SPORT FOR DEVELOPMENT

HOW TO RUN A
„Sport for Gender Equality" WORKSHOP

A Capacity Development Guideline

5 GENDER EQUALITY

Click the buttons to navigate through the document

Introduction

The CD workshop "Sport for Gender Equality" is part of the → *S4D Learning Lab* which you find on the → *Sport for Development (S4D) Resource Toolkit* website.

You want to run a workshop on "Sport for Gender Equality"?

You want your participants to...
   ... learn more about linking development topics to sports?
   ... benefit from S4D projects and trainings offered in other countries?

This guideline will support you. It consists of the workshop structure, the overall contents, and the learning outcomes necessary **to successfully facilitate a "Sport for Gender Equality" workshop in institutional settings**. Additionally, you can use parts of this document (e. g. manuals, factsheets) as a reference for thematically appropriate wording, for inspirational purposes with practical activities or workshop development, and as layout examples for communicating information.

> *Please note that all contents were developed in a working context of GIZ.*
> *Feel free to adapt and modify contents and scope according to your needs, e. g. regarding wordings, country examples.*

Target groups

Institutions and organisations interested in using sport-specific approaches and methods for gender equality objectives, S4D instructors and S4D coaches.[1]

General learning objectives of the workshop

By the end of the workshop, participants will be able to...
   ... describe why and how sport can be used as a tool for different gender equality targets (SDG5),
   ... find information about "Sport for Gender Equality",
   ... use the "Sport for Gender Equality"-approach and related materials in their own working contexts.

The structure of the workshop

The workshop consists of the following three modules:

Module 1:   Introduction and Identification of Gender Constructs and Needs
Module 2:   Exemplary of Sport for Gender Equality Interventions, Learning Materials, and the Topic of Masculinity
Module 3:   Mechanisms behind, Sport for Gender Equality Activities, Safeguarding and the Role of Coaches

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1   For definitions of S4D Instructors and Coaches, see the → *GLOSSARY*.

The structure of the modules

Each module has
• **specific learning objectives** and
• the following **components**:

INPUTS
theoretical inputs including the most relevant information and related links

INTERACTIONS
interactive tasks to engage the participants

ASSESSMENTS
specific assessment questions, which you can use to test participants' knowledge gain regarding the inputs

HOMEWORK
a preparation task for the upcoming module

Duration

When implemented as online format, each module has a **duration** of three hours. Delivered in presence, modules can be adapted length- and content-wise.

Helpful tools

On our website you will find more helpful → *tools* regarding the design, the implementation and evaluation of a "Sport for Gender Equality" workshop, including guidelines, templates (e. g. agendas, certificates, reporting templates) and manuals. The following tools contain essential information in terms of designing and implementing workshops:

→ *Guideline "Ensuring Quality Education in S4D"* (available in 8 languages)
→ *Manual/Guideline S4DA "Coaches and Instructors"*
→ *Guideline "Adult Education"*

Content

Module 1

Introduction and Identification of Gender Constructs and Needs

INTERACTION
Expectations and Knowledge Level

To clarify expectations and the level of knowledge/expertise of the participants, ask them the following questions. Answers can be collected on a flipchart or in the chat (online):

- What are your expectations for the workshop?
- Which topics are you especially interested in?
- Which questions do you have?

Statements: If participants answer the question with "yes", they have to stand up.
If they answer with "no", they may remain seated.

- I have experience in the field of S4D projects.
- I have experience in the area of gender equality.
- I have experience in the area of S4D and gender equality.

Note: In an online session, the participants can use emoji functions such as a "thumbs up" to agree with statements and a "thumbs down" to disagree.

Module 1: Introduction and Identification of Needs

Specific learning objectives

By the end of the module, the participants will be able to...

...explain the connection between S4D and SDG 5.
...explain the mechanism and conceptional approaches (such as equality, equity, stereotypes/ biases, gender identity, discrimination/ violence against girls and women etc.).
...analyse the existing socio-cultural environment (incl. gender barriers/ challenges).
...argue in terms of a gender perspective in their programmes.

INPUT
Introduction to Sport for Gender Equality

Gender equality on the international agenda: A timeline

- 1948 – → *UN Declaration of Human Rights*
- 1975–1985 – Decade of Women's Rights: → *CEDAW Committee on the elimination of discrimination against women*
- 1995 – → *Beijing Platform for Action*
- 2000 – → *UNSCR 1325 MDG 3*
- 2004 – → *Maputo Protocol*
- 2004 – → *Solemn Declaration Gender Equality in Africa*
- 2008 – → *United Nations Security Council Resolution 1820*
- 2011 – → *EU Istanbul Convention*
- 2015 – → *Declaration on the Gender-Responsive Implementation of the ASEAN Community Vision 2025 and Sustainable Development Goals*
- 2014 onwards – → *EU Gender Equality Strategy*

- Almost all countries have committed themselves to actively promote gender equality by signing international conventions, declarations, policies etc. …
  - → *United Nations Security Council Resolution 1820* was unanimously adopted on 19 June 2008. It condemns the use of → *sexual violence* as a tool of war, and declares that "rape and other forms of sexual violence can constitute → *war crimes*, → *crimes against humanity* or a constitutive act with respect to genocide". The adoption of the resolution marked the first time that the UN explicitly linked sexual violence as a tactic of war with women, peace, and security issues.
  - Security Council Resolution 1820 reinforces → *United Nations Security Council Resolution 1325* and highlights that sexual violence in conflict constitutes a war crime and demands parties in armed conflict to immediately take appropriate measures to protect civilians from sexual violence, including training troops and enforcing disciplinary measures.
  - In November 2010, the → *UN Secretary General* presented a report on the implementation of UNSCR 1820

- → *Introduction: Sport & SDG5*: **The potential contribution of sport towards 'gender equality'**:
  - Promoting female leaders and role models
  - Raising awareness on gender issues
  - Providing safe spaces for women and girls
  - Challenging gender stereotypes
  - Engaging men and boys with gender issues

- → *Topic Collection Sport for Gender Equality:* **The main arguments and objectives:**
  - **elimination of discrimination** against women and girls by empowering individuals, particularly women
  - equipping girls and women with **knowledge and skills** needed to progress in society
  - **advocate** for **gender equality**
  - **address** constricting **gender norms**
  - provide inclusive **safe spaces**

INTERACTION
Group Discussion "Limits of SDG 5"

INPUT
Terminology

Ask the participants the following question:

Besides many promising aspects, do you see limits regarding the targets of SDG5?

Note: Participants can discuss this question in plenum with the whole group and collect answers on a sheet. In an online format, the participants could use the chat function to give answers.

- **Gender:** Refers to the attributes given by society and is learned through the socialisation process.
- **Sex:** Refers to a biological pattern of being **born** female or male.
- **Gender Identity:** Refers to a person's innate, deeply felt internal and individual experience of gender, which may or may not correlate with one's physiology or sex at birth.
- **Gender Equality:** Equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female.
- **Gender Equity:** Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.

- **Gender Stereotypes:**
  - Mean that something is typical for a certain group
  - Address social groups or single persons as members of these groups
  - Are prejudicing in a simplifying, unfair and emotional manner
  - Attribute or deny specific characteristics and behaviours to a specific group of persons
  - Are more than just prejudices because they generalise a prejudice
  - Are harder to disperse than prejudice
  - Are hiding the true personality and qualities of a person
  - Are often negative

INTERACTION
Statements

To reflect their own stereotype thinking, ask the participants to answer individually the following statements without thinking:

- Men are more _____ than women.
- Women are more _____ than men.
- Men should be responsible for _____.
- Women should be responsible for _____.
- Sometimes I am glad I am a woman/man because _____ .
- Sometimes I wish I were a woman/man because _____ .

Note: The participants can shout out their answers in plenum or submit them via the chat function during an online session.

INTERACTION
Group Work "Daily Problems"

Divide the participants into suitable groups and ask them to discuss what they would want to change/achieve in their environment regarding a gender perspective.
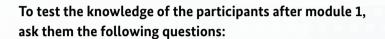
- Critically discuss in your group what you would want to achieve and why.
- Please take notes and select one person to present your results in plenum.

Note: In the GIZ online working context, the answers of the group works were collected via → Jamboard. Feel free to use any media that you are comfortable and familiar with. If a workshop is conducted in presence, the participants can use a flip chart or sheets of paper.

ASSESSMENT

To test the knowledge of the participants after module 1, ask them the following questions:

Q1: Sport can potentially contribute to Gender Equality by:
a) raising awareness on gender issues
b) providing safe spaces for women and girls
c) challenging gender stereotypes
d) all of the above

Q2: Gender Equity ...
a) means that women and men have the same rights.
b) means fairness of treatment, which may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.
c) means that the responsibilities and opportunities of women and men will not depend on their gender.

Q3: Gender Stereotypes are hiding the true personality and qualities of a person. True or false?

> **Note:** *The participants can shout out their answers in plenum or submit them via the chat function during an online session.*

HOMEWORK
The Toolkit Challenge

To prepare for module 2, ask the participants to complete the following homework:

Take a look into the → *S4D Resource Toolkit* and answer the following questions:

• Which information could you find related to gender equality?
• Which contents/documents could be useful for your work?
• Which contents/documents do you use for your own work?
• Which S4D activities related to health could you find?

Module 2

Exemplary Sport for Gender Equality Interventions, Learning Materials and the Topic of Masculinity

INTERACTION
Recap and Toolkit Challenge

Module 2: Exemplary Sport for Gender Equality Interventions, Learning Materials and the Topic of Masculinity

Specific learning objectives

By the end of the module, the participants will be able to...

...point out where to find teaching and learning materials related to "Sport for Gender Equality".

...give examples of "Sport for Gender Equality" teaching and learning materials that have been developed in different countries.

...describe the dynamics of masculinity and the effects they can have on women/girls as well as on men/boys themselves.

In order to recap contents of module 1, you can play the following recap game:

- Participants write a word that stands out in their mind regarding the first module. The word should be written in large lettering on a piece of paper to show to other participants. The word could be an idea or feeling (funny or serious).

In order to prepare module 2, divide the participants into suitable groups and start the "Toolkit challenge":

Setting and procedure:

- Setting up groups/breakout sessions with names of animals
- Try to answer the questions as fast as possible with your group
- Select one person who is writing down the answers and who will be the speaker of your group
- As soon you collected the answers come back to the plenum and shout out the name of your group ("lions!")
- 1st group back: +3 points, 2nd: +2 points, 3rd: +1 point

- 7 questions → 7 right answers → 7 points possible
- Fastest group + 7 right answers = 10 points possible

Questions:

1. How many documents in the Toolkit are related to gender equality?
2. How many of them are provided in Arabic?
3. How many S4D Activities & Training Sessions can you find related to gender equality?
4. Which Life Competence/Skill is part of the activity "Make & accept rules"?
5. What kind of guidelines or check lists can you find related to gender equality ("standards")?
6. From which region are the CD materials for coaches ("Capacity Development")?
7. Which countries are described in the topic section of gender equality?

Note: *The „Toolkit Challenge" aims to make participants familiar with using and working with the Toolkit, including finding the suitable documents. Give them the hint to use the categories (topic, type of sport, media type, language, country) in the section → "Your requirements". Be aware that answers can vary as there are many ways to find documents in the toolkit. Check the search function before and test the answers as the numbers can change over time.*

INPUT
Sport for Gender Equality Interventions (→ *Country Examples GIZ*)

→ *Afghanistan* – Quality PE for girls and young women

- **Background:** Several million children in Afghanistan have little to no access to education or physical activity. Women and girls especially are excluded from educational and sporting activities.

- **GIZ programme:** The programme aims to provide more and better physical education at girls' schools through improved training of physical education teachers, infrastructure, and sports equipment.

- **Cooperation:** Afghan Ministry of Education, Local Partners, GIZ Basic Education Programme for Afghanistan (BEPA)

- **Results:**
  - 120 female PE teachers trained in workshops
  - PE curriculum for PE teachers at TTC colleges developed
  - Teaching and learning material for PE teachers developed (guidelines, videos)
  - 40 schools equipped

→ *Namibia*: **HIV/AIDS prevention, health promotion and life skills training**
(focus: girls and young women)

• **Background:** High HIV infection rates, **women and girls are particularly affected**; many
early pregnancies

• **GIZ Programme:** Promotion of sexual and reproductive health and improvement of the
quality of educational services.

• **Results:**
  • HIV prevention and the teaching of social skills have been fully integrated into football
coaching programmes – 8,000 young people have been reached
  • increase of knowledge on HIV prevention and contraception among participants

• **Resource:**
  → *GIZ Factsheet "Implementing Development Goals – Sport for gender equality"*

Other Examples: Gender Equality as part of other S4D approaches & methods, for example…
  • → *Manual "Sport Builds Generations", Jordan (GIZ, 2019, en)*
  • → *CD Coaches "Empowering Girls, Women through Sport", Western Balkans*
  • → *CD Coaches "Annex Empowering Girls and Young Women", Western Balkans*
  • → *YDF Manual for Gender Awareness, South Africa (GIZ, 2011, en):* The YDF project in
South Africa shows that activities in the field of gender do not always have to focus on
girls and young women
  • → *Guidelines for the German Development Cooperation on S4D to advance gender equity*
  • → *Guideline/Checklist for Gender Responsive Sport Ground Standards*

INTERACTION
Discussion "Masculinity in Sport"

INPUT
Masculinity and Sport

Choose 4-5 pictures with different athletes (e.g. muscular picture of Serena Williams, arm wrestlers, a gymnast, long-distance runners). Ask the participants to answer the following questions individually in written form in order to save them for the following discussion in plenum.

- What words come to mind when seeing these pictures?
- How is masculinity being expressed?
- How is strength depicted differently in each of the pictures below?
- How can sport help us to challenge traditional notions of masculinity?

- **Sport as a looking glass for social construction of masculinity**
  - Masculinity has historically been expressed through sport in the form of combat and physical strength in order to prepare young men for war.
  - Sport has become one of the most important sites for masculinising practices and socialising boys with regard to many of the values, attitudes, and skills considered important in the adult world of men (Messner & Sabo, 1994).
  - Behavioural and dress codes in sport reinforce ideas surrounding masculinity.

- **Key definitions:**
  - **Masculinities:** Different notions of what it means to be a man, including patterns of conduct linked to men's place in a given set of gender roles and relations. (European Institute for Gender Equality)
  - **Fragile masculinity:** The precariousness of manhood can create anxiety among males who feel that they are failing to meet cultural standards of masculinity. Recent research in gender psychology finds that males are expected to actively earn and maintain their status as 'real men' or risk losing this valued group status. In turn, this related insecurity can serve to foster 'toxic' behaviours.
  - **Toxic masculinity:** A subset of hegemonic masculinity that is characterised by the enforcement of rigid gender roles and related restrictions that reinforce existing power structures that favour the dominance of men. Can also manifest itself more extremely through the "need to aggressively compete and dominate others", such as in homophobia, and misogyny. (Connell & Messer-Schmidt, 2005; Courtenay, 2000, Kupers, 2005, p. 713).

- **Consequences of fragile and toxic masculinity on men:**
  - **Related to risky behaviour:** Globally, 28 of every 100,000 men and 11 of every 100,000 women die from road accidents. Globally, men represent a higher number of cases of gonorrhoea and syphilis.
  - **Masculine depression:** Globally males commit suicide at 3.6 times the rate of women.
    - Characterised by pressures felt by men to limit certain emotional expressions. Expressions of vulnerability and introspection are avoided to adhere more closely to masculine norms (Magovcevic & Addis, 2008).
    - Avoiding medical services: Men are less likely than women to seek health services.
    - Lower life expectancy: The life expectancy for men is 65 years and for women it is 69 years.
  - **Resource:** Right to Play, Gender Equality: A Manual for staff working in Sport for Development and Peace (2012)

- **Relationship between sport, men, women, and children**
  - Sports can perpetuate unhealthy attitudes and behaviours (e. g. homophobic or misogynistic 'changing room talk', 'tough guy' notions).
  - These unhealthy attitudes can ultimately prevent men from being in a healthy relationship. They may also result in domestic abuse and sexual violence.
  - Fathers who are very active in encouraging their kids to participate in sport can also transfer unhealthy attitudes towards women and other men.
  - Excessive sport can also be used as a way of not dealing with relational issues.

- **How can S4D interventions help challenge stereotypes and promote gender equality?**
  - It has to be done on purpose! Mixing groups/genders alone is not enough.
  - Sport can provide a space for reflection and discussion on the meaning of masculinity and how men can support women.
  - Sport encourages boys to share emotions and feelings.
  - Sport activities can foster discussion and challenge stereotypes (e..g. netball for men).
  - Sport can produce positive male role models.
  - Example project: Moving the Goalposts: *https://mtgk.org*

- **Example activities that you can use to promote positive masculinity and gender equality in your S4D projects:**
  - → *Exploring Emotions, Pocket manual "Standing out – Effective communication", Côte d'Ivoire/Senegal, p. 42*
  - → *Gender Stereotypes, Manual Basketball4Life, Namibia, p. 114*
  - → *Outsider Game, Manual S4D Violence Prevention through football, Kenya, p. 76*

ASSESSMENT

To test the knowledge of the participants after module 2, ask them the following questions:

Q1: S4D programmes with a focus on gender should only address girls and young women. True or false?

Q2: Sport can be used to challenge traditional notions of masculinity. True or false?

Q3: Masculinity has historically been expressed through sport in the form of …

   a) combat and physical strength in order to prepare young men for war.
   b) fitness and strong visible muscles to conform to body ideologies.

Q4: Dress codes in sport do not reinforce ideas surrounding masculinity. True or false?

HOMEWORK
Your "Shopping List"

Ask the participants to complete the following homework until the next module:

- Give yourself some time to memorise the topics of the sessions 1 & 2 (e. g. Terminology: Gender, sex etc., toxic masculinity, competence framework SDG 5 etc.)
- Prepare your shopping list including (1) what you take along from the sessions and (2) what you want to implement in your own working context

- Please remember, aspects on a shopping list are not possibilities, but intended purchases. For example, if you have "onions" on your shopping list, you will definitely buy them. So, it is better to pick a few important takeaways than to pick many that you won't use!
- For your list, you can use the following table as a structure:

What do you take along from the sessions?

....

....

....

....

What will you implement in your work?
(e. g. in your next training session, workshop?

....

....

....

....

Module 3

Mechanisms behind, Sport for Gender Equality Activities, Safeguarding and the Role of Coaches

Module 3: Mechanisms behind, Sport for Gender Equality Activities, Safeguarding and the Role of Coaches

Specific learning objectives

By the end of the module, the participants will be able to...

...explain the mechanisms behind Sport for Gender Equality interventions (competences & impact indicator frameworks) and how these are designed.
...describe the importance of Safeguarding and Child Protection in the context of Gender Equality.
...outline how to create "safe spaces" and implement safeguarding policies in their organisation.
...justify the importance of coaches' gender competences.

INPUT
The Mechanisms behind and Sport for Gender Equality Activities
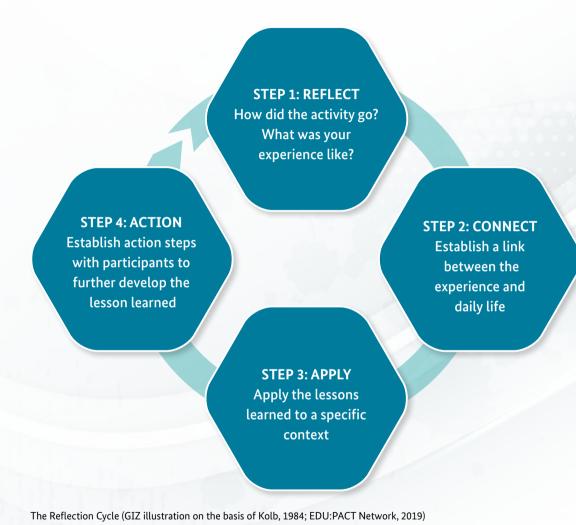
- **The S4D competence-based approach aims to:**

  - **strengthen social relations** and **improve social skills** by helping children develop the ability to make friends and learn trust, empathy, respect, and tolerance for others by abandoning stereotypes and prejudices, improving their ability to cooperate, manage conflicts, and respect rules, and offering them a sense of belonging.

  - **further** improve **girls' education** while fostering **positive masculinity** through competence development.

- **Development of** → *Competences***:**

  - → *Children/Youth competences (focus on gender equality)*
    - When taking part in well-conducted S4D activities/training sessions focusing on gender equality regularly, youth may gain the competences in the framework.

  - **"Bridging the gap": From activity to SDG** → *Impact Indicator Framework SDG 5***:**

- The **S4D Impact Indicator Frameworks** advocate for a systematic and specific approach to measure the contribution of sport, physical education, and physical activity to the SDGs. The frameworks are based on the competences that children and youth (13 – 16 years old) gain in different SDG-related areas and they are therefore designed for the programme or project level. The **overall aim** is to measure the contribution of sport activities to different SDGs.

- **Impact hypothesis:** If children/youth (1) regularly take part in S4D Trainings, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG 5 Targets.

- **Design and implementation of S4D activities**

  - Follow the → *"The 5 Principles of S4D"* (available in 8 languages)
    S4D means the intentional pedagogical development and implementation of exercises which prioritize the personal and social development of (youth) participants over their sport and motoric development. In S4D, sport and physical activity are used to attain development objectives, including, most notably, the SDG. If sport is to make a meaningful contribution to development, coaches need to use exercises that explicitly and intentionally develop life skills/competences of participants. S4D can only develop its full potential if S4D coaches consider and employ **all five principles:**

    → *Poster "The 5 Principles of S4D"*

    → *S4D Principle 1 Multidimensional Development of Participants*

    → *S4D Principle 2 Developing Life Skills/ Competences*

    → *S4D Principle 3 Roles and Responsibilities of the Coach*

    → *S4D Principle 4 Appropriate Educational Goals*

    → *S4D Principle 5 The Structure of an S4D Training*

- **Resources "Design Filters" (similar to** → *5 principles*)**:**
  - → *Manual „Yalla Nela B – Guidebook for active and healthy communities" (GIZ)*
  - → *Manual „Active Communities – a coach's guide" (GIZ)*

- **S4D Activities: Competences as part of a training session**
  - Simply playing sports does not guarantee that children and youth will develop competences that lead to a positive development and will prepare them for the future.
  - **Precondition:** the coach has to make an intentional effort to develop competences. The development of competences has to be part of S4D activities and at best be part of all training units, including reflection.

- **Example training session and activities:**
  - → *S4D Training Session SDG 5 "Gender Roles and Stereotypes"*
  - → *S4D Activity SDG 5 "Dragon Tail Catching"*
  - → *S4D Activity SDG 5 "Emotional Mirror"*
  - → *S4D Activity SDG 5 "Gender Stereotypes"*
  - → *S4D Activity SDG 5 "Make and Accept Rules"*

- **Importance of the reflection part: No reflection – no impact!**

  - **Resource:** → *Reflection Guideline* (available → *here* in Arabic, Bahasa-Indonesia, English, French, Spanish)

STEP 1: REFLECT
How did the activity go?
What was your
experience like?

STEP 2: CONNECT
Establish a link
between the
experience and
daily life

STEP 3: APPLY
Apply the lessons
learned to a specific
context

STEP 4: ACTION
Establish action steps
with participants to
further develop the
lesson learned

The Reflection Cycle (GIZ illustration on the basis of Kolb, 1984; EDU:PACT Network, 2019)

INPUT
Safeguarding and the Role of Coaches

- **Safeguarding – Terminology**
  - **Child safeguarding** is the set of actions, measures and procedures taken to ensure that all children are kept safe from harm, abuse, neglect, or exploitation whilst in care.
  - **Child protection** is the set of actions implemented when a child is identified as being at risk of being harmed, abused, neglected, or exploited. It should be seen as an element of child safeguarding.

- **The principle of "Do no harm"…**
  - is a minimum standard across international development and humanitarian work to ensure programmes do not cause inadvertent harm.
  - Sport can **challenge traditional gender-norms**, which can in turn **fuel conflict, discrimination**, and **exclusion in communities**.
  - Identification of potential direct and indirect **negative effects**: "Could this action have negative outcomes for the girls I am working with or intend to support?" (Considering the individual and impacts on surroundings)
  - Consideration in ensuring **conflict sensitivity**: "Does my work support peace and security, or could it possibly fuel conflict?" →

INTERACTION
Group Work "Case Study"

Ask the group to read the **case study 1** from → *WomenWin – Girls in Motion Playbook, p. 14*:
Discuss with the group what the organisation could have done differently? Did you have similar experiences before?

Answer:
Engaging Parents Early: In this case, harm could have been avoided if parents, caregivers, and the community at large would have been involved in the programme right from the start

→
- **A safeguarding policy, and its implementation, is necessary to address risks**
  - There are different levels of conduct expected from anyone associated with sport or S4D organisations that will need to be addressed:

    1. **Conduct that is against the law** and will need to be reported to **and dealt with by the authorities.**
    2. **Conduct that breaks the organisation's codes of conduct** and may lead to dismissal or other **disciplinary action**.
    3. **Conduct that represents poor practice** and will need to be addressed through a **performance review process**.

- **Safeguarding resources and template documents:**
  - → *GIZ Practitioner's Guide "Safeguarding in Sport and S4D – from Policy to Action", 2021:*
  - → *Code of Conduct for S4D coaches Example (Word Doc Download)*
  - → *GIZ Safeguarding – Incident Reporting Form, en (download)*
  - → *GIZ Safeguarding – Photography and Filming Consent Form, en (download)*
  - Available → *here* in English, French, Swahili, Arabic, Spanish, and Portuguese. →

INTERACTION
Group Work "Barriers to participation – the key to safe spaces"

Divide the participants into suitable groups regarding group size and ask the participants to fulfil the following task:

Identify barriers faced by girls & LGBTQI+ individuals when participating in S4D programs and find possible solutions.

Discuss in your group:
1. What are the barriers, especially for girls & LGBTQI+, that prevent them from participating in S4D programmes in terms of:

   a) Physical & Emotional Safety
   b) Socio-Cultural Norms
   c) Health, Sanitation and Hygiene
   d) Access and Mobility

Think about solutions that can address these barriers and increase participation.

→
- **Creating Safe Spaces** in the context of S4D Gender Equality:
  - For women and girls: → *GIZ Empowering young women through sports, Western Balkans*
  - For Transgender and non-binary individuals: → *Laureus - A first steps guide towards Transgender and non-binary Inclusion*
  - On the sports ground: → *"Checklist for Gender Responsive Standards related to sports ground"*

- → *The role of coaches* in the context of gender, safeguarding & child protection
  - The coach takes on one of the most **crucial roles** in S4D.
  - S4D coaches must always act as **role models** on and off the pitch. →

INTERACTION
"The Role of Coaches and Their Competences"

Ask the participants the following questions and discuss in plenum:
- What role do coaches play in the context of child-protection and safe-guarding?
- Which competences do gender sensitive coaches need?

→
- → *Competences on Coach Level (focus on gender equality)*
  - Precondition for youth to develop competences with the focus on gender equality are well-designed and well-conducted S4D activities/training sessions delivered through coaches; coaches must be trained in S4D workshops to develop the specific competences needed to deliver S4D activities.

ASSESSMENT

HOMEWORK
Your "Shopping List"

To test the knowledge of the participants after module 3, ask them the following questions:

Q1: Sport can challenge traditional gender-norms, which can in turn fuel conflict, discrimination, and exclusion in communities. True or False?

Q2: Name one important principle in the context of safeguarding and child protection.

Q3: A facilitator reduces children to tears on a regular basis by making them perform exercises that are age inappropriate. To which level of conduct does this example refer?

   a) Criminal conduct
   b) Internal unacceptable conduct
   c) Internal poor practice

Ask the participants to complete the following homework:

Please update and review your "shopping list" (homework module 2) regarding contents of module 3.:

Reflect on your own the following questions and take some notes:

- What was **new** for you?
- What did you **take along** from the modules?
- What will you **implement in your own work**?
- Which gender related issue do you want to **focus** on?
- What will be **your next step** to implement your takeaways from the workshop in your own work?

Feedback

To get feedback on the workshop, you can use different methods. The following guidelines provide a set of examples:

→ *Guideline "Ensuring Quality Education in S4D"* (available in 8 languages)
→ *Guideline "Options for Receiving Feedback"*

ANSWERS ASSESSMENT (Module 1)

ANSWERS INTERACTION (Module 2)
Recap and Toolkit Challenge

To test the knowledge of the participants after module 1, ask them the following questions:

Q1: Sport can potentially contribute to Gender Equality by:
- a) raising awareness...
- b) providing safe spaces...
- c) challenging gende...
- d) all of the...

Q2: Gender Equity ...
- a) means that women and men have the same rights.
- b) means fairness of treatment, which...
- c) means that the responsibilities and opportunitie...

Q3: Gender Stereotypes are hiding the true...

Answers:
Q1: d) All of the above
Q2: b) Means fairness...
Q3: True

Questions:
1. How many documents in the Toolkit are...
2. How many of them are provided...
3. How many S4D Activities & Training Sessions can...
4. Which Life Competence/Skill is part of...
5. What kind of guidelines or check lists can you...
6. From which region are the CD materials for...
7. Which countries are described in the topic...

Answers:
1. 39
2. 3
3. 5 (4/1)
4. Critical thinking
5. Check List for Gender Responsive Sport Ground Standards
6. Balkan Region
7. Afghanistan, Namibia, (Kenya)

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ANSWERS ASSESSMENT (Module 2)

To test the knowledge of the participants after module 2, ask them the following questions:

Q1: S4D programmes with a focus on gender should…

Q2: Sport can be used to challenge traditional…

Q3: Masculinity has historically been expressed…

   a) combat and physical strength…
   b) fitness and strong visible muscles…

Q4: Dress codes in sport do not reinforce ideas…

Answers:
Q1: False
Q2: True
Q3: a)
Q4: False

ANSWERS ASSESSMENT (Module 3)

To test the knowledge of the participants after module 3, ask them the following questions:

Q1: Sport can challenge traditional gender-norms…

Q2: Name one important principle in the context…

Q3: A facilitator reduces children to tears on a regular…

   a) Criminal conduct
   b) Internal unacceptable conduct
   c) Internal poor practice

Answers:
Q1: True
Q2: Principle of
     "Do no harm"
Q3: b)

Imprint

This guideline is based on the "Sport for Development (S4D)" web-seminars run by the → German Sport University Cologne in 2021/2022 as part of the cooperation with GIZ.
For further information on S4D check the → S4D Resource Toolkit Website.

SUSTAINABLE DEVELOPMENT GOALS

SPORT FOR DEVELOPMENT

german cooperation
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