Feminist Sports Champion Toolkit

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ONE WIN LEADS TO ANOTHER
girls empowered through sports

An initiative by

ONU MULHERES

INTERNATIONAL OLYMPIC COMMITTEE

Implementing partners

EMPODERA

Women Win

Contents

Feminist Sports Champion Toolkit

Introduction

This toolkit is a resource tool of the One Win Leads to Another (OWLA), a programme by UN Women and the International Olympic Committee, implemented by Women Win and Empodera. OWLA is a legacy programme stemming from the 2016 Rio Summer Olympics.

The OWLA programme leverages sport as a tool to build leadership and empower adolescent girls from peripheral communities in Brazil. As part of this programme, Empodera, OWLA's implementing partner, designed their own seed grant programme to support young OWLA alumni. Seed grants and accompaniment support will be given to these girls to develop their community leadership and to promote gender equity, the girls' and women's rights, and the participation in sports activities in their communities. OWLA's seed grant programme has been developed with the resources and design guidance from the Feminist Champions Toolkit. The lessons learned from its implementation will continue to inform the continual development of the online toolkit.

Why now and why seed grants?

Historically, the power of girls and women to address issues, drive change and transform communities has been underestimated. In recent years however, there has been a significant shift in the visibility of youth-led activism, with girls and women working tirelessly to address diverse issues such as; climate change, education for women, period poverty and child marriage. Across the world, the voices of girls and women are finally being heard.

WW believes that girls and women are fully equipped with all the skills and expertise to change and transform their communities. Through sport, girls and women can embody leadership and exceed the gender limits placed upon them. They are powerful agents of change but there is a lack of investment in grassroot sport initiatives championed by young feminist activists.

Seed-grant programmes* are a great way to invest in grassroot, community-based projects championed by young women. There are several advantages in offering this type of programme including; (1) transferable skills, (2) improved physical and mental health, (3) greater economic opportunities and (4) access to a wide support network.

*It is important to note that seed-grant programmes do not just mean providing financial handouts or resources, but rather refers to a holistic programme that supports the leadership development of young women and accompanies them on their journeys. A seed-grant programme could combine small amounts of money with some sort of accompaniment such as leadership development, programme design or project management for example.

WHAT?

This toolkit hopes to contribute to the relentless and resilient organising of girls and women around the world by providing support and guidance to organisations looking to support their initiatives by offering seed-grant programmes.

Harnessing all of the learnings from Made to Play and ROLL Models, this toolkit will act as a guide for organisations looking to increase leadership in sport, promote gender equity and inspire the next generation of girls to be empowered, active and healthy through sport.

WHO?

This toolkit is aimed at either (1) sport for development organisations and groups interested in taking a more feminist, girl-centred approach to their current programming, or (2) women's rights organisations and groups looking to explore the intersect between sport and girls' and women's rights.

It is important to note that when referring to girls and women within this toolkit, WW motivates organisations to make their seed-grant programmes as inclusive as possible and actively look to support all cis, trans, non-binary and all other underrepresented communities such as black, indigenous, mestizas, people of colour and LGBTQI+.

HOW?

This toolkit does not tell organisations how to implement a seed-grant programme but instead takes a step-by-step approach, offering different options and case studies and encouraging organisations to discuss and reflect how seed grant programmes would be best delivered in the unique contexts in which they operate.

The toolkit actively encourages organisations to consider all of the ways in which they can shift power directly to girls and women and advocates for an intersectional feminist approach to be taken.

Glossary

Mentoring

Mentoring is to support and encourage people to manage their own learning, in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.

Champions

In this toolkit, 'Champions' refers to the girls and women who have been selected to receive seed grants, participate in seed-grant programmes designed by organisations and implement their own projects or activities.

Seed Grants

A seed grant refers to a small sum of money and/or resources that are given with the intention to support the implementation of the Champions projects or activities. For this toolkit, seed grants describe not only financial or resource handouts, but also a holistic programme that supports the leadership development of young women and accompanies them on their journeys. A seed-grant programme could combine small amounts of money with some sort of accompaniment such as leadership development, programme design or project management for example.

Glossary

Safeguarding

Safeguarding is a broad term that refers to all policies, procedures and actions that an organisation takes and puts in place to ensure that everyone working on their behalf and anyone benefitting from the work they are doing, does not come to any harm, either unintended or intended. It includes both policies and procedures, and the culture within the organisation.

Peer to peer approach

Peer-to-peer can be described as the process that involves well trained and motivated young people, leading informal or organised educational activities with their peers (those similar to themselves in age, background or interests)

Intersectional feminism

An intersectionally feminist approach is one that prioritises and actively amplifies the voices, experiences and perspectives of girls and women, acknowledging the complexities of gender-based oppression. This toolkit encourages organisations to work in an intersectionally feminist way by shifting power and decision-making processes to girls and women and leveraging participatory approaches.

Glossary

Sport And play

This toolkit takes a broad view of sport to include all forms of physical and play-based activity, both competitive and non-competitive, which aims to promote physical and mental well-being.

Girls and women

When WW refers to girls and women, we include; all cis, trans, non-binary and all other underrepresented groups and communities such as black, indigenous, mestizas, people of colour, LBTIQ+, refugees, and migrant girls and women with or without disabilities.

Monitoring and evaluation

Monitoring is a continuous activity to ensure that projects are on track. Evaluation is an activity that assesses whether a project is achieving its intended objectives
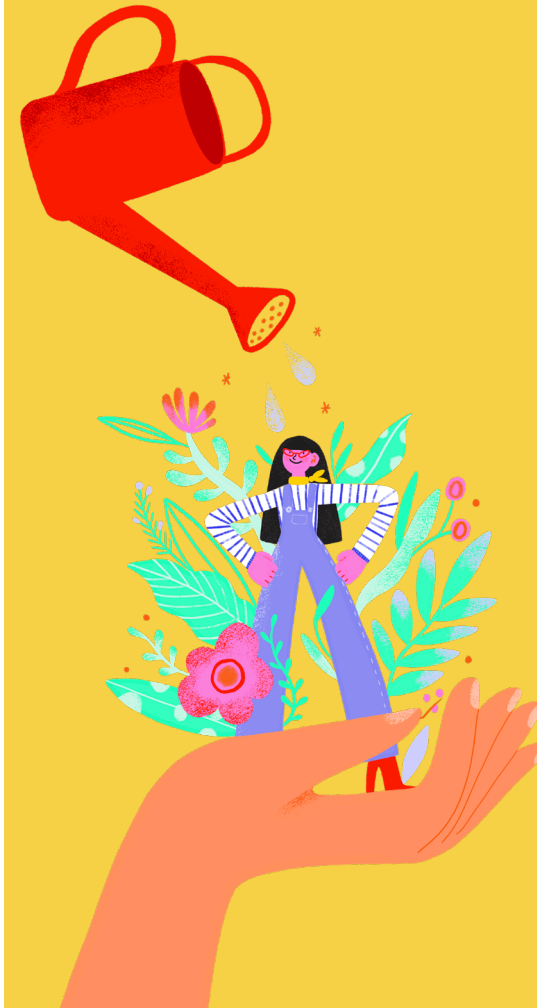
Part I –
Key Decisions

So your organisation is interested in implementing a seed grant programme, but you're unsure where to start? Or maybe your organisation is already familiar with using seed grants, but you are looking to improve this way of working?

Before you can begin, there are **3 key decisions** that your organisation needs to make before you can set up your seed grant programme:

1. What is the objective of the seed grants?

2. Who will be your 'Champions' and receive seed grants?

3. Who will participate in the activities designed by your Champions?

The process

1. SEED GRANT TO CHAMPION

2. CHAMPION RECEIVES SEED GRANT

3. GIRLS PARTICIPATE IN PROJECT/ACTIVITY

This section will guide you through answering these questions, offering examples from WW's previous experience and providing points to consider as you discuss these decisions within your organisation.

While we have numbered these decision questions for ease, it does not mean you have to answer them consecutively. The answers to each key decision typically intertwine; deciding who will receive your seed grants, might naturally provide an answer to the objective and vice versa, for example. We would recommend reading this section in full before making any decisions. In this way, you will be able to consider all the different prompt questions before deciding.

Decision 1:
Objective of the seed grants

The objective of the seed grant is the outcome your organisation hopes to achieve in providing seed grants to your chosen group of 'Champions'. It is important to decide this in advance, as this will determine different processes further down the line.

The objective of a seed-grant can be either;

1. Broad – For example; increase the participation of girls in sport

OR

2. Targeted – For example; increase the participation of 10-15-year-old girls in basketball

The decision as to whether your organisation chooses to have a broad or more targeted objective can **depend on a variety of different factors** including:

- Your organisations area of expertise;
- The context in which your organisation operates
- The current needs of your community;
- Interest from potential Champions;
- Cultural norms;
- Funder requirements

It is also worth noting that the objective of your seed-grant programme could further vary depending on whether your organisation plans for the seed-grant programme to;

1. be a completely new initiative,
2. increase the size of an existing initiative offered by your organisation or
3. support the long-term sustainability of a project.

Additionally, your objective will further vary depending on;

1. your chosen Champions,
2. the group that participate in the Champions projects, or
3. the wider community.

Your seed grant programme could also have multiple objectives, involving a combination of any three of these groups! For specific examples of seed grant objectives, please see below.

Example:

1. Made to Play (Nike x Gurls Talk)

Objective: To equip young female coaches with the leadership and communication skills to design and deliver successful projects to empower younger girls (7-14 years-old)

2. ROLL Models

Objective 1: ROLL Models have increased capacity to become leaders in their communities and take action to promote gender equity

Objective 2: Participating girls experience improved physical and mental wellbeing and greater visibility in their communities to disrupt gender norms

Made to Play (Nike x Gurls Talk)

Decision 1:

Prompt questions

Below are some questions to help guide your organisation in deciding the objective of your seed grant programme:

○ What is the mission and/or vision of your organisation?

○ How will the objective of this seed grant programme support your organisation in achieving your mission and/or vision?

○ Have your organisational staff or coaches noticed any gaps in your current work that could be addressed in this seed grant programme?

○ What are they? *E.g. a target group, a sport, a thematic area, a geography*

○ Is there a particular issue or challenge in your community that your organisation could work to address using seed grants?

○ Is there any recent research that highlights specific issues for girls and women in your context?
E.g. studies on early marriage or pregnancy rates in your country that could inform the objective of your programme.

○ Have the girls or women that you work with asked for support in developing specific skills or knowledge that could be done using seed grants?

Decision 2:
Who will be your 'Champions'?

Your 'Champions' are the group of girls or women who will apply to your programme and eventually receive seed grants in order to design and implement certain activities or projects. The decision as to who will be your 'Champions' is closely linked to the objective and as an organisation, you will need to consider which group is best placed to design projects that will meet this.

Your 'Champions' could be:

A group that you have **previously worked** with or that have participated in activities/programmes run by your organisation;

A group that your organisation has **identified as missing from your current work**;

A group that replies to your organisation's **call for applications***

* We will discuss the pros and cons of having an open call for applications vs. a targeted call for applications in Section II – Processes*

If you decide that your 'Champions' will be a group that your organisation has identified as missing from your current work, it is important to first consider whether your organisation is the right organisation to be engaging with this group in the first place.

For example, you might have decided that the seed grants will be given to adolescent girls with disabilities. However, if you have limited experience or expertise in engaging this group, you might not be able to best support these girls. If your organisation is interested and committed to working with a group that you haven't worked with previously, we would suggest conducting additional research and/or collaborating with another organisation or group that has previous experience.

Example:

1. Champions - Empodera

Target Group: Adolescent girls from Brazil who had participated in their year-long programme, looking to further develop their leadership and become role models for the younger girls in their communities;

2. Made to Play

Target Group: Adolescent girls aged 16-25 years-old from around the world, affiliated with sports organisations as either young coaches or volunteers;

3. ROLL Models

Target Group: Young women based in Europe, aged 18-30 years- old who are passionate about skateboarding, some linked to organisations, others individuals.

ROLL models

Decision 2:
Prompt questions

Below are some questions to help guide your organisation in deciding which group will be your 'Champions'

○ Is there a group that has been missing from your previous work?

○ Does your organisation have access to this group?

○ Is your organisation able to best support this group?

Decision 3:

Who will participate in the activities designed by your Champions?

This group will be the ones your Champions will look to engage through the activities and projects they design after receiving a seed grant. To make this decision, it is important to consider the future relationship between this group and your Champions. The Champions often become role models for the participants of their projects and it can be helpful if they share a similar background or experiences to this group, as this will allow them to better connect with them.

This is not a vital requirement, it could be that a shared love of football or skateboarding for example, is enough to build trust between your 'Champions' and their target group. This is just something to consider.

The decision around which group your Champions will work with is a great opportunity to collect the opinions and thoughts directly from the Champions themselves. Perhaps the Champions already know which group they would like to support? Maybe they are aware of a lack of projects for a specific age group for example? **ASK THE CHAMPIONS!**

Case study:

The following examples are from young coaches who participated in the Made to Play programme:

Mbali, South Africa

Meet **Mbali Dlamini**, one of the Made to Play fund winners from Soweto, South Africa. She currently coaches 120 girls in an afterschool programme she runs through Altus Sport in the township. With the Made to Play fund, she expanded her programme's offerings to include a variety of sports activities, such as cricket, street soccer & silent ball, alongside life skills training that will help these girls better address issues such as peer pressure, abuse & bullying. Mbali uses sport to build the confidence of girls experiencing low self-esteem and body confidence due to the way they look. Mbali herself had experienced these issues and wanted to share how sport had helped her to improve her own confidence in her body.

Lemya, France

Meet **Lemya,** a teacher from Paris, whose love of basketball & volunteering with the Big Bang Ballers in Grenoble for five years was the catapult for her applying to the Made to Play Fund. Her vision was to use the funding to continue the work of Big Bang Ballers in Seine Saint Denis, a disadvantaged community in France, to help displaced girls from the Roma community integrate through basketball.

Beau, The Netherlands

Meet **Beau,** a student from the Netherlands, studying to become a Physical Education teacher at a school for children with learning difficulties & disabilities. With the Made to Play funding, Beau developed a project that offers a variety of sports for these girls during school time and has allowed them to set up self-defence classes so they can build their own strength.

See these inspirational videos from Mbali, Lemya and Beau!

Decision 3:
Prompt questions

Below are some questions to guide your organisation in deciding the group that will participate in the Champions activities.

You could ask these questions directly to the Champions themselves:

○ Which group(s) of girls or women would benefit from participating in these activities?

○ Which group of girls or women do the Champions have access to?

○ How can they access this group? *E.g. Through community centres, schools, sports clubs etc.*

○ Will this group be able to attend activities/projects hosted by the Champions?

○ How many girls or women will they be able to include in their projects?

○ Do the Champions have a connection with a specific group?

○ If no, how can the Champions establish this relationship?
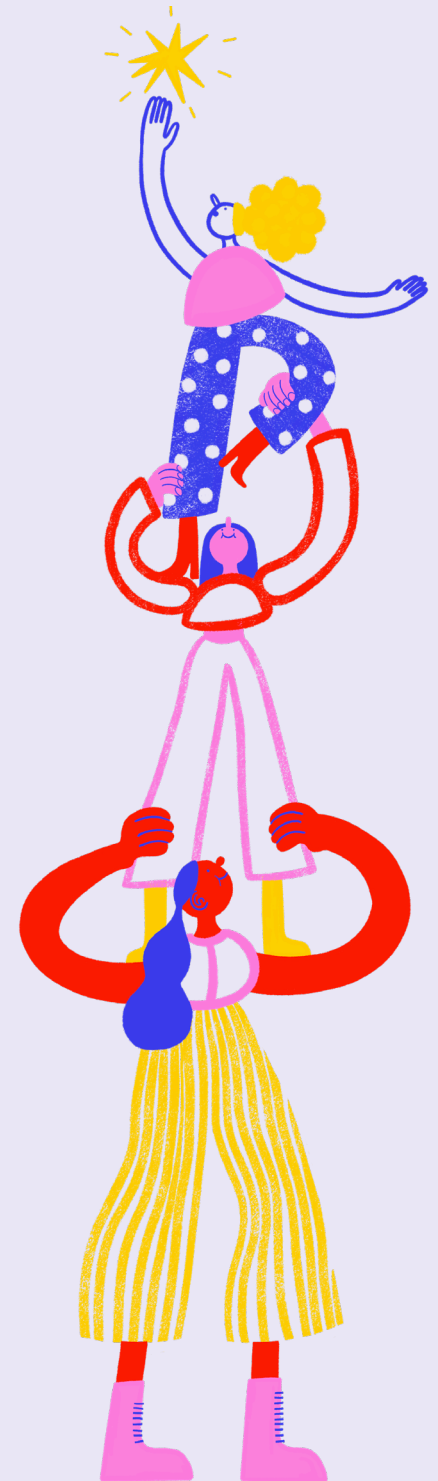
This is the end of Part I – Key Decisions.

After reading this section of the toolkit, your organisation should take time to review the prompt questions, discuss important considerations and if possible, collect input from potential Champions.

Following completion of this section, your organisation will have the foundation of your seed grant programme and will be ready to move onto Part II – Processes.

Part II –
Programme design

After completing Part I – Key Decisions, your organisation will have decided on three important cornerstones for your seed grant programme:

1. The objective of the seed grants
2. Who your Champions are
3. And the target group of the Champions activities

This section will present some different programme design decisions and processes related to setting up and managing your seed grant programme. How these look will vary greatly between different organisations – keep in mind that there is no right or wrong way!

For each programme design decision, we have identified two opposite modalities and have highlighted some pros and cons, leaving space for your organisation to decide which process would work best in your specific context.

Champion Criteria and Selection

STRONG

Call for Applications

The call for applications can be either;

1. An open call,

in which your organisation publicly shares that you are looking for Champions to submit applications for seed grants

OR

2. A closed call,

in which your organisation specifically targets certain individuals, encouraging them to apply

PROS

• Likely to receive a greater pool of applications to review

• Could reach Champions that you have not previously worked with

PROS

• Can target Champions who you think will specifically benefit from participating in this programme

• Less applications to review so less time consuming

CONS

• Could be more time consuming to select your Champions from a larger pool of applications

• Could receive applications that are not eligible/relevant

CONS

• Potentially limited pool to select Champions from

Might not be providing the opportunity to a Champion who would most benefit from it

Champion Selection Process

The Champions can be selected through either;

1. A participatory process

In which Champions are selected by their peers or a separate review panel

OR

2. An organisational selection process

where your organisation reviews and selects the Champions**

PROS

• Promotes a decentralised approach, working to shift power directly into the hands of adolescent girls and/or young women

• Drives a more collective decision-making process

• Based on the experience and expertise of the peer review panel, ensures that selected Champions projects reflect the needs on the ground

PROS

• Often a much quicker process, that requires less management and coordination

• Organisation retains decision making power

CONS

A participatory process often takes more time and requires more effort from the organisation to select the panel, establish criteria and scoring tools, and facilitating discussions

CONS

• Organisation retains decision making power - a less feminist approach to Champion selection

**For more information about participatory re-granting, please see Section XX

Champions and other Organisations

The Champions can either be;

1. Linked with an organisation

this could be that they work or volunteer for an existing organisation

OR

2. Not linked with an organisation

It might be that your organisation decides to work with some Champions that are affiliated to an organisation and some that are not – this is completely fine!

PROS

• Additional support available for Champions and potential access to additional resources, space and networks

• If transferring money directly to a Champion poses a safeguarding risk, this could provide an alternative solution

PROS

• Potential for greater leadership development

• Could facilitate a more grassroots approach

CONS

• Potentially a more complex engagement with Champion - having to involve an additional stakeholder

CONS

• If transferring money directly to a Champion poses a safeguarding risk, would need to find another option

Seed-grant Logistics

Seed Grant Size

The size of the seed grants to be given to your Champions will vary greatly depending on the amount of available funding you have as an organisation.

It is worth noting that what is considered a small or large amount of funding, also varies depending on context.

OR

1. Small

PROS

• Easier amount for Champions to manage

• Potentially less risky from an organisational perspective

• Champion to learn how to manage a tight budget

CONS

• Potentially less girls engaged

• Potentially not enough funding to ensure that the Champion compensates herself suitably for her time

2. Large

PROS

• Possibility of Champions engaging increased number of girls/young women or for a longer period of time

• Champion to develop good money management skills

• Champion less restricted by costs

CONS

• Potentially more of a risk from an organisational perspective

• A larger seed grant could also be a safeguarding risk for the Champion

Type of Seed Grant

While Women Win's experience has been in providing financial seed grants – it is also possible to provide resource seed grants to Champions. This could take the form of sports equipment, materials for specific activities etc.

If your organisation decides to provide resource seed grants to Champions, it is worth considering whether you have any funding available to compensate the Champions for their time. This is important from a feminist standpoint given the prevalent expectation that girls and women are unpaid for the time they spend on certain activities.

OR

1. Resources

PROS

• Potentially less risky from an organisational perspective

• Could pose less of a safeguarding risk for the Champions

• Organisation retains greater control over that the funding is spent on

CONS

• Less flexibility, creativity and decision-making power granted to Champions

• Potentially less development of money management skills

2. Financial

PROS

• Potential increased money management skills

• Likely that Champions compensate themselves for their time

• Greater flexibility, creativity and decision-making power granted to Champions

CONS

• Could be riskier from an organisational perspective

• Could pose a greater safeguarding issue for Champions

Length of Champion's Project

The length of a Champion's project can vary, depending on a variety of factors including;

1. programme objective;
2. availability of your organisation;
3. amount of funding available;
4. other responsibilities of your Champions (e.g. school, work etc.)

OR

1. Short Term

PROS

• Activities happen quickly and can quickly address a specific situation or need

CONS

• Likely to have less impact over a shorter period of time

2. Long Term

PROS

• Potentially greater impact through long-term, sustained engagement with both Champions and the girls participating in their projects

• Possibility for Champions to build a connection with the girls in their projects

CONS

• More time consuming on an organisational level to manage and maintain a long-term programme, offering continued support to Champions

AWESOME

Seed-grant Project Design

Project Design

The Champions projects can either be;

OR

1. Designed in advance

by the Champion during the application phase

PROS

• Greater flexibility and creativity given to the Champions

CONS

• Champions projects could potentially be missing certain elements

• Less support for Champions in guiding their ideas

2. Designed after

the Champions have been selected

PROS

• Champions have more time to develop their ideas

Champions could receive greater support from your organisation in guiding their project ideas

CONS

• Could take additional time

Champion Project Criteria

This refers to the criteria for the Champions projects. Criteria can be either;

OR

1. Restricted

your organisation could provide restrictions on types of activities, budget allowance, methods etc.

PROS

• Organisation retains greater control

• Potentially less risky from a budgetary perspective if your organisation sets criteria on what the seed grant can and cannot be spent on

• Restrictions on type of activities, target group to be engaged etc. could ensure that your organisation is more likely to meet a specific objective

CONS

• Less opportunities for Champions to develop leadership and problem-solving skills

2. Flexible

your organisation provides little-to-no restrictions on how the Champions design and implement their projects

PROS

• Greater independence for Champions could allow for greater leadership and problem-solving skills

• Flexibility allows for greater creativity from Champions

CONS

• Less organisational control/input in Champions projects and activities

Support and Accompaniment

Champion Support

Your organisation can support the Champions in a variety of different ways*

The support your organisation provides can either be;

1. Intensive

OR

2. Minimal

Intensive: regular support and guidance provided

Minimal: support provided as and when it is required from the Champions

PROS (Intensive)
- Your organisation could develop a greater connection and trust with your Champions
- If your Champions are experiencing any issues, you are more likely to hear of these sooner

PROS (Minimal)
- Potentially greater leadership development in Champions

CONS (Intensive)
- Regular support can be more time consuming for your organisation
- More frequent support could result in less development of Champions leadership skills

CONS (Minimal)
- Less contact with the Champions could mean that your organisation is not aware of any challenges/issues your Champions are facing until later

**For more information about participatory re-granting, please see Section III

Champion Way of Working

Champions can either design, organise and manage their projects;

1. Individually

OR

2. As part of a group

As part of a group: This could also be flexible, with the option for Champions to be able to choose which they prefer

PROS (Individually)
- Opportunity to develop individual leadership and self-confidence
- Champion has greater control over their project/activities

PROS (As part of a group)
- Increased opportunity to develop team skills and collective decision-making
- Could feel more supported as part of a group

CONS (Individually)
- Champion might potentially feel more pressure
- Champion could require additional support

CONS (As part of a group)
- Potentially less growth on an individual leadership and self-confidence level
- Potentially more internal conflict over project decisions

This is the end of Part II – Programme Design.

There might be other processes that your organisation needs to consider as you continue to design your seed grant programme.

The ones presented above are the processes that we, at WW, have experienced through designing our own seed grant programmes, but there are undoubtedly others!

After reading this section of the toolkit, hopefully your organisation is starting to think through more specifically how you would like your programme to look.

The next section Part III – Champion Support, will explore some of these components in greater depth.

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

Feminist Sports Champion Toolkit | INTRODUCTION GLOSSARY PART I: KEY DECISIONS PART II: PROGRAMME DESIGN **PART III: CHAMPION SUPPORT** PART IV: ADDITIONAL OPTIONS CONCLUSION

25

a.

Programme Design

In Part II – Processes, your organisation will have made a decision about if the girl-led initiatives are flexible of 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

Feminist Sports Champion Toolkit | INTRODUCTION GLOSSARY PART I: KEY DECISIONS PART II: PROGRAMME DESIGN PART III: CHAMPION SUPPORT PART IV: ADDITIONAL OPTIONS CONCLUSION

26

a.
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.

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?

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?

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?

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?

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.

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?

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?

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	o Develop and express own opinions and thoughts o Speak in public o Communicate to move others (storytelling, using social media, pitching an idea)	o Champions will be part of a network; e.g. they review each other's project proposals or design together o Champions will be asked to present their projects to organisation, to their community and other stakeholders o 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	o Identify strengths and celebrate successes o Take risks and step up to challenges	o Champions run autonomously their projects and are supported by your organisation (and/or mentor) further build on their strengths o Champions implement a project that is new to them, or new to the community or their participants
I have vision	o See the possibility for change o Set goals o Inspire and motivate others to action	o Champions are inspired to design a project to achieve (social) change and to do differently than before o Within the project design, they are motivated to set targets; e.g. how many participants do they want to reach, o Champions will be actively put in a role model position for others
I take action	o Create activity plans o Manage budgets	o Setting up and managing the seed grant programme requires intentional planning and structure. o 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	o Use a wide range of idea creation techniques o Explore many solutions to a problem o Challenge traditional ideas and long held thoughts	o Champions will be exposed to other projects (from your organisation or other Champions) and come up themselves with creative project design o 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.

Flower diagram with **Champions** at the centre surrounded by:
- Money (Transfering seed grants)
- Family / comunity response to the champion
- Virtual engagement with their mentors
- Movement to implement their initiatives
- Behaviour of others towrds their participants
- High ressponsibilities of leading a project (or element e.g. budget)

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;

o 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?

o Or will they receive the seed grant money in cash?

o What could happen to the Champions if they travel home with the money?

o Or what happens if other people know that they received this amount of money to set up their own projects?

o 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:

o What does my organisation do in terms of safeguarding?

o Do we have a safeguarding policy? If yes, does this policy include working with this group of Champions? And their participants?

o Do we have all practices in place to provide a safe space to the Champions?

o And have we thought of mitigation strategies for these specific risks (for example the example of money) that could occur?
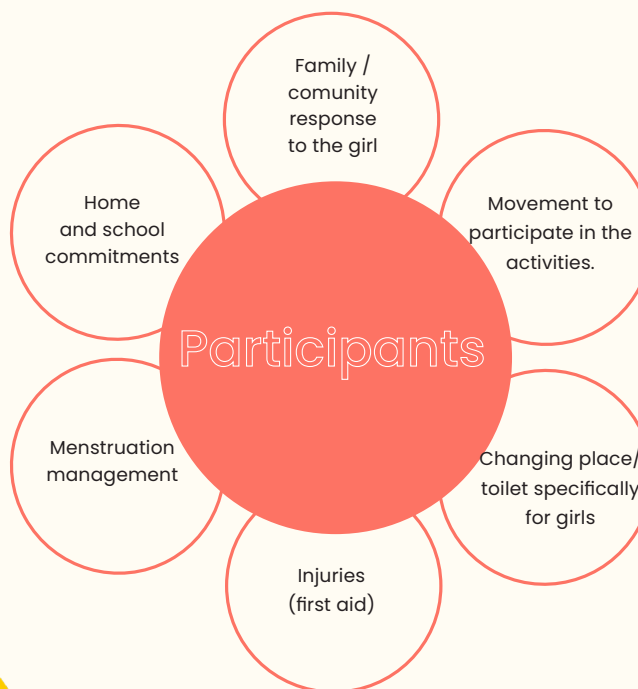
Safeguarding

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

Family / comunity response to the girl

Home and school commitments

Movement to participate in the activities.

Participants

Menstruation management

Changing place/ toilet specifically for girls

Injuries (first aid)

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.

Part IV –
Additional Options

In this section, we will briefly discuss some additional components to consider when setting up and managing your seed grant programme.

a.

COVID-19

In 2020, COVID-19 threatened to erase the momentum and unprecedented attention that girls' sport has gained around the world. From the elite to the grassroots, the gaps between women and men, girls and boys started to widen, with girls and women losing access to the benefits of sport.

At WW, we believe that girls and women taking action in their communities are at the centre of change. The COVID-19 pandemic has highlighted the need for both smaller scale initiatives as well as more organisations around the world seizing the opportunity to bring girls into decision making. Outbreaks and crises compound existing inequalities and disproportionately affect women and girls and therefore it is important to continue providing opportunities to develop both leadership and economic resilience.

Under lockdown measures...

Under lockdown measures, girls and women are at significantly increased risk of experience:

- Different forms of violence
- Unplanned pregnancies
- Child marriage
- School drop-out

As schools close and sports programmes stop, girls and women lose access to their safe spaces, mentors and support networks.

If activities are shifted online, girls and young women may be less likely to engage due to the priority of care work, household chores and due to the digital divide.

Girls and women are uniquely impacted...

- Erasure of joy, freedom and pleasure
- Limited physical activity or movement
- Social isolation
- Violence and trauma
- Lack of peer support networks
- Deteriorating financial situations of families

In combination, these factors will challenge girls' and women's health and threaten their educational and economic rights.

For Champions participating in a seed grant programme, working to design and implement their own projects, can provide many benefits during COVID-19, including;

Transferable skills - In designing and implementing their own projects, Champions will have the opportunity to develop new leadership skills. These skills are transferable and will support them in finding future employment.

Improved mental and physical health - Isolation and social distancing have caused an increase in mental health issues among girls and women. By participating in a seed grant programme, working together, even remotely or online, can support Champions to feel connected to their peers and reduce loneliness. Using sport, getting active and having fun will also work to improve the overall well-being of your Champions.

Economic opportunities – With businesses typically closed during COVID-19 as a result of lockdown measures, the economic prospects of girls and women are often severely impacted as the industries that are typically female-dominated (e.g. hospitality) are forced to close. By participating in a seed grant programme and compensating themselves suitably for their time, the economic hardships can be eased. We have also seen that if a Champion needs the support of an additional coach or friend to support with their projects, they will provide further financial compensation, thus expanding the economic benefits of the programme beyond the Champions.

Support network – COVID-19 impacts girls and women in a myriad of ways, including adverse effects on their personal safety, bodily autonomy and health. In particular, rates of sexual and gender-based violence and early forced marriage will very likely increase. By participating in this programme, both participants and Champions will have access to an extensive network that can support them during this time.

b.

Participatory grant making

Participatory grant making is a process that puts decision-making in the hands of girls and women themselves, and aims to shift traditional power relations. Participatory grant making acknowledges that the girls and women participating in programmes have a better understanding and experience of the context and are therefore better placed to make decisions around how funding should be spent.

How does this look in your seed grant programme?

Depending on the design of your programme, there are different ways that participatory grant making can look. Some examples from our experience with the ROLL Models programme include:

Semi-participatory approach – For Year 1 of the ROLL Models programme, there was no time to set up a fully participatory process. WW and Skateistan reviewed applications and selected the ROLL Models but after this, we included a semi-participatory process by asking the ROLL Models to present their projects to each other and then vote on the ones they liked the best. This was then taken into account when providing seed grants.

Advisory Board – For Year 2 of the ROLL Models programme, we set up the ROLL Models Advisory Board, comprising 5 of the ROLL Models from the previous year. This Board was responsible for reviewing and selecting the next cohort of ROLL Models, using a scoring process and set criteria.

Pros and Cons

In Part II - Programme Design we discussed some pros and cons of incorporating a participatory grant making mechanism. These include;

Pros

o Participatory grant making promotes a decentralised approach and works to shift power directly into the hands of girls and women;

o Participatory grant making drives a more collective decision-making process

o Participatory grant making improves the use of funding with the girls and women involved in the process better understanding the needs on the ground;

Cons

o Participatory grant making can often be more time consuming

o Participatory grant making requires more coordination and management from the organisation implementing the seed grant programme

WW would highlight to organisations that this approach to grant making has to be carried out intentionally. As shared, participatory grant making is not only time consuming, but also requires organisations to let go of their decision-making power in terms of distributing funding. Additionally, it challenges them to reflect on their organisational approach to grant making, programme design and implementation.

While it is possible to embed participatory processes throughout the design of your organisation's seed grant programme, the use of participatory grant making is undoubtedly one of the most impactful ways to shift power directly to girls and women.

Conclusion

Congratulations!

You have reached the end of this toolkit!

Hopefully, after making your way through each of the three sections, you will now have the following:

- 3 Key Seed Grant Decisions;
- The design of your seed grant programme; and
- An outline of how your organisation will best support your Champions

You are now ready to go!

Women Win hopes that your organisation has found all the step-by-step guidance helpful in designing a feminist seed grant programme for sports champions. We really appreciate your interest in using this toolkit and leveraging it to shift power to girls and women so that they can implement sports projects that are relevant to them and their communities.

Women Win designed this toolkit based on our own experiences in designing, implementing and evaluating seed grant programmes, however we are still learning! Please let us know how this toolkit has worked for your organisation, what you would advise to be improved and what learnings you experience with your own seed grant programmes.

My seed grant

Key Decisions	Programme Design	Champion Support	Additional Components

SEED GRANTS

Annex

Annex 1 – Picture Story

Picture Story Information:
https://womenwin.app.box.com/file/718852750363

Picture Story Example Prompt Questions:
https://womenwin.app.box.com/file/718851635296

Annex 2 – 2 Min Video

2 Min Video Information:
https://womenwin.app.box.com/file/650936849545

2 Min Video Prompts:
https://womenwin.app.box.com/file/670330259770

Annex 3 –
Leadership Base/Endline Example

Base/Endline:
https://womenwin.app.box.com/file/659143555016

ONE WIN
LEADS
TO
ANOTHER
girls empowered
through sports

An initiative by

ONU
MULHERES

INTERNATIONAL
OLYMPIC
COMMITTEE

Implementing partners

EMPODERA

Women Win