giz

Guidelines
for the
German Development Cooperation
on Sport for Development
to
advance gender equity

Dr. Heather Cameron and Dr. Marianne Meier

September 2015

www.camp-group.org

Table of Contents

Executive Summary

In 2003 the UN General Assembly adopted Resolution 58/5, 'Sport as a means to promote education, health, development and peace'. This resolution confirmed the contribution that sport can make to the achievement of the Millennium Development Goals. Referring to the UN-Resolution the German Government represented by the Federal Ministry for Economic Cooperation and Development (BMZ) has placed a greater emphasis on Sport for Development (SfD) in its current development cooperation. This is why the BMZ has tasked the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) with implementing a Sector Program on 'Sport for Development' to provide policy advice and positioning on SfD, as well as networking and coordinating German actors in the field and planning, implementing and evaluating relevant SfD pilot measures.

The anchoring of a cross-cutting human rights approach within all projects is a binding principle of German development cooperation. This approach requires gender issues to be addressed in terms of empowerment, capacity development and political dialogue. SfD can be used for reaching gender equity goals through the focus sport has on the body, leadership development and the symbolic value of making use of public space. Among nations actively funding SfD programs there is a lack of 'Gender and Sport for Development' policies.

Gender inequity for the partner countries of the German development cooperation is expressed in many ways, for example through gender-based violence, unequal access to healthcare and unequal health outcomes, a lack of mobility, quality of and access to education and a lack of social, political and economic participation and empowerment.

These Gender Guidelines for the German Development Cooperation on Sport for Development:

- provide the framework for gender equity as a cross-cutting theme in the SfD-programs of the German Development Cooperation;
- support experts involved in the SfD programs of the German Development Cooperation in processes of identification, assessment, conception, execution, controlling and evaluation of projects;
- guide civil society organizations implementing SfD with a special commitment to gender equity.

These guidelines follow the steps of a project cycle, from needs assessment to evaluation, via planning, implementation and monitoring and end with some central recommendations:

Cooperation systems and politics	• Identify, assess and synthesize existing cross-departmental policies concerning SfD goals.
	• Claim public space for female sport activities and raise awareness.
	• Encourage alternative forms of school based physical education.
	• Foster cross-sectoral networking and advocacy.
	• Mainstream Gender and Sport for Development.
	• Contribute to Gender and Sport for Development knowledge base.
Society	• Assure safety and security measures.
	• Choose the adequate types of sport and take gradual steps.
	• Provide equal access to structures, positions and resources.
	• Train and support coaches and staff.
	• Create a ´learning culture´ within organizations.
	• Promote and be aware of relevant role modelling.
	• Offer participatory sport programs to foster development.

Foreword

Sport is a relatively new tool in development cooperation to achieve gender equity and empower girls and women. Sport and physical activity can reinforce proven methods, as well as offer new approaches, to reach the Sustainable Development Goals. Girls' access to education, health, and active participation in their communities, can be improved through sport.

Sport and physical activity programs can increase the attractiveness of schools, and lead to better classroom cohesion and student performance. In many countries where girls and women are prevented from participating in sport and physical activity in public spaces, school based sport programs can be a safe place for girls to develop and grow.

The physical health benefits of sport and physical activity are well known. Well-designed sports programs have also been shown to reduce depression and anxiety and empower girls. Sport programs provide opportunities to participants for self-development and leadership. Sport can work against social isolation and to encourage safe use of public space for women and girls. Organised sport activities can legitimate claiming space for girls and encourage the wider community to reflect on traditional gender norms.

Sport for development can provide a compelling platform for sharing knowledge, skills and strategies for dealing with HIV/Aids and sexual and reproductive health. Community-based sports programs with a mix of learning interactions between peer leaders and participants, and participants with each other, opens many low-threshold avenues to communicate about health and wellbeing. Sport sessions talk about the body and can effectively discuss otherwise taboo topics like menstruation, sexual and reproductive health, gender-based violence, and gender roles.

Sport for development brings new productive combinations of approaches to what has been used before. It can be argued that sport activities are cost effective, due to the ability to activate large groups at once, for example through huge tournament formats, while also allowing individual interventions through the use of volunteer peer educators.

There are also risks to be mitigated within sport for development, particularly around child protection and opportunities for abuse. These risks are, however, manageable, and with the correct approach do not represent insurmountable challenges.

Because of the benefits outlined above, Sport for Development is rightfully gathering a lot of attention, as it offers useful new approaches to improving gender equity and empowering women and girls. This report aims to contribute to the effective use of this powerful and effective tool.

1. Context

In 2003 the UN General Assembly adopted Resolution 58/5, 'Sport as a means to promote education, health, development and peace'. This resolution confirmed the contribution that sport can make to the achievement of the Millennium Development Goals. Through its socio-political and integrative impacts sport can make a substantial contribution towards the achievement of development cooperation goals. Sport for Development (SfD) is an important cross-cutting theme with many connections to the development cooperation policy goals of the German Government.

The Federal Ministry for Economic Cooperation and Development (BMZ) places a greater emphasis on SfD in its current development cooperation. The BMZ has thus tasked the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) with implementing a Sector Program on 'Sport for Development' to provide policy advice and positioning on SfD. As well as networking and coordinating German actors in the field and planning, implementing and evaluating relevant SfD pilot measures. The aim is to interlink sport and development more closely.

The anchoring of a cross-cutting human rights approach within all projects is a binding principle of the German Development Cooperation. This approach requires gender issues to be addressed at the level of empowerment, capacity development and political dialogue. All development requires the equal rights and participation of men and women (BMZ, 2014) and improving gender equity contributes to achieving development goals. Gender equity and women's human rights need to be systematically anchored within processes, and gender perspectives are to be reflected in goals, activity plans and indicators of development cooperation projects.

In development programs, e.g. for education, health and sport, everyone should have equal rights to participate, contribute and benefit. Women and girls who had so far only limited or no opportunity to be involved will be specifically supported. Not only access to and participation in sport and physical activity for all needs to be provided, but also to assure that everybody is truly benefitting to the fullest extent from sporting activity. This can be achieved through the creation of safe spaces, the chance to develop individual talents, creativity, self-esteem, independence, health and leadership potential.

The Gender Guidelines for the German Development Cooperation on Sport for Development:

- applies the BMZ Gender Strategy of empowerment, capacity building and political dialogue to SfD programs;
- shows the central nature of gender equity in SfD programs of development cooperation;
- provides the framework for gender equity as a cross-cutting theme in SfD activities;
- supports experts involved in the SfD programs or programs using sport as an instrument for development in processes of identification, assessment, conception, execution, monitoring and evaluation of projects;
- guides civil society organizations implementing sport and development with a special commitment to gender equity.

The Gender Guidelines on SfD draws on German development cooperation program documents, interviews with people involved within these SfD projects, leaders of successful SfD projects, international gender experts, academic literature and

research. The next chapter offers a conceptual framework for using SfD to advance gender equity. Subsequently other government and NGO policies, strategies and programs are discussed before a chapter on concrete steps to improve SfD projects to reach gender equity goals. The Gender Guidelines closes with a list of suggested gender relevant SfD indicators and recommendations.

2. Conceptual Framework: Using Sport for Development to Advance Gender Equity and Foster Empowerment
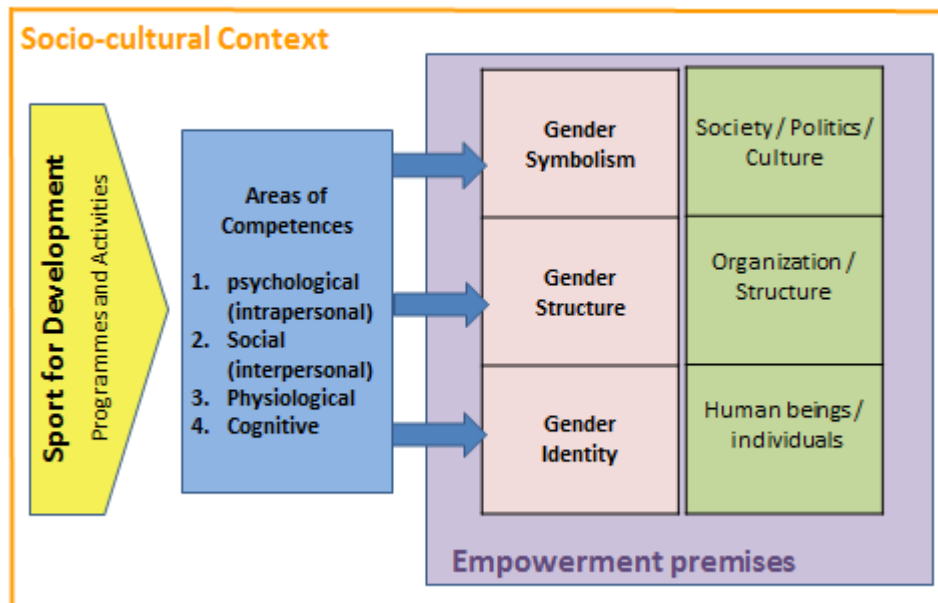
2.1.
Sport for Development

Everybody, regardless of gender, age, disability, talent, economic background, etc. should have the opportunity to acquire competences through sport which include:

1. psychological (intrapersonal) competences such as self-esteem or coping strategies;
2. social (interpersonal) competences such as leadership, fair-play or teamwork;
3. physiological competences such as body perception and balance or technical drills; and
4. cognitive competences such as concentration or tactics.

Sport in terms of SfD is understood in its broadest sense to include physical education, fitness, dancing, martial arts, relaxation and traditional and modern games, keeping in mind that certain sports have different connotations in different socio-cultural contexts. SfD mainly concentrates on sport activities that offer health benefits, fun, a sense of belonging, adventure, expression or suspense. Performance, competition, and elite sports are not fully excluded, but are not the focus of SfD programs. SfD does not mean the development *of* sport, but development *through* sport. SfD focuses on socio-economically disadvantaged individuals and communities by offering a broad range of opportunities. SfD does not solely build and improve sport infrastructure or the training of talented athletes. SfD rests upon pedagogical reasoning, which involves intentional teaching and transfer of skills from sport activities into 'real life' (Gould & Carson 2008).

Sport for development uses physical activity and sport to contribute to the three dimensions of sustainable development; economic efficiency, social justice and ecologic sustainability. The primary goals of most SfD programs comprise human development in its broadest sense, which includes personal and life skills

development and is therefore the focus of this document. Following an interactionist approach, the pursuit of these short- and medium-term goals systematically strives for an impact in terms of changed social structures, distribution of resources and attitudes in the long run. Thereby, sport is mainly used as an instrument to teach values and life skills. Sustainable SfD is based on cooperation, participation, and inclusion and adheres to empowerment premises.

2.2. Empowerment and Capacity Development

In terms of empowerment, five major aspects are relevant for sustainable SfD programs:

1. Empowerment is perceived both as an on-going process and an outcome (UNIFEM & UNGC 2010).
2. Empowerment should be based on a resource-oriented approach focussing on existing capacities instead of deficits.
3. Nobody can be 'empowered' from the outside. Human beings are the main actors in their own development, having inherent rights and vital social, economic and cultural roles.
4. Empowerment goes beyond gender and applies to anybody who is disadvantaged for whatever reason.
5. The interdependence of individual, collective and societal empowerment levels needs consideration. This last empowerment premise reflects the interactionist and holistic approach upon which capacity development is based.

SfD programs strive for the three levels of capacity development, which include human beings, organizations, and societies (cooperation systems and politics). The term 'capacity' involves the capabilities of human beings, organizations, and societies to provide sustainable development. The process of capacity development involves all partners and stakeholders throughout the entire project cycle. Assuring a sense of local or regional ownership, any measures regarding capacity development should be primarily based on the socio-cultural needs and interests of the target group(s).

2.3. Gender and Equity

It is widely agreed that gender equity and female empowerment heavily influence and determine sustainable development across sectors (Gates 2014). Gender does not solely focus on women or feminism. Traditionally, 'sex' refers to a biological pattern of being born female or male[1]. Gender is not biologically determined, but socially constructed (Lorber 2010). It deals with social interaction and relationships between girls, boys, women, and men. Thereby, caution is required regarding generalizations, as the (sometimes cross-cutting) realities of e.g. married, out-of-school, orphaned, illiterate, HIV positive, pregnant or abused girls are very different. Individuals who openly state an incongruity between their biological sex, gender identity and/or sexual orientation present a challenge in many traditional societies. Referring to the three levels of individual, collective and societal empowerment, gender issues can be categorized into individual gender identity (micro), the structure of gender (meso) and symbolism of gender (macro), (Reimann 2002).

---

[1] Of course social and human reality (including e.g. transsexuals, transgender people, hermaphrodites or intersex individuals) goes beyond this traditional binary division.

Aspiring towards SfD gender goals, 'equity' is a more useful concept than 'equality'. Gender equity requires that individual interests, skills, barriers and needs of girls, boys, women and men be taken into account in developing and delivering a program. This means that simply providing the same activities for everyone does not automatically guarantee gender equity and foster female empowerment.

A combination of measures is needed to successfully foster gender equity and female empowerment. On the one hand, gender issues should be mainstreamed and applied in any sector or program in terms of recruitment, decision-making processes, infrastructure, access to resources, etc. as a cross-cutting issue. On the other hand, there should be interventions that specifically aim at gender equity and female empowerment. Depending on the socio-cultural setting, a gender-integrated strategy that considers both paths is probably the most promising approach. An assessment of the socio-cultural context and needs is decisive in identifying adequate strategies.

2.4. Sport as a Tool to Tackle Gender Issues

Due to a historical connection between sport and masculinity, females are under-represented in all roles, as athletes, coaches, referees, staff and spectators in most elite and grassroots sport settings around the world. This background shows the necessity of tackling gender issues in and through sport.

Programs that use sport, physical education and physical activity for development (SfD programs) need to take special measures to allow for girls and women, boys and men to benefit fully and actively participate in every project phase. In order to address specific needs, socio-cultural contexts and target groups must be carefully assessed. In terms of project management, all stakeholders must be consulted beforehand to decide on the adequate frequency, types and framework of activities. Of course, assumptions and risk assessments need to be taken into consideration. This may also mean adapting existing infrastructure or recruiting new staff with specific skills. Project managers should not implement activities *for* the target group, but together *with* the target group, to increase sustainability and ownership.

In terms of project implementation, the mentioned competences are not automatically acquired through sport activity. Caring and well-trained facilitators as well as empowerment-enhancing pedagogical interventions are decisive factors of any SfD program. As such continuous trainings and supervision needs to be in place. Facilitators need to be instructed to set up learning opportunities for all participants and to react to changed circumstances. Moreover, they should be aware of their ethical responsibility in terms of a potential 'power imbalance' regarding age, gender, socio-economic status, skills, etc. (Petitpas et al. 2005).

2.5. Gender and Sport as Opportunity

Following the individual, collective and societal levels of empowerment, three exemplary fields of opportunity regarding gender and SfD are presented:

- First, sport is directly linked to physicality and body functions. This fact allows for SfD programs to address sensitive issues and convey gender-based information on human rights, health, nutrition, diseases and hygiene. This knowledge enables especially girls and women to obtain more control over their lives and bodies, in particular regarding pregnancy, HIV/AIDS, sexual harassment or prostitution. In appropriate ways boys should also be part of these learning processes, for example in terms of learning to respect their own and other, female, bodies. Boys can also be brought into a greater

discussion about their sexuality, HIV/AIDS and masculinities. Increased self-esteem through SfD programs may also strengthen disease and unwanted pregnancy prevention by empowering girls and boys to e.g. refuse unprotected sex. Reducing teenage pregnancies increases the percentage of girls who finish school.

- Second, on a collective level SfD can provide leadership opportunities for girls and boys in sport organizations, and ultimately wider society (UN 2007). An increase in the number of women in decision-making positions could transform sport organizations to work more effectively for gender equity. Teamwork and communication skills can also be acquired through SfD activities and transferred into real life settings.

- Third, femininity and sport are often considered incompatible on a societal level. Thus, promoting girls' and women's sport in public spaces provides a challenge to traditional gender norms. Boys and men taking part in sports and activities read as feminine also challenge these norms. Claiming safe spaces for physically active females is very symbolic and may - as a long-term perspective - challenge gender stereotypes and change restrictive attitudes. Boys and men are included as allies in this process of making girls and women visible as actors in public space.

2.6. Socio-Cultural and Socio- Economic Considerations as Key Factors and Challenges

The concepts of 'gender, sport and development' with its dynamics, complexities and synergies, strongly depend on socio-cultural and socio- economic specificities. These variations are not only obvious between continents, but may appear between two neighbouring countries or at regional and even local levels as well. To understand them is a prerequisite for a gender sensitive program on SfD.

Health issues and physical well-being, for example, are determined by socio-economic – and cultural contexts. While the promotion of regular sport activity is doubtless appropriate and even necessary in most industrialised countries, the provision of minimal nutrition and breaks from hard labour are health issues in most development settings. Thus, depending on local needs, adequate SfD activities should provide opportunities for playful cooperation, relaxation and/or fun to counterbalance strain and deprivation.

Considering the socio-economic and socio-cultural context, a holistic gender perspective needs to be adopted, acknowledging that the engagement of boys, girls, women, and men are necessary to tackle gender inequity. Gender-sensitive male and female coaches or athletes need to be recruited and trained as mentors and positive role models for both female and male participants (UN 2008). Male coaches working with boys in a football project, for example, have the opportunity to take a clear stance against any form of discrimination or violence based on gender, race, sexual orientation, age, etc. (UNICEF 2007). Since elements of the fair-play concept such as tolerance or respect are directly linked with football and sport in general, SfD coaches or staff can directly address such crucial issues. As respected sporting role models they have an influence on participants, because they are both relevant and attainable for them (Lockwood & Kunda 1997). In certain circumstances, it's necessary to specifically increase the number of female coaches. Research has shown that both boys and girls are more likely to share personal problems with female coaches, whereas boys mainly consult male coaches. Referring to the 'model-observer similarity', it can generally be argued that the more similarity between a model and an observer, the more likely it is that they will emulate the

model's behaviour (Bandura 1986). It is important to mention that authenticity of coaches and athletes as well as consistency of their actions and messages are other basics for successful role-modeling. This is valid for both male and female coaches and athletes as role models (Meier 2013).

Besides numerous opportunities, certain socio-cultural contexts also entail risks. One risk on a macro level involves the fact that socio-cultural patterns of female and male physical ideals are not universal, but socially constructed. Regarding female sport activity, there are contradictions between 'being a woman' and 'being a successful sportswoman' in many socio-cultural settings. This creates an inconsistency between femininity and sport and can therefore be challenging. If publicly displayed physical activity from girls and women is perceived negatively, or certain clothes are considered indecent, for example, SfD programs need to operate with caution. Challenging traditional gender norms may have severe consequences for girls and women involving defamation, ridicule, detention or even violence (Meier & Saavedra 2009). Of course, such sanctions are also the consequence of male involvement in sports, which are considered 'too feminine' and therefore inappropriate in a certain community or society such as synchronized swimming, netball, ballet, or gymnastics. In any case, adequate measures need to be put in place to avoid any harm for any of the participants and their organizations and tap into the full potential of SfD to promote gender equity and empowerment.

3. Gender and Sport for Development Policy and Programming
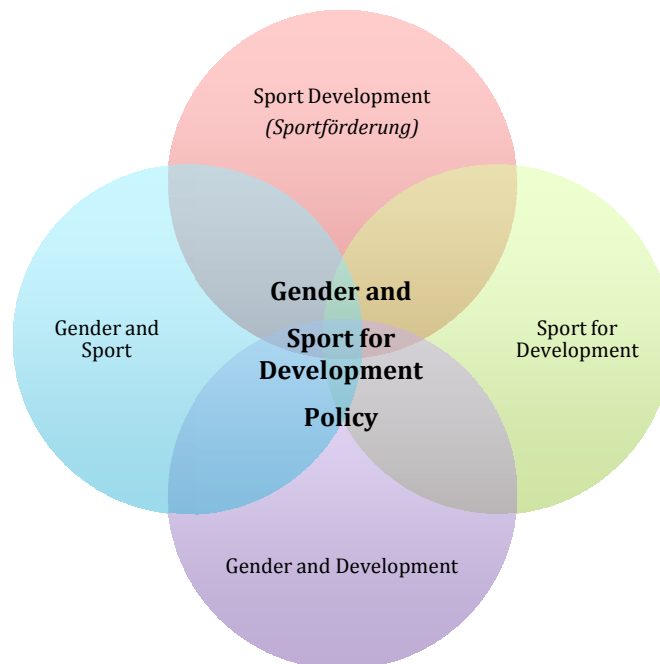
Among nations actively funding SfD projects there is a lack of Gender and Sport for Development Policies. [2] There are 'Gender and Development' policies, 'Sport Development' policies and 'Gender and Sport' policies, usually in the national context. Only recently are governments and international NGOs [3] preparing systematic 'Gender and Sport for Development' strategies. There is insufficient research on program outcomes and how the three knowledge areas of gender equity, development, and sport can best work together to create value. Other areas of policy relevant for 'Gender and Sport for Development' are Child Protection and Youth Development policies (UNICEF 2010). These policies are increasingly present and relevant in the discussion of good practice in SfD[4].

Despite the lack of government policy on 'Gender and Sport for Development' internationally, there are successful projects that have been able to show various strategies to reach gender equity goals. International NGOs with a gender mainstreaming approach are more successful in retaining their peer educators and trainers than organizations that are not as skilled in dealing with gender (and other diversity) in their human resources management. Since keeping qualified volunteers engaged is a key performance indicator for SfD projects, the investment in gender mainstreaming, which helps retention, also improves the entire performance of the organization. There are also private foundations that have specialized in developing

---

[2] At the time of writing December 2014 there were no published Gender, Sport and Development policies from any EU Government, Canada, USA, or Japan.

[3] Right to Play has announced the development of a Gender and Sport for Development Strategy for 2015. The Women Win Foundation has produced various policy guides and handbooks concerning gender and SfD, http://www.womenwin.org.

[4] See 'International Safeguards for Children in Sport' (2014),
http://assets.sportanddev.org/downloads/eight_safeguards_final.pdf.

capacity building tools and evaluations to support gender in SfD programs. These private foundations provide a valuable service sharing resources on gender-aware program design and providing funding for organizational capacity development in the areas of gender mainstreaming.

SfD programs usually fall into one of two categories: 'sport plus' or 'plus sport' (Coalter 2002):

- Sport organizations which want to add, for example, life skills or HIV prevention training and meet development goals are 'sport plus'. They are also sport organizations adding psycho-social or human rights issues to their usual programming.
- Development organizations that add sporting activities in order to, for example, reach more children or to meet specific health goals are called 'plus sport' interventions. They add sport activities to their original development program.

Of course, there are some organizations and programs which are hard to 'label', and those which change their focus over time. More important than categorizing, however, is identifying 'plus sport' or 'sport plus' interventions in terms of their 'core business'. Depending on their focal competencies, these SfD organizations will have different capacity building needs, which also affect staff recruitment and program strategies, including their focus and sensibility to gender issues. Beyond the networking required for any successful project, pursuing strategic partnerships with complementary organizations can provide skills and knowledge covering the 'secondary' area and strengthen the SfD organization as a whole.

Examples of good practice from both 'sport plus' and 'plus sport' are provided in the next section.

4. Strategies for Gender Equity through Sport for Development

The German Development Cooperation on Sport for Development can improve gender equity through its own programs and also provide expertise and best practice to partners and other programs of development cooperation in order to reach their goals for gender equity in education, HIV/AIDS, peace-building and employability, among other themes, through the use of sport. The following paragraphs address the pilot measures of the Sector Program for Sport and Development. However, the full value of SfD will be reached when these approaches are mainstreamed into further areas of the German Development Cooperation.

Gender inequity for the example partner countries of the German development cooperation is expressed in many ways, for example through gender based violence, unequal access to health and unequal health outcomes, a lack of mobility, quality and access to education and a lack of social, political and economic participation and empowerment.

There are important differences in the gender situation in current partner countries mainly due to the role of culture and religion, HIV, same-sex or mixed education, teacher training and curriculum in physical education in schools and the cultural assumptions around girls' and women's use of public space. Similarities include huge regional differences between gender expectations in urban, rural and semi-rural environments, and the relative freedom of movement and control over their time and reproductive labour experienced by boys in comparison to the girls in their communities.

Despite these differences in the socio-cultural context there are steps to take to ensure SfD projects include boys and girls as target groups, address gender issues directly and indirectly and that specific gender empowerment results can be achieved. Sport for development for gender equity often requires traditional sport institutions and sport ministries to develop new capacities and cooperate with new partners. Traditional sport organizations need to examine themselves critically and reflect on their role in marginalising certain participant groups (including girls, women and people with disabilities), maintaining certain power structures that restrict access to leadership opportunities from these marginalised groups and investing disproportionate resources in performance sport which benefits only a small number of people directly, compared to investing a broad based sport for all policy. German development cooperation can help partner ministries and organizations reflect on the steps needed to develop from a sport to a sport for development partner and provide expertise and resources to build organizational capacity.

All partners and stakeholders, and possibly also representatives from the target groups, should be systematically involved in all phases of the project management cycle: needs assessment, planning, implementation, and evaluation. This participation should be equally open to men and women. The following lists are

directed mainly to project-teams and professionals of partner organizations running SfD programs and experts of development cooperation. While these processes are well known to development professionals, Sport for Development for Gender Equity programs are often stymied by a lack of ambitious specific gender indicators, lack of partners with the needed gender expertise and motivation to tackle limiting gender stereotypes in their Ministries and organizations, these steps are addressed here.

4.1. Needs Assessment

- Consider political, religious, legal, geographical, and socio-cultural issues and consequences for girls, women, boys and men in a context analysis. What is the self-perception of women and girls or men and boys within the target group? How do they describe their female or male roles and needs? How are social activities organized in a private and public setting? What are the socio-cultural codes for male and female roles?

- Ask local staff and potential participants what the obstacles to girls' and women's full participation in sport are, and how the program should take into account these hurdles.

- Foster awareness for particularly marginalized boys and men and girls and women, e.g. people with disabilities, sexual minorities, street children, who may otherwise be excluded. Who is unlikely to be reached, even though they are a member of the target group?

- Analyse if potential partners have experience reaching girls and women, and if they are committed to achieving the gender goals.

- Determine which agencies, organizations, groups and individuals will influence and be influenced by the project both directly and indirectly by carrying out a stakeholder mapping exercise. Define the actors' roles in relation to each other. Who in the community has the necessary gender expertise, social status and influence? Who has an existing relationship to the target group and can be recruited? Who has a significant interest in success or failure of a project? Who is currently missing from the discussion and needs to be brought in?

Good Practice:

ISHRAQ is a recreational sport program for adolescent girls in rural Egypt managed by the Population Council and Save the Children: Safe Spaces for Girls to Learn, Play and Grow. This program especially identified the brothers of female participants as 'gatekeepers' of their sisters' sport involvement. Since there were no organized recreational sport programs for boys in this rural area, brothers obstructed the program for the girls. ISHRAQ then decided to also implement basketball activities for the boys who were then in favour of their sisters' participation. ISHRAQ systematically included local authorities, parents and boys in order to positively change common attitudes towards girls (Zibani 2004).

Name, country	ISHRAQ 'Safe Places for Girls to Learn, Play and Grow', Egypt
Website	http://www.popcouncil.org/research/ishraq-bringing-marginalized-rural-girls-into-safe-learning-spaces-in-rural
Time frame	2001 - 2013
Keywords	Adolescent girls' empowerment, Girls' education, Rural Egypt, Football, Table tennis, Sport, Life skills, First aid, Reproductive health, Environmental awareness, GBV prevention
Selected Cooperation partners	Population Council, Save the Children, Ford Foundation, Nike Foundation, Center for Development and Population Activities (CEDPA), Caritas

- Identify opportunities for businesses and entrepreneurs to be involved in supporting the program through offering skills training, job fairs, and access to successful role models for young people, leveraging their brand's attractiveness for the target group, sponsorship etc.

4.2. Planning

- Co-create relevant and measurable gender targets and indicators such as: male and female participation at different levels of partner organizations, development of life skills by the participants and recruitment, training and retention of coaches and other staff. Agree on indicators that can be measured through qualitative and quantitative data gathered by the partner organization. Align further funding or other incentives with achieving these targets.
- Identify the activities that are the best fit in order to reach the targeted girls and boys. Established sports like football may promise local infrastructure and coaches, but they can also bring out-dated thinking on gender roles and resistance to meaningful change in the power relations in their organizations.

Good practice:

Moving the Goalposts (MTG), a rural girl's football program in Kilifi (Kenya), does not worry about recruiting female coaches; they grow them. By starting with younger girls who progress through the MTG programs they have young women steeped in the MTG culture and values take further leadership roles. This is similar to another highly effective Kenyan program called MYSA (Mathare Youth Sports Association) that offers extensive youth leadership training to its athletes and hires from its own members. Both MYSA and MTG are also creating opportunities for youth to tell their own stories as citizen journalists through the 'Shootback' program and story-telling activities at MTG. This claiming of their own stories and history is a key part of leadership development and social justice.

Name, country	Moving the Goalposts (MTG), Kenya
Website	www.mtgk.org
Time frame	2001- ongoing
Keywords	Inclusion, Girls' Empowerment, Human Rights of Girls and Women, Community development, Football, Life skills, Leadership skills, Self-esteem, Girls' and Women' Education, Economic empowerment, HIV/AIDS prevention, Health education
Cooperation partners	Danish Embassy, Women Win, Laureus Sport for Good Foundation, Football for Hope, Streetfootballworld, GIZ/YDF

Name, country	Mathare Youth Sports Association (MYSA), Kenya
Website	http://www.mysakenya.org/
Time frame	1987 - ongoing
Keywords	Youth sports, Community development, Football, Environmental cleanup and self-help activities, AIDS prevention, Peer counselling, Leadership skills
Selected Cooperation partners	FIFA, Streetfootballworld, Laureus Sport for Good Foundation, Comic Relief, Book Aid International

- Develop strategies for recruiting, training and retaining project leaders, coaches and life skills facilitators who have the necessary gender and technical expertise, including child-centred coaching methods. Different incentives for men and women may be required.
- Decide how the girls and boys will play together or apart and why at different times in the project.
- Be proactive communicating the reasoning behind different phases of the project to stakeholders.
- Seek out partners with experience, mobilizing your target group in the community for support in making target group specific acquisition efforts.
- Develop an executable pedagogical concept to achieve gender goals. Simply participating in sport is not sufficient to develop life skills.

Voice from the field: "At the meetings we had with partners it was always women, strong women, standing up for these issues. If there are women in leading positions, executive positions then this issue [of women's participation] is being addressed and if no woman is there it is not addressed." - German Development Cooperation worker in Palestine.

4.3. Implementation

- Provide on-going quality coach training and peer assessment on technical sport, gender and child protection themes. Retain your facilitators through providing them with training of interest to them and their later employment.
- Go beyond mere awareness of a key life skills theme such as HIV or gender-based violence. Make concrete links between your participants and local service providers to remove obstacles for participants to access local services e.g. HIV testing, referrals for family violence, pregnancy support, boys' groups.
- Host fun "competitions" that focus attention on soft and life skills.
- Establish early, regular, direct contact with parents, caregivers and family members of the participating boys and girls.
- Proactively communicate the goals of the project through multiple institutional channels.

Good Practice:

In order to create attention for their community events and gather an audience, Boxgirls Kenya holds an impromptu parade with musicians and acrobats through the informal settlements where they work. The girls in the program make placards on old cardboard addressing girls' rights and gender-based violence (GBV) themes. As the parade weaves through the neighbourhood shacks, children and their mothers join in and end up at an open space with a boxing ring. Girls from the program read poems about GBV, local gender rights groups advertise their activities and children stare at the brave girls who show their skills in the ring. This community-based outreach is more effective than any flyer.

Name, country	Boxgirls Kenya, Kenya
Website	www.boxgirlskenya.org www.boxgirls.org
Time frame	2007 - ongoing
Keywords	Gender, Empowerment of Girls and Women, Sport, Boxing, Life Skills, Peer education, HIV/AIDS, GBV prevention, Self-defence, Self-esteem, Leadership training, Entrepreneurship, Community safety
Selected Cooperation partners	WomenWin, Comic Relief, African Women´s Development Fund, MATCH International Women's Fund, Ford Foundation, Boxgirls International

- Identify opportunities to share lessons with different departments to win ultimate support for gender mainstreaming, and to assure the sustainability of the SfD approach.
- Experiment with unorthodox formats to reach target groups.

4.4. Monitoring and Evaluation

Monitoring and Evaluation (M&E) helps programs know that they are on the right track with their interventions. M&E informs program design, implementation and communication with stakeholders. M&E provides answers to the two key questions "Are we doing the right things?" and "Are we doing things right?".

- Establish a participatory results-oriented monitoring system that allows for continuous monitoring and self-evaluation, providing the stakeholders with feedback on the effectiveness of their efforts. External evaluation should provide an unbiased view of achieved results but also be understood as an opportunity for coaching for the project team and support with implementation decisions. Good evaluations can also help with identifying new project designs.
- Consider including perception-based indicators, which can be operationalized into behaviour indicators at a later phase of evaluation. Make sure your indicators are meaningfully gender differentiated.
- Enlist male and female evaluators using various age and gender appropriate data-collection models to ensure staff and participants feel safe participating in an evaluation. Feedback the results of the evaluation to the participants and community.

Good Practice:

Luta Pela Paz in Rio de Janeiro, Brazil, has a holistic approach to issues of employability in the high unemployment communities in which it works. It has developed a multi-professional team to empower members of its communities to overcome some of the many barriers to employment that they face, whether literacy or numeracy, serious social or psychological problems, a lack of formal education or personal development issues. Many individuals in their community deal with more than one of these self-reinforcing problems.

Luta Pela Paz's theory of concrete behavioural change is based on a change in perspective, perceptions of oneself and others, motivation and decision-making. They effect this change through the personal development classes and support, which is a mandatory part of their Martial Arts, Boxing, Primary and Secondary Education program.

Name, country	Luta Pela Paz (Fight for Peace), Brazil
Website	www.fightforpeace.net
Time frame	2000 - ongoing
Keywords	Boxing, Martial Arts, Gender, Education, community development, Crime prevention, Life skills, Employability skills, Youth Council
Selected Cooperation partners	Ikea Foundation, Laureus, Comic Relief, Trafigura Foundation, Empower, Svenska Postkod Lotteriet. Save the Children

Voice from the field: "It is all about social skills. Part of employability is also social skills. If you [use] sport, [then] link sport activities not necessarily to career guidance but to how I behave in a group, leadership training. The link to employability can be really strong, but the program cannot be led just by someone who knows about sports but need a sort of psychologist in the team." – German Development Cooperation worker in Palestine

- Share good practice of evaluation designs that track e.g. the development of life skills, community engagement, leadership opportunities for girls and boys, and the creation of new partnerships outside of sports organizations with community gender experts. Learn from similar projects through staff exchanges. Make evaluation tools available to others.

Good Practice:

In order to monitor and evaluate social change through SfD interventions in Colombia, the organization Colombianitos introduced 'Community Mapping' (CM). Besides various fields of activity, Colombianitos is especially focussing on violence prevention through football. CM as a data collection method especially considered gender-based realities linked to the fact that safe spaces are not the same for girls, boys, men, and women. CM aims at obtaining a drawing of a village or a community from the perspective of the people who live there. It is a systematic group process that helps to understand the general situation as well as specific sensitive issues on the ground. CM is very motivating for staff and participants of any age, since it is directing major attention to issues they are familiar with and which they hold dear. They know exactly what their community and challenges look like and therefore feel comfortable in depicting their immediate surroundings. The drawing process (and the on-going recorded communication) revealed many details about everyday life, dangers, and enjoyment. Information on unsafe school environments or dangerous roads leading to the sport grounds were gathered, specifically analysed by gender and age, and corresponding measures were taken, such as increased supervision at the school and shuttle buses to the pitch and back. In the project site of Puerto Tejada, for example, this method was considered so valuable to the Colombianitos staff that they decided to present the community maps to the local authorities, who then took action. Colombianitos decided to mainstream CM within all their program sites in Colombia.

Name, country	Colombianitos, Colombia
Website	www.colombianitos.net
Time frame	2001 - ongoing
Keywords	Post-conflict communities, Poverty, Violence prevention, Sport, Cultural arts, Families, Leadership skills, Education and employability skills, Children's therapy & rehabilitation
Selected Cooperation partners	One World Football Project, Chevrolet Foundation, Coaches Across Continents, Streetfootballworld, WomenWin

5. Indicator Development for Gender Equity in SfD Programs

Sport for development programs will only achieve their full potential to improve gender equity if they are designed with ambitious specific measurable gender goals and indicators in mind. Indicators provide information about the progress we are making towards our goals. At the bilateral level indicators should be built around the following goals:

- SfD as a cross cutting theme: Acceptance for sport for development as a cross-cutting theme involving various government departments and ministries (especially those serving youth and women) is indicated by the institution of inter-departmental working groups and policy development initiatives whose activities take place and produce actionable recommendations, which are assigned resources and put into practice by relevant departments and organizations.

- Curriculum Development: Understanding of the need for alternative forms of physical education in the school system may be indicated by development of new teacher training curricula that prioritize the inclusive teaching of sport, strengthen child protection measures and remove barriers to girls' and women's full participation.

- Mainstreaming of Gender Equity: Supporting sport organizations' efforts to develop into their new responsibilities can be indicated through training and other resources directed towards promoting more girls and women in leadership positions and a commitment to implement gender mainstreaming.

- High-Level Promotion of SfD and Gender: Promotion of Sport for Development in National Development Plans and policy and encouragement of other jurisdictions to follow their example by sharing resources and expertise can be indicated by high-level conferences on the theme and the availability of resources for programs and events that encourage adoption and adaption of SfD approaches at a national and international governmental level.

Possible concrete gender indicators for the program level are attached as an appendix.

6. Recommendations

6.1 to Cooperation Systems and Politics

RE 1. Identify, assess and synthesise existing cross-departmental policies concerning SfD goals

A wide range of governmental and organizational policy broadly supports and encourages the goals of SfD, however these policies are not known to all actors or linked in a useful way. The development of coherent, cross-departmental policy including input from ministries and departments of e.g. health, education, youth, family, equality and women is paramount in achieving the mainstreaming of SfD and gender approaches. This requires an assessment of all existing policy, its synthesis into one policy document and the identification of policy areas that are missing. This document would encourage cooperation between government units and civil society organizations, reduce duplication and encourage the mainstreaming of SfD and gender approaches.

RE 2. Claim public space for female sport activities and raise awareness.

Safe public spaces where people can be physically active are limited in most communities and mainly used by boys and men. Visible athletic women can challenge general perceptions of girls' and women's sport in the public sphere and influence social structures, thus increasing female movement radius and its visibility. Sport is a significant symbol of claimable space in its direct and indirect sense, since it usually needs a considerable amount of public space to be played.

RE 3. Encourage alternative forms of school based physical education and training of school sports teachers

Traditional physical education programs in schools often cater to those children who are already competent at sport. In order to allow more children to enjoy the benefits of sport and physical activity school sports teachers need to reflect on and update their pedagogy to allow all children to participate to the extent of their full potential, and be attracted to an active lifestyle and the benefits of sport.

RE 4. Foster networking and advocacy across sectors.

To learn good practices and expand activities related to gender, sport and development, SfD practitioners must link up with other organizations, including women's and youth organizations, sports federations, groups working in related sectors such as health and education, corporations, academia, media, etc. It is vital to regularly assemble key actors to share lessons learned, discuss challenges, and identify synergies for joint actions. Networking and advocacy should occur at the local, regional, national, and international levels.

RE 5. Mainstream Gender and Sport for Development.

The Gender and Sport for Development approach should be mainstreamed into other Programs of the German Development Cooperation. Other projects could benefit from SfD experience in promoting health, community engagement and

leadership. Sharing of good practice and opportunities for cross-sectoral progress should be pursued.

RE 6. Contribute to the knowledge base in Gender and Sport for Development.

German Development Cooperation and its partner organizations can share widely the results of the evaluations of its programs showing both what works and what doesn't to other development organizations. Documentation such as curricula, evaluation formats, train the trainer formats, internal policies and data collection tools can be collected, optimised and shared. German Development Cooperation can share what it has learned with other governments to create a larger community of practice and accelerate learning.

6.2 to Civil Society Organizations

RE 7. Assure safety and security measures.

Child protection and other policies are necessary to safeguard participants of any sport program and create a culture of 'no tolerance' for abuse and harassment. Formal codes of conduct need to be institutionalized and signed by all coaches, staff and participants, and standard procedures to deal with any case of abuse or harassment must be in place. Safe spaces for SfD programs must be assured. If changing rooms and toilets (especially with washing facilities) are available, they need to be sex-segregated, monitored and lockable, for example. Moreover, participants must be safe on their way to and from the activities (public transport, daylight travel, escorts, shuttle buses, etc.). Well-trained and knowledgeable coaches and staff increase participants' safety.

RE 8. Choose adequate sports and take gradual steps.

All sports are basically neutral and do not feature any anatomical-biological gender constraints. Nevertheless, there is a categorization into 'rather masculine' or 'rather feminine' sports in most socio-cultural contexts. Inappropriate female sport activity may put girls and women at risk! Chosen sports need to appeal to the participants while at the same time meeting minimal social prerequisites. This includes categories such as games and no-games; contact sports, light contact sports or no contact sports; sex-segregated or coeducational lessons; group or single sports; etc. In addition to these didactical and sport scientific criteria, the psycho-social needs of a community have to be considered from the outset.

RE 9. Provide equal access to structures, positions and resources.

Project organizations should mainstream gender equity at all levels. This involves equal access of women and men to influential positions, which include decision-making boards, financial decision-making, strategic planning, etc. Written regulations and transparency help in this respect. A holistic gender approach envisages neutral, but clear formulations such as a minimal ratio 'of the opposite gender' (not just women). Such a quota solution may serve as a first step to raise awareness for the topic and to obligate people in power to intensify the search for mainly female, but - depending on the type of sport - also male leaders.

RE 10.   Train and support coaches and staff.

The success of SfD programs heavily depends on responsible coaches and staff. Both male and female facilitators should be recruited. The pedagogical flair, know-how, and gender sensitivity of such facilitators are decisive. Therefore, on-going training and support are needed to ensure their confidence. Quality relationships between facilitators and participants foster empowerment, but are slowly built. Incentives and debriefing systems may help facilitators to maintain their active involvement over time.

RE 11.   Create a 'learning culture' within organizations.

Monitoring and evaluation (M&E) helps improve individual skills, organizational capacities, and societal well-being. M&E is not only about accountability, but about strongly focusing on learning (from mistakes) and improving. Systematic capacity building for organizations and local partners in terms of M&E is needed to foster a sense of ownership, quality and sustainability. Thereby, support from and exchanges with staff at different levels from other SfD organizations are valuable. Projects that promote gender equity through sport should be documented and results made available to others.

RE 12.   Promote and be aware of relevant role modelling.

There is a lack of female sporting role models at all levels. Identify the needs and interests of the target group and provide role models who are both attainable and relevant. Role models need to be authentic and their messages consistent with their behaviour. Staff and coaches should be prepared for the added sense of personal responsibility of being role models for peers and participants.

RE 13.   Offer participatory sport programs to foster development.

One major value of sport is the potential for creating settings in which participants can really feel and experience their own bodies. However, life skills do not automatically result from mere sport participation, but guided reflection and well-designed group activities. Peer educators and coaches can develop their 'Participatory pedagogy' to bring the most value to their participants.

7. Interviews and References

Interviews

Boxgirls Kenya	www.boxgirlskenya.org
	www.boxgirls.org
Fundação Lurdes Mutola, Mozambique	www.flmutola.org.mz
German Sport University (DSHS)	www.dshs-koeln.de/english/
GIZ Afghanistan	sport-for-development@giz.de
GIZ Mozambique	
GIZ Namibia	
GIZ Palestine	
Luta pela Paz, Brazil	www.fightforpeace.net
Moving the Goalposts, Kenya	www.mtgk.org
Namibian Football Association	www.nfa.org.na
Right to Play Germany, Pakistan, Palestine, Toronto	www.righttoplay.com
Sport for Life, Palestine	
Terre des Hommes Schweiz, Mozambique	www.terredeshommesschweiz.ch
Womanity Foundation, Afghanistan	www.womanity.org

Indicators for Gender equity in SfD programs

Good indicators measure the objective and the results of projects; they are SMART, which stands for specific, measureable, achievable, relevant and time bound.[5] In addition each indicator should be valid, meaning that the indicator actually measures what is intended to be measured. Indicators also need to be objectively reliable, which means that the value of the indicator is independent of who is doing the measurement.

Based on the interviews conducted for these Guidelines we have focussed on the role of capable staff and strong organizational culture in these indicators. Often program goals are not reached because staff were not motivated, or not able to deliver the "development" part of the Sports for Development program. In many cases the implementing organization will rely on volunteer peer educators who are often drawn from their participant base. These young people may not understand the importance or have the competence to deliver the life skills program, where much of the gender messaging is located, or anything else outside of simply playing sport. In order to measure if the Sports for Development organization is having any effect on gender equity, we have to look at how well their peer educators are motivated and supported to deliver so called "life skills" programs, i.e. that they are not just dropped because they are "too difficult", and how well they manage to keep their staff with gender expertise so that their institutional strength in this area grows. Other indicators we highlighted concerned the organization itself investing in learning more about gender equity beyond merely allowing girls or boys to participate in existing programs. Sports for Development requires traditional sports organizations to transform and develop new partnerships and capacities.

More important than good indicators is the development of a culture of learning and measuring, finding new ways to do things, taking responsibility for the program outputs and outcomes that were set together. The capacity development goal is to create a learning organization that nurtures a culture of data collection and analysis as well as constructive criticism, and uses its learning to make adjustments and improve programs.

The process of creating and prioritizing indicators is a task for the project team and its stakeholders in the community. Indicators that work in one location could be different in a neighbouring region. A participatory and inclusive approach increases the sense of ownership, motivation, data quality, and ultimately improves the results. The following table is a selection of possible program results and potential indicators to provide selected examples of gender indicators for SfD programs. Many other types of indicators can be developed for different program goals. Focusing on program elements that are most likely to affect gender equity, other areas to be considered could be parent outreach, provision of safe spaces, hygiene, equipment

---

[5] http://www.projectsmart.co.uk/smart-goals.html

and training clothes, and degree and quality of integration of all genders into the program.

Program Results/ Objectives	Gender relevant Indicator	Means of Verification
Capable, gender-literate trainers	♯ male coaches ♯ female coaches	Coach sign up forms
	♯ coaches from specific relevant marginalized groups ♯ coaches who bring gender expertise	Coach sign up forms
	% planned sport modules taught by coaches % planned gender based life skills modules taught by coaches	Coach training logs
	♯ (female) coaches working for planned time/ ♯ coaches who leave prematurely ♯ female coaches lost *("welcoming environment" for male and female coaches)*	Coach supervisor reports
	% coaches who agree with "I have the tools to do a good job…", "I am supported by my organization"	Coach feedback forms
	% coaches who agree with "Our life skills and sport games materials are fit for purpose for a) boys' needs and b) girls' needs"	Coach feedback form
Organization as active member of learning network on gender	♯ MoUs and cooperations with gender equity organizations	MOU contracts
	♯ Shared gender theme events with community partners	Advertising for events, event reports
	♯ Staff training in partner organization on gender themes	Training syllabus
	♯ Contributions to shared curricula	Curricula
	♯ Staff visits and duration to other SfD and gender empowerment projects	Visit reports
	Reflecting on teaching as a group	Attendance sheets and agendas at facilitator meetings.
Pedagogically strong physical activity and life skills teaching with gender focus, acceptable knowledge transfer	♯ completed modules with knowledge checks	Attendance lists and knowledge transfer result

Program Results/ Objectives	Gender relevant Indicator	Means of Verification
	Life Skills acquired can be applied	Performance of the skill such as public speaking, moderating a discussion or arguing a point.
Capacity development and gender mainstreaming	Binding commitments at higher levels of the organization to gender mainstreaming	Policy documents of the organization, public positions
	Gender mainstreaming training for key staff	Staff training logs
	Performance of a gender audit	Gender Audit report and a plan to address recommendations
Child protection	Existence of a policy	Policy document signed by staff and participants
	Staff are part of developing the policy and are trained on the policy	Staff training logs
	Existence of a Standard Operating Procedure to deal with cases of abuse or harassment	SOP in place and implemented by responsible staff and leadership
	Communication of the policy outwards to partners and participants	Policy documents of organization, public positions, communications, questionnaires of child participants
	Reflecting on teaching as a group	Attendance sheets and agendas at facilitator meetings.
Infrastructure, equipment and safety	Availability of separate safe spaces where female and/or male participants can change clothes	Inspection of available changing/washing facilities
	Availability of safe spaces where female / male participants are allowed to play and do sports	Inspection of available sport facilities and observation of regular activities
	Number of female participants (older than 10 years) who wear sport bras to be physically active	Questionnaires and interviews and training diaries.
	Availability of sanitary pads for girls and women	Questionnaires and interviews

References

Australian Government. 'Development-through-sport. A joint strategy of the Australian Sports Commission (ASC) and the Australian Agency for International Development (AusAID) 2013-2017' <http://www.ausport.gov.au/__data/assets/pdf_file/0007/529837/DTS_joint_strategy_FINAL_Logo_Black.pdf>.

Bandura, A. 1986. Social Foundations of Thought and Action. A Social Cognitive Theory, Jersey: Prentice-Hall, Inc.

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). ,Bundesministerium Gleichberechtigung der Geschlechter in der deutschen Entwicklungspolitik. Übersektorales Konzept BMZ-Strategiepapier 2|2014',<http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier341_02_2014.pdf>.

Coalter, F. 2002. Sport and Community Development: A Manual, Research Report No. 86, University of Edinburgh, Edinburgh: sportscotland.

Coalter, F. & Taylor, J. 2010. 'Sport-for-development impact study. A research initiative funded by Comic Relief and UK Sport and managed by International Development through Sport'. University of Stirling.

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) ,Gender Strategy' 2012 <http://www.giz.de/expertise/downloads/Fachexpertise/giz-gender-strategy-en-2012.pdf>

Discover Football. 'A Discover Football Manual. Claiming the pitch.' 2013 <http://www.streetfootballworld.org/sites/default/files/DISCOVER_FOOTBALL-manual-klein_5.pdf>

Gates, M. F. (2014) Putting women and girls at the center of development, *Science Magazine*, 12 September 345:6202.

Gould, D. & Carson, S. (2008) Life skills development through sport: current status and future directions, International Review of Sport and Exercise Psychology, Vol. 1, No. 1, pp. 58-78.

International Conference on Sport and Development. 'The Magglingen Declaration', 2003 <http://www.magglingen2005.org/downloads/magglingen_decl_english.pdf>

Lockwood, P. & Kunda, Z. 1997. Superstars and me: Predicting the impact of role models on the self, Journal of Personality and Social Psychology, Vol. 73, pp. 91-103.

Lorber, J. 2010. Gender Inequality. Feminist Theories and Politics, 4th ed., New York: Oxford University Press.

McGurl, Pádraig. 'Sport for Development and Peace in Kenya. A study undertaken for the UN Resident Coordinator's Office Kenya.' 2011 <http://www.undg.org/docs/RCAR/2010/KEN/Final-DRAFT-Strategic-Document-on-Sport-for-Development-and-Peace-in-Kenya-P%C3%A1draig-McGurl-Consultancy-Study-RCO-DO.docx>.

Meier, M. 2013. Sporting Role Models as Potential Catalysts to Facilitate Empowerment and Tackle Gender Issues: An Empirical Study in Malawi, Zambia and South Africa, Dissertation submitted to Technische Universität München, mediaTUM.

Meier, M. & Saavedra, M. 2009. Esther Phiri and the Moutawakel effect in Zambia: an analysis of the use of female role models in sport-for-development, in: Spaaij, R. (Ed.) (2009). Special Issue: The Social Impact of Sport, Sport in Society, Vol. 12, No. 9, Oxfordshire: Taylor & Francis Group, pp. 1158-1176.

Petitpas, A.J., Cornelius, A.E., Van Raalte, J.L. & Jones, T. 2005. A framework for planning youth sport programs that foster psychosocial development, The Sport Psychologist, Vol. 19, No. 1, pp. 63-80.

Putting Women and Girls at the Center of Development: a new Grand Challenge <http://gcgh.grandchallenges.org/GCGHDocs/WGCD_RFP.pdf>.

Reimann, C. 2002. All You Need Is Love ... and What About Gender? Working Paper, Bradford University.

Right to Play. 'Gender Equality. A training manual for staff working in Sport for Development and Peace'. 2012 <http://www.righttoplay.com/International/our-impact/resourcerequest/ResourceManual/Gender%20Equality%20Facilitator%20Manual.pdf>.

Swiss Agency for Development and Cooperation (SDC). 'Gender and Sport. Mainstreaming gender in sports projects' 2008 <http://assets.sportanddev.org/downloads/9__gender_and_sport__mainstream_gender_in_sports_projects.pdf>.

UN Women. 'Women2000 and Beyond: Women, gender equality and sport'. <http://www.unwomen.org/~/media/headquarters/media/publications/un/en/womenandsport.pdf>

UNICEF. 2007. Coaching boys into men. A violence prevention guide for football coaches. New York: UNICEF, Family Violence Prevention Fund.

UNICEF. 2010. Protecting Children from Violence in Sport. A Review with a Focus on Industrialized Countries, Florence/Italy: UNICEF Innocenti Research Centre.

UNIFEM & UNGC. 2010. Women's Empowerment Principles: Equality means business, New York: UNIFEM.

United Nations. ´Sport and gender empowering girls and women´. <http://www.un.org/wcm/webdav/site/sport/shared/sport/SDP%20IWG/Chapter4_SportandGender.pdf>.

United Nations. 2007. Women, gender equality and sport: Women 2000 and beyond. New York: United Nations, Division for Advancement of Women, Department of Economic and Social Affairs.

United Nations. 2008. The Role of Men and Boys in Achieving Gender Equality: Women 2000 and beyond. New York: United Nations, Division for Advancement of Women, Department of Economic and Social Affairs.

United Nations. 'Sport as a Means to Promote Education, Health, Development and Peace'. Resolution 58/5, adopted by the General Assembly on 3 November 2003 < http://www.unicef.org/spanish/sports/pa_un_resolution_en.pdf>.

Women Win. 'Empowering Girls and Women Through Sport and Physical Activity'. http://womenwin.org/files/pdfs/EmpoweringReport.pdf.

Zibani, N. 2004. ISHRAQ: Safe Spaces for Girls to Learn, Play and Grow; Population Council.