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EUROPEAN US GIRLS

Case Study Report



StreetGames, UK



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1. Overview and objective

The European Us Girls Project is a two-year study (January 1st 2017 – December 31st 2018) funded by EU Erasmus+ Sport. The aim of the project is to increase participation in and equality of access to grassroots sport and physical activities by young women with fewer opportunities aged 13-30 years. European Us Girls aims to do so through building the capacity of female volunteers as peer educators.

During the initial research phase of the European Us Girls project, two reports have been produced. The academic review provided findings from extant peer-reviewed literature with regards to female volunteers in sport and how their role could contribute to girls' increased participation in sport and physical activity. This case study report provides examples of good practices for engaging female volunteers and improving girls' inclusion and participation in sport and physical activity. Anchored in real-life situations, case studies can result in a rich and holistic account of a particular intervention. By collecting good practices, we want to create an evidence base supporting the role of female volunteers in improving equal access and inclusion to grassroots sport and physical activity for girls and young women.

2. Report Methodology

2.1 Definitions

For the purpose of this report the following characteristics of volunteering have been taken into account and shared with partner organisations as guidance during the collection process for the case studies. According to the European Youth Forum (2017) an activity can only be defined as **volunteering** if it is:

- undertaken of a person's own free will and involves the commitment of time and energy to actions that benefit others and society as a whole;
- unpaid (although it can involve reimbursement of expenses directly related to the activity);
- for a non-profit cause, primarily undertaken within a nongovernmental organisation, and thus clearly isn't motivated by material or financial gain;
- not used to substitute or replace paid employment.

These are general characteristics selected for the purpose of this case study research. The academic review provides further details with regards to the complexity of defining volunteering. It is worth mentioning that for this report, different countries and communities may have a different understanding of volunteering connected to their own histories and traditions. This should be taken into account when considering the application of good practices summarised below as the case studies originate from countries inside and outside the European Union (EU).



Furthermore, as the purpose of the case study report is to collect good practices, the following definition was also taken into consideration:

A **good practice** is a practice that is proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, and which deserves to be shared so that a greater number of people can adopt it.

A good practice can include a successful project, initiative, event or campaign. It could also be about an aspect of a project or initiative, such as: a strategy for recruiting volunteers, specific activities or ways to measure participation. Practitioners can learn vicariously from the case through the researcher's narrative description. The following criteria were also shared as support in the collection phase of the research. A good practice is:

- **Effective and successful** – it is a practical or useful way to achieve a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities
- **Replicable and adaptable** – it should have the potential for replication and should therefore be adaptable to similar objectives in varying situations
- **Technically feasible** – it is easy to learn and to implement

When documenting case studies the following key questions were also considered: How do girls and young women become volunteers? What motivates them to volunteer? How do they remain engaged in volunteering over time? What effect does their participation have on the participation of other girls and young women?

2.2 Data collection method

Due to the exploratory nature of our research aim, a qualitative approach was deemed the most appropriate as the paradigm for the research methodology, data collection and data analysis. A good practice case study template was developed by Women Win in order to support effective data collection. Prompts were included in the template to illustrate and expand or clarify responses. The guiding questions in the template referenced female volunteers only, but examples citing mixed-gender initiatives were also included. With regard to validity, the questions fully covered the research aim raised by the project and were relevant to the research topic. The template was then shared with the European Us Girls project partners, who were each tasked to collect case studies within the EU. Women Win was in charge of collecting international case studies from non-EU countries. Clarifying phone calls were also initiated by Women Win to support partners in the use of the template and collection of the case studies.

The aim of this research was to collect 25 case studies of good practices, at least 15 from within Europe and 10 beyond European borders.



In total 28 case studies were collected:

- 16 case studies from Europe
- 12 case studies from countries outside of the Europe.

As agreed amongst all partners in the European Us Girls project, the case study report will be a 'living' document. This means that the 28 case studies presented in this report will form an initial selection of good practices. Case studies will be added to the document, which will evolve throughout the duration of the European Us Girls study, in order to create a larger collection of good practices in engaging female volunteers in sport and their role in girls' increased participation in sport and physical activity.



2.3 Research challenges and limitations

Challenges and limitations of the research are included in this section of the report and need to be taken into account for the future collection of case studies. These will be especially pertinent if this project aspires to utilise this case study report as a 'living' and evolving document.

For the qualitative case studies, the main limitation was time. Case studies are often labelled as being too long, difficult to conduct and producing a large amount of documentation. For some organisations, including Women Win, the collection of the case studies was time and labour intensive. As the case studies in question were rooted in practical examples, often partners had to reach out directly to the people involved in order to acquire the relevant information and a deeper perspective on a specific example. Additionally, some case studies needed several iterations before they were finalised.

Another challenge identified within the context of this research was access. Not all partner organisations had easy access to people or organisations where suitable case studies could be harvested. Additionally, access was sometimes denied or limited in some way. This may be due to issues related to replicability and ownership of good practices; in fact, some organisations were reluctant to share their examples as they aspired to use them in future funding applications.

Some of the case studies centre on engaging female volunteers as this was the focus of the research aim and template. However, examples of female-only volunteering efforts were not always available in certain contexts. Therefore, some case studies reference mixed-gender events, which were also collected as lessons in this report as they can potentially be adapted and replicated in female-only volunteering initiatives.

An additional limitation of the research involved the corroboration of the causal link between the engagement of female volunteers and the increase in participation on behalf of other girls. From the findings collected through the case studies, there is limited quantifiable evidence and a lack of rigorous measurement in place to substantiate this hypothesis. Regardless, the experiential and anecdotal evidence collected in many case studies does reference the impact that female volunteers have on the participation and engagement of female participants and the importance of their relationship throughout this process. These findings, compared with findings from the academic review, highlight the existing gap between the practical experiences of organisations and the results from peer-reviewed studies. Furthermore, the case studies provide invaluable insight, which reinforces the need for this research regarding this topic to continue. In conclusion, these findings reaffirm the relevance of a project such as European Us Girls for directly focusing on female volunteers' effect on increasing girls' participation in sports and physical activity. These results also point to the need to develop an impact measurement process and tools to satisfy this knowledge gap, which could be extremely valuable to the success of the project and the wider research context.

3. Overview of the case studies

A total of 28 case studies have been collected for this report, providing examples of good practices in the United Kingdom, Denmark, France, Italy, Poland, Turkey, El Salvador, Kenya, Nigeria, Zambia, India, Vietnam, Fiji and Tonga. Furthermore, these cases represent a variety of interventions, namely, sport and life skills programmes, campaigns, events, trainings and conferences. The summary table below provides an overview of the case studies collected (see Annex 1 for full case study templates).

No.	Initiative	Country	Type of initiative	Volunteers*
1	Big Sisters	United Kingdom	Programme	F
2	CLUB 1	United Kingdom	Programme	F/M
3	Us Girls	United Kingdom	Programme	F
4	Girls Active	United Kingdom	Programme	F
5	Women United/Community Foreningskvinder (DGI)	Denmark	Association	F
6	SheZone	Denmark	Association	F
7	Socialt Aktivt Klubliv	Denmark	Programme	F
8	La Lycéenne Maif Run	France	Event	F
9	Sport Plays Mixed	France	Training & Conference	F/M
10	EMIS - Egalité, Mixité, Intégration par le Sport	France	Event	F/M
11	Jail and Sport	Italy	Programme	F/M
12	Mondiali Antirazzisti (Anti-racist Tournament)	Italy	Event	F/M
13	Saharawi Refugee Camp	Italy	Programme	F/M
14	Volunteering at the National Arena	Poland	Event	F/M
15	Akademia Wolontariatu Sportowego	Poland	Training	F/M
16	Sport powszechny otwarty dla kobiet - pozwól im działać	Poland	Research	F/M
17	Your movement is free	Turkey	Programme	F/M
18	Formación, recreación y actividad física para una vida libre de violencia de las mujeres jóvenes de Santa Marta	El Salvador	Programme	F
19	Slum-based sports and life skills for girls	Kenya	Programme	F
20	Shoot to Score	Kenya	Programme	F/M
21	Breaking the Silence	Kenya	Programme	F
22	Peer Education through sport	Nigeria	Programme	F
23	Youth Sports Exchange Programme	Zambia	Exchange	F/M
24	Building Girls' Leadership through sport	Zambia	Programme	F
25	Community Sports Coaches	India	Programme	F

26	Football For All Vietnam	Vietnam	Programme	F/M
27	Sports Training and Outreach Programme	Fiji	Programme	F/M
28	Netball Development	Tonga	Programme	F

* Refers to the gender of the volunteers engaged for the purpose of the initiative (F=female; M=male)

Overall the majority of the good practices collected from the initial 28 case studies are based on longer term programmes (18 out of 28 case studies) with one case of a volunteer exchange. Both programmes and exchange categories refer to initiatives that are longer-term interventions, often based on a yearly cycle. Furthermore, the two case studies classified as associations and the one exchange could also be considered similar to programmes, as they work with volunteers to lead activities over time. Whereas on the other hand, good practices in relation to events, trainings and conferences provide examples of short-term initiatives (in total 6 out of 28 case studies). Through these variations in intervention, we can understand and collect multiple perspectives of how to engage female volunteers.

In line with the aim of the good practice case studies, the findings will be presented in the following section initially focusing both on the engagement of female volunteers (section 4), and on the impact female volunteers have on the increased participation of girls in sports and physical activity (section 5). It is important to note that throughout this report we will be using the term volunteers to represent female volunteers, unless otherwise specified.

4. Key success factors (good practices) in engaging female volunteers

For the purpose of the European Us Girls project, the objective of collecting good practices is to gather lessons learned from a variety of organisations and interventions working with female volunteers on initiatives designed with the purpose of increasing girls' participation in sports and physical activities. These good practices will provide constructive elements in the later design of the training resources and the two pilot events in the United Kingdom and Italy. Findings from the good practice case studies will also be useful to disseminate as a learning resource for interested organisations.

Furthermore, this case study report complements the findings from the academic review. In fact, peer-reviewed literature regarding female volunteers focuses mostly on their motivations for volunteering in the first place. Information from the academic review is essential input to apply during the recruitment of female volunteers. However, the findings from the case studies include good practices and lessons learned from engaging with female volunteers beyond recruitment, to also include other phases in the life cycle of a volunteer. In fact, findings presented below also include good practices around training volunteers, providing them with ongoing support, offering opportunities for capacity development and leadership pathways.



This section of the report presents the key success factors that emerged from the case studies. What is apparent from the findings is that the success of an initiative is not due to standalone factors, or good practices. Rather, the combination of practices throughout the process of engaging female volunteers is what contributed to the success and sustainability of initiatives. Above all, local context is key in considering how to engage volunteers and for what type of initiative. Therefore, it is imperative to consider local context when applying the findings below to different types of initiatives in different environments. Furthermore, these are good practices from a sample of case studies mostly consisting of sport related programmes that are implemented over time, with limited examples of events or short-term initiatives.

With regards to engaging volunteers, good practices are presented in accordance with the life cycle of volunteers in a sport-related initiative, meaning from the initial recruitment of volunteers to their continued engagement throughout the programme or initiative. The different phases of working with volunteers that were extricated from the findings are: recruitment, training and orientation, sustained engagement, retention and capacity development. Another interesting finding includes the development of leadership pathways for volunteers that some of the case studies allude to. In fact, leadership pathways have been identified as being useful in terms of retention of volunteers, but also as a contributing factor in increasing the participation of girls, as will be further discussed in section 5 of this report.

4.1 Recruitment

In many of the case studies recruitment was considered to be one of the most important phases during the life cycle of a volunteer. Critical to this phase is the understanding of volunteers' motivations and expectations, whether they want to volunteer to gain new skills and expertise, to help others, to have access to broader social networks or to have fun. Being aware of the different motivations amongst the volunteer workforce will be useful in selecting the task or roles volunteers should perform during the initiative. Furthermore, volunteers' motivations can also be an indication of the degree to which they want to be involved in the initiative and what role they would be more interested in taking on. Recruiting volunteers who are motivated, interested and passionate in the initiative, not only benefits the volunteer but the initiative as a whole. In fact, volunteers who enjoy the role they undertake are more likely to volunteer over time. The recruitment process can be onerous, and rightfully so. In fact, the more time invested in the recruitment phase, the more benefits will be yielded in the later stages of a volunteer's life cycle, reducing potential dropout rates during the implementation of the initiative. This is especially the case for long-term programmes with the aim of reaching specific target groups.

With these considerations in mind, the following are good practices related to the recruitment of volunteers from the case studies collected:



- A needs assessment prior to implementation will not only inform the project design, but can also be useful in identifying the role a volunteer could play in the implementation of the initiative, guiding the recruitment process
- Outlining the recruitment 'ask' as clearly as possible in addition to the required skills and expected deliverables can facilitate the selection process of volunteers during the recruitment phase
- During recruitment, the ability and skills of a volunteer need to be understood and taken into consideration in order to tailor their role within the initiative; a role that should be adequate to the volunteer
- It is useful to recruit volunteers with a variety of skills and personality traits, and aim to have a mix of new and current volunteers within a volunteer team
- Current volunteers can act as role models for new volunteers
- Girls who already participate and benefit from the initiative could also be considered for volunteering positions, as they are already engaged in the initiative
- A combination of different recruitment methods may be needed in order to engage the most qualified volunteers for the initiative

Recruitment methods from the case studies include: online and offline advertising, promotional campaigns, word of mouth, peer-to-peer, outreach through local community centres, sport clubs or schools, current or past programme or association members.

It is important to keep in mind the different recruitment strategies described in the case studies as they vary depending on initiatives (e.g. yearly programme in comparison to national events) and the approach taken (e.g. open to all or based on specific demands for the initiative). The key is to allow the task or role the organisation has planned for their volunteers inform the recruitment process. For example, recruiting for events at the National arena in Warsaw was open to everyone who wanted to join. On the other hand, recruitment for the Youth Leadership Exchange Project in Norway had a more rigorous process from assessing the needs of host organisations, to carrying out interviews with interested volunteers and matching the expertise of volunteers with the tasks required, being mindful of expectations and motivations of the volunteers. Furthermore, in order for the recruitment process to be successful (i.e. low or no dropout rate during implementation) the context where volunteers will be working and the participants they will be engaging with need to be taken into consideration as well. For example, in the Jail and Sport programme in Italy volunteers carry out sport activities with detainees in prison. The condition of female detainees in jail is complex with many of the women having psychiatric problems and often detainees are judgmental and critical towards each other. Therefore, during the recruitment of volunteers, the recruiter not only has to assess volunteers' motivations, but also their psychological resources to face tough situations. This case study may seem extreme, however the point is that in complex contexts it is important to assess volunteers' motivations, expectations, skills and abilities, not only for the recruitment process to be successful, but also to ensure the wellbeing of volunteers themselves.

4.2 Training and orientation

After recruitment, training and orientation of volunteers was often highlighted as imperative to the effectiveness of volunteer engagement and the role they would be taking on as volunteers. Both training and orientation help volunteers gain knowledge on their role, on what is expected of them; these processes also engender confidence in their ability to perform their role. For this purpose, Football For All Vietnam (FFAV), to name but one example, developed a manual specifically for volunteers that outlines pertinent expectations (in terms of volunteers' tasks and responsibilities) which is shared during the initial training phase. However, FFAV also included information in the manual about FFAV's responsibilities *towards* its volunteers. This additional resource can help foster an equitable relationship and an environment where both parties are accountable to one another.

Overall, the case studies highlight the following insights:

- Training is especially useful for younger volunteers, or new volunteers who do not have any previous experience related to the activities they would need to carry out
- Providing welcome packs and specific guidelines can be helpful in outlining not only the responsibilities of the volunteer, but also the responsibilities of the organisation towards the volunteer
- Institutionalising a code of conduct is essential to inform the expected behaviour of volunteers
- Training and orientation can also be an appropriate time to involve volunteers in planning activities for the initiative
- Specifically, for programmes that include volunteers becoming peer educators and leading sport or life skills sessions for girls, an extra train-the-trainer element should be included in the initial training. This provides further support for volunteers, encouraging them to feel capable and confident in the activities they take on. It is also positive in terms of allowing participants to share experiences with each other and discuss solutions to challenges they may face
- Team building sessions during training are also constructive techniques for creating a stronger bond between volunteers

As is the case with recruitment strategies, trainings and orientations depend on the type of initiative and local context. However, it is worth mentioning that providing orientations and trainings is also a way to manage volunteers' expectations. This aspect is crucial in creating the foundation for the continued participation of a volunteer and the success of any type of initiative. In fact, if their expectations are not met, volunteers are more likely to be dissatisfied with their role, and consequentially also likely to stop volunteering; this can ultimately impact the success of the initiative and the participants who are benefitting from the intervention. Some case studies also highlighted how managing volunteers' expectations is a challenge, especially in contexts where there are not strong volunteering traditions. In fact, during the data collection process for the case studies, staff in organisations outside of Europe, frequently emphasised the lack of a volunteer tradition in many countries (e.g. in Kenya, Vietnam, Fiji to name a few). In these cases, orientation and initial training with

the volunteers were considered extremely important in clearly informing the volunteers of the initiative itself and the role and responsibilities they would be taking on within that initiative.

4.3 Sustained engagement

Training and orientation are key during the initial stages of the initiative. However, they are not the only way or time during which an organisation should be providing support for their volunteers. Throughout the life cycle of a volunteer's engagement in an initiative, continuous support was highlighted as another general good practice. Volunteers give up their time to take part in the initiatives. What is key for organisations is to not only be aware of this, but to be ready to support volunteers in their role. Failure to do so is more likely to have negative effects on retention.

The following are good practices relevant in engaging and supporting volunteers:

- Respecting and trusting the volunteer and showing gratitude for their contributions
- Recognising the value of the work a volunteer performs both formally (e.g. through recommendation letters) and informally (e.g. verbally)
- Assigning a staff member (volunteer coordinator) dedicated to managing volunteers who can assist them through mentoring and supporting them throughout the initiative, providing any tips or guidance including toolkits and learning materials
- Supporting volunteers especially during the initial stages of the initiative implementation. Specifically, in longer term programmes, staff should attend and support the initial facilitation sessions, until volunteers build their confidence and take the lead themselves
- Beyond initial training and orientation, holding regular meetings for volunteers is useful for them to be able to share the challenges they face, support and learn from each other and plan the upcoming activities. This is especially helpful for new volunteers. These meetings also offer the opportunity to discuss future goals and implementation activities for the initiative
- Being aware of the barriers volunteers face, acknowledging them and supporting them to overcome them

Specifically related to the last point, a challenge that is often mentioned with regards to working with volunteers is time constraints. For example, limitations to volunteering could be due to school or work hours. At the Tonga Netball Association, the community engagement officer mapped the availability of all volunteers. This was used as a strategy to overcome challenges related to time constraints. However, overall volunteering in of itself is based on the free time that people have and decide to spend doing activities for the benefit of others. Another challenge some volunteers may face is in the recruitment of the target group for the programme or initiative. For example, the volunteers from the StreetGames Big Sister's programme found it challenging to engage girls aged 16+. Project leads in the organisation were able to support the volunteers in carrying out further local consultations within the community to try and ascertain the needs of the older target group and the barriers they were facing in participating. An awareness of the potential barriers volunteers may face must inform organisational volunteering strategies.

4.4 Retention and capacity development

Retention refers to the number of volunteers who continue to be involved in the initiative over time. Having a positive experience does affect a volunteer's interest in keeping up their voluntary activities. Thus beyond motivations and expectations being met through the voluntary activity itself, and feeling aligned with the mission and objective of the initiative, providing incentives was also considered a good practice in improving retention rates.

In order to encourage continued participation, various examples of good practices were collected through the case studies:

- Encouraging a youth-led and girl-centred approach as it is important to provide volunteers and participants with some ownership and control over the initiatives that they will be involved in and ultimately benefit from
- Providing ongoing support for volunteers (as mentioned in the previous section)
- Offering material incentives
 - Some examples mentioned: kit (t-shirts, hoodies or equipment); stipends (to cover cost incurred during volunteering); or discounts or free passes to events or extra training courses
- Related to material incentives, offering a 'rewards' package for volunteers when they achieve their goals
- Celebrating volunteers' achievements which could also be achieved by providing certificates of completion or awards
- Offering capacity building training, beyond the initial training, so that volunteers also feel they are developing their skills throughout the initiatives
 - Some examples include: attending life skills and leadership training or camps, gaining qualifications (e.g. coaching, first aid or refereeing), taking new courses (e.g. event planning, marketing, computer literacy etc.)
- Organising social events with volunteers and team building activities to build rapport and personal connections
- Allowing for flexibility in the role so that young women can also learn and develop skills through the initiative at their own pace

Offering incentives (both material and in terms of capacity building) as a retention strategy is deemed successful, especially considering that volunteers are not paid a salary for the work that they do. Specifically, in addition to building the capacity of the volunteers, organisations should also provide the opportunity for girls to be involved in decision-making processes and extend their responsibilities. In many cases, by building their capacity, girls also have the opportunity to take on leadership roles within the initiative or the organisation. The following section explores an interesting example of an institutional structure that provides such opportunities.



4.5 Leadership Pathways

Related to the section above regarding retention and capacity building of volunteers, another interesting finding in terms of encouraging the continued participation of female volunteers is through leadership pathways. Leadership pathways represent clearly defined and structured opportunities for a volunteer to develop their leadership skills within the programme (only found in case studies based on long-term programmes). For example, as a beneficiary of a programme, a girl may have the opportunity to join the volunteers as an assistant coach or instructor. After gaining more experience and knowledge, she could become a coach and facilitate activities on her own and encourage other girls to join the programme as well.

Through capacity building, volunteers develop skills and confidence, which they can then directly put into practice during programme implementation. Leadership pathways give girls the opportunity to take on leadership roles and incentivise them to continue their engagement in the programme. In some case studies, organisations also mentioned the possibility of paid employment for volunteers who had graduated through a leadership pathway and were volunteering with the organisations for a few years. Thus beyond contributing to the economic empowerment of the individual volunteer, investing in their capacity building can also benefit the implementation of the initiative and the organisation as a whole.

An example which illustrates the impact of embedding leadership pathways in a sports programme is the case study of the Community Sports Coaches (CSCs) from the Naz Foundation India Trust (Naz). Through the CSC model, adolescent girls who are former participants in the netball and life skills programme have the opportunity to become leaders (volunteer CSCs) for a period of 18 months. In fact, at least 48% of programme staff are former participants. During the 18 months, the young leaders not only receive ongoing capacity development, but also employability training to help with their future career plans beyond the programme. This is both an incentive for girls to continue their engagement (through training), and it also helps maintain the programme or association for many years, increasing its sustainability.

As members of the community themselves, CSCs become role models for other girls and young women in their communities and to future programme participants. In fact, 45% of programme participants consider their CSC as their role model. This aligns with one learning from the academic research that states that the identity of the volunteer as a local girl, gives credibility and can cultivate acceptance of the initiative in the wider community.

Furthermore, after the 18 months, CSCs have the opportunity to apply for paid positions as junior coaches. Leadership pathways go beyond being a retention strategy (through capacity building and skill development), they also help individuals by increasing their opportunities for leadership roles and, at a later stage, employment either within the organisation or elsewhere. Through this leadership pathway and CSC model, Naz has increased participation in their netball and life skills programme from 69 girls in New Delhi in 2006 to over 40,000 girls in Mumbai, Chennai, Bangalore and New Delhi.

5. Increased participation due to female volunteers

The role of the female volunteer is considered essential in all case studies, where the initiatives relied on volunteers for the success of the project. The rise in the numbers of girls playing sports due to the initiatives is often measured, however there is limited quantitative evidence regarding the extent to which this increase is attributable directly to female volunteers.

However, anecdotally, the majority of the case studies mention that they do observe higher participation of girls and that female volunteers have an effect on girls who participate in sport or physical activities. Volunteers as leaders and role models for other girls in the community was frequently mentioned as a contributing factor to girls' increased participation in sport and physical activity. In fact, greater participation by girls has been associated to the identity of the volunteer (section 5.1 of this report) and the related sense of local ownership of the initiative (section 5.2 of this report).

5.1 Identity of the volunteer

The following characteristics regarding the identity of volunteers were recognised as influencing the participation of girls in sport and physical activity:

- A female well known to the participants and with whom they can relate and interact freely
- Female volunteers who are local community members have a stronger impact on girls
- Female volunteers from the same socio-economic background, religion or sharing other social markers as the girls are seen as role models. These female volunteers can connect on a deeper level with the girls taking part in the programme as they have most likely faced similar experiences. They can also identify with the problems that affect programme participants as women.
- 'Less sporty' female volunteers were also able to better engage girls who were not interested in sports or who were discouraged to take part in physical activities due to the inherently competitive culture

The identity of the female volunteers and the fact that girls could relate to them provides the foundations for a relationship to develop between volunteers and players. This relationship has been singled out as a key reason for the girls to continue their participation in the programme, and explains their interest in "becoming" a volunteer as well. In the case of the Big Sisters programme, for instance, the need for female volunteers was highlighted by the target group of girls themselves. During the consultation period for the programme, the girls were the ones who created the name 'Big Sisters', referring to female volunteers. The term itself and its connotation to the idea of family highlights the importance that, in this case, girls give to female volunteers in the programme and the presumably close relationship they would have together.

Furthermore, in some of the programmes described in these case studies, female volunteers were recruited specifically to act as peer educators. In addition, some organisations mentioned seeking female volunteers within the same if not similar age range of the target group of girls. This was to ensure that the girls and volunteers would be able to more spontaneously build a relationship, in some situations also fostering friendship. In these cases, the effectiveness of peer educators was also contingent on creating a comfortable, safe and encouraging environment for girls. With regard to the question of gender, the reality is that sport is still very much a male-dominated world. Especially in cultural contexts outside of Europe, case studies mentioned how traditional gender norms and expectations were a significant barrier to girls' access to sports and physical activity, and thus could be a factor in discouraging girls from playing. A visible role model from the same background (in terms of religion, ethnicity, class and gender) was identified as a source of inspiration, embodying what girls in the community can aspire to. In many of the case studies, another obstacle girls face in accessing sports is not having a safe space to play. When a female volunteer contributes to the creation of these spaces, this does engender a feeling of comfort among female participants. Furthermore, the emphasis on the fun aspect of initiatives as opposed to the competitiveness aspect is a factor that can contribute to creating a positive and encouraging environment where more girls felt comfortable playing and actively taking part.

In light of the observations above, a first step for a girl in the community could simply be seeing her female peers engaging in the sport or physical activity programme. Then, watching a female volunteer taking on a leadership role can be a further source of inspiration: "if she can do it, so can I!" This conviction would be particularly strong if the participants and the volunteer originate from the same or similar socio-economic background.

5.2 Local ownership in project design and implementation

Local ownership of the initiative appears to be a significant factor that contributed to the success of the case studies selected for this report. This has implications at various stages during the programme, event, or initiative, not only during the initial recruiting phase. Indeed, these case studies have shown how important it is to engage local volunteers throughout the entire process in order to work towards and ensure sustainability of the initiative at hand, but also, related to the previous section, the relationship female volunteers and girls from the same background can foster.

In terms of finding volunteers, 'organic recruitment' from within the local communities where the programme is being implemented was identified as a good practice for the following reasons:

- It is useful to engage local volunteers who are known and respected within the community
- When volunteers come from similar backgrounds as participants, the latter find it easier to relate to and connect with the volunteers



- Similarly, recruiting from amongst past participants of a programme or members of local associations was also indicated as an effective way to enhance community ownership of the initiative
- Volunteers from the community are more knowledgeable of community wants and needs
- ‘Local champions’ can be role models for other girls in the community and can inspire them to try new opportunities related to sport and physical activity

Another effective method to increase local ownership was also suggested with regards to the design of the programme:

- Assessments before programme implementation are important for adaptation and contextualisation
- Allowing for a period of ‘consultation’ with local volunteers is useful to assess their needs and potential future barriers to their participation
- Relying on the skills of the volunteers themselves (e.g. knowledge or experience with various sports) can also make it possible to offer unique sport opportunities and enhance the originality of the activities

However, when encouraging local ownership in terms of programme design it is also important for the organisation not to assume that local volunteers or community members know how and where to access services for girls.

- Further support throughout the programme implementation and extra training is extremely positive in these cases
- Community mapping is a useful tool to assess the knowledge and availability of community resources

Related to the concept of local ownership, some case studies also mention the value of volunteers who ‘give back’ to their communities as the programme is being implemented.

- A motivation for local volunteers is their ability to contribute to the development of their own community through a programme they actively participate in
- Through the engagement of the wider community, older volunteers present an opportunity for intergenerational volunteering, for example parents and grandparents
- ‘Giving back’ was also used in reference to the personal relationship volunteers can foster with local participants. Volunteers who return to their communities and become involved in fun sport and play-based activities can use this platform to identify with and talk about the same issues they faced growing up in similar conditions

Overall, local contextualisation was considered crucial, especially for longer-term programmes, as well as the flexibility of the programme to adapt to local needs. Local ownership of the initiative was successful not only in providing leadership opportunities for local volunteers, but also in creating a



network, which in some cases went beyond the scope of the initiatives. Furthermore, local ownership also contributes to the credibility of the initiative at a community level. This in turn could provide a platform for sourcing and recruiting more participants.

Women United in Denmark, is a great example of a programme fostering local community ownership. One of the main objectives of the initiative was to guide female volunteers to establish and manage community sports club in deprived areas of Denmark. DGI Foreningskvinder (implementing organisation) provided support to the volunteers during the process by building their individual capacity. However, all activities related to achieving the objective were carried out by the volunteers themselves. In some of the communities, the volunteers also decided to meet each other beyond the activities of the initiative, thus creating a strong and close knit network. Female volunteers who were able to achieve this objective were consequentially able to give girls in local communities more opportunities to access sport in deprived areas in Denmark. This was especially powerful as ethnic girls and women are less represented in Danish sport communities. According to some of the case studies, an increase in the formation of additional sport clubs can result in an increase in girls participating in sports or physical activity.



6. Conclusion

This case study report provides an overview of good practices based on lessons learned by a variety of organisations who shared their knowledge and experience in engaging female volunteers in sport and physical activity. Overall, 28 case studies were collected from a variety of countries within the EU and beyond consisting for the most part of long-term programmes aimed at providing sport and physical activities for adolescent girls.

Evidence from these findings complement the research from the academic review. When investigating the role of female volunteers' roles in sport, researchers have mostly focused their attention on understanding the motivations of female volunteers. The case study report, on the other hand, includes findings from good practices with regards to the different stages of the life cycle of a volunteer: recruitment, training and orientation, sustained engagement, retention and capacity building and leadership pathways. Even though in some cases initiatives included volunteers of both genders, good practices collected were aimed at capturing the successes of engaging female volunteers overall. Furthermore, the good practices summarised in this report are derived from a variety of initiatives and cultural contexts. When utilising, and replicating these good practices, organisations should consider contextualisation and local adaptation. For the complete library of 28 case studies, please refer to Annex 1. Overall, the findings and lessons learned presented in this report as good practices already provide valuable insight for organisations interested in increasing girls' participation in sport and physical activity, specifically with regards to recruiting and retaining female volunteers, which can also be considered a goal in of itself.

As was the case with the academic review, the case study report highlights the data gap in relation to the impact female volunteers have on the increased participation of other girls in sport and physical activity. In fact, case studies were unable to provide quantitative data specifically measuring this causal relationship. However, within their initiatives (mostly in relation to the long-term programmes), organisations do observe, anecdotally, that female volunteers affect girls' participation in sport and physical activity. Reasons associated to this are closely tied to the identity of the volunteer, who as a member of the local community becomes a leader and role model for other girls. Furthermore, the local ownership aspect of the initiatives can add to the legitimacy and sustainability of any sport and physical activity initiative, as locally-rooted engagement motivates and encourages community cohesion through increased credibility, popularity and over time, acceptance.

Even if the causal link between female volunteers and the increase in girls' participation may not be corroborated directly through systematic data from the case studies, what does emerge from the findings is the importance of creating an environment where girls feel safe in accessing sport and physical activity. In fact, the availability of safe spaces to play in does have an impact on girls' participation, as findings show across both the academic review and the case studies report. Moreover, some case studies also highlight how having a peer of similar status (e.g. class, age, gender, ethnicity,



religion, etc.) involved in facilitating the activities contributes to making a comfortable environment for girls, especially for those from ethnic minorities or from deprived areas. Therefore, based on the findings from this report, we recommend that organisations take into account both the target group of their programmes and the background of local volunteers, aiming, where possible, to recruit volunteers of a similar peer status (i.e. of similar identity in terms of age, gender, ethnicity, class, etc.) to the girls the programme aims to reach. Even though there is limited data, working with female volunteers can be beneficial in creating a comfortable and accepting environment where girls feel safe and inspired to continue playing sports. Through these considerations and the good practices presented earlier in the report in more detail, organisations can work towards increasing girls' participation in sport and physical activity, whether that is done directly, through engaging female volunteers, or indirectly, through the creation of safe spaces thanks to the presence of these volunteers.

Furthermore, from a research perspective, limited quantitative evidence presents an opportunity for the European Us Girls project to develop and test a methodology to measure this impact, working towards filling the knowledge gap in the sector. The combination of the academic review and the case study report has provided valuable findings on engaging female volunteers. These initial investigations will serve as essential building blocks in forming the foundations of the European Us Girls project, providing a solid starting point based on relevant peer-reviewed academic research and practical case studies.



Annex 1: Case Studies

1. United Kingdom



Co-funded by the Erasmus+ Programme of the European Union

Project/Initiative Details	
Project/Initiative Title	Big Sisters
Country	Wales, UK
Organisation	StreetGames
Implementation dates	01.04.2015 - ongoing

Project/ Initiative Description and lessons learned

Category										
Context	<p>The 'Big Sisters' programme was a sub-project within a National 'Calls4Action' programme – 'Us Girls' funded by Sport Wales and driven by StreetGames.</p> <p>The evidence of need for the Us Girls programme was based on two key issues:</p> <ul style="list-style-type: none"> Poverty has a huge impact on levels of sports participation: 46% least deprived school age young people are "hooked on sport", compared to only 35% of young people living in the most deprived areas Gender has a significant impact on actual levels of sports participation: 46% of men are "hooked on sport", compared to 32% of women <div data-bbox="526 1265 1372 1691" data-label="Figure"> <table border="1"> <caption>Double Jeopardy for Sport Activity : Females living in deprived communities</caption> <thead> <tr> <th>Deprivation Level</th> <th>Males (%)</th> <th>Females (%)</th> </tr> </thead> <tbody> <tr> <td>Least deprived</td> <td>46</td> <td>35</td> </tr> <tr> <td>Most deprived</td> <td>32</td> <td>25</td> </tr> </tbody> </table> </div> <p>These two issues combine into a devastating impact on girls' participation in deprived areas of Wales. Only 25% of disadvantaged women are "hooked on sport": there is double jeopardy.</p> <p>In order to support the engagement and participation of the young inactive and semi-active females across the most deprived Communities of Wales, the need for local volunteers was identified, also based on prior experience of StreetGames projects. Local Volunteers understand their specific community needs. Moreover,</p>	Deprivation Level	Males (%)	Females (%)	Least deprived	46	35	Most deprived	32	25
Deprivation Level	Males (%)	Females (%)								
Least deprived	46	35								
Most deprived	32	25								



<p>Project/Initiative</p>	<p>the target participants of the project often identify more readily and engage effectively more with local volunteers compared to a traditional Coach or older session leader.</p> <p>The Us Girls project in Wales was targeting the most deprived areas of Wales (based on the Welsh Index of Multiple Deprivation, 2015) of which, Caerphilly has a high proportion of Lower-Socio Output Areas (LSOAs) that fall within the highest ranking areas of poverty.</p> <p>At the start of the Us Girls Wales programme, in May 2015, existing StreetGames projects carried out a period of consultation with the target female group in order to discuss their needs, barriers, challenges, and desires and so on. During the focus groups in the consultation period, young people, who developed the concept of “Big Sisters”, identified the need for young female local project volunteers.</p> <p>In total, 130 new volunteer opportunities were created across the two-year Us Girls Wales programme. The Caerphilly Big Sisters programme generated over 20 new leadership, mentoring and volunteering opportunities through the ‘Big Sisters’ approach. A number of other projects during the lifetime of the Us Girls programme adopted their own personal approaches based on consultation and local insight; for example, ‘Gossip Girls’ (Newport) and the ‘NPT Girls’ (Neath Port Talbot).</p> <p>Initiatives, such as the Big Sister programme, started to create the right environment where women and girls would start to consider taking part in sporting opportunities within a ‘safe environment’.</p>
<p>Target Group</p>	<p>The target group for the Big Sister’s project were girls from the community that had engaged with the Us Girls sessions, who could be a role model and an Activator for younger females in their community or session.</p> <p>Big Sisters were females from the local area between 14-25 years old. Typically they were not overly ‘sporty’ had a good rapport with the girls, lived near the venues, or perhaps had a family member involved in the project.</p>
<p>Partners</p>	<p>There were a number of partners involved across the community. This included a private fitness provider that acted as a lead hub for the Big Sisters programme, based on staff experience and expertise around the project. Also included was the local Communities First Team. The main funding stakeholder was Sport Wales.</p>
<p>Activities</p>	<p>The ‘Big Sisters’ programme in Caerphilly is made up of approximately 20 young female volunteers who are the leaders for the Us Girls Clubs within the area. They are role models and young females who ‘Creazione’ (a local dance and fitness provider) staff have had the opportunity of working with to change their lives. The Big Sisters themselves are now focused on making an impact within the</p>



Participation and Engagement	<p>community and helping to change the lives of younger females in the local area. All of the young volunteers are supported through qualifications and leadership courses to offer a variety of sessions from dance to fitness and traditional sports. Each Us Girls local hub is run by two Big Sisters who are responsible for promotion, advertising, admin and delivery, mentored by Project Lead Hayley (who is a full-time member of staff at Creazione). The Big Sisters support and in some instances lead weekly Us Girls sessions, which include activities such as dance, fitness, glow sport, gym based activities and health and beauty opportunities.</p> <p>The Big Sisters role includes: talking with, supporting, encouraging, mentoring and facilitating an enjoyable, informal and welcoming experience for the younger female participants at sessions. Over the course of the programme, Big Sisters (volunteers) and the girls that they are working with created effective relationships and this is a key element of why the participants attend the sessions. We have seen some of the participants say that they “<i>want to become a Big Sister</i>” as a key goal as part of their journey in the Us Girls project.</p> <p>On October 7th 2016, Sport Wales broadcasted a video to demonstrate the ‘Big Sisters’ programme as a best practice example of a bespoke volunteer programme for girls and young women. StreetGames, learning from the previous two-year Us Girls pilot in England, identified that volunteering in its traditional sense was failing to attract the intended scale of girls and young women, and it was rather difficult to change perceptions of what it means to be actively volunteering in a local session or sport club.</p> <p>The Big Sister programme developed in Caerphilly (and adopted by projects in Blaenau Gwent and Conwy) changed the face of volunteering using the Us Girls approach and methodology to actively consult, empower and engage participants to shape their own pathways. Big Sisters were young women who had either transitioned from the Us Girls sessions as a participant, or who were perhaps identified from local consultation, or via the network, as girls that would fit with the feel of the project. Using this concept, the programme provides a fun, friendly and informal atmosphere. There is a big focus on friendship and engaging participants by mobilising local champions and role models to inspire more girls and young women to try out new and exciting sport and physical opportunities in their communities. The Big Sisters programme has engaged over 20 new volunteers, is continuing to upskill, and develop Us Girls participants into coaches of the future. Becoming a fully formed constitution, the Big Sister programme will sustain beyond the duration of the two-year project to ensure that this great work grows and continues.</p>
Key project/initiative successes	<p>In the last 12 months, the Big Sisters went ‘On Tour’. This was a team bonding exercise for Big Sisters and included an opportunity to mentor and work with Us Girls projects in North Wales. During the course of the trip, the Big Sister’s faced</p>



	<p>fears together, enhanced their overall group confidence and made new friends, as well as feeling more connected to the Us Girls movement across Wales.</p> <p>The Big Sisters have been heavily involved in local StreetGames festivals in South East Wales, and for this particular group of females, they have felt a huge amount of recognition from StreetGames staff regarding how hard they work to make an impact on the lives of other females in disadvantaged communities.</p> <p>The Project Lead for the Big Sisters in Caerphilly has seen the <i>“girls grow in confidence, and “achieve qualifications that they never would have had the opportunity of achieving prior to becoming involved with the Us Girls project.”</i> The Project Lead has also seen their personal and skill development, which they will be able to use in a variety of other contexts in the future.</p> <p><i>“At the start of the project I didn’t know how to coach sport, but through the Big Sister Programme I will soon be achieving my Dance Level 2 qualifications”.</i> Big Sister, Caerphilly</p> <p>In April 2017, ‘Big Sister Bethany’ was shortlisted for a National StreetGames Award at the annual conference. This was a huge achievement for her and was testament to the commitment and enthusiasm she has shown in the Big Sister role, engaging younger females in her community to get active.</p> <p>Another highlight from the project is ‘Big Sister Jess’ who started as an Us Girls participant, as a homeless person and living in temporary sheltered accommodation with her young son. Jess started working with the Project Lead, and became a volunteer working within the community to host her own sessions. The impact on the rest of her life has been phenomenal and Jess is now living in her own home with her son and still volunteering for the programme when she can. The Big Sisters programme undoubtedly helped Jess to find a new passion in sport and physical activity that she was not interested in prior to getting involved. Jess has improved her body image, enhancing her confidence and boosting her self-esteem.</p> <p>The Project Leader says that the involvement of StreetGames has been invaluable, by providing the <i>“opportunities that have come from being involved in the wider network”</i> and the <i>“ongoing support of StreetGames staff.”</i> <i>“Using the brand of Us Girls is important”</i> and will continue to be with the next steps of building the Constitution and increasing physical activity in women and girls across the community.</p>
Project/initiatives challenges and solutions	The main challenge faced by the Big Sisters was recruiting the older age group (16-19 year olds) to the Us Girls sessions. In the sessions run and supported by the Big Sisters, there were a number of participants under the age of 13 keen to participate. However, because of this, females aged 16+ did not want to join in



Lessons Learned	<p>with the younger girls, and a separate session was required. The Big Sisters found that the 16+ age group worked well within the Creazione gym environment. However, it was a hard age group to connect with within the wider community.</p> <p>In order to overcome this, the Big Sister's (supported by Project Leads) undertook further local consultation to understand what were the barriers and needs of the older girls. Further incentives and social media messaging was developed to try and support this moving forward – and this is still ongoing.</p> <p>Engaging female volunteers was identified as a challenge in Year One, especially as the aim was to work with and engage the 'hardest to reach' females within the community. The usual volunteer recruitment model was not always appropriate for this target group, thus the recruiting process proved challenging, but not impossible! In order to support projects to recruit volunteers using a different model (appropriate to the market segment), StreetGames gave projects the flexibility they needed. Within the StreetGames' generic Volunteering Programme, projects able to develop innovative methods of engagement that reflected the needs of the local participants.</p> <p>Whilst the Volunteering requirement was identified as a specific need to the Us Girls programme, the 'Big Sisters' approach was developed organically during the lifetime of the project. Whilst this has been a hugely positive aspect of the project, as it reflects the specific local needs, it also means that replicating this on a larger scale is more challenging. To build on this, the project is still learning. To continue to sustain a volunteering platform, the ability to consult, adapt and respond to local need is crucial.</p>
Other points of view	<p>As part of the project, the funding Stakeholder commissioned a video to capture some of the work of the Big Sister's project which can be seen here;</p> <p>https://www.youtube.com/watch?v=E0sr5pDpz-l</p>



2. United Kingdom



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	CLUB1
Country	England and Wales
Organisation	StreetGames
Implementation dates	2014 – on-going
Related Web site(s)	http://www.streetgames.org/our-work-doorstep-sport-clubs/streetgames-club1-programme

Project/ Initiative Description and lessons learned	
Category	
Context	<p>National sports data in the UK has shown disparities in participation rates between males and females and between people from higher and lower socio-economic groups for many years. Young males from higher socio-economic groups are nearly twice as likely to take part in regular sport as young females from lower socioeconomic groups.</p> <p>However, this disparity is not down to a lack of demand. In fact, most young females (79%) say that they would like to take part in sport more often. In particular, many want to take part in ‘solo’ or ‘individual’ activities such as going to the gym, swimming, running, cycling and group exercise or fitness classes.</p> <p>The barriers which specifically disadvantaged females face in accessing ‘solo’ sports activities are varied, but most commonly young females tell us that: <i>‘it’s too expensive’, ‘I have no-one to go with’, ‘I’m not confident enough’, ‘I’m embarrassed. I don’t want to show off my body’, ‘I don’t know where to go’ and ‘there’s nothing on at the right time’.</i></p> <p>In response, StreetGames developed CLUB1, to help young people from disadvantaged areas to participate more easily, gain experience in ‘solo’ activities and gain knowledge about the different ways and different places they can do this in their local community.</p>
Project/Initiative	<p>CLUB1 aims to give 14-25 year olds living in disadvantaged areas the opportunity to take part in solo activities. Although open to both males and females, delivery organisations were proactively encouraged to target females, and Phase 3 of the programme comprised a female only CLUB1 strand.</p>



	<p>CLUB1 aims to broaden the sporting offer and expose young people to new 'solo' activities in their community, whilst providing them with the skills, knowledge and confidence to access a range of local provision and exercise independently.</p> <p>As such, CLUB1 activities are usually initiated within a group setting, but with progression to connect young people to opportunities in their local area to enable them ultimately to make use of local facilities independently and help encourage 'Sporting Habits for Life'.</p>
Target Group	Young People from areas of high deprivation aged 14-25 years (including a female only CLUB1 strand).
Partners	<p>CLUB1 was developed by StreetGames, through the Sport England funded Doorstep Sport Club programme. StreetGames was responsible for the overarching management of CLUB1: providing funding, resources, advice and support to 174 community organisations in deprived areas across England.</p> <p>The community organisations (including voluntary sector community organisations, local authorities, leisure trusts, colleges, youth organisations and housing associations) were responsible for delivering the activities on the ground and the engagement of participants and volunteers.</p>
Activities	<p>Between 2014-2017 over 270 CLUB1 initiatives were set up, via a phased roll-out, which took place across four discrete phases. At the start of each phase, StreetGames provided an introductory workshop for all of the local delivery organisations involved and/or an induction pack to provide advice and guidance about CLUB1. The induction/welcome pack included information about the resources they would receive, the role of the CLUB1 Promoter, incentives and rewards, marketing the session, monitoring and evaluation.</p> <p>Each of the local organisations that delivered CLUB1 were required to provide activities for a minimum of four months. The most popular CLUB1 activities so far have been group exercise, fitness classes, gym, running, jogging, boxing, boxfit and dance. Organisations are encouraged to design their programmes based on the 'readiness' of the young people they are targeting in order to help them to ultimately be independently active.</p> <p>StreetGames identified three key stages:</p> <ul style="list-style-type: none">• Stage 1 typically involved introducing solo activities into a project or group of existing young people. This works well when the young people are fairly new to sport, the group of young people have not been together very long or the young people are not confident enough or not yet ready to take part in solo activities outside of a venue where they feel comfortable.• Stage 2 typically involved group visits to local facilities or taking part as a group in solo activities within the local community, for example a ParkRun.



<p>Participation and Engagement</p>	<ul style="list-style-type: none"> • Stage 3 typically involved supporting young people to be active independently, for example through free passes, subsidised access to local gyms, leisure centres and classes. Learning from Phase 1 suggested that this only really works after young people are supported through Stages 1 and 2. <p>A key element of the CLUB1 design was the inclusion of a CLUB1 Promoter, a young person from the local community or from the target group who takes on a volunteering role to promote the CLUB1 activities to their peers. CLUB1 Promoters were typically recruited organically through community coaches or youth workers, and were often active participants or volunteers in local projects. The most important thing is that they are willing and motivated. Learning to date has emphasised how vital the role of the CLUB1 Promoter is in engaging with and motivating CLUB1 participants.</p> <p>The role of CLUB1 Promoters varied, but their primary task was to interact with other young people to motivate and support young people to get involved (and stay involved) in the programme. This was done primarily through online social networks, texts and also via face-to-face communication. Some CLUB1 Promoters also took on the responsibility of running the incentive and rewards element of the programme.</p> <p>Local project staff provided mentoring support to CLUB1 Promoters. StreetGames also provided them with a toolkit containing handy hints, tips, guidance and suggested content to use on social media and to ensure that the type and tone of messaging was fun, quirky, youthful and safe. CLUB 1 Promoters were also given kit (t-shirts and hoodies) and opportunities to attend leadership-training workshops, residentials and reward or recognition events.</p>
<p>Key project/initiative successes</p>	<p>Since November 2014, over 170 different community organisations set up over 270 CLUB1 initiatives. Collectively, they attracted over 6,700 young people to take part, 55% of which were females. Also, circa half of the CLUB1 Promoters were females and typically between the age of 16-25 years.</p> <p>Feedback from those involved has highlighted that CLUB1 helped in:</p> <ul style="list-style-type: none"> • Attracting key target groups, most notably attracting high numbers of ‘non sporty’ female participants and those in older age groups (16-25 years) • Providing disadvantaged young people with access to a wider sporting offer and encourage them to take part in new activities, experiences and environments • Supporting young people to build knowledge and confidence in taking part in solo sports and use previously un-accessed community leisure facilities • Prioritising and encouraging a youth-led approach • Encouraging community links, partnerships and use of leisure centres.



	<p>Action research undertaken throughout the programme has identified the following key success factors:</p> <ul style="list-style-type: none">• The inclusion of a young person in the role of CLUB1 Promoter to engage participants and keep an active interest in activities• The provision of welcome packs and on-going advice from StreetGames to the delivery organisations and specific support for the CLUB1 Promoters• Providing a small cash budget to enable CLUB1 group leaders to introduce new activities and/or pay for external activities and events• The inclusion of a rewards and incentives package for participants (e.g. earphones, t-shirts, water bottles and free passes) linked to the setting and tracking of activities and goals achieved• Providing access to affordable sports opportunities (e.g. discounted gym fees) to enable young people to participate in the longer term• Outreach, word of mouth and linking with pre-existing groups of young people who already meet in a social context as a means to engage initially participants as opposed to a purely open recruitment process via traditional marketing or promotional methods• Providing a supportive programme that builds progression through the three stages. These enable young people to try new solo activities in a familiar setting initially with peers. Then they move onto undertaking group visits, through which they have the chance to try new activities together and learn about the facilities and opportunities available in their local area. This exposes them to environments in which they may not be familiar with and may not have the confidence to use or go to on their own, and strengthens social groupings to create supportive friendship groups. Ultimately, the young people do go and take part either individually or independently with friends.
Project/initiatives challenges and solutions	<p>Key challenges that were experienced by some organisations were as follows:</p> <ul style="list-style-type: none">• Some organisations in phase 1 struggled to identify a CLUB1 Promoter at an early stage and this often affected their ability to attract and engage participants. In subsequent phases of the programme, this element was specified as a pre-requisite from the outset.• Some delivery organisations found it difficult to negotiate long-term discounted entry fees and/or access to leisure facilities and gyms on a permanent basis for the young participants. Good practice examples have been shared, but this remains a challenge in some areas with facility operators under increasing pressure to meet challenging financial targets.• It can take time for the sessions to build in popularity. It requires on-going activities to encourage attendance and patience in terms of growing numbers, and friendship circles can sometimes be volatile.



Lessons Learned

The CLUB1 model can be successfully replicated. To date, over 170 different community organisations have rolled out the model across four phases.

The range of activities provided (i.e. individual/solo activities as opposed to traditional team sports) were particularly appealing to those who do not consider themselves to be 'sporty' and/or those who are less interested in taking part in 'traditional' sports. Baseline survey data highlighted that nearly 70% of the CLUB1 participants were not a member of a sports club, whilst 21% described themselves as having a 'functional relationship' with sport and 10% said they were 'uninterested, only attending because their friends did so.

Learning to date has emphasised how vital the CLUB1 Promoter role is in engaging with and motivating CLUB1 participants, particularly non-sporty young people.

The learning has highlighted, that ideally the CLUB1 Promoter is:

- A young person that the participants can relate to, they may be part of the identified target group or an active participant or young volunteer
- Savvy with social media, in particular, Facebook, Snapchat, Twitter and Instagram. So far Facebook and Snapchat have been the most effective social media platforms to generate interaction between participants; whilst Twitter and Instagram were less useful for this purpose, rather they were helpful in terms of promoting the CLUB1 sessions
- Able to motivate and inspire the group of young people to get involved with CLUB1 activities and be active in their own time. Promoters achieved this through, for example setting challenges, promoting and implementing the CLUB1 rewards and incentives programme and creating motivational 'chat' between group meetings
- Personable and well respected by others
- Passionate about helping other young people to find their own way in sport

It is beneficial to provide those mentoring young volunteers with initial training and advice so that they feel able, knowledgeable and well equipped to support the young volunteers, who may at times, face challenges in their role as peer promoter and/or their lives in general.

It is important, that the group leaders fully understand the motivations of the young people taking on the CLUB1 Promoter role, as these varied. For example, some young people wanted to gain new skills and experiences; some wanted to help others; some did it because they enjoyed being part of their group whilst others just did it because they found it fun. Motivation is likely to influence they ways they want to be involved and the tasks they feel more comfortable undertaking.

Other points of view

<http://www.streetgames.org/resources/wirral-positive-futures-club-1>

3. United Kingdom



Project/Initiative Details	
Project/Initiative Title	Us Girls Alive
Country	England
Organisation	StreetGames
Implementation dates	Nov 2012 – Nov 2015
Related Web site(s)	http://www.streetgames.org/our-work-empowering-women/us-girls-alive

Project/ Initiative Description and lessons learned	
Category	
Context	<p>Individuals from low-income households living in areas of high deprivation tend to have shorter lifespans, lower levels of physical activity, higher levels of obesity and tobacco use, poorer mental health, and an increased risk of diseases like cardiovascular disease and cancer compared to those from high-income groups.</p> <p>In young people under 25 years, a high proportion of individuals are not active at the recommended levels, and activity levels decline further with age, especially among girls and young women.</p> <p>Gender stereotypes, social isolation and a lack of opportunities, compounded by low income, are all contributory factors that result in young females in disadvantaged areas taking part in sport or physical activity at a lower rate than their more affluent peers do and/or the rate of their male counterparts.</p>
Project/Initiative	<p>The main objective of the initiative was to improve the health of young women aged 16-25 years in deprived areas through social, educational and healthy lifestyle activities. Us Girls Active did this by empowering young women from deprived areas to take on a mentoring and leadership role within their existing sporting groups to encourage participation in sport or physical activity amongst their peer group, and in doing so help to promote improved health and wellbeing.</p>
Target Group	Young females aged 16-25 years living in areas of high deprivation in England.
Partners	StreetGames led the initiative and was responsible for the overarching co-ordination and management of the programme. It was delivered in partnership with 15 community organisations including local authorities, charities and trusts, who were responsible for providing the local activity sessions and recruiting and supporting volunteers.



	<p>The programme was funded for an initial three-year period with a grant from the Department of Health's 'Health and Social Care Volunteering Fund' to improve public health.</p>
Activities	<p>The initiative was delivered in two phases. During phase 1 (Oct 2012-Sept 2014) 16 Us Girls Alive Clubs were set up, and 15 in phase 2 (Oct 2013-Sept 2015). The project leader in each area spent the first two months recruiting, training and deploying Us Girls Motivators (volunteers) and conducting consultations with groups of local girls to find out what they wanted from the sessions. After this planning period, regular Us Girls Alive sessions were delivered either weekly, monthly or every two weeks.</p> <p>Us Girls Alive sessions invited groups of young women to take part in a regular programme of fun, active, social and health enhancing activities on their doorstep. Activities included: healthy eating, relaxation, smoking cessation, body image and self-confidence and exercise activities including dance, badminton, tennis, fitness classes and roller skating.</p> <p>Us Girls Alive supported and trained volunteers within each group to take on the roles of health champions, peer motivators and activity organisers. The Us Girls Motivators would help deliver some of the sessions and activities but would also consult regularly with the girls attending to find out what topics or themes they would like covered in the future. The volunteer led groups become self-sustaining with minimal funding required to keep them going.</p> <p>There were a number of different stakeholders involved in the project at different levels. Department of Health was the funder and StreetGames managed the programme. Each Us Girls Alive club collaborated with providers and commissioners of other local health services through signposting, joint promotion and session delivery. For example, a number of Us Girls Alive clubs delivered sessions on smoking in partnership with their local Smoking Cessation team. Others worked with local eating disorder charities to deliver sessions on healthy relationships with food and drink.</p>
Participation and Engagement	<p>The engagement of female volunteers (Us Girls Motivators) was central to the initiative; as was providing them with training, support and resources so that they could take on a mentoring and leadership role with their peer group.</p> <p>The volunteers were recruited organically from existing Us Girls activity sessions that were being delivered by the 15 partner organisations. The females had been taking part in the sessions as participants. Through informal discussions with the participants, the session leaders and coaches were able to identify and encourage those who showed an interest in taking on a leadership role to become Us Girls Motivators.</p>



Key project/initiative successes	<p>Volunteers were encouraged to continue their involvement through mentoring support, opportunities to attend leadership camps or residentials, training, gaining qualifications, target setting and celebrating achievements (e.g. recognition at the StreetGames Young Volunteer Awards).</p> <p>Over the initial three-year funding period, the initiative delivered over 1,200 sessions, engaging 451 young female volunteers and over 5,100 female participants from disadvantaged areas.</p> <p>An external evaluation of the programme was undertaken by the BHFNC. The report findings stated that: <i>'This type of programme can boost the confidence of young women in disadvantaged areas which empowers them to take on challenges which they previously thought they were incapable of.'</i></p> <p>The evaluation also identified the following as success factors:</p> <ul style="list-style-type: none">• Having Motivators with a variety of personalities and skills• The Motivator role being flexible, enabling young women to develop at a rate which they are comfortable with• The provision of a wide variety of formal and informal training and qualifications for the young volunteers, so that there was appeal to girls with different personalities and motivations. For example, some of the Motivators saw the role as a stepping stone to qualifications and employment; whilst others considered their role as a way to be involved in a friendly support network• Using existing volunteers initially to act as role models for new volunteers• Ensuring that extra support was provided for the Motivators during the early stages to help them adjust to their increased role which may have introduced more responsibility and structure into their lives than they were used to.• The provision of support to the delivery organisations via StreetGames Us Girls specialist Doorstep Sport Advisors who were able to assist the clubs with general queries, training and come up with ideas to engage the target audience.
Project/initiatives challenges and solutions	<p>The project objectives were achieved. The project was delivered on time, within budget and achieved the required KPIs. However, there were some challenges along the way. For example, even when strong support was provided for the Motivators, it could still be difficult sometimes for them to deal with challenging issues raised by their peers. Clubs were encouraged to offer as much training and support as possible to prepare the Motivators for this element of the role. However, due to the changing local contexts Clubs sometimes needed more support when dealing with difficult issues, which arise when working with young people in deprived areas.</p>



Lessons Learned

In addition, BHFNC who conducted the external evaluation found it challenging to monitor progress with the use of pre and post questionnaires, due to low response rates amongst the target groups. It was also challenging to gather follow-up data, which is common in a disadvantaged community setting. As such, there was an increased emphasis on gathering qualitative evidence.

The volunteer experience was an overwhelmingly positive one for the Motivators, and a number of them went on to secure paid employment at their respective clubs. Working with volunteers was also successful at reaching the target audience of disadvantaged inactive young women and at increasing their access to opportunities.

The initiative was rolled out across two phases by 15 different community organisations, proving that it is replicable in different locations. However, the external evaluation identified a number of aspects which were deemed to be important to consider in any future delivery or expansion:

- Often the Clubs were very intimate and members did not want them to grow too large. To maximise their impact going forwards, Clubs should devise plans to bring more members in without unsettling those already attending
- Future projects should make it a prerequisite of funding that Clubs commit to attend a number of shared learning events during and after the project to share experiences and ideas and to develop wider partnerships
- Due to low response rates to pre and post evaluation surveys, future projects should consider alternative methods of collecting data to enable better measurement of health and wellbeing outcomes (e.g. through focus groups, in-depth interviews, or training researchers from within the group)
- An assumption was made that community organisations would know where and how to access local services that were of interest to the girls, some were excellent and some struggled with this. For a future project StreetGames should coordinated training for project leaders and volunteers

Other points of view

<http://www.streetgames.org/resources/us-girls-case-study-laura-platt>

<http://www.streetgames.org/resources/hat-trick-wags-and-usgirls-alive-sessions>



4. United Kingdom



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Girls Active
Country	England
Organisation	Youth Sport Trust and Women in Sport
Implementation dates	2015 - ongoing
Related Web site(s)	https://www.youthsporttrust.org/girls-active

Project/ Initiative Description and lessons learned

Project/ Initiative Description and lessons learned	
Category	
Context	<p>The 2010 PE and School Sport Survey of schools in England showed an alarming drop in participation as girls become teenagers. Only 15% of girls aged 17-18 years took part in at least three hours of PE and school sport each week, compared to 68% of girls aged 10-11 years. By 14, just over 10% of girls achieved the recommended 60 minutes of physical activity per day. In order to address this alarming reality, StreetGames developed Girls Active as the result of their work with 20 schools through a 12-month pilot aimed at tackling the negative attitudes that girls have towards their body image, improving their attitude towards PE, and working with schools to make sport more relevant to girls' lives. Girls Active is now being delivered in over 200 schools across England.</p>
Project/Initiative	<p>Girls Active is an award winning programme for schools developed by the Youth Sport Trust (YST) and delivered in partnership with This Girl Can and Women in Sport. It aims to tackle declining participation in physical activity by adolescent girls and its associated implications for health, wellbeing and academic achievement.</p> <p>Girls Active is a partnership between teachers and girls working together to understand what makes girls fully engage in PE, sport and physical activity and enable them to work with girls through consultation, leadership and marketing to develop, sell and deliver inspiring and relevant opportunities for all girls, not just the sporty few.</p>
Target Group	Girls in schools, aged 11-14 years, although some schools target older girls up to 16 years.
Partners	<ul style="list-style-type: none"> Women in Sport provide insight support through pre and post intervention surveying as well as ongoing insight to support development and innovation for the Girls Active programme.

	<ul style="list-style-type: none"> • Sport England fund delivery in England • Sport NI Fund delivery in Northern Ireland
<p>Activities</p>	<p>Girls Active is the culmination of YST’s Girls PE and Sport Innovation project, which included four phases: investigation, learning and engagement, pilot, and activation. With the support of 20 schools, the pilot study ‘Girls Active’ was undertaken between March 2013 and April 2014. The impact report can be found here.</p> <p>Following a successful pilot, Girls Active has been delivered on an annual cycle since 2015, engaging 230 schools. The project is made up of an initial recruitment phase, led by YST. Access to the programme is available to any state secondary school with a priority to schools in identified target areas. Working in targeted areas, secondary schools access training, resources and support that help them develop a sustainable and effective approach. Schools are encouraged to position approaches to support wider school priorities and outcomes for children. Girls Active starts with professional development for teachers, enabling them to reflect on practice and provision within school, supporting them to ensure that girls are integral to designing, marketing and delivering opportunities to their peers and helping them to develop relevant and attractive PE, sport and physical activity opportunities.</p> <p>Support Includes:</p> <ul style="list-style-type: none"> • Full day teacher training for one to two members of staff. • Pre- and post-intervention surveys and individual School Insight Report. • Self-review framework, case studies, and teacher and student resources. • Ongoing support through a monthly newsletter, video material and signposting <div data-bbox="533 1391 1378 1800" style="border: 1px solid #ccc; padding: 10px;"> <p>The Girls Active annual process is shown below:</p> </div>
<p>Participation and Engagement</p>	<p>The GLAM groups are a key element to the Girls Active programme. We know from previous programmes and research undertaken by both Women in Sport and the YST that a girl centred, girl led approach is the most impactful when</p>



	<p>engaging this target group. Teachers recruit their GLAMS in a way that works for their schools, some use an application process, raise awareness through assemblies, others hand select and approach individuals to form part of the group, or embed within an existing student voice group.</p> <p>No physical incentives are used to engage the girls. Although, some schools do introduce branded Girls Active or GLAMS clothing, which is held in high regard by the girls. Other incentives may be around having the ability to create change in their environments or boosting their college and university applications with extra activities and responsibilities.</p>
Key project/initiative successes	<p>The 2013-14 pilot in 20 schools was independently evaluated by Research as Evidence. Key findings include:</p> <ul style="list-style-type: none">• The number of girls who look forward to PE nearly doubled (38% to 65.7%)• Almost two-thirds (62%) of girls say they have an improved view of how physical activity is an important part of their life• Almost 50% more girls see PE as being feminine• Girls who look forward to extra-curricular sport increased (35.5% to 65.7%)• 73.3% 'like the way they feel' after physical activity (increased from 41.1%)• More girls want to take part in physical activities (50% increase)• The percentage of girls that felt positive about school rose more than threefold (24% to 78%)• 50% increase in girls who enjoy coming to school on day when they have PE (41.5% to 61.7%)• Doubling of girls who enjoy their non-PE lessons at school (29.3% to 60.9%) <p>In 2015/16, Women in Sport conducted the evaluation during the first year of wider programme roll out, using pre- and post-intervention surveying of over 10,000 girls in participating schools. The Girls Active scheme has had a positive impact on participation in sport and physical activity for the girls. Teachers have reported an increase in girls' participation within their own schools and this has been confirmed nationally through the pre and post intervention surveys:</p> <ul style="list-style-type: none">• The number of days in the past week the girls took part in sport or physical activity outside of school increased by 14% (from 2.2 days to 2.5).• The number of days in the past week the girls took part in 60 minutes or more of physical activity increased by 17% (from 3.0 days to 3.5).• The average minutes a day spent on doing physical activity in the past week increased by 14% (from 72 minutes to 82), with girls from a BME background seeing a 21% increase.• Teachers also reported GLAMS growing in confidence over the course of the project and developing new skills such as marketing, communications and event management.



	<p>Attendees overall rated the teacher training very highly, with 97% stating that the training was excellent or good. Positively, the teachers reported being more aware of girls' needs and recognised the importance of tailoring activities for girls who are not engaged in traditional sports. Some teachers also reported improved awareness within the school more generally of the need to challenge sexist attitudes.</p>
Project/initiatives challenges and solutions	<p>For the 2015-16 cycle the following challenges were identified and the resulting adaptations or response are included below:</p> <ul style="list-style-type: none">• The lead teachers have limited time and therefore they found it difficult to commit sufficient time to the project. However, they did feel that as the project became more embedded within the school, this would be less of an issue. <p>Changes to the training and pre/post surveying timelines have been made. However, this remains a challenge due to the timelines around funding agreements and feasible roll out times. Schools going into their second year of delivery are the subject of research for this cycle to understand the longer-term impact of Girls Active delivery.</p> <ul style="list-style-type: none">• Some schools experienced difficulties in recruiting the right girls for the GLAMS roles. <p>Teacher training has been adapted and case studies were developed to support new teachers in their recruitment. However, as the approach is up to the schools there will be continued learning for each institution as they move through cycles of delivery.</p> <ul style="list-style-type: none">• Around two fifths of the girls (37%) said that they do not have time to take part in sport and physical activity and 27% said their schoolwork was more important. This suggests further work is needed to ensure that girls understand the importance and benefits of being active. <p>The report highlights a growing recognition of the need for support from the wider teaching team within each school as well as senior management. This is important in ensuring that Girls Active is successfully implemented. It should also not be seen as an issue for the female teachers only to address, male teachers can play a positive role as well. Women in Sport are conducting research into whole school impact of Girls Active to be used as an influencing tool for teachers in the future.</p> <ul style="list-style-type: none">• The need for family support and encouragement. <p>Best practice case studies have been created and shared, and Women in Sport are conducting research to investigate the role of the family in girls' participation in sport and physical activity.</p>



	<ul style="list-style-type: none">• The need to engage girls at a younger age, before they reach secondary school. <p>YST have conducted pilot work in a primary setting using the Girls Active approach to investigate how to influence behaviour with a younger age group. Women in Sport is also addressing this as a key policy area going forward.</p> <p>Impact data continues to be positive for girls taking part in the Girls Active projects, showing a positive change in both behaviour and attitude. Among GLAMS there is also an increase in confidence and increased perceived ability to influence others.</p>
Lessons Learned	<p>Using a girl centred and girl lead approach where the girls influence peers using a marketing approach works to improve both behaviour and attitude towards sport and physical activity. As mentioned above, there are a number of key development areas for the project and they are investigating the longer-term impact and sustainability of the elements for the project.</p> <p>We believe that this approach will work in other settings and would like to extend the project to work more with the community. Pilot projects have also taken part with specific target schools including SEND schools and schools with high BAME populations to better understand how to meet the needs of all girls in the UK.</p> <p>For more information and to read the impact report and evaluations for Girls Active visit https://www.youthsporttrust.org/girls-active</p>
Other points of view	<p>Video from the Girls Active Camp 2017 (a residential camp for Girls). This is not part of the core programme but delivers similar outcomes https://www.youtube.com/watch?v=7MaJm6u9L4c&feature=youtu.be</p> <p>Girls Active Camp 2016 https://www.youtube.com/watch?v=T4E5WxWKD0U&t=5s</p> <p>Fowey River Academy case study https://www.youtube.com/watch?v=mao4D3VRH74</p> <p>They have also Launched the Girls Active awards this year to celebrate the great work that is going on across the Girls Active projects http://girlsactive.youthsporttrust.org/</p> <p>Girls Active Awards video https://www.youtube.com/watch?v=py7TWMk-ACU</p>



5. Denmark



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Women United/Community (DGI Foreningskvinder)
Country	Denmark
Organisation	DGI
Implementation dates	01.10.2012 – 01.10.2014
Related Web site(s)	www.dgi.dk/foreningskvinder

Project/ Initiative Description and lessons learned	
Category	
Context	Ethnic girls and women are less represented in Danish sport communities. One of the reasons why is that there are less opportunities and activities that meet their demands. For example, some of the women do not want to participate in sports with men; or there is not a tradition in the family to join a sport club; or no one has asked them to join as a member or as a volunteer.
Project/Initiative	<p>We have helped women to start their one sports community only for girls and women from scratch, teaching them what to do and how to keep a community sports club going during a sport season. The project aims to:</p> <ul style="list-style-type: none"> • Get women to learn and take leadership of a community • Set goals and reach them • Inclusion of girls and women in society through sport • Community engagement through free leisure activities • Empower girls and women to take up sporting habits for life <p>The overall aim of the project was to include girls and women in society through sport. To achieve this, we supported women in creating 15 communities and sports clubs only for girls and women all over Denmark within four years. The objective was to have boards in every one of them with 5-7 women, and to have 13-15 volunteers participating in education (about how to manage a community or to learn how to educate other women in sports activity) and to have 150 members in each community.</p>
Target Group	Girls and women in all age from disadvantaged areas in Denmark
Partners	During implementation, social workers from the areas where communities were created had daily contact with the women, and were there as support in case of challenges that may arise.



<p>Activities</p>	<p>The main objective was to guide the women to start and run a community, which took from half a year to three years, depending on the human resources they had within their group. Different phases were as follows:</p> <ul style="list-style-type: none"> • Initial Recruiting period • First briefing meeting. During these meetings, DGI shared with interested women information about the project, goals, and requirements to take part • Second meeting. During these meetings, women define the objective for their own community • Third meeting. Women learn how a board operates and how to run the community in practice (e.g. how to recruit volunteers, start an activity, etc.)
<p>Participation and Engagement</p>	<p>Engaging volunteers was a key strategy of the project. Different kinds of methods were used to recruit women. We used existing connections and network in the municipality or among social workers in disadvantaged areas. We also went to education camps, such as college and schools for bachelor degrees as nurse, childcare, social work or nutrition knowledge, places where we knew the representation of women with minority background would attend.</p> <p>The DGI project manager offered the women continued support on the phone or through social media. She also went in person once or every second month to guide them. All the women involved in creating community sport clubs were volunteers, and they did all it took to keep the community running. DGI supported them by providing education and special courses in different subject that could help them run the community.</p>
<p>Key project/initiative successes</p>	<p>When the group of women had the spirit and resources to run the community, and they managed to facilitate sports activity for the other women every week during the year, you could see the internal coherence inside the group of women and the influence it had on their daily life in the area. It made a big difference if women actually liked sports, and if sport was the main issue for them meeting. For the women who also had extra resources it was also exciting to take on a leadership role. Furthermore, the fact that women created sport communities gave girls more opportunities to take part in sports, especially in these deprived areas in Denmark, where the amount of sports clubs are not as common as in other parts of the country.</p> <p>Even though it was not the aim of the project, in some of the communities, women had a stronger desire to just meet and talk about life and have a network close to where they live. They also had good experience in the project.</p>
<p>Project/initiatives challenges and solutions</p>	<p>Some of the main challenges faced during the implementation of the project included:</p> <ul style="list-style-type: none"> • Initial recruitment of women was challenging. As a result, we had difficulties to follow our time schedule. Some of the groups were founded in the end



	<p>of the implementation period and we did not have time to help them enough before the project ended.</p> <ul style="list-style-type: none">• I took a longer time than expected to find women that could manage the task of creating community sport clubs. In fact, women initially recruited did not have the needed skills or resources. It is a big task to start and run a sports club or a community and during the project we were aware of this challenge. In a future project, we should look for some women with more resources to form the board of the community and support other women.• In some cases, we could not find a facility or gym to host the sport activities. We had to carry out activities in smaller venues, which was not optimal• At times, there were conflicts among women in the group. We sometimes had to help them solve their problems to get going.• Furthermore, women often were overwhelmed by everyday life. We had to adjust our expectation to each group of women, in order to reach their resources and reach the project goals. <p>Due to these challenges, we were not able to involve as many participants and volunteers in every community as we wanted.</p>
Lessons Learned	<p>The demands and tasks were too difficult for most of the women, who took a long time to succeed. This has made DGI aware that it is a big task to create community sport clubs from the ground up, and that it takes time and effort to succeed, especially if the people you try to engage and teach about sports and how to build a community do not have relevant skills beforehand. Furthermore, there should at least be some women with relevant skills and resources to lead and sit in a board of a community sports club. The recruitment period takes a long time, and must be adjusted to the group and the objective of the project. Focusing on fewer communities and spending more time supporting each group would be a better way to start.</p> <p>In future projects, we will try to use a mentorship approach where other women with knowledge in the field can help and guide the group. The project could be replicated elsewhere if the factors and challenges already explained are taken into account. The process takes time, but when it succeeds and the community sport club is running, it is a very good experience for the women, who learn skills they can apply in other areas of their lives, and it has a great impact on the area.</p>
Other points of view	<p>www.dgi.dk/foreningskvinder</p>



6. Denmark



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	SheZone
Country	Copenhagen, Denmark
Organisation	SheZone
Implementation dates	2003 – ongoing
Related Web site(s)	http://www.shezone.dk/

Project/ Initiative Description and lessons learned	
Category	
Context	<p>The project was a proactive social initiative initiated in 2003 in collaboration with DGI (Danske Gymnastik- & Idrætsforeninger) and the Municipality of Copenhagen.</p> <p>At that time, there were already several sport-based communities providing leisure and sport activities for boys living in vulnerable areas in Copenhagen. It was then when SheZone saw the opportunity to start a women-only association that integrates and increases the participation of females in society through sport and leisure activities. The project was an essential vehicle especially for engaging vulnerable females who have ethnic minority backgrounds off the streets and onto active and healthy environments where they could express themselves freely. SheZone’s philosophy is that empowering girls and women through sports will provide them with the knowledge and skills required for their increased participation in society, and therefore will improve their quality of life.</p> <p>Participation in associations is one of the most important elements of the integration process, yet most important in vulnerable communities. Within this context, the development of various activities started for girls and women such as dance and ball games in sports halls were located in residential areas exposed to high social issues in the outskirts of Nørrebro.</p> <p>The first girls to join the association sought swimming, as they could neither swim nor get into the water. This activity attracted their mothers as well who began joining the association, and little by little they were forming a community of active females and role models.</p> <p>Girls and women who are part of SheZone face multiple barriers that prevent them from participating and engaging in sport and physical activity. Many of them have restrictions that are placed on them by their culture, gender, religion or ethnicity. Religious and cultural barriers make it difficult for some girls and</p>



<p>Project/Initiative</p>	<p>women to participate in sport, especially as there is often a lack in sensitivity or understanding of their requirements around clothing, privacy and single sex sessions. Furthermore, their attitudes toward sports are also inevitably affected by a lack of visible role models like them. Another barrier is also related to family expectations about the role and expectations of young women, inevitably affecting their participation in sports.</p> <p>SheZone is an inclusive association based in Copenhagen that creates a free space and a community for the movement and development of the body, mind and heart for females only. The main objective of SheZone is to provide a community of girls and women with opportunities to participate and engage in sport and physical activity regardless of their culture, background, age, or social status.</p> <p>SheZone is an association with the desire to inspire more girls and women to join the community, and eventually become volunteers. A large proportion of SheZone members comes from ethnic minority backgrounds. The association is led by unpaid voluntary workers. It has over 40 volunteers among partners and volunteers, and over 500 members. Everyone carries the SheZone’s spirit and contributes in spreading the message.</p> <p>SheZone has created sport activities in local areas where there were no previously organised sport activities for girls and women. SheZone works with an organic volunteer strategy that offers members the opportunity to become volunteers and help to develop the association. Volunteers also receive an instructional training that makes them capable of teaching sports and life skills to other women. It is important to note that SheZone members pay a low significant rate.</p>
<p>Target Group</p>	<p>The main target group of the project is girls and women from different ethnic backgrounds. SheZone focuses on:</p> <ul style="list-style-type: none"> • Ethnic minorities in general • Girls (with emphasis on 8-17 years through Special Integration Funds) • Girls in preschool age (by cooperating with institutions) • Women (age 18-30 and engages as volunteers in the association) • Women aged 25-35 years (mostly mothers who are members of the association)
<p>Partners</p>	<p>In 2004, SheZone had the First Founding General Assembly and became a member of DGI (Danske Gymnastik- & Idrætsforeninger). SheZone has a number of beneficial and productive workforces with public and private actors in the Copenhagen area. In addition, the association receives grants for the development of operations within the association.</p> <p>In 2008, SheZone joined an integration partnership with the Municipality of Copenhagen. The purpose was to attract more girls from ethnic minority age 8-14 years old to SheZone, and to maintain the girls in the association. Based on the</p>



	<p>needs of potential members, a lot of work has been carried out on developing new offers and activities such as parental involvement, retention of instructors and members, among others.</p> <p>In 2010, SheZone also collaborated with the Ministry of Integration, which allowed them to further develop water activities in Copenhagen. The swim project was a development of an existing initiative that took place at Nørrebro and Østerbro. The agreement ensured that water activities were established in Valby, Vanløse and Amager during the period of 2010-2011.</p> <p>From 2012-2014, SheZone received an annual grant to fund their operations, also known as the 'Special Integration Resources through the City of Copenhagen, Culture and Leisure.' The partnership will run until summer 2021.</p> <p>SheZone also entered into a partnership agreement with FritidsGuderne Copenhagen. This is a project between the City of Copenhagen's cultural and leisure management and the Red Barnet. The project aims to guide children and young people who are not integrated in society, due to lack of resources and low-income.</p> <p>In 2017, SheZone joined a collaboration project with five other associations funded by Nordea Foundation. They will create more sports facilities for children and young people in Copenhagen. This provides an annual grant to hire an additional project manager, which is particularly important for SheZone.</p>
Activities	<p>The activities run by SheZone are primarily conducted in Nørrebro and Valby (Copenhagen). Strengthening the social relations of the members of the community regardless of their age, ethnicity or social status is very important for SheZone. The association has a rich community of girls and women who help each other to facilitate and to develop activities. Everyone can take the initiative to start or propose new activities, and to modify existing ones. The frameworks for the activities are then designed in cooperation with the Board members.</p> <p>At SheZone there are only female instructors, and the swimming pool is open only for She Zone's members. The main purpose of the activity is to have fun while becoming better swimmers. The focus is not on competition but on everyone feeling safe in the water. Swimming takes place in three different locations: Hillerødgade - Nørrebro/ Sankt Annæ - Valby / Cherry Harbor School – Valby.</p> <p>The teams of girls are divided into the following categories, depending on their previous experience with swimming training. SheZone organises the education and training of each person based upon their level, so that everyone learns both to swim and develop themselves without pressure. Therefore, training range from sessions for complete beginners (hydrophobia class) to exercise class, who are practiced swimmers who can swim on their own. Other classes include aqua</p>



	<p>fitness and mother and daughter sessions. Beyond swimming, SheZone also offers yoga, dance and fitness classes.</p> <p>SheZone also organises events as their way of emphasizing the importance of community. The Event Team volunteers are responsible for creating fun, entertaining, and heart-warming events that contribute to the association's dream of making a difference. SheZone events are also an opportunity for curious girls and women to gain insight into what SheZone stands for, and what the association has to offer.</p> <p>SheZone hosts a start-up event every year when the season starts, allowing the entire community, members, and volunteers to come together, reinforce old connections, make new friends, and have a good time. SheZone also hosts an annual general meeting where the chairman provides an overview of the year and the association's work. This is a celebration where there are several activities for the entire family and food for everyone. This is such a good opportunity to meet the board, the employees and all the other wonderful volunteers who make a huge contribution to SheZone.</p>
Participation and Engagement	<p>SheZone's volunteers are the heart and spirit of the association, and have always been a vital part of the programme. SheZone is proud of the volunteers and consider them one of the most important resource of the association. SheZone wants to inspire them to develop both professionally and personally. From the outset, it was the intention of the project to create an association that would support itself by voluntary forces if the project funds were to dissolve.</p> <p>Becoming a volunteer for SheZone has many benefits. The association is always looking for new instructors for swimming, yoga and dance and movement. The role of the volunteers as instructors is to help develop the teams and run the classes. Volunteers are expected to have some experience in teaching girls and women who are new to the community. Participation, engagement and involvement is a key in the development of activities in SheZone.</p> <p>Volunteers can be:</p> <ul style="list-style-type: none">• Yoga instructor• Fitness instructor – specially for mums and daughters• Swimming instructor• Lifeguard• Event Coordinator <p>SheZone works organically, meaning the association tries to recruit its members as volunteers. This applies to both girls and women. Volunteers increase community ownership: the more community members are involved in SheZone, the easier it is to gain support for its work. In addition, by using volunteers from the community, the goals are 'in tune' with what the community wants.</p>



	<p>When the girls are 13, they can become an assistant instructor and be part of the volunteer team. When they are 16, they can attend the instructor training where they subsequently have the responsibility to teach teams on their own. This helps to maintain them in the organisation for many years. At the same time, some of the members or volunteers also become a part of the board members. This is important as they are the ones who have the best insight about the association, and know what members want, and how activities can be better organised according to the needs of the target groups. In order to maintain the initiatives of the volunteers, SheZone offers courses, team building sessions at the start of the season, leadership and life skills sessions, among others.</p> <p>There have been many different volunteers in SheZone since the start of the project. There have been replacements in both the board members and the instructors of the group. However, a core group of volunteers has been working in the association for a long time.</p>
<p>Key project/initiative successes</p>	<p>SheZone is a volunteer association run by unpaid volunteers. Over 40 volunteers spend their spare time making a difference for over 500 members. SheZone is always interested in establishing new relationships and seeks new, collaborative partnerships and opportunities.</p> <p>The association prefers to start initiatives based on existing local resources that fulfil a specific need or demand for specific activities. SheZone believes that a good collaboration is when both parties contribute equally, and have the opportunity to develop and use their core competencies.</p>
<p>Lessons Learned</p>	<p>SheZone is an association in constant development. We have learned that the best volunteer group consists of both the committed new volunteers and those who have become members or instructors. We also found out that it is easier to engage and work with both young and elderly volunteers. The mix ensures the best group dynamics within the volunteer group while ensuring a good quality of education. It is important that volunteers are allowed and encouraged to take new courses, so they feel that they are developing themselves within the association.</p> <p>In the long-term strategy, SheZone continues to scale in several districts in Copenhagen and to other cities in Denmark. Even though we found out that many members may find difficult it to move from one city to another, we believe that SheZone has the potential to engage more volunteers and members from other vulnerable residential areas.</p>
<p>Other points of view</p>	<p>A success story from SheZone is the example of Nada, who came to Denmark in the 80s. She had never learned how to swim before in her home country. In Denmark, children learn to swim as part of a school project, but Nada did not. When Nada heard about an association that had swimming only for women</p>



where she could throw her outfit away and swim, she joined immediately and became an instructor. Nowadays, she is still an instructor at SheZone and is particularly good at teaching beginners and encouraging her friends' daughters to become members.

"Teaching gives me a lot of joy and the experience of making a difference. But the relationship with the other volunteers is also a big part of why I'm volunteering in SheZone" Ragga, swimming instructor

"I know swimming is healthy and a nice form of exercise. I know that you can feel a sense of freedom and ease in the water. I know we are having fun and enjoying ourselves in the pool. I love to teach" Inge, swimming instructor

"There are so many lovely sweet people, and I like the atmosphere there, it's relaxing. We talk together, have fun and have a girl's nose, doctors and for me it is not just about training. There must also be room for something else. Once a month there is a baker's cake, and we are so excited" Mouni-svømmeinstruktør



7. Denmark



Project/Initiative Details	
Project/Initiative Title	Socialt Aktivt Klubliv
Country	Hoje Taastrup, Denmark
Organisation	High Taastrup Municipality and DBU Zealand - Leisure and Sport Department
Implementation dates	Over a period of three years (2016-2019)
Related Web site(s)	http://www.dbu.dk

Project/ Initiative Description and lessons learned	
Category	
Context	<p>The DBU's (Danish Football Association) report "Girls' Voice" concludes, among other things, that girls are most motivated when:</p> <ul style="list-style-type: none"> • The professionalism and social conditions of the clubs are well-functioning • There is a balance between school and leisure • There is a balance between the level differences of the players <p>Today, 63,000 girls and women play football in DBU's associations, but the Union has a goal in 2025 to reach 135,000. DBU has established a women's commission that will prepare a presentation for a new strategy for women's football in Denmark in March 2017.</p> <p>DBU Zealand will work to engage more girls and women as players, coaches and managers. It will be done through:</p> <ul style="list-style-type: none"> • Increased promotion of training programmes specifically aimed at existing and potential coaches and leaders in girls' and women's football • Creating an overview to visualise and qualify offerings for clubs that are motivated to work with girls and women • We will work to visualise the potential of girls and women football players in all of Zealand, regardless of whether members' motivation is elite or social.

Project/Initiative	<p>The municipality of Høje-Taastrup has partnered with DBU Sjælland to complete a three-year targeted strategy to empower girl's football that can contribute to:</p> <ul style="list-style-type: none"> • Strengthen the football clubs in the municipality • Increase the number of girls and women playing in football clubs • Maintain female trainers and leaders in the boards of associations and in the coaches
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	<p>The four football clubs participating in the project are Høje Taastrup If (HTI), Fløng Hedehusene, TG80 IF DIFGet2sport, and Taastrup FC.</p> <p>The main aim of the project is to:</p> <ul style="list-style-type: none"> • Maintain current female players, coaches, and managers to strengthen the clubs • Receive new members as well • Recruit volunteer female trainers and managers • Strengthen the clubs' cooperation with school and other local partners (e.g. the area's social housing efforts, private companies, municipal institutions, etc.) • Create environments for sharing experiences and knowledge among soccer clubs <p>Two of the football clubs, TG80IF and HTI Football, are clubs with relatively high concentration of players with ethnic minority backgrounds. The clubs are located in two exposed areas in the municipality. In addition, these clubs have the least number of girls.</p> <p>When we look at the gender segregation across the six clubs, there is a skew.</p> <ul style="list-style-type: none"> • 17% of the club's volunteer coaches are women • 31% of board members are women • 19% of children and young people (age 6-18) are girls • 17% of children in the age group 6-12 are girls <p>Fritid and Kultur (Høje Taastrup Department Leisure and Sport) has initiated dialogues with several football clubs about how the municipality is best able to target and attract girls when developing the club's strategy. From what we see in statistics, female player's coaches are not well represented in the soccer clubs.</p>
<p>Target Group</p>	<p>The primary target groups of the project are the youth groups (age 13-22), and girls (age 6-12)</p>
<p>Partners</p>	<p>On one hand, the association is responsible to support soccer clubs to develop their projects, and for their evaluation and success within the next three years. They are also responsible for communicating with other sport associations and stakeholders. The partners are: Lars Kruse from DIF Get2sport, Metin Dincer from DBU Sealand, Leisure and Culture Committee Chairman Merete Scheelsbæk, Project Manager Maria Holmström from Leisure and Culture, Integration Consultant, Jamilla Jaffer, Board Member Birgitte Hamborg Faarbæk and Communications Consultant Lene Solskov from Leisure and Culture.</p> <p>On the other hand, the working group partners are those who represents the four soccer clubs and they are responsible for the youth participation along the programme. Working Group includes representatives from four football clubs</p>



	<p>(Høje Taastrup If, Fløng / Hedehusene, Tåstrupgård 1980 IF, Taastrup FC) and Project Manager Leisure and Culture and Consultant DBU Sjælland.</p>
<p>Activities</p>	<p>These are the four steps of the project over a period of three years (2016-2019):</p> <ul style="list-style-type: none"> • The anticipation poll and planning for each football club (Autumn 2016 - Spring 2017) • Initiation of activities (2017 - 2018) • Implementation of bets at the clubs (autumn 2018 - 2019), follow-up meeting, club network and event settlement • Evaluation (by the end of 2019) <p>Leisure and Sport Department maps the needs of the soccer clubs to strengthen the participation and integration of girls in the football clubs. The focus is on recruiting and retaining members, and for coaches and players. The project's activities are divided into two parts to ensure that the efforts can be implemented in the clubs.</p> <ul style="list-style-type: none"> • Volunteer coaches and managers implement six professional modules that enables them to train girls, conduct events, promote the club and assume leadership in the club. • There are four network meetings in which football clubs' board participate and discuss the focus area of the clubs with action in the field of girls, recruitment and retention, partnerships and collaboration, and implementation of project efforts and new activities <p>Course modules are facilitated by DBU Sjælland club advisors and Fritid og Kultur project managers. During the project period there will be focus on the club's individual action plan, along with various practical tasks for girls taking part in the training, who will be able to practice in their clubs.</p>
<p>Participation and Engagement</p>	<p>The youth groups are the participants of the programme. They do have soccer clubs board involved in the project to help the girls to develop their efforts in soccer clubs.</p>
<p>Key project/initiative successes</p>	<p>Success criteria will be measured as:</p> <ul style="list-style-type: none"> • At least four of the six football clubs participate in the project • At least 10 of the 15 young participants are female trainers and leaders after the end of the project • At least 40% of the young participants who have completed the programme has new management positions in the club (e.g. as board member, committee member, coach, coach, etc.) • At least 10% more girls in the age group 6 to 12 are recruited to the club, by the end of 2019 • At least two new external partners are established at the participating football clubs • At least four network meetings across the football clubs are held • A final football team has been created, by the end of 2019



**Project/initiatives
challenges and solutions**

Retention over two years can be a challenge, especially as there are young participants in the education process. Furthermore, implementation of a socially active club for girls requires discipline and structure in the clubs. If there are changes during the three years, the challenge could be to maintain the motivation of the clubs to continue taking part.

Lessons Learned

The youth group members became role model trainers and leaders in the soccer club.



8. France



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	La Lycéenne Maif Run
Country	France
Organisation	Union Nationale du Sport Scolaire - UNSS
Implementation dates	8th of March 2017
Related Web site(s)	http://unss.org/blog/qaelle-wolff-une-course-feminine-festive-solidaire/

Project/ Initiative Description and lessons learned

Category													
Context	<p>The aim of this initiative was to tackle the significant decrease of girls practicing sport in high school. A survey from 2003 shows that, as they progress through the school curriculum, girls often drop out of sports. This imbalance is particularly acute in disadvantaged areas.</p> <div data-bbox="582 996 1356 1500" data-label="Figure"> <table border="1"> <caption>UNSS : pourcentage de filles licenciées par rapport au nombre de licenciés par catégorie d'âge</caption> <thead> <tr> <th>Catégorie d'âge</th> <th>Pourcentage</th> </tr> </thead> <tbody> <tr> <td>Benjamines</td> <td>16%</td> </tr> <tr> <td>Minimes</td> <td>12%</td> </tr> <tr> <td>Cadettes</td> <td>6.5%</td> </tr> <tr> <td>Juniors</td> <td>4.5%</td> </tr> <tr> <td>Séniors</td> <td>1%</td> </tr> </tbody> </table> <p><i>Graphique réalisé à partir des chiffres communiqués par M. Laurent Petrynka lors de son audition.</i></p> </div> <p>Although, generally speaking, the nature of the activity is the main reason why girls give up sport, they are also particularly concerned about practical aspects. For instance, 18% of French girls between the ages of 12 and 17 say that they gave up sport because they had no transport. A lack of transport combined with late hours and the emergence of fears concerning their safety significantly deters girls from taking part in a physical activity or sport (Hills, 2007).</p> <p>Several other explanations have been given to this phenomenon, including the weight of the social position of the family, cultural pressures or psychological and physiological problems due, in particular, to adolescents' perception of their</p>	Catégorie d'âge	Pourcentage	Benjamines	16%	Minimes	12%	Cadettes	6.5%	Juniors	4.5%	Séniors	1%
Catégorie d'âge	Pourcentage												
Benjamines	16%												
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Séniors	1%												

	<p>bodies. This discouragement necessarily impacts equality in access to sport, so it seems essential to take it into account and to propose solutions to remedy it. Source: Rapport d'information n° 650 (2010-2011)</p>
<p>Project/Initiative</p>	<p>La lycéenne MAIF Run is sport made accessible to all. This unprecedented feminine, festive and solidary three km race is based on the well-known values of sport (solidarity, pleasure, and sharing), which take precedence over the performance dimension of the activity.</p> <p>The initiative aimed at being innovative by including the following aspects:</p> <ul style="list-style-type: none"> • High school students from the same school must cross the finish line together • Presence of famous ambassadors, all former champions and UNSS champions, to encourage and run with young girls throughout France • Based on peer-education • Organised, carried out and run by young girls (age 15-18) • A sport village to welcome the young runners on arrival, to live together beautiful moments of sharing and celebration • One date, one concept, seven pilot cities in France <p>The overall aim of the run was to raise awareness about the practice of sport for all and the benefits of sport, specifically looking to boost the participation of girls in school sports.</p>
<p>Target Group</p>	<p>The event targeted young girls (age 15-18), especially the non-active ones. Indeed, the concept was based on an open-race for all girls aged 15 to 18 having a UNSS licence, and beyond. In fact, these girls had the opportunity to invite their non-licensed friends to come running alongside them.</p>
<p>Partners</p>	<p>The main partners involved were as follows:</p> <ul style="list-style-type: none"> • Main funder: MAIF • Sponsor: Adidas, delivering official jersey to all the girls • Other sponsors: MGEN, Orangina • Press partners: Les Sportives, L'Étudiant • NGO partner: Femix Sport (providing content for exchange) • Public authorities: Cities and Regions
<p>Activities</p>	<p>The project was born from a reflection conducted during several months to create momentum through a yearly event targeting girls, and using running as a driver. In practice it was a one-day event on the 8th of March 2017 consisting of:</p> <ul style="list-style-type: none"> • A run • A village of activities, during which girls could test a variety of activities (e.g. fitness, bike, radio workshop)



	<p>This first edition was a pilot action, and the aim for 2018 is to implement La Lycéenne MIAF run in all the main regions of France. The event was organised, carried and run by young girls between the ages of 15 and 18.</p> <p>The initiative in Paris was built on a mixed approach. In fact, at the 'Welcome desk' there were both girls and boys welcoming the participants and distributing goodies and instructions.</p> <p>As for the young girls acting as volunteers during the event their roles were divided among three different activities:</p> <ul style="list-style-type: none"> • The welcoming stand – Their role was to welcome PE professors, validate with them the list of participants from their association and guide them to the next step • The VIP stand – Their role was to act as hosts and welcome the VIPs and ambassadors • The village – Their role was to coordinate the various activities offered in the village <p>Volunteers were recruited and trained as part of the UNSS programme "Towards a Responsible Generation" (gathering 300,000 young boys and girls). Through this programme, UNSS aims to provide the tools to their licensed students to become responsible athletes and citizens. In practice, they are given continuous training both theoretical and practical in their sport associations to take different non-sportive responsible roles in their association, including: referees and officiates, coaches, organisers, reporters, first aiders and vice presidents.</p>
<p>Participation and Engagement</p>	<p>Recruiting volunteers was key and central to the whole event:</p> <ul style="list-style-type: none"> • To attract the target group, girls aged 15 to 18 having a UNSS license invited their non-licensed friends to come running and practicing alongside them. • To ensure the running of the initiative. It is part of the DNA of UNSS to ensure that their activities are piloted by young people and it was also the case with this new concept.
<p>Key project/initiative successes</p>	<p>Key Successes include:</p> <ul style="list-style-type: none"> • More than 2000 participants joined in Paris • 60% of participants in Paris were non-licensed girls, and this reached 80% in Bordeaux. Clearly the event was successful in engaging new girls • Effective communication through social media: #LaLycenne <p>Factors that contributed to this success include:</p> <ul style="list-style-type: none"> • A friendly and innovative environment to encourage girls to become active. • The non-competitive aspect of the event. The rule was to start together and to arrive together. • Focus on the fun, festive and sharing dimensions of the event.



	<ul style="list-style-type: none"> • The peer-to-peer model for recruiting the participants. Thanks to their commitment, these girls invited their friends to live together the first edition of the "La lycéenne" experience. • The positioning of the event in the calendar, gaining momentum with the International Day for Women's rights
Project/initiatives challenges and solutions	<p>The main challenges were to define a simple and attractive concept. Furthermore, matching up with the timings for communication, security and logistics was challenging, including finding a suitable, short and accessible route in Paris with authorisation.</p>
Lessons Learned	<p>It is useful to build up on existing assets within your organisation. In this case, there already was a pool of trained volunteers as part of the "Vers une generation responsable" initiative.</p> <p>Furthermore, the concept of the event is key. It is important to make sure to adapt the offer to your target, moving out of your comfort zone and the traditional event you are used to organise. For example, in this case, to attract new young girl to this sport activity the factors of success were peer invitation, the non-competitive aspect and the fun dimension: an event entirely designed for them.</p>
Other points of view	<p>Example in Bordeaux: https://www.youtube.com/watch?v=sGz--UvaQ_Q&feature=youtu.be</p> <p>Official video by UNSS national: http://www.dailymotion.com/video/x5efxp2_la-lyceenne-maif-run_sport</p>



9. France



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Sport Plays Mixed
Country	France
Organisation	High Taastrup Municipality and DBU Zealand - Leisure and Sport Department
Implementation dates	27/09/2015 to 03/10/2015

Project/ Initiative Description and lessons learned	
Category	
Context	Within the EU, 40% of EU citizens play sport at least once a week, but men play more sport than women. In fact, 43% of male respondents say they play sport at least once a week, as opposed to 37% of women (Eurobarometer, March 2010).
Project/Initiative	<p>The project Sport Plays Mixed was set up in order to:</p> <ul style="list-style-type: none"> • Train and educate the educators, while allowing young people to develop awareness raising on the importance of mixed participation between male and female participants in sports • Leave a legacy, while providing a platform for young people to gain the attention of senior leaders and decision makers in order to give youth a voice towards gender equality in sport
Target Group	<p>Target groups included:</p> <ul style="list-style-type: none"> • 25 Young Europeans from Finland, France, Germany, Italy and Spain involved in sport organisations as trainers or managers • 3 Facilitators from Hungary, Poland and the United Kingdom • 60 children (age 9-14) from the greater Paris (30 boys and 30 girls) • Policy makers
Partners	<ul style="list-style-type: none"> • Erasmus+, Youth Chapter KA1 action was the project funder • Partner organisations included: <ul style="list-style-type: none"> ○ French National Association of Students in Sciences and Techniques of Physical and Sporting Activities (ANESTAPS), ○ European Non-Governmental Sports Organisation Youth (ENGSO Youth) ○ Union National du Sport Scolaire (UNSS) ○ European University Sport Association (EUSA)
Activities	<p>The project took part between September 27th and October 3rd, 2015 in Paris and included:</p> <ul style="list-style-type: none"> • A week of non-formal and informal based training • A final conference



Participation and Engagement	<p>The project started with a non-formal educational training course which used Education through Sport (ETS) as a methodological tool which in this case advocates for equality through mixed participation of girls and boys in sport. The training course allowed the participants to share their experiences, learn from others, receive first-hand examples of mixed sport, evaluate their experiences and come up with their personal recommendations of how to create better mixed participation in sport.</p> <p>Participants were also able to experience mixed sport event first-hand by observing and evaluating a sport tournament organised by Passe-Sport in cooperation with schools in the greater Paris region. The purpose of the tournament was for the European volunteers to have a concrete and successful live testing mixed sport event.</p> <p>The project concluded with the international conference entitled "<i>Re-thinking and re-inventing sport: a key to promote a sense of living together, special focus on co-education and gender diversity</i>". The conference was attended by over 80 participants and included keynote speeches and expert panel debate.</p> <p>The call for participants was indeed targeting young Europeans leader volunteering in sport organisations. The young participants who took part in the tournament were selected from schools in Paris. The project volunteers, (i.e. the 25 Young Europeans), were selected through a call for participants. The call and selection process was in place to ensure a balance between young men and women among the participants.</p> <p>The partnership of the project was developed to create a good mapping of different EU countries with organisations able to identify and send potential young participants. A guideline document was developed to list and introduce the criteria for the selection. The ideal participant was supposed to be:</p> <ul style="list-style-type: none">• Under 30• Able to speak and understand English• Involved in either education or sport field and if the profile was more on education then an interest has to be demonstrated <p>There was no interview as part of the selection process, because it was the task of the partner organisation to identify and select candidates.</p> <p>As an outcome of the training course, the final project recommendations were prepared by 25 young people from across Europe, representing Finland, France, Germany, Italy and Spain. The recommendations were given based on personal experiences and specific examples from participants' countries, but can be adapted to suit the needs of any specific organisation or country.</p>
Key project/initiative successes	<p>Key successes of this project include:</p> <ul style="list-style-type: none">• The overall quality of the team, including the experience of the project coordinator, the facilitators and the conference manager



Project/initiatives challenges and solutions	<ul style="list-style-type: none">• The involvement of active partners. The network of partners allowed to engage 25 highly motivated participants and good promotion of the initiative.• The train-the-trainer approach based on non-formal and informal learning (<i>Education Through Sport</i> approach)• The mix of training, concrete activity and reflection time <p>The diversity of the profile and backgrounds of the participants and in particular their different level of understanding of the gender issues as well as their level of involvement in the sport sector. This will probably translate in some difficulties in their capacity to implement real action when back home.</p>
Lessons Learned	<p>However, diversity also brings a lot to the debate between the participants. Instead of creating a pool of trainers trained on the gender topic, the group of participants became a network of young experts in the field with the potential to advocate for more involvement of the sport movement in relation to gender issues, while providing innovative approach.</p> <p>The use of non-formal education method and in particular ETS (education through sport) is very powerful to allow for active role playing and generating debate. It offers a good facilitating solution.</p> <p>To engage and retain female volunteers, it is crucial to:</p> <ul style="list-style-type: none">• Have a mixed team of instructors and facilitators• Establish an active code of conduct that defines some words and expressions to avoid or to prefer, pointing out the clichés to avoid. The idea is to create a trusting environment through a fun and entertaining approach, something that allows each individual to reflect on her or his thinking and inviting her or him to think about perception
Other points of view	<p>“Sport Plays Mixed” Official video: https://www.youtube.com/watch?v=PnbBqKYgXkw</p> <p>“Sport Plays Mixed” Conference Report: http://media.wix.com/ugd/5ea3fa_9fc0ddeaa9cc45728acc194ccc0b1664.pdf</p> <p>“Sport Plays Mixed” Recommendations: https://drive.google.com/file/d/0B07gjNnhhHsraE5XMmV0bEpLSnc/view</p>



10. France



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	EMIS - Egalité, Mixité, Intégration par le Sport (Equality, Gender equity/Diversity and Integration through Sport)
Country	France
Organisation	University of Franche-Comté
Implementation dates	November 2015 – October 2016
Related Web site(s)	http://cellule-video.univ-fcomte.fr/wordpress/?page_id=2321

Project/ Initiative Description and lessons learned	
Category	Guiding question(s)
Project/Initiative	EMIS had the ambitious objective to demonstrate, through different practical workshops, exchanges of experiences or conferences (taking place during one single week) that sport can be a tool for social inclusion. EMIS is aimed at three audiences based on three themes: gender balance, sport at all ages, and equal opportunities by mixing disabled and able-bodied people.
Target Group	Initial target group consisted of students and professors from 12 different countries. The end beneficiaries are the people who will be coached and trained by the initial target group
Partners	<ul style="list-style-type: none"> Funder is Erasmus + Sport Project partners include 11 European universities from Greece, Macedonia, Czech Republic, Slovakia, Slovenia, Bulgaria, Spain, Ireland, Romania, United Kingdom and Belgium
Activities	<p>The climax for this project occurred between April 25th and the 29th of 2016. The Sports Faculty of the University of Franche-Comté received representatives from 11 European universities for a sports event. Each university delegation consisted of 21 participants (researchers, teachers and students). Nearly 300 foreign or French scientists, teachers and students took part with the aim to explore and experience the theme of «Equality, Diversity and Integration through Sport”.</p> <p>This event gathered around 230 participants in Besançon, in addition to the students of the University of Franche-Comté. Participants took part in five days of integration and sports practices such as golf, mountain biking, horseback riding, climbing, hiking and adapted activities such as torball (a ball game for the blind), tennis chair or cyclo dance (in chairs). They also attended workshops and conferences.</p>



	<p>The purpose of this meeting was to show what role sport could play in promoting social mix, equal opportunities and improved health. The idea was to promote social inclusion and to combat inequalities in and through sport. In practice, all the delegations were mixed up in order to form international groups, including a member of each foreign university and a volunteer from the student of the University of Franche-Comté. Many workshops helped to discover how to adapt sport to motor or mental disabilities, either as a practitioner or as a coach.</p> <p>The participants had the opportunity to take part to mountain bike trips with the French federation of adapted sports, test wheelchair dancing and hiking in Joëlette (specific and adapted wheelchair for hiking activities), attempt to climb or ride blindfolded. Others activities also focused on gender equality, for example in golf and biathlons.</p> <p>The event had even an intergenerational dimension as the sports federations involved practitioners and speakers of all ages: from children and teenagers to retired people. The idea was to experiment, to discover new practices, to question, to exchange, and to seek solutions together to promote dialogue and equality through sport regardless of gender, age or nationality.</p> <p>The U-Sports (Sport Faculty of the University of Franche-Comté) intended to involve enough volunteers to:</p> <ul style="list-style-type: none"> • Facilitate communication between the 12 countries • Accompany and guide these foreign participants • Supervise the activities
<p>Participation and Engagement</p> <p>Key project/initiative successes</p>	<p>The U-Sports called for volunteers among university students and members of local and regional associations through an official call for participants.</p> <p>The volunteers had a unique opportunity to meet European colleagues, but also to practice sports such as golf, horseback riding, climbing, and suitable activities such as torball (ball game for the blind), tennis Armchair and cyclo dance (two dancers: one valid, the other in wheelchair). They also participated in all the highlights of the event, including special evenings.</p> <p>The universities remained in contact to create a strong network among the project participants. This will make it possible to enhance exchanges and to pursue future collaborations. UPFR, in turn, visited the eleven universities to forge partnerships with some of them. These are important agreements since they will promote the exchange of students and professors between universities and develop the dynamics of the international.</p> <p>The long term anticipated effect is that those who took part to the event will be able to create when back home, friendly and innovative environment for sport and physical activities to nurture and boost the participation of those considered as hard to reach (women and girls, people with disability, migrants, etc.)</p>



Other points of view

"This Erasmus + project made me even more motivated to go straight to my goals! Do not give up on obstacles and make even more efforts, especially when you see all these glaring examples. This week EMIS has made me a more sensitive, responsible and active person! " Participant: Athanasios PASCHOS, University of Athens (Greece)

"This European week has changed us all. The world needs projects like this, which brings us back to our humanity. Thanks to the EMIS project, we have acquired new skills in hosting foreign students and organizing events. A knowledge that will be transferred to the University and shared with our partners. The opportunity also to confront our ideas and projects with the associated universities and several declared themselves interested in the development of new collaborations by and through sport." Project Manager: Daiana BARILONE, University of Franche-Comté



Project/Initiative Details	
Project/Initiative Title	Jail and Sport
Country	Italy
Organisation	Centro Sportivo Italiano (CSI) Modena
Implementation dates	From 2003 – on going
Related Web site(s)	http://www.csimodena.it/home

Project/ Initiative Description and lessons learned	
Category	
Context	The project aims to provide sporting activities in prison, specifically for female and male detainees.
Project/Initiative	<p>With regard to female detainees, the participants' age ranges from 18 to 50 years. Detained girls and women practice sport activities in jail for the following reasons:</p> <ul style="list-style-type: none"> • To be on the move and to relieve the tension • To spend time with the volunteers. <p>The presence of external people in jail is an important resource, especially for female detainees. For them it is important to talk and interact with someone who lives in the external world. The goal of the project is facilitating sport activities for detainees, but the relationship between detainees and volunteers is a spontaneous consequence of that.</p> <p>In some case, the detainees become educators themselves, and involving others detainees in the project</p>
Target Group	The target group for the project are female and male detainees. Female participants' age ranges from 18 to 50 years.
Partners	Centro Sportivo Italiano (CSI) Modena
Activities	<p>Volunteers (age 18-45) come from the sport sector, primarily from volleyball and gymnastics.</p> <p>Normally two volunteers facilitate sport sessions in prison at the same time. Once a week volunteers organise sport activities in prison, involving detainees in various sport matches.</p>
Participation and Engagement	To find volunteers to work in jail is not easy, because it is a complex context. For CSI it is really import to understand why the volunteers want to work in jail. People



	<p>who are just curious about working in the social environment of a jail are not admitted to become volunteers. In prison, many women have psychiatric problems and often their detention worsens their condition. The female condition in jail is complex and often the detainees are really judgmental and critical towards each other. Therefore, for the recruiter it is important to value if the volunteers have the psychological resources to face this complexity. The volunteers also have to ensure the continuity of their engagement, committing to running sport sessions at least twice a month.</p> <p>Recruited volunteers have to attend a brief, but very practical training course. The volunteers often prefer to spend this time also training and planning activities.</p> <p>CSI has around 10 to 11 volunteers working in prison over the past six years.</p>
Lessons Learned	<p>Incentives for volunteers are important so that they remain engaged in the programme. The organisation must take care of the volunteers. It is important for the volunteers to have a point of reference in the organisation. Especially the volunteer coordinator should support the volunteer also in organisational and bureaucratic issues they may face. Formal and informal moment to meet and share experiences are useful in order to improve a sense of association and belonging. Organisations also need to be understanding, accepting volunteers even if they are not able to be present all the time in activities. It is important always keep in mind that they are volunteering their spare time for the programme.</p>
Project/initiatives challenges and solutions	<ul style="list-style-type: none">• CSI recruit volunteers through communication campaigns, formal and informal groups (e.g. by word of mouth). However, the recruitment of the volunteers is a challenge in the programme, especially due to the context of volunteering in a prison.• It is difficult to engage volunteers in Association activities due to the economic crisis in Italy. Many families have no work, have no money, so volunteering is not a priority. The system of values is change.



Project/Initiative Details	
Project/Initiative Title	Mondiali Antirazzisti
Country	Italy
Organisation	UISP
Implementation dates	1996 – on going
Related Web site(s)	http://www.mondialiantirazzisti.org/new/

Project/ Initiative Description and lessons learned	
Category	
Context	Mondiali Antirazzisti (or antiracist world cup) was started as an event at a time when racism against black people was especially evident in Italian sport.
Project/Initiative	<p>In this Mondiali Antirazzisti Edition (5-9 Of July 2017) the following teams will participate:</p> <ul style="list-style-type: none"> • 168 football teams • 34 volleyball teams • 30 basketball teams • 6 touch rugby teams • 1 tchouk ball demonstration. <p>Some teams are composed of immigrants, hosted in welcome centres or by groups of players coming from Germany, England, France, Poland, Denmark, Austria and even South America. Mondiali Atirazzisti is not a commercial manifestation. Tournaments have a free registration for participating teams. Only donations are accepted and camping is also free</p>
Partners	UISP



<p>Activities</p>	<p>In order to raise awareness of racism, the following criteria is part of all activities that are carried out during the event:</p> <ul style="list-style-type: none"> • Fair Play – The Mondiali host a lot of sports, often including also sports that are less played or known in Italy. Regardless, in any tournament there are no referees. The teams who play each other also function as referees to themselves, as UISP wants to promote fair-play and self-control across all sporting competitions. • Fighting against violence on and off the field – On and off the field UISP wants to spread peace and smiles. Ultras from Mondiali Antirazzisti have proved to the world that the real Ultras are actually people who respect sports, athletes and other supporters. • Inclusion – When you arrive at the Mondiali, you enter a world with people from many different countries and backgrounds who share the spirit of wanting to living together. In fact, many people who attend the event love to meet new people, to sing in different languages, to tell lived experiences and stories, to share the ball, to join the game, and to create a cheering village where everyone is more than welcome. • Sharing - It is not mandatory, but this characteristic is one of the most beautiful founding traits of the Mondiali. It is not a coincidence that the teams, before the competition begins, exchange small presents as a sign of friendship, for example, something personal or from their city, a special greeting or a player to complete the opponent team if someone is missing. • Anti-sexism – Few sports mix male and female genders. However, at the Mondiali, teams of all sports can be mixed, formed by men, women or even children. • Reflexion – The programme in fact does not provide only sport, but also debates and side activities, such as book presentations, film displays, educational walking tours, and even interviews with people from the sport world. The 2017 programme is focused on gender equality and identity; fighting against homophobia; and refugees. • Music – At the Mondiali there is a concert every night, with two bands on the stage and a DJ set until late night.
<p>Participation and Engagement</p>	<p>Around 250 volunteers are engaged in the event. The volunteers come from different context:</p> <ul style="list-style-type: none"> • Bologna Association – Volunteers from the international work camp project (age of volunteers 16-35) • Erasmus Project – 40 young girls and boys from every part of Europe. They are involved in every organisational side of the event (age of volunteers 16-35) • Youth Action for Peace (YAP) – 15 to 20 people from every part of the world. (age of volunteers 16-35)



	<ul style="list-style-type: none"> • UISP volunteers (who make up 50% of the total of volunteers) – this includes a UISP manager, young people from International and National Civil Service, and young people from association and squats who have been engaged from many years in the Mondiali Antirazzisti • Città degli alberi Association – Inhabitants of the Bosco Albergati village, as the Mondiali are organised near this small village. <p>For the first time, in this event edition, we have opened a volunteer Recruitment Section on the Mondiali Antirazzisti web site. However, this form of recruitment is not showing expected results. In fact, only five people have been recruiting this way so far.</p>
<p>Key project/initiative successes</p>	<p>The volunteers trust in this project and in its values. This in an important experience of life, an experience of what an 'ideal world' might look like. Furthermore, the camping aspect of the Mondiali Antirazzisti is a strong social bonding experience. Overall, during Mondiali, there is a positive, playful, and fun atmosphere.</p>
<p>Project/initiatives challenges and solutions</p>	<p>A weakness of working with volunteers is the high turnover. Every year is different. In some editions of the event, the volunteers are really collaborative and full of good ideas, whereas in other editions they have not been as good.</p> <p>However, a strength of working with volunteers, especially those coming from coming from the Bologna Association, is that they are young, full of passion and new ideas. The collaboration of the volunteers is extremely important, especially as the event is entirely run by volunteers.</p>
<p>Lessons Learned</p>	<p>Sport can bring people together, especially through football. During Mondiali Antirazzisti everyone can play, everyone according to their own ability. Sport is a strong resource if it is based on fun and fair play.</p>



Project/Initiative Details	
Project/Initiative Title	Saharawi Refugee Camp Project
Country	Italy
Organisation	UISP
Implementation dates	2010 – ongoing

Project/ Initiative Description and lessons learned	
Category	
Context	<p>Since 2010, UISP has been working on a project in Saharawi refugee camps. The goal is to give continuity of employment and training and to provide a small stipend for Saharawi. The projects we have been working on are Regional Project from Emilia Romagna regional founding.</p> <p>In the refugees camps the situation is difficult. There are too many children in every classroom and the teachers are not always available. For this reason, sport educators are useful inside schools, since they can help entertain students without teaching or also help teachers to divide students in smaller classes.</p>
Project/Initiative	<p>At the beginning the project, the goal was to train 30 sport educators, who could be able to carry out sport and physical activities in elementary schools. UISP also aimed to train other local people for them to be able to manage the project at a local level.</p> <p>When the selection of sports educators was over, our goal was to support them in being sustainable, in order to:</p> <ul style="list-style-type: none"> • Play all sports activities independently, either in schools or sports houses (locations where boys and girls can play sport) • Train news educators who can support the programme, replace other educators who are no longer available and to organise large sport events <p>Sport educators receive a small stipend of 30 euros each month. However, this is only available for the educators who work in the schools. Those who organise events and train new educators do so on a voluntary basis.</p>
Participation and Engagement	<p>The project involved mostly female volunteers, as specifically requested by the Ministry of Sport and Youth of the Democratic Arab Republic Saharawi (RASD). The ministry prefers working with female volunteers as a way to give them the most important role in society. From the start, the ministry selected over 60 people, who had no school degree. By the end of UISP’s selection process, only 30 were able to proceed.</p>



Key project/initiative successes	<p>Volunteers' role consists of organising after school activities in the sport houses and supporting with the organisation of sport events, such as the Sahara Marathon, the Wheelchair Marathon, and the Sport manifestation for schools. Some volunteers promote sports activities also in their own neighbourhoods, organizing exercise classes specifically for women.</p> <p>Silvia Ferrari, volunteer coordinator since 2013, worked as a local trainer and as a supervisor on projects both in Italy and in refugee camps as volunteers. Her job consists of training volunteers and to checking if all they receive all the required information to work. UISP's project goal entirely dependent on the work volunteer sport educators carry out. Therefore, when Silvia travels to the refugee camp, her duty is to make sure all projects and activities are well organised.</p> <p>As a volunteer herself, Silvia likes her role as she feels useful and it is very satisfying. She became a UISP volunteer by chance and when UISP proposed to experience in international cooperation, she happily agreed.</p> <p>The biggest challenge Silvia faces is not having enough time to dedicate to volunteering activities. However, the association she works for has always given her the means, help, support, competences and training to enable her to do my job at the best of her abilities, thus she feels strongly supported.</p>
Project/initiatives challenges and solutions	<p>A weaknesses of the programme is that UISP does not oblige volunteers to be present at any time, so this poses challenges in expecting professionalism from the volunteers, for example their continuous work and punctuality.</p> <p>However, a strength of the project is that thanks to this job as volunteers, they gain an important role on society. It is an improvement on their lives, so an incentive to continue their engagement as volunteers. They have a social role in school and politics, so in a way they feel important in society.</p>
Lessons Learned	<p><i>"Working with female volunteers who are jobless and with no school degree, has given to them possibility to emerge on society, so the strength to proceed and capacity to fulfil and reach the goals expected."</i> Silvia Ferrari</p>



14. Poland



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	National arena volunteering - Warsaw
Country	Poland
Organisation	V4Sport Foundation
Implementation dates	2014 – 2016
Related Web site(s)	http://wolontariat.pgenarodowy.pl

Project/ Initiative Description and lessons learned

Category	
Context	<p>There is a strong correlation between social, economic development and volunteering, as both enormously transformed in Poland since joining the EU structures.</p> <p>A strong and still growing middle-class presence in last ten years in Poland has significantly influenced perception of volunteering in terms of people’s motivation. The better is the well-being of an individual the stronger her or his willingness is to help others. However, the form and communication has to be well adjusted to Millennials in order to attract their attention.</p> <p>Furthermore, unemployment rates in Poland are on steady decline, down to 7,5% nowadays from high 20% in 2000. Experience in volunteering was always welcome and praised by future employers. High unemployment rate in past attracted people with wrong motivation towards volunteering which resulted in weak work engagement.</p> <p>In the past, volunteers had no dedicated online space to give an opportunity to build sustained presence and prove one’s dedication and value through reliable track record of events successfully completed. In the past recruitment for volunteers has often been uncoordinated, conducted in an ad-hoc manner, often through personal network of event promoters.</p>
Project/Initiative	<p>In 2014 V4Sport established a cooperation with the National Sport Arena, which is commonly recognised as most prestigious and high-end sport arena ever-built in Poland. V4Sport was in charge of managing its volunteering structures for upcoming events. The Project had two major components:</p> <ul style="list-style-type: none"> • On-line component –SVRM (Sport Volunteering Relationship Management) <ul style="list-style-type: none"> ○ SVRM was primarily designed to serve as a database of volunteers for event promoters in order to facilitate the process of enrolment,



	<p>management and administration of volunteers at sport and other large-scale events.</p> <ul style="list-style-type: none"> ○ SVRM enables the event promoter to access the data base of volunteers, choose fast and manage easily people considered to be the best fit for the specific job description, assign them to different groups, manage, communicate, and give training when needed ○ The functions designed at SVRM enable volunteers swiftly define type of work and skills they find themselves strong at, areas they want to grow in, sources of motivation or availability. Moreover, volunteers are able to prove their value to event promoters through gradually building a track record. Feedback functions allow instant rating, and thus enable to keep the quality of mutual cooperation at the highest levels for both sides (the volunteer and the promoter). The system allows to praise and reward the best volunteers also by public recognition. ● Off-line component – onsite support for volunteers, a contact person whose main responsibilities were to: <ul style="list-style-type: none"> ○ Manage applications ○ Choose and assign volunteers to tasks and jobs ○ Provide basic training and Q&A help throughout the entire process prior to the event ○ Group supervision and onsite problem solving
Target Group	The target group included people with the drive to help others, and had no age or other restrictions beyond the legal definition of a volunteer.
Activities	<p>Activities included:</p> <ul style="list-style-type: none"> ● Development of SVRM in 2013 ● Launch of the cooperation with the arena in Warsaw with regards to volunteering support (recruitment, training, management) for every event at the arena, in 2014 ● From 2014 to 2016, organising training sessions for best volunteers as a praise for their attitude and engagement
Participation and Engagement	Each event consisted of an open recruitment, where demand for number of volunteers and further break down into specific jobs and requirements were detailed. The community of volunteers would then be notified through social media, mailing list or articles on the official arena webpage. Proven and most engaged volunteers might also have been personally invited to join the event by the manger.
Key project/initiative successes	<p>Key Project Successes:</p> <ul style="list-style-type: none"> ● From 2014 to 2016, there were 32 mass sport and music events supported by a total number of 1,612 volunteers out of 3,802 applications (135% of oversubscription rate) ● Key success contributors were:



	<ul style="list-style-type: none">○ High status of the Sport Arena,○ Warsaw-central location,○ Size and high prestige of events booked and held○ Efficient volunteer recruitment, communication and management system● 66,8% of the total number of users registered in the SVRM data base are women● Volunteering at these events had the potential to create communities. In fact, 10% of total number user profiles logged into SVRM in 2017 are the newcomers which makes the other 90% returning users● SVRM allows to refocus event promoters from basic demographics traits like gender, age, social background, to skillset, education, dedication, engagement, and working experience
<p>Project/initiatives challenges and solutions</p>	<p>On-line recruitment system and database also need off-line support for its efficiency. Volunteers require a contact person and the structure provided to make them safe and taken care of. In order to achieve this, a group training was introduced as well as upskilling sessions dedicated to volunteers with best track record and who were most engaged.</p> <p>Despite the general oversubscription, there still was an unexpected drop out rate. Therefore, a tighter control over confirmed attendants was introduced.</p> <p>Lessons Learned</p> <p>Many of the female volunteers who have had the experience in ‘working’ at this prestigious venue, have also been willing to contribute their time to other initiatives, beyond the Stadium. They have proved to be very helpful in the delivery of other V4SPORT’s initiatives (e.g. The International Move Week, Non-Elevators Day).</p> <p>Having a good experience in working with our organisation, they have been more willing to engage in other areas. Therefore, we believe that the long-term involvement of female volunteers as peer educators could start with the first step, which could be the positive experience in the delivery of the event (local, regional or national level).</p> <p>The recruitment process for volunteering at the Stadium was open to everyone. Many people who have come to Warsaw, for example to study, have used this as an opportunity to make new friends and build their own professional network.</p> <p>Interestingly there have always been more women volunteers than men. The ratio was usually 60%-70% female to 30% - 40% men, even during the football matches, which for some might be stereotypically associated with men.</p> <p>Volunteering might be powerful force attracting more people when wisely combined with modern marketing techniques.</p>



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15. Poland



Project/Initiative Details	
Project/Initiative Title	Akademia Wolontariatu Sportowego (The Sport Volunteer Academy)
Country	Poland
Organisation	Fundacja Absolwentów UMCS – UMCS Graduates Foundation
Implementation dates	15.09.2015 – 30.11.2015
Related Web site(s)	http://wolontariatsportowy.com

Project/ Initiative Description and lessons learned	
Category	
Context	The aim of the project was to support Academic Sport Association (AZS) Clubs and Student Clubs in effective organisation of volunteering in academic sports and in coordination of volunteer activities. This includes creating the conditions for the establishment and the development of sports volunteering centres throughout the country. The project also promoted the idea of volunteering and positive behaviour in academic sports among academics.
Project/Initiative	The project assumed two areas of action: <ul style="list-style-type: none"> • Creation of appropriate conditions for the development and effective functioning of academic sports volunteering centres in the country; and • Promotion of the idea of volunteering in academic sport among the academic community, especially among students.
Target Group	The target groups included: <ul style="list-style-type: none"> • Representatives of the academic sports community throughout the country, which includes activists, members and athletes of the Academic Sports Union throughout the country, in order to engage them to create and operate sports volunteering centres; and • Students and other people interested in sports volunteering throughout the country, in order to promote the idea of volunteering in sport and incorporating them into the activities of the created volunteer centres. <p>*There were and are more women becoming volunteers than man.</p>
Partners	<ul style="list-style-type: none"> • Honorary patronage: <ul style="list-style-type: none"> ○ Ministerstwo Nauki i Szkolnictwa Wyższego (The Ministry of Science and Higher Education) ○ Ministerstwo Sportu i Turystyki (The Ministry of Sport and Tourism) ○ Rektor UMCS – prof. dr hab. Stanisław Michałowski (Rector of the University)



	<ul style="list-style-type: none"> • Partnership: <ul style="list-style-type: none"> ○ Klub Uczelniany AZS Uniwersytetu Marii Curie-Skłodowskiej (The University Club) ○ Akademicki Związek Sportowy Województwa Lubelskiego (Academic Sports Association of Lubelskie Voivodeship) ○ Akademickie Centrum Kultury UMCS "Chatka Żaka" (The Academic Cultural Center of UMCS "Chatka Żaka") ○ Inkubator Medialno – Artystyczny UMCS (The Media – Artistic Incubator of UMCS) ○ Instytut Rozwoju Szkolnictwa Wyższego (The Institute for the Development of Higher Education) • Media patronage: <ul style="list-style-type: none"> ○ TVP Lublin (regional TV) ○ Radio Centrum (regional radio station) ○ Forum Akademickie (Internet academic portal) ○ Dziennik Wschodni (regional press) ○ dlastudenta.pl (Internet portal for students) ○ Lubsport (Internet portal for people interested in sport)
<p>Activities</p>	<p>As it was mentioned, the project assumed two areas of action:</p> <ul style="list-style-type: none"> • Creation of appropriate conditions for the development and effective functioning of academic sports volunteering centres in the country. This action was realised through: <ul style="list-style-type: none"> ○ Expert publication, "The Vademecum of the Academic Volunteer Sports" ○ Creation of a local model of The Centre for Sport Volunteering ○ Organisation of a nationwide training conference for representatives of the academic sports environment. • Promotion of the idea of volunteering in academic sport among the academic community, especially among students. This action was realised through: <ul style="list-style-type: none"> ○ Creation of a volunteer web site dedicated to volunteering in academic sport ○ Carrying out a promotional campaign on the Internet that promotes the idea of volunteering in academic sport
<p>Participation and Engagement</p>	<p>Engaging volunteers in the project implementation was not a key strategy. In the course of the project a handbook with good practices was developed, "The Vademecum of the Academic Volunteer Sports". This handbook includes recommendations for establishing a permanent partnership with the volunteer. The co-operation should be well organised from the very beginning. The first step should be familiarizing the person with the mission, objectives and assumptions of the organisation, to assure that the volunteer will share and propagate the same values. The volunteer should understand the weight of the problems that</p>



the organisation is trying to solve, the values it shares, and the goals, motivating to work and engage.

Motivation to act as a volunteer can have both material (e.g. attending sports events for free, or gadgets) and non-material (e.g. establishing contacts, or gaining experience) dimensions.

A volunteer's task must be consistent with their skills and abilities, but also corresponding to their interests and preferences. This guarantees the volunteer will be engaged and involved in performing her or his task. It is also a great chance for personal development of the volunteer.

Motivation for further work is for example:

- Displaying the list of honourable volunteers
- Hosting joint annual events with the volunteer coordinator
- Participating in discussion of reports, and common reports performance,
- Referencing volunteer activities on the website
- Organise meetings summarising the stage of the work combined with honours for the most engaged people, handing out small gifts or diplomas for volunteers
- Preparing a box for opinions and suggestions of volunteers
- Remembering a volunteer's birthday
- Offering new opportunities for volunteering or extending volunteer responsibilities
- Meeting with AZS players
- Giving volunteers praise from their recipients (if they are available in written form - hanging them in a visible place)
- Preparing and offering badges and t-shirts with the organisation's logo
- Celebrating Volunteer Day on December 5th
- Involving volunteers in the decision-making process

These are just some of the examples to motivate volunteers. It is also good practice to organise a coordinator meeting once a year with volunteers in order to review their work so far. Beyond analysing the cooperation, this will allow volunteers to be familiarised with the goals for the future, and will be an occasion to remind them of the mission of the organisation.

In order to encourage volunteers to continue their involvement in the initiative, universities could offer, for example:

- Discounts for volunteers for postgraduate studies, courses and training courses organised by the university
- Discounts on cultural offers from the university (e.g. tickets for events, concerts, workshops, etc.)
- Discounts or free admission to sports facilities belonging to the university (e.g. pool, gym, organised activities)



	<ul style="list-style-type: none"> • Discounts on language courses run by the university • Possibility to participate in other programmes organised by universities (e.g. discount cards under graduate programmes) • Free participation in training, career guidance and coaching run by the Career Office • Discounts on accommodation in dorms • Possibility of passing student internships on the basis of volunteering <p>As the coordinator of the project, Mrs. Magdalena Kalicka informed us, that they use this proven motivation system, giving volunteers a card to enter the selected sports facilities (after one month of work), but the volunteers are very satisfied when they also receive small items, such as blouses, t-shirts, watches, backpacks, sets for playing games.</p> <p>The most involved volunteers are invited to one-day training trips, where they have a chance to gain new knowledge (for the first half of the day) and have the opportunity to spend a day with the people with similar interests, but also from different backgrounds.</p>
<p>Key project/initiative successes</p> <p>Project/initiatives challenges and solutions</p>	<p>The project ended but The Sport Volunteer Academy is still existing. Based on their success, they started the new project "Volunteering for the START". It is a new local initiative aimed at pupils of Lublin junior high schools and secondary schools. The idea of the project is to promote positive attitudes in sport among youth through the development of sports volunteering in the city of Lublin.</p> <p>The project has achieved its goals. Being aware that the project was designed not only to develop tools to facilitate communication between organisations and volunteers, but also to develop a handbook, which is an inspiration for further initiatives, the project promoters identified possible challenges in the process of acquiring and retaining volunteers, such as:</p> <ul style="list-style-type: none"> • time-consuming and difficult verification of individual volunteers, checking who is actually interested in participation in volunteering • unexcused absence of volunteers, despite successful recruitment • insubordination of people involved <p>As the coordinator of the project, Mrs. Magdalena Kalicka informed us, the real problem to solve was to convince organisations that they should give information about the event as soon as possible. The problem is that the promotion of the event and recruiting volunteers is time-consuming.</p> <p>In order to attract and retain good volunteers, the organiser should be aware of what should be done:</p> <ul style="list-style-type: none"> • Initial verification of the skills of the people involve to assign the right people to specific tasks



	<ul style="list-style-type: none">• Using an effective communication tools between the parties to examine the motivation of the volunteer• Precise and thoughtful preparation of a volunteer
Lessons Learned	<p>Good practices at each stage of working with volunteers include:</p> <ul style="list-style-type: none">• Continuous support from the coordinator (through open and continuous communication)• Uniform training for volunteers that will bring a uniform standard of action across all academic sports clubs• Creating opportunities of starting a longer cooperation preceded by a trial period• Checking the qualifications of individuals and assigning them responsibilities according to their skills, acquired experience as well as their preferences and interests• Clearly defined, transparent responsibilities adapted to the abilities and skills of the volunteer <p>It is important to remember that requirements for a volunteer, although his or hers work is not paid, are also necessary, as only compliance with the terms of cooperation guarantees effective and uninterrupted functioning of the team.</p>
Other points of view	<p>According to Magdalena Kalicka, coordinator and person in charge of the project within Fundacja Absolwentów UMCS, the motivation scheme implemented works well, keeping volunteers engaged and bringing the ratio of unexcused absence of volunteers down to zero. The best proof of the “The Sport Volunteer Academy” success is that their organisation is now implementing a new project “Volunteering for the START” which follows the same principles.</p>



Project/Initiative Details	
Project/Initiative Title	Sport powszechny otwarty dla kobiet - pozwól im działać (The Grassroot sport open to women - let them act)
Country	Poland
Organisation	V4Sport Foundation
Implementation dates	01.09.2014 – 30.04.2016
Related Web site(s)	http://www.dziewczynynamedal.pl , http://www.v4sport.eu

Project/ Initiative Description and lessons learned	
Category	
Context	The general aim of this initiative was to examine the main causes of the small number of women on boards of the polish sport organisations (both professional and grassroots) and the identification of the main barriers preventing women from entering into this particular sector.
Project/Initiative	<p>The project also aimed at examining the consequences and the link between the small number of women in the decision making process in the sport organisations and the level of physical activity among women and girls.</p> <p>This particular project has been developed by V4SPORT Foundation alongside with its project partners in Poland and Iceland. Based on our research, it most probably has been the only initiative so far whose focus was on women in sport, mostly grassroots.</p>
Target Group	Women already working in sport organisations and those aspiring to work in this sector
Partners	<p>V4Sport Foundation coordinated the project, which was delivered in collaboration with two partners:</p> <ul style="list-style-type: none"> One national partner, Ludowe Zespoły Sportowe (LZS) – Folk Sport Teams. This organisation is one of the eldest grassroots sport organisations (with well over 60 years of history) in Poland, delivering activities throughout the whole country. It focuses mostly on the countryside, often reaching target groups who have a very limited if none other offers of social activities. It has approximately 200,000 formal members. It provides great variety of different initiatives aim at increasing participation in physical activity and sport mostly among kids, youth and adults. For the Folk Sport Teams sport is not only a test of physical strength, but mostly teaches perseverance, teamwork, loyalty, and fair play.



	<ul style="list-style-type: none"> • One International Partner from Iceland Ungmennafélag Íslands (UMFI) – Icelandic Youth Association. The main target group of UMFI is youth. UMFI delivers many initiatives throughout the whole country. It is an organisation that encompasses the issue of equal opportunities for men and women. It is an organisation that has a very strong representation of both genders in its decision making bodies.
<p>Activities</p>	<p>During the first part of this project an in depth research was conducted in Poland that, among other issues, aimed at identifying barriers preventing women from entering into decision making bodies in sport organisations. As a result of this process, a report titled “Girls and Women in Sport. Specificity of work in the sport sector in Poland” was produced.</p> <p>In the next step, a very similar research was carried out by UMFI. As a result of this process, a report titled: “Girls and Women in Sport. Specificity of work in the sport sector in Iceland” was produced.</p> <p>Then, based on the key learnings from the two reports, conclusions and recommendations were prepared on how to successfully involve more women in sport organisations. As a result of this process, a document titled: “More women in sport. Practical recommendations” was produced.</p> <p>During the last stage of the project, a training course was developed for sport organisation representatives willing to widen the scope of their work by offering activities for women and girls. The course also explained how successfully organisations could involve more women in the decision making process. The training course has been delivered to more than 20 participants.</p>
<p>Participation and Engagement</p> <p>Key project/initiative successes</p> <p>Project/initiatives challenges and solutions</p>	<p>Engaging volunteers was not a key objective or strategy of the project. Women who participated in the training course were recruited via LZS.</p> <p>Once the project started, it became a challenge for our organisation. Therefore, we believe that the success is that we have managed to achieve more than previously planned. Unfortunately, as the project has ended we did not have the possibility to examine whether there has been a real change in the organisations who have undergone the training course developed and delivered during the project. Based on the evaluation performed at the end of the project, many of the participants (both male and female) were confident that they now had a broader perspective on their work, by developing and delivering more initiatives for women and girls also by involving more volunteers.</p> <p>The main challenge we have faced over the course of this project, was the choice of the ‘proper’ communication, as our intention was to generate real change. In order to achieve real change, we needed to speak to many different stakeholders without stigmatizing anyone upfront.</p>



Lessons Learned

The key lesson learned through this project was that there is not one simple answer on why there are so few women decision-makers in Polish sport organisations. Most importantly, we have learned that achieving positive change in this area will require time.

In the above-mentioned document, titled: "More women in sport. Practical recommendations" we have proposed a three step process:

- A wider, better, and more suitable physical activity offer will encourage more women and girls to be physically active. Once reaching a breaking point...
- ...there will be more girls and women working in the sector (as volunteers, coaches, trainers, animators, peer educator, etc.).
- More female coaches, animators peer educators will then create more female managers and decision-makers.

In order to achieve the change, we needed to enlarge our target groups by inviting also male sport managers to the table in order to find the most suitable solutions.



17. Turkey



Project/Initiative Details	
Project/Initiative Title	Your Movement is Free
Country	Turkey
Organisation	BoMoVu
Implementation dates	15.12.2016 – 15.06.2017
Related Web site(s)	www.bomovu.org

Project/ Initiative Description and lessons learned	
Category	
Context	Your Movement is Free is a tool developed by BoMoVu to reach out to community centres welcoming refugees in Istanbul. Refugee children and adults benefit from the services offered by community centres in Istanbul. Specifically, through Your Movement is Free, a network of sports and performing arts practitioners offer a physical activity programme to accompany their educational and psycho-social support. This project is a support programme for the development of space and body perception for displaced people through sports and movement.
Project/Initiative	The aim of this programme is to help safeguard displaced refugees' physical integrity and understanding of freedom of movement through the practice of physical activities. Your movement is free is carried out in three different community centres working with Syrian refugees in Istanbul.
Target Group	95 refugee women and men, children and adults
Partners	<p>BoMoVu (association for Sports and Body Movement for Vulnerable Groups) is an association based in Turkey, which uses sports as a tool for social empowerment. Together with being a great tool for empowerment, sports is also a great field for industries and politics to enforce prejudices and gender roles. For this reason, part of BoMoVu's mission is to shed light, bring a critical approach, and propose integrated and flexible solutions for social inclusion into sports. BoMoVu is run by a team mostly of women and promotes sensitivity and values that tackle problems related to gender based violence.</p> <p>BoMoVu uses body movement as a tool for the social empowerment of vulnerable groups, through its network of sports practitioners and artists. BoMoVu uses sport only as a tool, never sport just for sport. The mission of the organisations is to use sports and other activities involving body movement with the aim to protect and develop one's constitutional right of physical integrity. In the case of migration from a war torn country, freedom of movement is a bodily</p>



	<p>work they can do and so BoMoVu are extra sensitive in their approach to encourage self-confidence.</p> <p>Volunteering activities are usually on a short term basis, thus BoMoVu asks volunteers to commit for four months of work. Incentives included giving volunteers contribution for food and transportation. Furthermore, BoMoVu organised meetings with all the volunteers every two months, in order to share best practices. These meetings were useful for volunteers to discuss their experiences and learn from other volunteers working in different community centres. During these meetings volunteers were also encouraged to teach their skill to the other volunteers.</p>
<p>Key project/initiative successes</p>	<p>The project proposes activities that refugees never have access to in community centres on a programme basis. Often is the case that either community centres take extra time and energy to organise something more fun, or they just do not have the type of activities offered through the Your Movement is Free programme. More than dragging people towards a physical activity, the project also developed the scope of the community centres and made those places safer and comfortable for refugees. The main factors contributing were the originality of the activities proposed thanks to the original skills of volunteers.</p> <p>Girls had the opportunity to come together in activities especially designed for them, during which boys were not allowed to take part. Contact Improvisation trainings, for example, were building a strong intimacy and trust among girls.</p>
<p>Project/initiatives challenges and solutions</p>	<p>A challenge in the project was the recruiting process. BoMoVu tried engaging university students, as they have some CSR project classes, but they do not necessarily engage with the local community yet.</p> <p>Another challenge has also been the time and availability of volunteers, especially for those who are more involved in theatre or arts industry.</p>
<p>Lessons Learned</p>	<p>It is easier to work with volunteers who are amateurs, not professional in their skill. Furthermore, it is easier to work with women. This is especially the case when working with children and girls. When a volunteer is a woman who is a boxer or is doing a sport that is in their mind made for men, they (girls) get very much inspired.</p> <p>It is easier for BoMoVu to work with amateurs because we engage in a situation of mutual need. Mostly, power relations created between a provider and someone in need are hard to balance. When the amateur is working with us, we all learn from each other and our relation is based on solidarity. The same goes for the relation built between the trainer and the trainees, who must enter a trust relation if they want their work to be fruitful. For the volunteer themselves, the work is harder at the beginning because of the responsibility put on their shoulders but for the same reasons, more rewarding.</p>



	<p>Volunteers have a huge impact on the participants. In another BoMoVu programme, the organisation used Capoeira as a tool for social cohesion between Turkish and Syrian kids. They developed a more detailed project on how using Capoeira to create dialogue between children who do not speak the same language, who have different experiences of trauma, or face different problems around race. However, considering this context it is complicated to measure the impact, especially with children.</p>
Other points of view	<p>One of the volunteers of the Your Movement is Free is a 19-year-old girl who teaches hip-hop classes. She likes dancing a lot and she is a big dreamer. She travels to very poor neighbourhoods and gives classes to Syrian Roma kids. She is not a professional dancer, or has even studied dance, however, she is passionate about hip-hop. Her classes are successful because she goes there so often.</p> <p>Another volunteer also taught Pilates to migrant women, not professionally, but received a request from an NGO to facilitate Pilates classes for women who were all around 50 years old. She also created a leaflet with visual representations of all the positions and moves so that women can continue training at home.</p> <p>BoMoVu also made videos for some of the volunteers, which can be found here: https://vimeo.com/bomovu</p>



18. El Salvador



Project/Initiative Details	
Project/Initiative Title	“Formación, recreación y actividad física para una vida libre de violencia de las mujeres jóvenes de Santa Marta” [Formation, recreation and physical activity for a life free of violence for the young women of Santa Marta]
Country	El Salvador
Organisation	Organización de Mujeres Jóvenes de Santa Marta
Implementation dates	September 2016 to March 2017
Related Web site(s)	www.mujuressantamarta.org (Currently under construction)

Project/ Initiative Description and lessons learned	
Category	Guiding question(s)
Context	<p>The legal framework in El Salvador has progressively incorporated gender equality in their documents. However, the context continues to show contrast in relation to the advances achieved. In 2016, the national police <u>received 3,947 reports</u> for sexual crimes; 47.45% of these reports were for crimes of rape to minors. Violence is not reported because girls, adolescent and women do not trust the system, are ashamed, have fear or simply do not know their rights nor legal instances where they can make those rights effective. There is little support from the families and communities when reporting this type of crime, mostly because of a culture of silence when aggressors are part of their family circle.</p> <p>The community of Santa Marta receives very little support from the central government for municipality investment, forcing them to implement alternative management and development measures. Santa Marta still lacks policies to prevent gender-based violence, which increases the vulnerability of women and young girls. Historically, women have been neglected from community development processes, resulting in fewer options for participation, formation and recreational opportunities.</p> <p>Access to sports is yet another field where girls, adolescents and women are discriminated, and where negative stereotypes and inequality patterns are perpetuated. There is isolation and invisibility of young women within the community in relation to sports, because the existing strategies were only benefiting men. Women and girls face limitations to access sports such as: the overload of domestic work and care of other family members assigned to girls; parents allowing limited time to adolescent and young women to be part of recreational activities; lack of access to sports facilities where they can freely</p>



	<p>practice sports; and lack of support from government to female led sports activities.</p>
<p>Project/Initiative</p>	<p>The Santa Marta Organisation initiated a formative school for football, where women could gain and develop abilities, techniques, tactics, and physical and psychological conditions for football, for every stage of the player’s evolution. They accompanied the school with formative processes for life to help young women acquire the fundamental values of respect, commitment to sports, hard work and discipline.</p> <p>The group consider they provided solutions in the following regards:</p> <ul style="list-style-type: none"> • Empowerment of girls, adolescents and women through sports and the strengthening of their individual and collective capacities and skills. Through the teachings of the formative workshops, they inform participants and help them protect in the case of gender-based violence. • Increase the participation of girls, adolescent and women in sport spaces historically dominated by men. These include the implementation of flash tournament where teams from rural communities in the vicinity participate. • Raise awareness in the population to break the culture of silence and report cases of violence against women and girls. <p>The main and overarching objective of the project was to contribute to the decrease of gender-based violence and to create a safer community environment. The project also aimed to increase the participation of girls, adolescent and young women in sport spaces.</p>
<p>Target Group</p> <p>Partners</p>	<p>71 girls, adolescent and young women (age 12-30)</p> <ul style="list-style-type: none"> • Radio Victoria provided space to implement a radio show that serves to raise awareness in the population about the rights of women, with an emphasis on their right to live a life free of violence. • Sports Committee provided equal coordination and distribution of the use of football courts. • Complejo 10 de octubre 1987 facilitated the spaces for the implementation of formative processes. • Committee against HIV (COCOSI) was in charge of coordinating commemorative activities for women and artistic festivals. • National Police was present to guarantee there were no incidents during the games that could put at risk the physical and psychological integrity of women.
<p>Activities</p>	<p>The following activities were implemented in different moments between September 2016 and March 2017, and are all part of the project initiative:</p> <ul style="list-style-type: none"> • Formative School for the development of skills for life comprised of thematic modules regarding adolescence and skills for life, sexuality, sexual



	<p>and reproductive health of youth and adolescents, principles and values, prevention of risky behaviours, and identity</p> <ul style="list-style-type: none"> • Implementation of artistic formation workshops in areas of theatre, dancing, guitar, arts and craft and recycling • Implementation of football and volleyball tournaments • Cultural Festival focused of the expression of artistic skills <p>All activities were implemented by the adolescent and young women part of the Santa Marta community who are doing their professional placements or volunteer work.</p>
<p>Participation and Engagement</p>	<p>The involvement of volunteers in this project was strategic, without them, none of the planned activities would have been implemented. There is a level of commitment and conviction of the community that makes this initiative a volunteer-based project; each volunteer is involved in the strategy that is the most relevant to them.</p> <p>The reason why volunteers work in the organisation is to promote the development of the community, because they identify with the collective problems that affect them as women. Volunteering is part of the community's identity and originated due to the post-war context in their community. In fact, the lack of official development investment forced them to implement alternative measures. The group holds regular meetings for planning their projects as well and follow up on the activities and volunteer evaluations. They also have social and self-care spaces.</p>
<p>Key project/initiative successes</p>	<p>Among the key successes of the project, the group reported:</p> <ul style="list-style-type: none"> • Access to spaces traditionally dominated by men and decision-making spaces at a community level • Girls, adolescent and young women show increased communication, solidarity, teamwork and appropriation of their rights • Increased knowledge about defending oneself in a situation of violence and greater capacity to express themselves in situations of abuse, decreasing the culture of silence <p>Some of the key factors that contributed to the success of this project is having a committed team of volunteers working on the defence of women's rights. Another important aspect was obtaining access to participate and take part in decision-making processes in the sports committee that was controlled only by men.</p> <p>The group has seen an increase in the participation of girls, adolescents and young women in football practices and also in the formation process, mostly because with the support of the volunteers the group has been able to reach a larger population.</p>



**Project/initiatives
challenges and solutions**

The main challenge the group encounters are the sexist attitudes that continue to exist in sport spaces. Because this has been traditionally an exclusive field for men, they make it difficult for girl-led groups to implement their strategies. This also limits the guaranteed spaces available for girls to practice football.

Another challenge is that football is the only sport offered and girls, adolescent and young women cannot practice other disciplines. Even though they cannot count on a variety of sports to offer, they incorporated artistic activities to try and engage more girls in their group. In addition, to overcome the challenges, they have continued to facilitate and request different spaces to have their games and tournaments. The planned objectives for this project were achieved; the group maintained the advances and with their consistent and persistent action have managed to avoid setbacks.

Lessons Learned

There were many lessons learned as a result of this process, but the group considers that a balanced distribution of responsibilities amongst all volunteers is necessary. There are times when one person can be overloaded with responsibilities and burnout. More importantly when a person in this situation leaves, there are large knowledge gaps left that could slow down processes.

The groups need to continue working and growing in making sure that decisions are made in democratic ways, to assure that every member's voice is heard and taken into account. Some level of remuneration is needed at times to guarantee retention of volunteers in the long term, especially for those who do not have other sources of income.

Other points of view

The main reason why volunteering is such a key strategy for the work of the group is because in the Santa Marta community, getting involved in activities that promote social justice and development is part of their collective identity. One of the aspects that are in favour of the volunteers in this group is that they are all young, adolescent, with less domestic responsibilities, and other obstacles such as children and marriage.

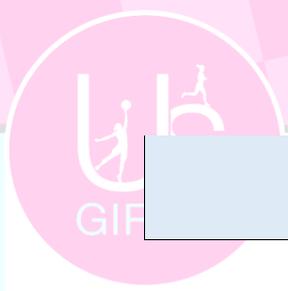
When a large percentage of the population came back to El Salvador from living in exile for several years, they came back to an economic and social context that did not give them the necessary opportunities to develop Santa Marta. Members of the community in general saw the need to work together and implement their own alternative strategies to promote development; to this date, even though they are a rural community their youth is highly educated and participate actively.

What moves the group and their volunteers is the recognition received from the community and that the issues they address affect the girls, adolescent and young women directly. As the parents and other older members of the community, they do volunteer work as a contribution to the overall development of their



 @UsGirlsTweet

www.usgirls.org.uk



community. This is a reflection of Evelyng Blanco, Programme Officer overseeing groups that implement sports strategies.



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19. Nairobi, Kenya



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Slum-based Sport & Life Skills for girls
Country	Kenya
Organisation	Vijana Amani Pamoja (VAP)
Implementation dates	2015 -2018
Related Web site(s)	www.vijanaamanipamoja.org

Project/ Initiative Description and lessons learned	
Category	Guiding question(s)
Context	The Goal Project is implemented in the slums of Nairobi, targeting vulnerable young girls from various schools and community centres. These adolescent girls are faced with a myriad of social and economic challenges. Some examples include rape incest, sexual and physical abuse, early marriages and dangerous illegal abortions, which are daily occurrences in the lives of these girls. These challenges hinder them from reaching their full potential in life. Many end up dropping out of school, as others engage in risky behaviours such drug abuse and prostitution in order to be able to afford basic resources. Goal uses football and football related activities to address these issues. This has been a challenge since football is seen as a man’s game and some communities see it as a taboo for a girl to play football. However, VAP is slowly breaking that barrier.
Project/Initiative	<p>Goal aims to empower young girls by giving them an opportunity to participate in football activities as well as to gain education on life skills, which help them in making informed choices about their lives. The Goal programme aims to produce the following outcomes:</p> <ul style="list-style-type: none"> • New leaders equipped with skills in the fight against HIV/AIDS and Gender Based Violence • New leaders equipped with financial, computer and entrepreneurial skills • Increased HIV prevention knowledge • Increased number of adolescent girls and young women participation of sports, challenging gender norms and expectations • Increased ability to make healthy sexual choices • Increased leadership skills among adolescent girls • Increased confidence, self-esteem and participation in sports
Target Group	The project targets vulnerable girls and young women (age 9-25) in Nairobi slums.



<p>Partners</p>	<p>VAP partners with Women Win and Standard Chartered to implement the programme. Standard Chartered funds the programme and Women Win helps with the daily running of the programme, such as monitoring and evaluation, capacity building of the staff, coaches or volunteers implementing the programme.</p>
<p>Activities</p>	<p>VAP recruits adolescent girls and young women from both schools and the local community. Using football as an entry point, Goal coaches and volunteers are truly integrated into communities they serve and are highly respected as community role models. VAP follows the Goal curriculum to implement the programme, based on sport and life skills. Interventions are carried out for a period of six months in a centre. Goal coaches and volunteers work with a selected number of programme participants throughout the programme. They transfer knowledge to their communities well beyond just Goal project activities. Seen as local experts, Goal coaches and volunteers are often sought out and consulted by community members, curious for more information, support or referrals. These adolescent girls and young women are empowered as change agents, and regularly engage in peer education, spreading the knowledge they have gained and ultimately amplifying project impact.</p> <p>VAP also implements Goal Events, which are a shorter version of the Goal curriculum and last for a maximum of three days. VAP also organises soccer teams referred to as 'soccer chapters,' which are formed in schools that have participated in the programme. These soccer chapters run an annual girls' football league, implemented by the female coaches and volunteers. Finally, interested graduates of Goal project have the opportunity to take part in vocational trainings on hair and beauty as well as catering. Vocational training participants are engaged through the annual Mrembo Economic Empowerment Trade fair show (MEET) to showcase their talents and trading skills to various invited potential employers.</p> <p>To implement the programme we work closely with different stakeholders such as the local administration, school heads and teachers, parents and the government.</p>
<p>Participation and Engagement</p>	<p>VAP has taken advantage of the popularity and the power of football as a tool to address social and economic issues faced by girls in the community. VAP recruits its volunteers from the communities it works in. Most of them are local football stars with credibility and role model status within the community who grow interest in volunteering. While others are referred by their friends who already work with VAP. Others still are previous beneficiaries of VAP's programmes.</p> <p>VAP reaches out to the Goal participants through Goal coaches and volunteers who are well known to the participants and respected. They come from the same backgrounds as the participants and therefore the participants can relate and</p>



Lessons Learned

The main lesson learned in regards to volunteers' participation is the importance of equipping them with the correct and adequate information and skills to be able to deliver their roles. VAP nurtures volunteers by helping them gain experience by participating in the programme as assistant coaches, and consequently gaining confidence.

In future implementations, we would encourage recruitment through referral and local football stars, which has worked well. VAP would also encourage needs assessment before implementing a project.

Organisations interested in running girls' sports and life skills projects should consider working with female peers or young volunteers who the girls feel comfortable with to share their experiences, as opposed to using men or women who are much older than the participants are.

Other points of view

"Life as an orphan has not been all that rosy as I have been exposed to all sorts of bad things and I have lived in harsher conditions than I ever imagined. My parents died when I was seven years old and none of my family members were willing to take me in citing that my parents died of HIV. I live with my aunt and she does not care about me, I am almost an abandoned child. I experienced a lot of traumatizing scenarios; no one was willing to associate with me. Kids at school did not want to play with me. I was always sad. I cannot even remember how many times I have been crying after school, fearing I may have HIV.

When Goal came to our school, the coach was always smiling and caring. She would always ask us to ask her anything that bothered us as girls. I did not have enough courage to approach her but I always enjoyed the lessons and the games. One day she was teaching us about living with HIV. I learnt that what was happening to me was stigmatization. During that week we learned a lot of things about HIV which I did not know before. It felt so good to finally understand the monster, which has been tormenting my life. She explained that the only way to know if one has HIV is by being tested and shared with us places to be tested. Over the weekend, I went to a VCT and was tested. My results were negative and it was such a relief. I felt like it was a new beginning for me. After two weeks I shared my story with my class during Goal time. My coach hugged me and congratulated me. I felt important and loved. Other pupils changed their attitude towards me and I fell well." A story shared by one of the participants



Project/Initiative Details	
Project/Initiative Title	Shoot to Score, Not to Kill
Country	Marsabit – Northern Kenya
Organisation	Horn of Africa Development Initiative (HODI)
Implementation dates	Running for 9 years – since 2008
Related Web site(s)	https://hodiafrica.org/

Project/ Initiative Description and lessons learned	
Category	
Context	<p>A number of different ethnic groups that have had clashes in the past inhabits Marsabit. Furthermore, with the national elections there is tension between the different ethnicities contesting electoral votes.</p> <p>In between elections, there are also problems in terms of diminishing resources. Marsabit has not received good rainfall in the last two seasons, and is only facing the beginning of a drought. Because of limited resources, people are congregating and tensions are raised regarding who owns land and water.</p>
Project/Initiative	The aim of the programme is to teach young children to learn to shoot goals and not guns. The programme provides a safe space for children to learn about non-violent methods for conflict resolution through football. HODI believes it is important to teach about peace keeping at a young age through this programme.
Target Group	The target group is children, both girls and boys (age 10 to 15).
Partners	<p>Implementation of the project activities was the key role of HODI. This included targeting villages that would benefit, selecting and training coaches, delivering of sessions in fields, and following up monitoring and evaluation to track progress and collect project impact.</p> <p>FIFA, through Football for Hope, provided funding for the programme, as well as equipment for coaches, players and staff, including balls, cones and training kits.</p>
Activities	The programme is implemented in communities, and not schools. The aim is to reach out of schoolchildren, both boys and girls. The programme is well established and does not rely on schools as a support structure. Instead, Shoot to Score relies on the support of the community elders. There is a field committee comprised of an elder man and an elder woman who supervise the activities and make sure the children and the coaches have enough support and security. These



	<p>elders are respected in the community, and thus their involvement increases the respectability of the activities that are going on.</p> <p>Both boys and girls coach weekly sessions. Usually they meet the week before to update each other on the league tables, share challenges and plan the next sessions. Sessions are delivered on Saturdays on ten football fields, with one to two coaches on each field. The life skills sessions that are addressed include topics related to female genital mutilation (FGM) and topics that are specific to the Northern Kenya context that are not being addressed enough, specifically regarding peaceful conflict resolution. The football games and the play based sessions are designed around delivering a specific message and address a topic of discussion after the games.</p> <p>Coaches gauge children’s knowledge especially for sensitive topics. For example, female coaches are able to share personal examples of their experience with children. It is great also for the boys to hear about the experiences that the girls in the programme face as well.</p> <p>On Sundays, there are league football marches. There is usually a mediator present. However, children try to resolve disputes that arise without the use of red cards, allowing them to resolve issues on their own to develop conflict resolution skills already at a young age.</p>
<p>Participation and Engagement</p>	<p>HODI recruits volunteers in two main ways:</p> <ul style="list-style-type: none"> • Traditional advertising. HODI post adverts around town and on their social media channels and website, asking people to volunteer. In the advertising they specify the age range they prefer to work with and make it clear that it is not an employed position, and that volunteers are not remunerated. • Peer-to-peer recruitment. Girls who have been volunteering for a longer period of time, or who are leaving their positions are asked to suggest friends who could be volunteers as well. <p>The volunteers HODI usually looks to recruit are girls and boys who have just completed high school (age 18 or 19), and people up to the age of 25 who have completed college, are looking for jobs, and can volunteer in their spare time. Furthermore, HODI provides scholarships to coaches who are taking courses in college that are relevant to the work they do for Shoot to Score. The expectation is they will stay with HODI for longer.</p>
<p>Key project/initiative successes</p>	<p>The programme is based on activities that are fun for the volunteers to come and play and remain engaged by teaching something. It puts the volunteers in a position where they give back something and provide examples for kids of some issues they have faced previously.</p>



	<p>Mixed football sessions allow for both boys and girls to play together. Usually at the beginning of the programme, girls are paced as goalkeepers, or roles in the games considered by boys to be less important. However, slowly girls gain the skills and the confidence to play as strikers. Mixed sessions also give the boys the chance to see girls on the same playing field and appreciating that they can play football as well. According to traditional values, girls should not play football, but in their villages both community members and parents are often supportive and cheer them on during the games. However, some of the parents and community members remain sceptical and it takes time for them to see the benefits of the programme for girls.</p> <p>Female volunteers definitely have a positive impact on the girls who take part in the programme, especially because they are not girls from other areas of Kenya or from other countries. The volunteers are local girls who wear hijabs just like them and wear long dresses.</p>
Project/initiatives challenges and solutions	<p>A challenge is the attitudes towards girls playing football and engaging both boys and girls to play together and attend after school programmes. The tension is often with the parents and the Madras. However, recently one Madras has become involved in the programme, which could help increase the support and appreciation of the activities among other Madras and hopefully other parents.</p> <p>A major challenge in working with volunteers is managing their expectations. Volunteering in general is not deep rooted in African culture, compared to European culture. Some volunteers think that once they start they are guaranteed a job, so it is important to balance their expectations.</p>
Lessons Learned	<p>It is important to be clear about volunteer's roles and be clear of how they will also benefit from the experience. This helps in managing their expectations and making sure volunteers do not have a different understanding of their roles and responsibilities within the programme. It is quite easy to lose volunteers at the end of the training or at the start of the sessions. Some volunteers need to be kept engaged for more time before they start implementing activities. Thus, it is key to give ongoing support when setting up sessions especially in the first few times the volunteers will be facilitating sessions on their own.</p>



21. Marsabit, Kenya



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Breaking the Silence
Country	Northern Kenya (Marsabit)
Organisation	Horn of Africa Development Initiative (HODI)
Implementation dates	2013-ongoing
Related Web site(s)	http://www.beyondsport.org/project/b/breaking-the-silence-using-football/ https://hodiafrica.org/hodi-wins-the-beyond-sports-award/#.WXe8o4iGNEY

Project/ Initiative Description and lessons learned	
Category	
Context	<p>Gender inequality and discrimination are deeply entrenched and begin at an early age. Girls drop out of education in primary school because of parents' preference for educating boys as future bread winners. Other barriers girls face in accessing education include poverty, sexual harassment, pregnancy and early marriage. Girls suffer abuse or physical violence within the home and in schools, two places often assumed to be safe for them. For example, FGM in Marsabit has a 72% approval rating despite the debilitating effect on the health of girls and young women even later in life. Girls significantly feel ill at ease in their surroundings, with fear of physical violence and sexual debut is at significantly younger ages than boys, and with older partners.</p> <p>The relative poverty headcount in Marsabit is twice that of Kenya's other regions. Years of drought in this region have had a serious impact on the well-being of children, especially girls, increasing malnutrition rates, morbidity and mortality. Infrastructure development is very slow, with the major highway connecting Marsabit to Nairobi being completed in 2017, 54 years after independence.</p> <p>In terms of funding, Northern Kenya is marginalised and resources are focused on bringing disaster relief. Funding a sport for development programme is not necessarily considered a priority for donors.</p>
Project/Initiative	<p>Breaking the Silence is a girls-only programme initially implemented by HODI in 2013 with the support of Women Win being the main funders over the last four to five years. Using a combination of sport and life skills sessions, the project aims to tackle cultural issues and barriers girls face in Northern Kenya.</p> <p>Through this programme, HODI supports adolescent girls in breaking the silence around issues they face in their daily lives. This is achieved by creating networks</p>



	<p>of peers, who offers a safe space for girls to share information on life skills and to learn from each other.</p>
<p>Target Group</p>	<p>Through the project HODI works with primary schools girls (age 10-14). They are mostly girls who have not experienced menstruation and/or are just beginning to experience it. Through the programme, HODI has had an impact with 1500 girls. It might seem like a low number. However, the reason for this is the limited funding and support which is available for football for development projects in Kenya.</p>
<p>Partners</p>	<p>Implementation of the project activities was the key role of HODI. This included targeting of schools that would benefit from the programme; selecting and training volunteers as peer educators delivering sessions in schools; and following up monitoring and evaluation to track progress and collect project impact.</p> <p>Women Win's main role was to provide funding and training support with the curriculum for the sessions, and support with monitoring and evaluation tools and data collection and analysis.</p>
<p>Activities</p>	<p>As a girls' only programme, Breaking the Silence relies on female volunteers, as it makes sense to have older girls share their experiences and teach younger girls in schools. This is especially true concerning sensitive topics, which girls would be more comfortable talking about with their peers.</p> <p>In terms of activities, Breaking the Silence Champions (girls who are peer educators) attend a one-week training before being assigned to schools where they facilitate sport and life skills sessions with the schoolgirls. HODI also initially communicates with the school administration and introduces the programme champions.</p> <p>The champions agree on what topics to cover during their weekly sessions, which often occur on Tuesdays and Thursdays. Schoolgirls are in class until 3pm and afterwards they join the champions for the sessions. On Tuesdays life skills sessions are facilitated and on Thursdays they play football. Champions are already trained on the modules and football skills; they are also able to adapt the sessions to the different range of skills for girls who are playing football for the first time.</p> <p>Usually on Fridays or Saturdays, HODI hosts weekly meetings with the champions to create the space for them to share their experiences during the week of facilitation. They share the challenges they face (e.g. in terms of equipment, or relations with the teachers or the girls themselves), and plan the sessions for the following week. During these meetings the champions go over the sessions and have the opportunity to practice facilitating the sessions, if they are not feeling too confident about a specific topic or session.</p>



<p>Participation and Engagement</p>	<p>The programme relies on volunteers as the facilitators of sports and life skills sessions. HODI recruits volunteers in two main ways:</p> <ul style="list-style-type: none"> • Traditional advertising. HODI post adverts around town and on their social media channels and website, asking people to volunteer. In the advertising they specify the age range they prefer to work with and make it clear that it is not an employed position, and that volunteers are not remunerated. • Peer-to-peer recruitment. Girls who have been volunteering for a longer period of time, or who are leaving their positions are asked to suggest friends who could be volunteers as well. <p>The volunteers HODI usually looks to recruit are girls who have just completed high school (age 18 or 19), and girls up to the age of 25 who have completed college, are looking for jobs, and can volunteer in their spare time.</p> <p>At the end of the implementation year, volunteers receive a certificate of completion as they attended a course, and have successfully implemented sport and life skills sessions in schools. Another way to encourage participation is through a leadership pathway. When a volunteer has worked for two to three years they are considered for job postings that do not necessarily require high skills. In these cases, HODI asks volunteers to apply first. For example, the current project officer used to be a volunteer who played before in the programme.</p> <p>HODI also provides a small stipend to the volunteers to acknowledge the work they do and the resources they need (e.g. covering transportation costs).</p>
<p>Key project/initiative successes</p>	<p>One of the successes of the programme was the facilitation of football activities with a Madrasa (college for Islamic instruction) for the first time ever. Imams and Madrasas are missing out on these life skills because of attitudes to formal education and to teaching girls about life skills and their rights. Hence, the introduction of this programme in a Madrasa breaks new ground.</p> <p>The Breaking the Silence programme has won the sport for development inclusion award from Beyond Sport. It is a well-grounded programme not too expensive to implement as it relies mostly on resources provided by volunteers. They are key to ensure the project keeps going.</p> <p>There has been quite a turnaround towards attitudes on girls playing football. Teachers and administrations of the schools HODI is working in have been able to see big changes in attitudes and behaviours of the girls. Many head teachers are appreciative of the programme and are open to continue the project.</p> <p>The impact of volunteers on their peers is definitely visible, especially as they are not from other parts of Kenya or even from abroad. The champions are girls who wear hijabs and long dresses, just like the schoolgirls. The participants see the</p>



	<p>champions as changed girls who look like them and have gone through similar experiences.</p>
<p>Project/initiatives challenges and solutions</p>	<p>A major challenge in working with volunteers is managing their expectations. Volunteering in general is not deep rooted in African culture, compared to European culture. Some volunteers think that once they start they are guaranteed a job, so it is important to balance their expectations.</p> <p>A related challenge in working with volunteers is losing a volunteer after they have already been trained, often due to their expectations not being met. HODI works towards keeping volunteers happy and training them. Even in the cases when they lose volunteers, HODI hopes that the training and volunteering experience they had will be valuable to them.</p>
<p>Lessons Learned</p>	<p>The female volunteers are of a younger age and have a lot of time as they are still preparing to go to college. Because of their age and education, it is not easy for them to get regular jobs, so a lot of girls have free time and they could use the experience of volunteering for job applications. This is an attractive incentive for volunteers.</p> <p>The weekly meetings were useful for the girl champions themselves to break their own silence on their confidence in facilitating sessions, especially as some suffered in silence. In fact, some of the girls who volunteer as champions have not had previous working experience and it was difficult for them to report issues they faced, however small they may seem. Therefore, sharing experiences during weekly meetings has created the space for the champions to feel safe about sharing their experience from facilitating sessions during the week. The meetings also help champions bond and learn from other champions who may have faced similar challenges before. This gives them the opportunity to learn something new. Overall, these meetings work well and the champions enjoy attending them.</p> <p>The girls really like to receive the certificates of completion as an incentive and reward for their work. Having a certificate is also useful as the volunteers mostly are starting out their careers and the certificate and work they do in the programme is useful to provide recommendations.</p> <p>Having a leadership pathway for other opportunities at HODI (i.e. jobs or paid positions) shows volunteers examples of girls who have worked their way up in the system and, in some cases, who then join other organisations. These volunteers set an example for these opportunities for other girls who may be in the programme or volunteering.</p> <p>It is important to build a good relationship with the schools, especially as they are programme sites and do not necessarily receive money for the programme implementation. An example is to invite the schools at events for Breaking the</p>



Silence. HODI staff also visits the champions while they are implementing sessions at school, and also visit the school to discuss their needs as well.



22. Nigeria



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Peer Education Through Sport
Country	Nigeria
Organisation	Youth Empowerment Foundation (YEF)
Implementation dates	Since 2009
Related Web site(s)	http://yefnigeria.org/

Project/ Initiative Description and lessons learned	
Category	
Context	<p>Young people in Nigeria have a lot of needs, which over the years have changed from general information on how to access reliable and confidential reproductive health services. Many interventions focus exclusively on health issues, without taking into account social and economic factors that could predispose young people to risky behaviour.</p> <p>Some of the barriers girls face in accessing sport include:</p> <ul style="list-style-type: none"> • Perceptions of physical activity as sport that is highly competitive and/or inappropriately anti-social or violent • Demands on available time due to education and vocational training • Conscious about body image, not wanting to grow muscles • Peer-pressure • Cost or fear of being asked to pay for the sport gear until this is addressed • Some girls feel unsure about competing in front of crowd of males and females • Some of the Muslim girls are shy about wearing sporting uniforms or removing their hijab <p>YEF is a youth-focused not-for-profit organisation established in 1995 in Nigeria to reach adolescents particularly in riverine and 'hard-to-reach' communities with information on reproductive health and referral services. YEF addresses the needs of young people by building their capacities through trainings on life-skills, leadership development, reproductive health (HIV/AIDS) and direct service provision on STI diagnosis, sexual abuse counselling services and referrals for family planning. YEF uses dance, drama, street theatre, sports (football) and other methods to reach young people with accurate information. These methods have been used effectively in mobilising young people particularly out-of-school youths for counselling and testing.</p>



<p>Project/Initiative</p>	<p>With the support of Women Win and Standard Chartered, YEF has been running a Peer Education Through Sport programme since 2009, as an adaptation of the Goal Programme. Goal uses life-skills education and sport, on and off the field, to empower adolescent girls. Girls participate in activities and discussions regarding conflict resolution, gender-based violence, health and hygiene, basic financial literacy, communication, and career choices to help them transform not just their own lives, but those of their families and peers. Goal aims to make the girls agents of change who in turn impact their siblings, parents, peers and communities. Rather than implementing a full 10-month curriculum, YEF selects roughly up to 800 bright leaders in community schools who undergo intensive week-long Goal camps for each module of Goal.</p> <p>Through the peer-to-peer model, girls who participate in the programme go out and educate other girls about what they learn from YEF coaches and educators. Thus, through this programme, YEF is able to train and build the leadership capacity of a small group of bright young adolescent girls, and at the same time have a greater impact on the community by reaching more girls.</p>
<p>Target Group</p>	<p>Through this programme, YEF reaches about 13,000 girls per year (age 12-13), through a combination of intensive classroom and football training sessions as well as peer-to-peer education sessions.</p> <p>Up to 800 female peer leaders (age 14-16) are trained every year to facilitate lessons related to the topics they learn about through Goal to their peers.</p>
<p>Partners</p>	<p>YEF is a non-profit, non-governmental organisation dedicated to working with young people in and out of school, especially the girl child. Specifically, in terms of the Peer Education Through Sports programme, YEF manages the project across sites, facilitates training sessions for peer leaders and teachers, mentor girls and negotiates with municipal government for license to work in schools.</p> <p>Women Win manages the partnership with YEF and reporting to the donor. Additionally, Women Win trains initial trainers for the Goal programme and supports in the adaption of the modules, and Salesforce management and data analysis.</p> <p>Standard Chartered provides the financial support for the programme and offers advocacy and communications support to promote Goal, when opportunities arise.</p>
<p>Activities</p>	<p>Rather than implementing a full 10-month curriculum, YEF recruits approximately 600-800 bright young female leaders in community schools who undergo intensive week-long Goal camps for each module of Goal programme. In total there are four modules that tackle topics related to girls' empowerment and rights, communication and conflict resolution, health and hygiene and financial literacy and career choice. Between each module, these Goal Peer Leaders are</p>



<p>Participation and Engagement</p>	<p>tasked with reaching out to eight of their peers at school in order to share the information they learned. Through the peer-to-peer model, girls in the programme become peer educators, sharing learnings with other girls who are not in the programme</p> <p>YEF's training cycle consists of the following phases:</p> <ul style="list-style-type: none"> • Coaches deliver an initial week long training covering a topic of the Goal module to the girls in the programme (peer leaders) • During the programme peer leaders take part in weekly football training sessions with short refreshers regarding the topic for the module • Between modules, peer leaders are expected to share their learnings to eight other girls and friends in their community. Peer leaders hold peer sessions with other girls using the Goal Champion handbook as a facilitator guide. A Goal Champion also provides assistance to the new peer leaders. <p>Some of the older girls also go on an Annual Summer Camp (one week long), usually in August. They receive facilitator training, including further training per topic and also the space to reflect on the challenges of the past year. During these meetings they have the time to share different challenges they face and learn from one another. Furthermore, they are also a space where girls can feel free to talk about their experiences as peer educators. This way, they return to school refreshed with new skills and knowledge to train other girls and energised to start the new year.</p> <p>The peer-leaders who facilitate sport and life skills sessions are volunteers. YEF staff attend school assemblies and talk about the programme in schools. Through these talks, YEF is able to recruit volunteers who are interested in taking part in the programme and become peer-leaders.</p> <p>YEF provides opportunities during the project to expose volunteers to extra training sessions, for example financial literacy trainings or vocational trainings. Furthermore, YEF also provides girls with equipment and support in logistics. For the girls who play football, YEF gives them football boots. Whereas, the girls who practice taekwondo are able to attend competitions with YEF.</p>
<p>Key project/initiative successes</p>	<p>YEF's peer-to-peer model has allowed the organisation to continually expand the programme and reach more girls. It also creates community support from other girls who become interested in the programme, through peer-to-peer interactions.</p> <p>Monthly revision sessions between peer leaders and older Coaches work well to clarify issues peer leaders may face in facilitating their sessions and for Goal Coaches to address topics that the girls have challenges in understanding, as well as provide solutions to challenges they face in their education activities.</p>



	<p>Through playing sport you see a dramatic change. Girls who once were shy, over the period of time they become more involved in sports they become more open and relaxed, bold and assertive. The programme created a safe space for girls to feel comfortable practicing their sports and building their confidence. More girls speak out for themselves and are able, in a safe space, to create who they want to be. The Ministry of Education has also seen the incredible impact the programme has in schools.</p> <p>Data from base and endline surveys with girls who take part in sessions facilitated by peer educators show that:</p> <ul style="list-style-type: none">• 68% of girls strongly agree with the statement “<i>I am a leader</i>” (compared to 33% at baseline), and 73% strongly agree that they have skills and talents they are proud of (compared to 42% at baseline)• Girls know a place or person in their community where they can find help for personal problems (from 25% strongly agreeing to 63%)• At endline, 69% of girls strongly agree that they know a girl or woman who they look up to and who inspires them• At endline, 97% of girls feel safe in the programme
Project/initiative challenges and solutions	<p>Challenges faced during the programme include:</p> <ul style="list-style-type: none">• Time allotment – This was a challenge with training and project evaluations in most schools based on other activities that were introduced to schools• Football Field – It was another major challenge because some of the schools allocated to us had no fields, while the fields that are available in other schools are not standard size, thereby making it difficult for the girls to play together• Insecurity – This seriously posed a major challenge on the programme due to the increase in kidnaping cases of schoolchildren. Some schools were reluctant to release the girls for long periods of time during sport sessions and other meetings. In some cases, certain activities were either cancelled or restricted• Female coaches – Another challenge was the difficulty in recruiting female coaches, especially in Abuja this is an issue for concern• Accessibility – Access to sessions is a challenge due to the distance between the schools across both sites especially in Abuja• Training – some of the schools do not release the girls on time for football training. Some parents also restrict their children from playing football, but want them in GOAL project. <p>Regarding the allotment of the training period, consultative meetings were held with the affected schools across all sites and the situation improved tremendously. On the issue of sports fields, public sports centres, and schools nearer to the affected schools were used, which further enhanced our relationship with the community and government. In terms of security, some of</p>



Lessons Learned	<p>the activities had to be moved or stopped at one point to allay the schools and parent’s apprehension about the safety of the girls. Furthermore, YEF negotiated with the Ministry of Youth and Sports to assist with identifying female coaches for the project.</p> <p>Frequent meetings for volunteers were helpful. When girls are in meetings they have the space to reflect and learn more about life skills that will help them in terms of career choices or academic excellence. When they are thriving in one subject, they often help and assist each other.</p> <p>Schools have reached the point where they send girls who are not doing well in school to YEF to join the programme. Through the programme, they have become team captains and class prefects. Parents can also testify to their change.</p> <p>A key lesson from the implementation of the programme is the importance of including community stakeholders. It is also useful to engage the media and let them know what the project is about. Sharing the results from the programme each year and holding interviews with girls boosted the project.</p>
Other points of view	<p>Personal digital stories from the girls: https://womenwin.org/stories/digital-storytelling-project/watch-videos/who-we-are</p> <p>https://womenwin.org/stories/digital-storytelling-project/watch-videos/be-determined</p>



23. Zambia



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Youth Sports Exchange Programme (YSEP)
Country	Seven countries (Zambia, Kenya, Norway, South Africa, Malawi, Uganda and Tanzania)
Organisation	NOWSPAR
Implementation dates	10 months August to June on a yearly basis
Related Web site(s)	http://www.nowspar.org/

Project/ Initiative Description and lessons learned

Category	
Context	<p>According to traditions, beliefs and social practices, women are not supposed to be competitive and their body should not be muscular. This poses a barrier to women, who are supposed to believe such expectations. High poverty levels and scarcity of economic means also pose as a barrier to accessing sport and physical activity. In fact, for women this means a lack of time, lack of appropriate, safe and accessible infrastructure, and no adequate clothing. Another barrier women face especially in less developed countries is the lack of awareness of the benefits of physical activity as well as the myths, such as sport being a potential impairment to female fertility.</p>
Project/Initiative	<p>The Youth Sport Exchange Programme (YSEP) uses sport as a platform to provide opportunities for young volunteers in partner organisations to exchange ideas, experiences and skills across borders. This Exchange creates development and growth. It broadens the perspectives and changes the attitudes of people and make organisations and federations more capable of achieving their goals.</p> <p>The exchanges are also a modern tool aiming to create mutual learning between Norway and various developing countries. Through this people-to-people exchange, this programme will also give African and Norwegian youth involved in sports an opportunity to learn, exchange and develop positive attitudes, new skills and a deeper understanding of African and Norwegian cultures in a way formal education is unable to do.</p> <p>The purpose of the exchange is to:</p> <ul style="list-style-type: none"> • Increase capacity of the partner sports organisations and outreach to grass roots communities • Increase awareness and use of sport as a medium for development and social transformation



	<ul style="list-style-type: none"> • Increase networking and cooperation between partners • Increase understanding and tolerance of difference, and to contribute to the development of a more equal relationship between organisations and people from the North and South <p>The project aims to build the capacity of partnering organisations by offering exchanges for volunteers from seven different countries, depending on the needs of the partnering organisations both from the north and south. Through the exchanges volunteers are exposed to different capacity building opportunities. Volunteers also have to adapt to the different cultural context. They then implement what they learn when they return back to their own organisation for two months.</p>
Target Group	<p>The number of volunteers differs depending on the need and number of applicants. A total number of 21 volunteers took part in the 2016/17 exchange</p> <p>The target group requirements for the exchange include:</p> <ul style="list-style-type: none"> • The participant should be between 20-30 years old • Must have completed grade 12 /upper education • The participant must be involved with one of NIFs partners peer leaders, volunteers or participant <p>Required competence and skills include:</p> <ul style="list-style-type: none"> • Good communication skills • Master English written and orally • Experience in organizing and facilitating sport activities, meetings, workshops, courses etc. • Structured and with the ability to work independently • Master at least one sport code as an athlete
Partners	<p>The exchange is exclusively financed by FK Norway and coordinated by Norwegian Olympic Committee and Confederation of Sport (NIF). Other partners include:</p> <ul style="list-style-type: none"> • NOWSPAR, the secondary partner for YSEP in Zambia • Rugby Association of South Africa • Malawi Sport Council • Chrisc, Uganda, Chrisc Tanzania, and Chrisc Kenya • Sport in Action -Zambia • Response Network, Zambia • Sport association, Volleyball Association of Zambia. Athletics Association of Zambia, Handball Association of Zambia
Activities	<p>Before the exchange takes place, organisation hosting the volunteers prepare the work plans stating the proposed activities, proposed community and timelines.</p>



	<p>After that takes place, there is a general orientation for one to two weeks, where volunteers come together and receive presentations of the different countries they would be in, as well as a general presentation about the programme and topics such as child safeguarding.</p> <p>A more specific orientation is also offered where the organisation explains the specific activities the volunteers would need to carry out and provides information about the host organisation and its structures, including their code of conduct, the organisation's emergency plan and other policies. Volunteers are also given information on the local context.</p> <p>Usually four months in the programme, an evaluation workshop is conducted where the volunteers can share and discuss common challenges, issues affecting their stay and come up with solutions to help with the remaining months.</p> <p>Volunteers who take part in the exchange are in the field for nine months. When they return to their own organisations, they apply what they learn through the exchange. They also have a service wrap up about the experience, recommendations for future exchanges and planning their activities. In fact, after the exchange, volunteers are expected to work for the sending organisation which in this case NOWSPAR for about two months, implementing what they learnt and raising awareness about the programme. After these two months, volunteers are re-integrated back in the organisation and continue working in the organisation.</p>
Participation and Engagement	<p>The recruitment for YSEP volunteers occurs through an advertisement. Interested participants apply and are interviewed by the organisation (e.g. NOWSPAR). The organisation then sends the information of the applicants to the organisation where they will be placed for the exchange. This way the recruitment process considers not only the skills of the volunteer, but also if and how they match with the need of the organisation where they would be volunteering.</p> <p>When exchange volunteers arrive at NOWSPAR they are integrated in the organisation's activities. Furthermore, when participants return from the exchange, they are integrated back in their organisation and they apply the work they learned.</p>
Key project/initiative successes	<p>Recruitment is the most important part of the exchange. NOWSPAR has guidelines in place on who can be considered for this exchange. An exchange volunteer should be someone who has been in the organisation for a while, so they can represent the organisation well. Furthermore, when they come back to their organisation they can take up their role again where they left off and apply their learnings.</p>



	<p>Orientations are also important as a way to manage expectations. In fact, the biggest challenge is managing expectations, because if the expectations do not match with what is going to happen, volunteers will not feel satisfied. If volunteers are oriented well then, they adjust their expectations.</p> <p>Overall, the project has worked well and will probably be expanding to more countries.</p>
Project/initiatives challenges and solutions	<p>The biggest challenge is managing expectations. Participants usually have high expectations and so it is a duty of the coordinators to explain or rather orient the volunteers to moderate their expectation. With proper orientation for the participants and well-prepared work plans, the objectives are achieved.</p> <p>Other challenges include but are not limited to language barriers, the weather and food. However, the challenge of language is only common in the first few months as, after some time, the volunteers learn the local language. It is compulsory that all participant attend the language course for that particular community.</p>
Lessons Learned	<p>Recruitment and orientation are key in running programmes involving volunteers because most of the challenges that are faced are as a result of these two. If the programme is to be replicated, the lead group should focus primarily on these two factors.</p>



24. Zambia



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Building Girls' Leadership Through Sport
Country	Lusaka, Zambia
Organisation	National Organisation for Women in Sport Physical Activity and Recreation (NOWSPAR)
Implementation dates	2014 - ongoing
Related Web site(s)	http://www.nowspar.org/

Project/ Initiative Description and lessons learned	
Category	Guiding question(s)
Context	The major challenges faced by girls are cultural barriers, lack of sports facilities, lack of role models and no adequate information sharing on sports and recreation. The programme addresses issues on financial illiteracy, leadership skills and overcoming barriers to sport among girls and young women. Furthermore, the aim is to increase the level of financial knowledge and the confidence levels in girls to take up leadership roles and overcome inequalities that exist in society.
Project/Initiative	<p>The aim of the programme is to empower adolescent girls from low-income communities by building their leadership skills and financial literacy so they can make informed life choices. In order to reach this aim, NOWSPAR uses 'Building Girls' Leadership Through Sports', a sport and life skills based leadership development programme.</p> <p>Key programme outcomes include:</p> <ul style="list-style-type: none"> • Increasing participation in sport and physical activity among adolescent girls • Increasing adolescent girls' financial literacy • Building cross-sector partnerships with schools, NGOs (implementing partners) and corporates (Standard Chartered) to ensure the sustainability of working on girls' leadership through sport • Highlighting women's physical activity and sport through media. Programme participants and activities enable NOWSPAR to show case the participation and structures of girls' programmes and raise awareness of issues girls face based on their gender. <p>In order to increase the participation of young women in sport, NOWSPAR relies on volunteers, especially to reach the target number of girls. Furthermore,</p>



	<p>facilitators (often volunteers) have the chance to work in a sport programme in different ways, by coaching, facilitating life skills sessions or running events.</p>
<p>Target Group</p>	<p>The target groups is adolescents and young women (age 10-24).</p>
<p>Partners</p>	<p>Standard Chartered Bank (SCB) provides funding for this project and is in charge of recruiting bank volunteers to help with delivery of financial literacy aspects of the curriculum. Additionally, SCB supports advocacy and communications to promote the programme, when opportunities arise.</p> <p>Women Win manages the implementing grant and the partnership with NOWSPAR, including reporting to SCB. Additionally, Women Win have supported in adapting curriculum modules, training NOWSPAR's initial cohort of trainers on the modules and Salesforce management and data analysis.</p> <p>NOWSPAR is a membership organisation comprised of women and men who believe that sport, physical activity and recreation have the power to foster social change and increase an individual's quality of life. NOWSPAR aims to encourage and promote engagement of women and girls in all areas, levels and abilities of physical activity, sport and recreation for fun and excellence.</p> <p>NOWSPAR has a depth of experience working on gender in sport, including implementing the Goal programme, in Zambia. NOWSPAR is responsible for all content and logistic considerations as well as conducting monitoring and evaluation work on the ground. Additionally, they establish partnerships with sport federations, associations, schools and NGOs to co-host and/or attend events.</p>
<p>Activities</p>	<p>NOWSPAR implements a combination of the following activities in various schools, community sport grounds/facilities, universities or other public spaces:</p> <ul style="list-style-type: none"> • Full Programme includes regular sport and life skills sessions related to communication, confidence, reproductive health and hygiene, rights and access to resources and financial literacy. Programming takes place in partnership with schools (private and parochial) and community-based organisations. • Goal Events are one to three day in-person experiences where adolescent girls are exposed to some of the life skills addressed through the programme. Events include large and local day events, workshops and sport events, camps or other ways of providing sport and life skills sessions. The events are delivered in the local communities. Many of the girls who attend Goal Events have follow up opportunities and a select cohort may join the full programme. Local councillors and local leaders are also invited to attend in order to get their support, which is important for continued



	<p>access to facilities and for influencing support for sports programmes for girls.</p> <p>Goal Coaches are young girls who are trained to facilitate life skills and sport sessions for the full Programme. Goal Coaches who have higher education also may have the opportunity for internships at NOWSPAR.</p> <p>After the full programme implementation, 10% of the girls are identified as 'Goal Champions' and support in leading sport and life skills sessions during the events, in order to encourage their leadership. They are often given opportunities to train as Goal facilitators and to be engaged by NOWSPAR as a facilitator (trained Goal Coach).</p> <p>Parents are also engaged to ensure the continued approval for girls to attend the programme, by sharing information and raising awareness. This occurs through communications by the school, through presentations by programme participants at Parent Teacher Association Meetings. Parents are also invited at Goal Events. Furthermore, NOWSPAR provides letters and contact information to reassure parents of the safety of their girls and to have open communication.</p>
Participation and Engagement	<p>Engaging volunteers was a key objective of the programme, as Goal Coaches who are trained in facilitating the Goal are volunteers. Volunteers are initially recruited through referrals, by applying for specific volunteering positions, as well as girls returning to NOWSPAR once they become older. Often, sport associations that NOWSPAR works with identify young female leaders who they think would be a good fit to become leaders and facilitators in the programme. Some volunteer between six months to a year, depending on their school level. Other volunteers who engage in the programme do so on their spare time as they are waiting to go to university or college. Some of the Goal Coaches also continue volunteering in other positions at NOWSPAR.</p> <p>Volunteers take on different roles and tasks such as managing events (sport events, marches, workshops or tournaments), participating in media discussions or advocacy and awareness sessions. Girls who volunteer may be given the opportunity to represent NOWSPAR on radio or television interviews. They also receive mentoring opportunities from staff and other facilitators.</p> <p>Programme participants get the opportunity to be club leaders (presidents), to present at assemblies, to lead sports sessions, or to referee sports games. Some girls also are in charge of data collection and documentation such as club registers and at events.</p> <p>To maintain girls' motivation NOWSPAR provides incentives such as branded shirts for the girls to give them an identity in their respective communities and to validate their participation in the programme. Goal coaches may also receive</p>



	<p>computer skills training and C.V. writing and Office skills development. Such capacity building activities motivate volunteers to stay</p>
<p>Key project/initiative successes</p>	<p>The programme motivates girls because they have the opportunity to relate to female coaches on a peer-to-peer level. NOWSPAR purposely does not select Goal Coaches who are much older than the target group of girls. As they are within the same age group, they are able to build a friendship and motivate each other, especially during life skills sessions.</p> <p>Another success has been the relationship with the schools, who have been very responsive and positive. NOWSPAR has developed good relationships with some Churches who run schools and youth programmes. These relationships are important for building support for the efficient delivery of the programme as this impacts recruitment, retention and access to facilities.</p> <p>NOWSPAR has also a relationship with National Radio and TV stations that have been providing a space for staff and girls in the programme to discuss various topics (e.g. girls' rights and sport) and communicate to the wider community and public. Through these presentations, girls have been able to encourage their peers to take on sports and appeal for support from other community members to enable their participation.</p> <p>In the beginning of the programme the girls were not very free to discuss issues related to abuse and sexual and reproductive health. However, through the programme, the girls became confident and willing to share what they learned in the programme with other girls through the media and during school assemblies. The girls who have passed through this the Goal programme encouraged other girls to join the programme because of the knowledge they acquired.</p> <p>Generally, the high rate of harassment and abuse that girls and women face is always a worry, especially when they are outside of an institution (e.g. school). Sessions facilitated by female coaches offer a space where participants feel more comfortable. Furthermore, there are not many opportunities for girls to train as coaches, compared to boys and men. Over time, girls' involvement as coaches also shows their local community that girls can run sport programmes.</p>
<p>Project/initiatives challenges and solutions</p>	<p>A major challenge NOWSPAR faces is with volunteers who are good, but give short notice before leaving. This is particularly hard considering the time it takes to train a volunteer in becoming a Goal Coach.</p> <p>At the end of each year there is a high turnaround of volunteers who leave for better opportunities or career development. On one hand, it is great that they can find better opportunities, but on the other hand it also means NOWSPAR has to find other ways to recruit and retain volunteers. To mitigate this challenge, NOWSPAR also trains graduates of the programme in becoming facilitators (Goal Coaches).</p>



Lessons Learned

Lessons learned from the programme include:

- The importance of the recruiting process. When recruiting volunteers, it is better to go with people who are willing and motivated on their own. It is useful to check first which programmes they are interested in, to match their skills, interest and expectations
- It is easier to work with volunteers who have been recruited through schools or sport associations as you can count on where to find them to keep in contact and be easy to reach
- Capacity building and training helps in keeping volunteers engaged in the programmes. Another way to maintain their engagement is to provide a stipend that can help cover the costs of transportation or resources volunteers need in order to carry out their roles
- In addition to the skill building and playing sports, girls need an enabling environment to realise their leadership potential. It is important to consider the safety and wellbeing of the volunteers, so they feel safe in facilitating their sessions, especially as sport is generally a context dominated by men and boys. An organisation working with volunteers needs to be aware of the context and take concrete steps to create an environment where they do not feel vulnerable
- Having quarterly meetings with schools helps to assess and review how the programme is proceeding. They are useful for volunteers to discuss the content of different sessions, the equipment they need, or the challenges they face. They are also a way for NOWSPAR staff to reaffirm the contribution the volunteers have in the programme, to check in with them and learn about their needs.
- It is important to recognise that volunteering takes time and could not be possible without the support of the volunteer's family and friends, especially as not everyone can afford to volunteer. NOWSPAR, in fact, offers other opportunities and capacity building for the volunteers so they can justify the time they spend working in the programme
- Especially with younger volunteers, informing the parents on the times and types of activities helps. NOWSPAR writes letters to the parents with more details on what their daughters will be doing



Project/Initiative Details	
Project/Initiative Title	Community Sports Coaches
Country	Delhi and Mumbai, India
Organisation	The Naz Foundation Trust (Naz)
Implementation dates	2006 - ongoing
Related Web site(s)	http://nazindia.org/

Project/ Initiative Description and lessons learned	
Category	
Context	In India there are 243 million adolescent girls (age 10-19) who face realities such as early marriage, less access to education and vocational training, unequal access to sport and the burden of unpaid labour and care work. Most of them have limited understanding and limited access to knowledge regarding how to protect themselves and manage the outside world, facing a lack of equal opportunities compared to their male counterparts. Social norms often restrict adolescent girls from making decisions about their lives and futures, specifically decisions related to early marriage and sexual relations. This has repercussions on girls' health, being vulnerable to a range of issues, including HIV infection.
Project/Initiative	The Goal Programme was initially piloted in 2006 in partnership with Standard Chartered Bank and the Population Council. Goal uses netball and life skills education to empower adolescent girls (age 12-19) from underserved communities to be able to make decisions about their life. The programme offers girls a safe space to have fun, engage with their peers and learn from the sport and life skills activities. Currently Goal is being implemented in Delhi, Mumbai and Chennai, and since 2006 the programme has reached over 26,000 girls across all three locations.
Target Group	Adolescent girls (age 12-19) in India who may or may not be attending school and who are subsisting on a low family income.
Partners	The Naz Foundation India Trust (Naz) is an NGO based in Delhi working on combating sexual health issues, including HIV and AIDS. Naz works towards preventing the spread of HIV/AIDS by raising awareness, providing training and care and support. Standard Chartered and Women Win are other partners in the programme, providing financial and implementation support for the Goal programme.



Activities	<p>Goal is offered over a period of 10 months to adolescent girls in schools and urban communities. The curriculum is based on four modules focused on topics such as health, rights, communication, and financial literacy. During the programme implementation, a mix of activities from the curriculum and netball sessions and matches are delivered on a weekly basis, in a safe environment, providing girls opportunities to take on leadership roles.</p> <p>Naz also organises community netball leagues, school competitions and annual events (e.g. Goal Cup). These events give girls the opportunity to play more netball and change the community perception of girls playing sports. Other activities carried out through Goal include:</p> <ul style="list-style-type: none">• Goal Camp is a 5 to 6 day training with at least a two-hour session per day. The main focus at the camp is netball• Goal events are 2-3 day life skills training with a lot of fun activities• Goal essentials is a 3-month life skills programme carried out in schools that don't have playing grounds and thus no opportunities to include netball <p>The programme also works with parents and stakeholders in the community to inform them about the rights of girls and young women and to mobilise their support for girls' empowerment through sport.</p>
Participation and Engagement	<p>In the programme Community Sports Coaches (CSCs) are regarded as both interns and programme beneficiaries. CSCs are engaged for a period of 18 months. This period is referred to as the CSC life-cycle. Over the course of this period Naz invests a lot in skill building sessions and employability trainings along with exposure visits. This works not only as an incentive, but also goes a long way to prepare the CSCs in better understanding the competitive nature of the job market. This includes learning about the kind of skill-set that is required for the kind of jobs they aspire towards, as well as understanding the realities of the kind of jobs that are available at their level of education and work experience. CSCs are also supported through an in-house mentoring programme where they get one on one counselling sessions necessary to help them gain clarity on their career goals and in drafting an action plan in order to achieve the targets. This ensures that CSCs experience a smooth transition out of the internship and have an action plan that helps them chart their respective employability pathways.</p> <p>After their period as CSCs there are currently no opportunities for them to stay on as volunteers in the programme. They could continue playing in the netball clubs and become leaders in their clubs. Mumbai's clubs are still new, but there are two former CSCs who are now club members. They could potentially take up a role as one of the leaders or volunteers in the club. We are thinking about how former CSCs could become Goal or Naz ambassadors, but that needs to be developed further.</p> <p>We know that there are not many places where girls can play. The fact that there are now netball clubs where girls can play, that were not there earlier, means that</p>



Key project/initiative successes

there is an increase in girls playing, especially because there are leaders and CSCs from the communities involved. However, we don't have data to support that the increase of girls' participation in sport due to female CSCs.

The 2015 evaluation shows that girls increase their scores on life skills, knowledge about health and sexual reproductive health, attitudes on SRHR and gender and attitudes and behaviour on economic empowerment. Girls are able to identify more safe spaces in their communities and they become more confident, active and competent in sport activities.

The following results from the 2016/2017 impact report show key successes related to girls' participation in sport. After 10 months of the programme, 9 out of 10 girls:

- Are confident to ask for support when they need it
- Know a place where they feel safe
- Know that women have the right to say no to be touched/have sex
- Consider themselves as leaders
- Say that women should earn and spent their own money
- Believe that one day they will have a job.

The CSCs helped the girls feel more confident about their skills. According to an internal Naz survey in April 2017, coaches have noticed the following changes from girls who join the Goal Programme:

- Girls improve technical and tactical netball skills
- Girls are more comfortable with their bodies on the netball field, and are less afraid to get hurt
- Girls enjoy netball and have more fun, asking for extra time and training to advance netball skills
- The biggest change that the coaches have observed is the increase of girls' confidence when interacting with other players and when communicating with coaches. They encourage each other, ask questions and take initiative to help

Goal's approach greatly reduces dropout rate seen in programmes of other traditional NGO's that educate about these topics in a classroom style. An evaluation carried out by external evaluators revealed that 45% of the programme participants regard CSC & Goal Coaches as their role models. Thus, the CSCs also play a crucial role in re-defining the aspirations of AGYWs in their communities.

Also with the scaling up of the CSCs model, Goal today is in a position where all Junior Coaches (staff) on the programme are former CSCs and at least 48% of Goal programme staff are in fact former Goal participants.



Lessons Learned

The CSC model works towards developing the skills and capacity of former participants to become leaders and co-facilitators on the Goal programme. As members of the community themselves, these CSCs grow into becoming role models to other girls and young women in their communities and to future programme participants. In their capacity as co-facilitators, the CSC model effectively ensures that the Goal programme is a truly community driven programme. In many ways, the role of the CSCs is key in the expansion and outreach of the Goal Programme as they form the vital bridge between the community and the programme. Often, along with their families, they go on to become ambassadors of the programme in their respective contexts.

As representatives of both the programme and the community, CSCs play a crucial role in impacting the number of girls who join the programme and the netball clubs. In the locations where Goal operates, girls generally have little or no opportunity to play sports. The lack of safe spaces and broadly speaking the deeply patriarchal mind-set of the communities actively discourages girls from playing. Consequently, in such a context to have a place where the facilitators are female creates a safe space where girls feel comfortable to come and play. Additionally, CSCs present girls with example of young women who break the stereotypes of what girls can and cannot do vis-a-vie sports and this goes a long way in encouraging AGYWs to come start playing.

CSCs also play a crucial role in recruiting other participants, especially at Community Sites and in the netball clubs. The Goal programme does not advertise the programme in these locations and the success of the programme rides, to a large extent, on the networks that CSCs tap into in spreading the word and encouraging girls to play.



26. Vietnam



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Football for All Vietnam (FFAV)
Country	Vietnam
Organisation	The Football Association of Norway
Implementation dates	2003 - ongoing
Related Web site(s)	http://www.ffav.com.vn/

Project/ Initiative Description and lessons learned	
Category	Guiding question(s)
Context	<p>Since FFAV was established in 2003 in Hue there were no girls playing sport, specifically football, due to traditional thinking that girls should not be playing sport, as it entails being outside and running around with boys. Traditional beliefs and customs are definitely the biggest barrier for girls to access sport, especially as they are not supposed to be sporty. There are also some spiritual beliefs that reinforce stereotypes of how girls should behave in society. In fact, when FFAV first started working, it took a long time to convince teachers and parents to allow girls to play football.</p> <p>With the age of technology and information online (e.g. Facebook), or through the news, there is a standard being reinforced on the image of girls having light skin as a desirable trait. Therefore, girls themselves often were reluctant to go out and play football in the sun. They did not want their skin to get darker, so they prefer staying indoors.</p> <p>Another challenge girls face in accessing sport is that in Vietnam the focus is much more on professional football, and there is not as much interest in grassroots football. All activities related to the sport are aimed towards elite football, and are only organised by men. There are not many football activities organised for girls and women to accommodate for girls playing football.</p> <p>A third barrier that applies for both boys and girls is the limited amount of time children and adolescents have to play sports. Currently in Vietnam students study from the morning to the afternoon and often also in the evenings, having to attend extra classes in English and math.</p>
Project/Initiative	<p>FFAV, a cooperation of the Norwegian Football Federation (NFF) and the Vietnamese Football Federation (VFF), is based in the Thua Thien Hue province. FFAV trains people and helps to establish non-competitive football clubs for children and youth, to provide them with well-organised, fun and secure football activities, including much needed life skills. By creating these clubs, the project</p>



	<p>aims to build sustainable structures in the Vietnamese civil society, where currently such structures are few and weak. FFAV forms these clubs in close cooperation with the school authorities and the schools themselves. Both primary and secondary schools are involved, but priority is given to primary schools. FFAV also has in place a 50:50 girl-boy participation as a condition for membership, to actively promote girls' football.</p>
Target Group	<p>Direct beneficiaries are children from marginalised groups (age 11-19). FFAV establishes clubs in minority and resettlement areas, in social centres and SOS children's villages. Children are encouraged to interact with others from different backgrounds and poor living conditions, inclusive of HIV infected/affected children.</p>
Partners	<p>FFAV is a partnership organisation that uses participatory and rights based approaches in developing children's non-competitive grassroots football clubs sustainable beyond the project. Football is used as a tool to integrate life skills sessions related, for example, to information on HIV/AIDS, personal hygiene, communication skills, and traffic safety.</p> <p>Vietnam Football Federation, Ministry of Education and Training, Ministry of Culture, Sport and Tourism have decided to replicate FFAV model to other provinces all over Vietnam.</p>
Activities	<p>FFAV use football as a tool to integrate life skills in the form of games and competitions during regular training sessions in the club, Fun Football Festivals at the district level and the annual FFAV Cup.</p> <p>Currently FFAV focus on the following thematic areas, depending on the local context of the communities the clubs are in:</p> <ul style="list-style-type: none">• HIV/AIDS prevention and stigma/discrimination• Environment Protection• High Risk Education on Explosive Remnants of War (ERW)• Sanitation and Personal Hygiene• Communication Skills• Traffic Safety• Sport and life skills education to transform the lives of adolescent girls <p>Fun Football Festivals are one-day events bringing as many children together as possible for fun, football and play-based life skill activities. Teams from different communities play as many matches as they can without the pressure of the score. It is a chance for children to meet others and make new friends from different communities. During Fun Football Festival all participants are winners and are usually awarded a medal for their participation. During the time when children do not play matches, they have the opportunity to join numerous life skill activities and games, which the local organising team chooses. Teams are also</p>



<p>Participation and Engagement</p>	<p>encouraged to volunteer to entertain other participants with, for example, dances, songs or short plays on the stage.</p> <p>Throughout these activities, volunteers support coaches to deliver football and life skills sessions. They also take on various roles during the Fun Football Festivals, for example, being referees.</p> <p>FFAV relies heavily on the support of volunteers. Currently there are about 200 volunteers at office level (mostly university students and former child players), and around 2,000 community volunteers (mostly teachers and PE experts). Volunteers are recruited through various methods, including peer introductions, in depth interviews, surveys in clubs, social media, volunteering promotion campaigns or meetings in the local communities to talk about the programme and ask for registrations.</p> <p>In the first phase, FFAV trains community volunteers as coaches and life skill instructors at clubs. Volunteers are given a manual that outlines the tasks and responsibilities that are expected, and the responsibilities of FFAV towards their volunteers.</p> <p>Female teachers and volunteers participate in different FFAV trainings, such as, Football Instructor training, Football Referee training, First Aid training, and HIV/AIDS related training. After training, they also participate in football clubs as instructors and as Football referees at tournaments for children in the club. Also, young female volunteers are trained as peer leaders in the community clubs to work directly with adolescent girls in the Goal programme. These volunteers receive practical training on how to organise the Goal programme in clubs and they receive intensive follow up training. The aim is to empower them and highlight them as strong leaders, which will not only benefit them, but also gain wider support among the communities where the programme is implemented.</p> <p>Most of FFAV staff today have a long time commitment with the project, as they often started out as volunteers, and became office interns, before being hired full time.</p>
<p>Key project/initiative successes</p>	<p>FFAV's activities have created a safe and secure space for children to play football. These programmes have also encouraged children to go and stay in education, which has helped to reduce the drop out and absent rate in schools.</p> <p>Gender equality is one of the most important issues in the programme. A strong effort was always made to engage women to participate in different football activities, as their participation will act as a good model for other girls' participation. The FFAV football clubs in Vietnam have a strict demand of 50:50 girls and boys participation and other criteria for the clubs to receive support, through training, equipment and funding. This demand and current practice has</p>



run and managed by dedicated locals who are passionate for football and for their community

- Plan volunteer programme before recruiting volunteers
- Match skills and interests of volunteers with the specific role that would fit best
- Recognise the volunteer formally and informally for their effort and support, showing them they are a valued team member
- Organise social activities for volunteers to develop relationships among the group of volunteers and share ideas and stories in an informal manner



Project/Initiative Details	
Project/Initiative Title	Sports Training and Outreach Programme (STOP)
Country	Fiji
Organisation	Fiji Association of Sports and National Olympic Committee (FASNOC)
Related Web site(s)	https://www.facebook.com/STOPFiji/ http://websites.sportstg.com/assoc_page.cgi?c=2-3653-0-0-0&SID=129730

Project/ Initiative Description and lessons learned

Category	
Context	<p>Some challenges and barriers for women and girls face include:</p> <ul style="list-style-type: none"> • The general idea that women were only in charge of the household and the wellbeing of the children in the house • Furthermore the sensitivity of discussing issues related to HIV/ AIDS is challenging in the communities, especially as in Fijian tradition women and men cannot sit together to discuss this issue.
Project/Initiative	<p>The Fiji Association of Sports and National Olympic Committee (FASANOC), in partnership with the Oceania National Olympic Committees (ONOC), set-up a Sport for Development programme in 2009 known as the Sports Training Outreach Programme (STOP) HIV. FASANOC STOP HIV was designed as a platform that engages national athletes as Champions to advocate for the prevention of Sexually Transmitted Infections (STIs), HIV and AIDS in Fiji. Later in 2014, FASANOC decided and agreed to add the Non-Communicable Disease (NCD) component to its STOP HIV message. The programme has been innovative and successful in the promotion of both the HIV/AIDS and NCD prevention messages.</p> <p>In 2016, after many years of partnership with the ONOC “Voices of the Athletes” (VOA) Outreach Programme, FASANOC STOP resolved to adopt the ONOC VOA messages and taglines:</p> <ul style="list-style-type: none"> • Be a Leader • Play True (Anti-Doping) • Play Safe (HIV/AIDS) • Go Green (Environment) • Stay Healthy <p>FASANOC is confident that the transition of STOP to VOA will help the programme stay relevant and fresh, not only with the various communities, but also with the FASANOC STOP Champions and the sporting fraternity.</p>



Target Group	<ul style="list-style-type: none"> • Sports people • School students, youth • Local community
Partners	<ul style="list-style-type: none"> • Oceania National Olympic Committees (ONOC) - Funding provider • International Olympic Committee - Funding provider • Ministry of health - HIV & AIDS and NCD's - Training provider • Red Cross - First Aid - Training provider • Drug Free Sports Fiji - Training provider • National Federation - Provides athletes who are 'Champions' for the programme.
Activities	<p>As part of the programme's initiative to raise awareness on HIV/AIDS and NCD issues, the programme conducts school and sport based outreach events, during sport events or community visits. These events are conducted at least five times a year. Furthermore, these awareness sessions allow for engagement between the audience and volunteers, who usually take about two hours to deliver all the sessions highlighted in the context of the programme.</p> <p>The activities include mix of games and storytelling activities that allow the audience to voice their opinions after a brief introduction from the volunteer whose role is to facilitate the awareness sessions, including sessions to develop good leadership skills.</p> <p>The programme also engages in the Women In Sports commission events, and aids with the delivering of sessions to these commissions.</p>
Participation and Engagement	<p>The reason for engaging sports people as volunteers was that these people were of various sporting backgrounds and had previously represented the country in sport. The majority of volunteers are female and mostly come from taking part in male dominated sports.</p> <p>Incentives are a great initiative for the programme as volunteers are encouraged to be involved in a number of extracurricular activities. These include being engaged with the ONOC Voices of the Athletes and becoming enlisted as Educators, who then have the ability to facilitate trainings to upcoming volunteers as well.</p>
Key project/initiative successes	<p>STOP has managed to remain alive in Fiji although it was not initially piloted here. The programme has gained recognition in Oceania, and is highly recommended by certain sporting bodies. Furthermore, STOP was developed from a national status to a regional awareness programme, such as the Voices of the Athletes, that advocates for HIV/AIDS and NCD prevention messages.</p> <p>Volunteers have contributed to this success, as without these committed volunteers, the programme would not be able to reach the communities and sporting bodies that it has managed to get through to. In addition, over the years, the majority of</p>



	<p>our volunteers are female as most of them are into other awareness programmes such as The Just Play programme with Fiji Football.</p>
<p>Project/initiatives challenges and solutions</p>	<p>Over the years, STOP has faced a few challenges in relation to its development. In particular, funding has been the major issue when trying to deliver the necessary training that the volunteers need to conduct the awareness programme sessions with the National Federation and communities. We have engaged with ONOC to provide the necessary funding for these projects. In addition, STOP has also signed an MOU with the various National Federations in the country to provide volunteers to be trained, which could benefit their national federations through the display of various sporting bodies to the wider communities in Fiji.</p> <p>In relation to volunteers, challenges faced would be that punctuality and availability of these volunteers for the awareness sessions were an ongoing issue. However, with the recent adoption of the VOA programme and its new involvement in developing trainers and Educators, more volunteers have become proactive in the programme.</p>
<p>Lessons Learned</p>	<p>The programme has indeed proven that individuals are dependable if given the task to do so. This is obvious, as FASNOC can now engage with these volunteers to deliver sessions that suit the audience without needing to be reminded. Capacity building has been a key strength with the programme as we have managed to increase gradually the number of volunteers in the past years. This is also a great opportunity for volunteers to build themselves as role models to the community. The key to a great programme is to have the room for improvement and to engage with people that are willing to carry out the work.</p>
<p>Other points of view</p>	<p>Testimonials can be accessed on the programme Facebook page: @STOPFiji</p>



28. Kingdom of Tonga



Co-funded by the Erasmus+ Programme

Project/Initiative Details	
Project/Initiative Title	Netball Development
Country	Kingdom of Tonga
Organisation	Tonga Netball Association
Implementation dates	April 2012 – September 2013
Related Web site(s)	http://netball.com.au/kau-mai-tonga/ https://www.facebook.com/tonganetball/

Project/ Initiative Description and lessons learned	
Category	
Context	<p>The aim of the volunteer assignment was to support the development of the Tonga Netball Association as a national sporting body in Tonga, to improve regular access to netball (and opportunity to be physically active for improved health) for Tongan women and girls.</p> <p>Tonga has high rates of non-communicable and obesity-related diseases, and improvements in physical activity rates is one part of a coordinated national, and international, approach to reduce NCD incidences and risks. The barriers to access netball were (at that time) technical expertise in netball and delivering events, lack of equipment, financial barriers related to travelling to local courts and competitions and for those in the outer islands, geographical.</p>
Project/Initiative	<p>The aim of project was providing organisational support and capacity building support to local staff members. This included capacity building in technical aspects (using computers, recording and documentation), communication, especially with the Australian donor and adherence to the requirements of the funding. These were foundational initiatives to enable Tonga Netball to function as an office that could regulate and support community outreach and community sport training activities.</p>
Target Group	Tongan women and girls aged between 15 and 45 years old.
Partners	<p>Netball Australia and the Australian Sports Commission were partners providing funding and technical support.</p> <p>In-country partners included the Ministry of Internal Affairs (youth and sports) and Ministry of Health: Health Promotion Unit. In-country partners supported by coordinating funding and delivery of a national health campaign aimed to increase the demand for netball activities among women and girls.</p>



Activities	<p>Activities included:</p> <ul style="list-style-type: none">• National Health Campaign in partnership with government ministries which was run in two phases across the two years. It included print media and posters, TV awareness advertisements, merchandise and community outreach activities. The campaign culminated in large-scale netball competitions in the four main island groups of Tonga.• Governance activities – establishing AGM’s and regular Tonga Netball Board meetings.• Sport development activities – umpire training and coach training – various were coordinated across the 16 months.• Community netball competitions - two were established, a rolling weekly business house netball competition and a seasonal community netball competition over four weeks.• Private business was involved as a sponsor to various events, as were Tongan government ministries, and Australian and New Zealand High Commission. <p>As the volunteer I provided administration and coordination support to all of these activities. I worked with two local staff members: the national operations manager for the marketing of netball and establishing an executive board; and the community engagement officer, who was in charge of mapping available players, umpires and coaches and develop a calendar for the competitions.</p>
Participation Engagement	<p>and</p> <p>The community development officer engaged local volunteers regularly as umpires, event volunteers or administrators. This was key to delivering the objective of improving access and regularity of netball activities in Tonga.</p> <p>Recruitment happened through personal contacts and local, established netball clubs and schools. Volunteers were often young girls who were active and had an existing passion for the sport, so they were happy to spend hours of their time umpiring and being a scorer. These volunteers made up the core group who were engaged easily over a long period of time, due to their passion for the sport. In fact, they were especially enjoying the fact that more sport-related activities were happening.</p> <p>Volunteer incentives were always considered and given in various forms, such as: refreshments at trainings and events that were specifically for volunteers; travel support to get to events and trainings; t-shirts and uniforms; and access to courses and trainings when they were available. If they were on the volunteer list, they could also find out more information about when umpire or coaching trainings were. The core group of young female volunteers also had the opportunity to develop different skills. For example, when possible, they were able to join a first aid course and then become first aid officers at tournaments.</p>



	<p>Others were also able to develop their organisational skills by assisting in the work leading up to events.</p>
<p>Key project/initiative successes</p>	<p>The key success has been the sustainability of the programme, which has continued and grown since 2013. In large part, the project continues due to funding and technical support from Netball Australia. However, the project also continues because the Tonga Netball Association has prospered and shown viability as a sport and social development organisation that serves a number of purposes in Tonga.</p> <p>The factors that have contributed to success are definitely the dedicated staff and volunteers, who have fostered a positive, open and honest culture. The organisation has also continued to be accountable to its funders and its beneficiaries and adapted to the changing environment and needs of their target audience. Having female volunteers has definitely increased the participation of women in Netball. Their participation and visibility would have given confidence to others and encouraged them to participate as well.</p>
<p>Project/initiatives challenges and solutions</p>	<p>There were challenges with coordinating with government partners and keeping in step with them. The association was very small (only three staff) and very young, so the pressure to deliver quickly, as opposed to growing organically, posed lots of risks and stresses. Communication was key in these instances.</p> <p>Another challenge was managing expectations and critiques by club members of favouritism towards volunteers. In this case, what worked to solve this challenge was facilitating open communication and discussions. Club members were invited to join as umpires and volunteers and after being more involved they realised how hard the work it actually is and respected the work volunteers carry out.</p>
<p>Lessons Learned</p>	<p>As an expatriate volunteer, my greatest lesson was that the empowerment of my counterparts was the most important and best thing I could contribute to. Being there on a temporary basis, local ownership and accountability and supporting local vision for development is the best approach to support sustainability and to enable those that will continue the work to have the confidence and skills to continue.</p> <p>Secondly, the value of simple systems, having these in place and using them to build good habits and confidence. It is important to manage expectations about incentives for volunteering, activities requested of volunteers and so on. Volunteers and/or potential volunteers would rarely attend and volunteer their time if they did not know what to expect from their role. It is important to make sure volunteers are adequately supported in their roles and feel that volunteering is worthwhile for them.</p> <p>Furthermore, in Tonga people are not used to doing things for free, they usually expect some form of payment or recognition. For this reason, it is key to be</p>



conscious that people have given up their time to do something that they are passionate about. Organisations should always respect that and make sure volunteers are well taken care of, in terms of resources (having drinks and snacks available for them at events), equipment (for volunteers to carry out activities, but also a uniform or different t-shirts to stand out) and showing respect and gratitude for their work.

Volunteers were key in helping the organisation run Netball activities. Therefore, it is important to always know how many volunteers are needed, how many are available (mapping volunteers' availability) and making sure to have incentives. In order to grow the pool of volunteers, it was important to incentivise their time through t-shirts, whistles, equipment, snacks and food, and occasionally phone credit. It is also important to acknowledge potential barriers faced when trying to volunteer (e.g. can the volunteer get to the event?) and addressing these barriers (e.g. paying for transportation costs).

What worked well were the personal connections and relationships created with volunteers. Volunteers were also encouraged to bring along with them someone they knew to help them and volunteer 'informally'. This helped in generating visibility and getting more people involved, generating more visibility and excitement.