

Feminist Sports Champion Toolkit

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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



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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?



