions can provide a safe space for the participants in their projects

Safeguarding of/for Champions

From the moment your organisation starts to think about design and implementing seed grant programmes, safeguarding should be at the centre of every decision made in the design and execution of the programme. Therefore, a mapping exercise is essential to identify any potential risks when starting to work with this group of Champions. There is an inherent risk in achieving social change and therefore your organisation should commit to reduce identifying these risks. See below a mapping with example risks that could occur to your Champions if you haven't addressed this within your programme.



Example:

Money (transferring seed grants) - If your organisation decides that the seed grant type is a financial grant, it means that new potential risks for your organisation and your champion come up. It might be the first time your Champions have access to their own money, that they don't have a bank account, or that in their community no one has easy access to a bank account. It might be that your organisation loses the money because it's not managed well, as the Champions might not have been able to previously learn the skills and experience required to manage this.

With all these potential situations in mind, think about the following questions to mitigate the safeguarding risks of your Champion and your organisation;

- How are you going to transfer the funding to the Champions? Will they have access to a bank account? Or do they need parental support?
- Or will they receive the seed grant money in cash?
- What could happen to the Champions if they travel home with the money?
- Or what happens if other people know that they received this amount of money to set up their own projects?
- What could happen if the money, meant for the seed grant, is needed by Champions families?

By doing this mapping exercise you will potentially see risks that your organisation has never considered or had to deal with. Once you have done the mapping exercise yourself for your own context and programme, it is important to reflect on:

- What does my organisation do in terms of safeguarding?
- Do we have a safeguarding policy? If yes, does this policy include working with this group of Champions? And their participants?
- Do we have all practices in place to provide a safe space to the Champions?
- And have we thought of mitigation strategies for these specific risks (for example the example of money) that could occur?

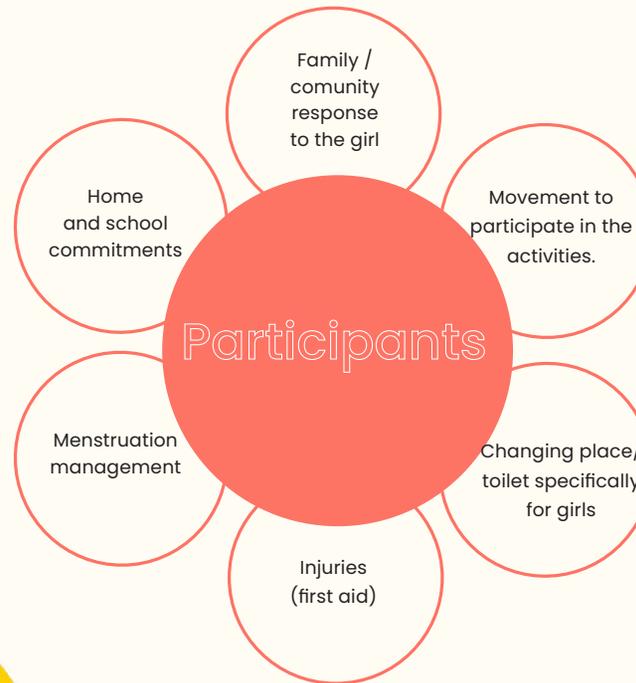


Safeguarding

Safeguarding of/for the participants

As an organisation is it your opportunity to make sure that the projects that are run by the Champions are safe. Therefore, in Step 7 of the programme design process; How do I create a safe and welcoming space where everyone feels comfortable, can participate fully and is able to learn? the Champions have had to think about the emotional and physical safety of their participants in their own projects.

A way for the Champions to identify the potential risks is to also do a mapping exercise. See below an example of mapping



Example:

Family/community response to the participant -

If your Champion has decided to implement a project that aims to prevent teenage pregnancy in girls through skateboarding for example, but traditionally girls from that community are not even allowed to participate in sports, that could bring risks to them. Additionally, their families or community might not even accept their participation in the programme once they realise that this programme is also addressing a sensitive topic and challenging traditionally held views. Community/parental support and buy in is important to allow participants to fully engage safely with the project.

