

GIRLS IN MOTION **PLAYBOOK**

**A Practical Guide for Girls' Sport Programming
in Humanitarian Settings**

Women Win / July 2020



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GLOSSARY



Capacity

Available and potential resources of individuals, households and communities to cope with a threat or resist the impact of a hazard.

Coach

See 'mentor'.

Economic empowerment (EE)

The ability to succeed economically and the power to act on economic decisions.



Emergency

A sudden and usually unforeseen event that calls for immediate measures to minimise adverse consequences.

Empowerment

Process of increasing the capacity of individuals or groups to make choices about their own lives and futures.



Girl-centred

Actively taking girls' interests, concerns and stage of development into account. Suggests

an understanding of how their ecosystem influences and impacts girls' ability to access and achieve their rights.



Humanitarian situation

Any circumstance where humanitarian needs are large and complex enough to require significant external help and resources.



Mentor

Person who plans and facilitates sport and play activities after emergencies. Mentors have strong

interpersonal skills and are interested in teaching sport and games.

Mitigation

The action of reducing the severity, seriousness, or painfulness of something.



Rehabilitation

Operations and decisions taken after a disaster with a view of restoring a stricken community to its former living conditions, whilst encouraging and facilitating the necessary adjustments to the changes caused by the disaster.

Relief

Assistance and/or intervention during or after a disaster to meet life preservation and basic subsistence needs. It can be immediate emergency relief or of protracted duration.

Resilience

Ability to overcome the stress of traumatic events.



Sexual and gender-based violence (SGBV)

This refers to any act that is perpetrated against a person's will and is based on gender norms and

GLOSSARY

unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services (UNHCR)

Sexual and reproductive health and rights (SRHR)

Good sexual and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. It implies that people are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so.

Sport

All forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play; recreation; organised, casual or competitive sport; and indigenous sport or games.

Stress

A state of arousal or readiness, caused by some stimulus or demand. It is a normal coping reaction to an unusual situation.

Survivor

One who endures through disaster.

T

Trauma

Injury of any nature.

Trauma-informed approach

According to the concept of a trauma-informed approach, "A programme, organisation, or system that is trauma-informed:

- Realises the widespread impact of trauma and understands potential paths for recovery;
- Recognises the signs and symptoms of trauma in clients, families, staff, and others involved with the system;

- Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and

- Seeks to actively resist re-traumatisation."

V

Vulnerability

The degree to which people are susceptible to loss, damage, suffering and death in the event of a disaster.

W

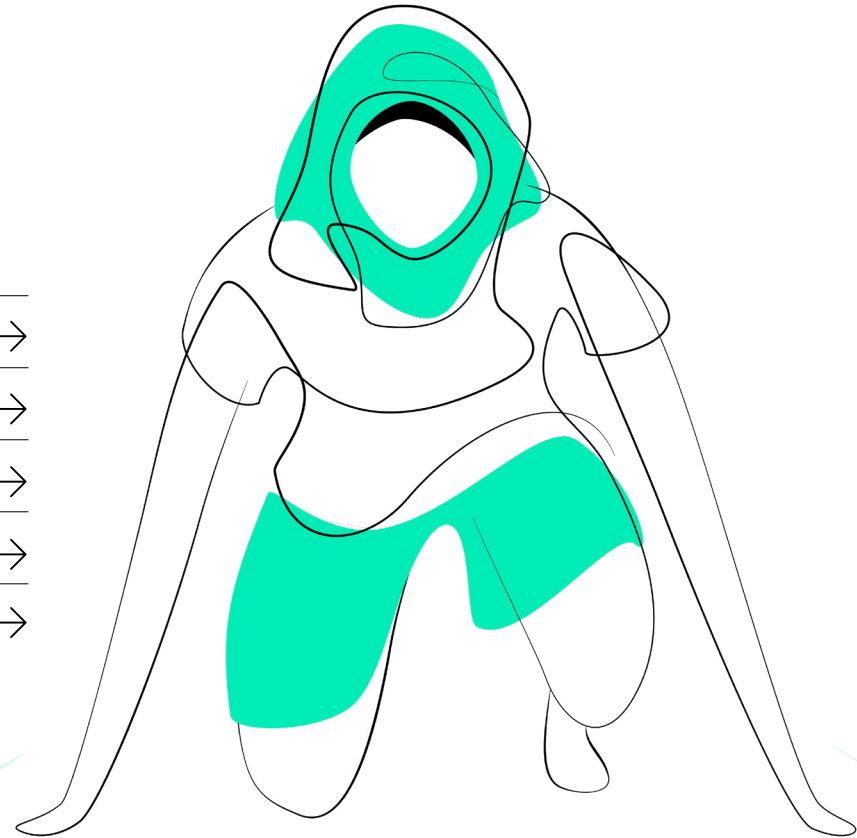
Water, Sanitation and Hygiene (WASH)

WASH is the collective term for Water, Sanitation and Hygiene. Due to their interdependent nature, these three core issues are grouped together to represent a growing sector. While each a separate field of work, each is dependent on the presence of the other. For example, without toilets, water sources become contaminated; without clean water, basic hygiene practices are not possible.

INTRODUCTION

CHAPTERS

- 1. Why target adolescent girls? →
- 2. Why sport? →
- 3. Purpose of this playbook →
- 4. Limitations →
- 5. Using this playbook →



Every day, adolescent girls worldwide experience inequity and violations to their human rights. These include limited access to education, gender-based and sexual violence, early and forced marriage, human trafficking, as well as unpaid and forced labour. In humanitarian settings, and during health pandemics such as COVID-19, these can be heightened, compounding their challenge.

For example:

→ **1 in 5 adolescent girls and young women (AGYW) in humanitarian settings have experienced sexual violence.**

Such events harm communities, and see girls and women systematic targets in situations of conflict. During the COVID pandemic in 2020, Human Rights Watch has raised concerns that crises – and lockdowns – can trigger a greater incidence of domestic violence for reasons including increased stress, cramped and difficult living conditions, and breakdowns in community support systems. Crises can also often further limit women's ability to escape abuse and see their abusers held to account, and place victims in an environment without appropriate access to services, such as safe shelters.¹

→ **In emergency situations, more than 500 women and adolescent girls die every day from complications of pregnancy and childbirth.**

Girls are also 2.5 times less likely to attend school (UNOCHA, 2019). This affects their prospects both immediately and later in life, and is often implicit in further stigma, trauma, poverty, poor health and unwanted pregnancy.

Current humanitarian action, as well as pandemic response, does not adequately address the needs of adolescents, nor gender-specific needs (Plan report 2018), yet this is essential to the prevention of further inequity and violations to rights. Despite commitments to address the needs of adolescent girls, humanitarian practitioners cite a lack of expertise and tools to effectively design programmes for this target group. There is a lack of data too; information and evidence on gender-specific youth interventions in emergency situations is limited. There is also a major gap in availability of practitioner-oriented tools to inform and support work at the intersection of adolescent girl-centred programming, humanitarian action and sport.

Sport can be a strong programming strategy in humanitarian settings and can offer great relief to people in crisis, but designing for adolescent girls and young women is absolutely necessary in order to achieve desired outcomes. Women Win recognises the need for more gender-sensitive and age-appropriate programming within its field of sport and life skills programming and the tools necessary to design these programmes with intention.

To support wider efforts, Women Win has created this playbook with a view to inspire quality sport programming for adolescent girls in humanitarian settings and during health pandemic crises. The playbook offers key principles, learnings and guidance to effect change.

1. <https://www.hrw.org/news/2020/07/03/women-face-rising-risk-violence-during-covid-19>

01 WHY TARGET ADOLESCENT GIRLS?

Adolescent girls face their own set of unique challenges. Aged 10-19, they are transitioning from childhood to adulthood, and are at a comparative disadvantage even outside of humanitarian crises. Situations of crisis exacerbate their disadvantage, and can accelerate the transition by forcing girls to adopt roles as caregivers, breadwinners and household heads, for which they are otherwise unprepared.

Threats and risks to children in crises, such as violence, abuse and exploitation, are at their height during adolescence. Risks specific to adolescent girls in humanitarian crises include, but are not limited to:

→ **Violence and abuse.** Girls exposure to and risk of sexual violence, intimate partner violence, early marriage and/or early pregnancy and female

genital mutilation (FGM, sometimes linked with marriageability) increases due to breakdown in community structures, disruption of important community services and forced isolation or quarantining.

→ **Exploitation.** Association with armed forces or groups, human trafficking; responsibilities of housework, caregiving, neglect.

→ **Education dropout.** Participation is often hindered by household and familial responsibilities. Unsafe locations and lack of resources further contribute to dropout rates. Humanitarian crises and health pandemics, such as COVID-19, will increase the potential for increased drop-out rates that disproportionately affect adolescent girls and could lead to increased risks of sexual exploitation, early pregnancy and early forced marriage.² This crisis has the potential to reverse the hard fought gains made in girls' education over the last several decades.

→ **Social isolation/marginalisation.** Compounding the effects of education dropout, household and familial responsibilities as well as unsafe conditions outside the home can see girls withdraw from social interaction. This weakens ties with peers and social networks, and limits access to knowledge and information, for example on available services. Girls aged 15-19 suffer here, falling between services for children and women.

². <https://en.unesco.org/news/covid-19-school-closures-around-world-will-hit-girls-hardest>

→ **Health risks.** Menstrual hygiene is compromised where girls cannot move safely to wash clothing or access sanitary products. Risk of sexual abuse also increases the risk of SRHR violations, including STIs and pregnancy. Lack of adequate health services poses further risk to girls.

→ **Limited economic opportunities.** Girls often have limited opportunities to earn and save money. When families lose income and struggle to meet their basic needs, girls' chances of being forced into exploitative work, including sex work, rises.

→ **Mental health and psychological wellbeing.** Girls are at risk of psychological distress at times of crisis due to social exclusion, lack of connection and social relationships and increased risk of violence, abuse, exploitation and neglect.

These risks highlight the need for adequate interventions to protect the rights and well-being of adolescent girls in humanitarian settings.

Resources

→ <https://www.womensrefugeecommission.org/resources/document/1078-i-m-here-report-final-pdf>

WHY SPORT?

Sport is increasingly used as a tool to empower youth in developing countries, but participation is often dominated by boys and men. Restrictions imposed on adolescent girls and young women can stop them reaching their potential, and this plays a significant role in perpetuating the world's poorest economies.

Sport participation offers girls the chance to build confidence, self-esteem and self-efficacy. These opportunities become even more important in humanitarian settings where girls face increased risks of rights violations. Moreover, through sports adolescent girls can experience some degree of relief of the stress that is brought about by the heightened responsibilities and traumatic experiences that are often present in humanitarian settings. Lastly, sports offer adolescent girls the opportunity to come together and build support networks. This is particularly important in humanitarian settings given the risks that girls face, but also given the fact that communities have often been broken up and new social bonds need to be formed to prevent social isolation. It can teach leadership, challenge gender norms, and offer relief from the stress of trauma and new responsibilities

present in humanitarian settings. Sport also creates opportunities for girls to engage socially and build support networks, preventing isolation. During times of crisis that necessitate quarantining, like a health pandemics such as COVID-19, already established networks (sport teams and groups) can be lifelines for girls as they navigate social isolation at home by connecting with mentors and peers via text message or through the internet.

Despite this potential, there are strong barriers to sport participation for girls in such settings. Lack of resources and access to materials cause constant challenge, and securing a safe space can be harder still. Safe venues for sport are more readily accessed by boys and men. Safety must also consider physical movement to and from the venue, as well as emotional safety and well-being.

Guidance on design and implementation of sport programmes can address these barriers, and help girls to maintain their rights.

PURPOSE OF THIS PLAYBOOK

This playbook seeks to support organisations and practitioners to design, develop and deliver adolescent girl-centred sport programmes in humanitarian settings everywhere. It further aims to bridge the gap between guidance on sport for adolescent girls and that on gender-sensitive programming.

The playbook is for humanitarian actors, development practitioners, community workers, field officers, project and programme staff. It can be used in a variety of settings, including IDP camps, rural and urban settlements, disaster-affected communities and refugee camps.

Content focuses on the response phase of humanitarian work and practical consequences for programming. A distinction is made between rapid response (first 3 months of an emergency) and long-term response (after 3 months, leading into recovery), with emphasis on the latter.

04 LIMITATIONS

Rapid response sport programming should

- stabilise, using safe, structured and familiar activities and games
- ease stress and encourage relaxation, using calming activities such as yoga
- be recreational, offering distraction and fun
- be accessible, offering low threshold activities and opportunities for positive interaction with peers
- reach vulnerable girls to reinforce educational or safety messages

Long-term response sport programming should further

- promote healing and recovery, using recreational and team building activities
- encourage social and emotional growth, self-esteem, cooperation and self-awareness
- instil a sense of purpose and achievement, using skills development and competitions
- encourage and provide opportunities for leadership, volunteering and peer support
- empower participants and encourage community
- support access to relevant services

Additionally, this playbook will address how sport can play an important role in supporting adolescent girls during health pandemics such as COVID-19, even when quarantining is enforced and actual group physical activity and group gatherings are not allowed.

This playbook aims to capture good practice in humanitarian settings, with emphasis on accessibility and practicality. It can be used as an entry point to explore, design and implement sport programmes, and includes practical guidance as well as references to complementary tools and expertise.

We also understand that girls' support and empowerment in emergencies is not a one size fits all approach. Certain ways of recruiting adolescent girls for a sports programme in a refugee camp in Northern Uganda might not work in an IDP settlement in Bangladesh. What is empowering for some girls may not be empowering for others. A diversity of challenges demands a diversity of solutions. Adaptation to your local circumstances and needs is key.

It is necessary to realize that 'using sports' in itself is by no means a guarantee that all benefits associated with sports benefits are actually gained. Some important notes on implementing sport programmes for girls in emergencies:

- The usefulness of sport for any goals or benefits depends upon the manner in which sport is employed.
- The understandings of sport by organisations using sport for psychosocial protection or other objectives may be very different from the meaning of sport for the communities where these types of services are provided.
- Any characteristics or assets that are developed through sport come through in the process of interacting with coaches, leaders, teammates and friends. All can have positive or negative influences.

This underpins the important role of key principles outlined in this playbook, coaches, of an intentional design process, implementation, and monitoring, evaluation and learning.

05 USING THIS PLAYBOOK

This playbook is designed for flexibility and does not need to be read in a specific order. Certain key design principles are vital however, to support safe, culturally relevant and responsible interventions. Ensure these are familiar to you and your organisation before moving elsewhere in the playbook.

Resources

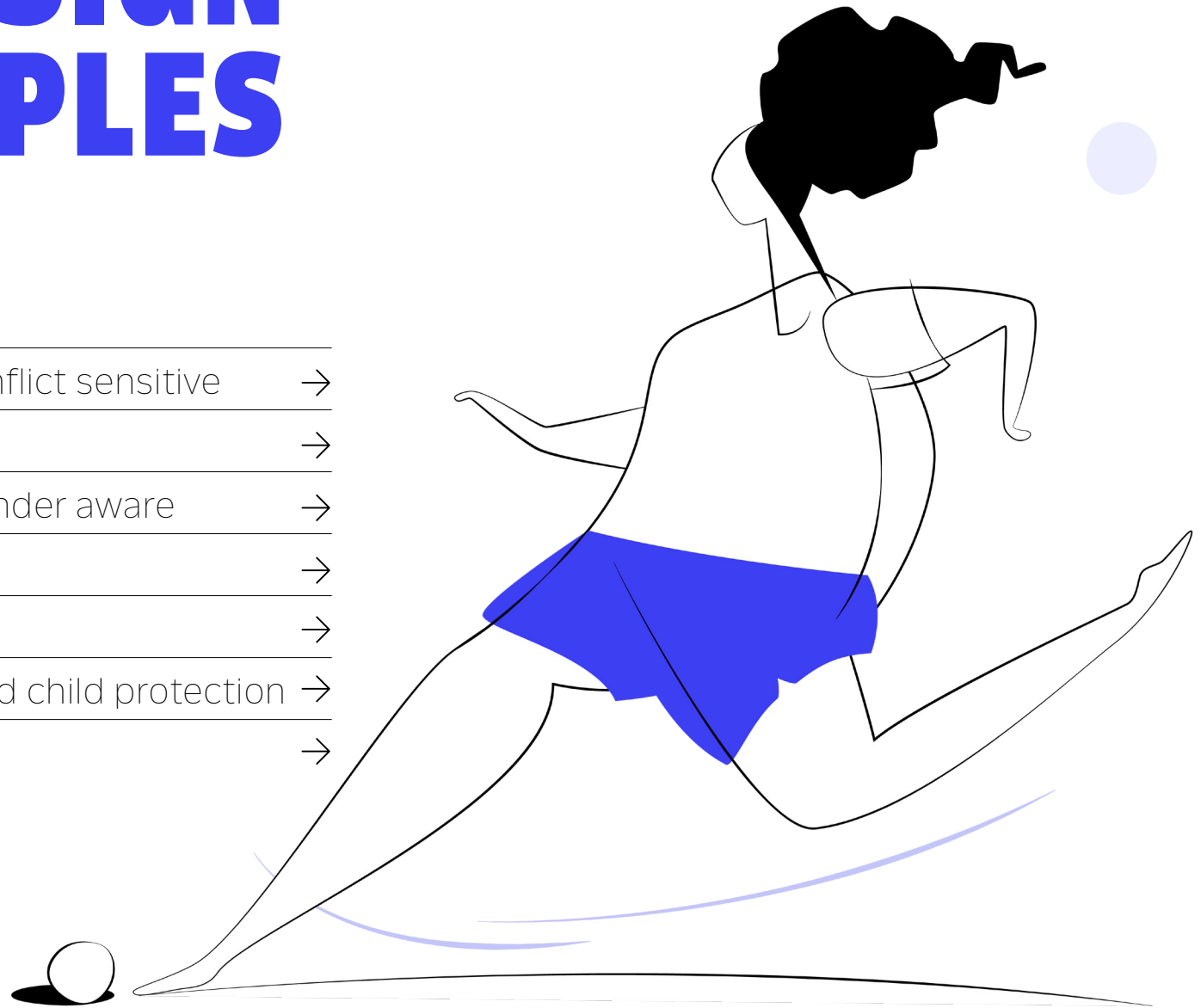
- *Women Win, International Guide to Designing Sport Programmes for Girls*
- *UNHCR, IOC, and Terre des hommes, The Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings*
- *Inter-Agency Standing Committee, IASC Gender Handbook for Humanitarian Action 2017*
- *Sphere, The Sphere Handbook 2018*

Chapter	Content	Key Questions
1 Key Design Principles	<p>→ Describes seven key principles for the design and implementation of sport programmes for AGYW in humanitarian settings:</p> <ol style="list-style-type: none"> 1. 'Do no harm' and be conflict sensitive 2. Be girl-centred 3. Be rights-based and gender aware 4. Be trauma-informed 5. Involve the community 6. Ensure safeguarding and child protection 7. Be inclusive 	<p>→ How can we consider these key principals in our programme design?</p> <p>→ How does adhering to these key principles look different in humanitarian and non-humanitarian settings?</p> <p>→ Are there other key principles important for your organisation or programme?</p>
2 Sport Programming in Humanitarian Settings	<p>→ Details three phases of design and implementation of sport programmes for adolescent girls in humanitarian settings:</p> <ol style="list-style-type: none"> 1. Explore 2. Design 3. Implement and learn <p>Includes guidance, case studies and practical activities.</p>	<p>→ What are the needs and risks of girls you want to reach?</p> <p>→ How will your programme be structured?</p> <p>→ How will you recruit, train and retain coaches, particularly women?</p> <p>→ Do coaches have the right skills to effectively deliver the programme?</p> <p>→ How will you encourage feedback to improve</p>
3 Sport and Key Themes for Girls in Humanitarian Settings	<p>→ Information and resources on how sport programming can address different issues in humanitarian settings:</p> <ul style="list-style-type: none"> • Water, Sanitation and Hygiene (WASH) • Sexual and Reproductive Health and Rights (SRHR) • Sexual and Gender-Based Violence (SGBV), • Economic Empowerment (EE)/Livelihoods 	<p>→ How does your programme address rights-based issues?</p> <p>→ What challenges do adolescent girls face in your community?</p> <p>→ How can your programme address these issues?</p>

KEY DESIGN PRINCIPLES

CHAPTERS

- 1. 'Do no harm' and be conflict sensitive →
- 2. Be girl-centred →
- 3. Be rights-based and gender aware →
- 4. Be trauma-informed →
- 5. Involve the community →
- 6. Ensure safeguarding and child protection →
- 7. Be inclusive →



This playbook explores seven key principles:

1. 'Do no harm' and be conflict sensitive
2. Be girl-centred
3. Be rights-based and gender aware
4. Be trauma-informed
5. Involve the community
6. Ensure safeguarding and child protection
7. Be inclusive

Although this chapter offers you a view on some important principles to consider when designing programming for girls in humanitarian contexts, it does not aim to offer you complete guidance on all principles and standards to be applied in humanitarian settings.

For a complete overview of standards and principles, please refer to the 2019 *Minimum Standards for Child Protection in Humanitarian Action*. This outlines the main principles and standards to adhere to when programming in humanitarian settings. These are based on the Sphere handbook with a more specific focus on children

01 'DO NO HARM' AND BE CONFLICT SENSITIVE

'Do no harm' is a minimum standard across international development and humanitarian work to ensure programmes do not cause inadvertent harm. This principle is especially important in humanitarian settings, where girls may be vulnerable and their social networks volatile.

When programming with and for adolescent girls, it is important to identify potential direct and indirect negative effects, including those on social networks and power relations. At each point of a programme ask, 'Could this action have negative outcomes for the girls I am working with or intend to support?' Consider both the individual and the impact on her surroundings and community, and how this might affect the girl. Keep in mind that during health crises or pandemics, simply bringing together groups of people on a sport pitch or court could cause harm.

'Do no harm' is also the first consideration in ensuring conflict sensitivity. Conflict sensitivity requires asking 'Does my work support peace and security, or could it possibly fuel conflict in this context?'

Sport can challenge traditional gender-norms, which can in turn fuel conflict, discrimination and exclusion in communities. Conflict sensitivity is crucial here and must be continually evaluated, especially in humanitarian settings induced by conflict.

To put 'Do no harm' and conflict sensitivity into practice:

- **Understand the context.** Complete a conflict analysis and update this regularly. See an example of a conflict analysis tool [here](#). Consider the programme environment and programming cycle. In a rapid response setting, be prepared to adapt and update both analysis and programme accordingly.
- **Link the conflict analysis with programme and programming cycle.** Explore, design, implement, monitor and evaluate interventions through the lens of 'Do no harm' and conflict sensitivity, including redesign and adaptations when necessary.
- **Be informed about the target group.** Design interventions based on sufficient information about the target. Reference information from other organisations working with girls, women, or adolescents, including humanitarian and other organisations with experience of your target group.

→ **Be involved in coordination.** Participate in coordination groups to learn from others and minimise duplication and gaps in interventions. Learn where your programme fits in relation to others in the community and wider region.

→ **Build trust.** Humanitarian settings involve shifting social structures difficult to navigate. Take time to build trust with participants as well as others in the community to stay informed. Monitor especially for unintended effects.

→ **Be sensitive in communications.** Consider conversations and avoid jargon. Addressing sensitive issues such as gender-based violence or mental health can cause harm without proper assessment and community involvement.

Be aware some topics cannot be raised in community consultations or through community leaders. When identifying target participants, for example, you must also avoid (unintended) reinforcement of negative labels, stigmatisation and social exclusion.

Resources

- *CDA Collaborative Learning Projects, Do No Harm Conflict Sensitivity Approach*
- *Sida Swedish International Development Cooperation Agency, Conflict sensitivity in programme management*



CASE STUDY 1

Engaging Parents Early

Dina is a 16-year-old girl living in an urban refugee settlement. Through participating in a sports and life skills programme coupled with Sexual Reproductive Health topics, she has become more aware of her own rights and needs and has become more vocal about this towards her parents. They have been asked for permission but have not been further informed about or involved in the programme and are unpleasantly surprised by their daughter's 'change'. They find her behaviour and the way she speaks inappropriate. They forbid her to take part in the follow up program, and also don't allow Dina's younger sister to get involved in a programme for younger girls of the same organisation. Furthermore, they withdraw Dina's and her sisters' participation in another (educational) programme starting in the CFS (child-friendly space) nearby.

In this case, harm could have been avoided if parents, caregivers and the community at large would have been involved in the programme from the start.



CASE STUDY 2

Working in Contexts with Multiple Ethnicities

In selecting trainers in camp A for organizing regular sports events for girls, only trainers of a certain ethnic group have been selected. Therefore, the events only attract girls of this same ethnic group to participate. After a while, members of the other ethnic group living in the camp, start sabotaging the events, by spreading rumours about your organisation. There have also been fights between participants of the events and non-participants. This escalates, and the local camp leader decides to stop the next events from taking place.

In this case, a more careful selection of trainers could have avoided fueling conflict and could have been more supportive of peaceful connections between the different ethnic groups in the camp.

02 BE GIRL- CENTRED

Being girl-centred means actively taking girls' interests, concerns and development into account at all times, as well as understanding how their ecosystem affects girls' ability to access and achieve their rights.

Girls speak best about their needs, so involve them in every stage of the programme—design, implementation, and learning. Designing relevant sport programmes with and for girls requires effort and commitment. In humanitarian settings there may be additional risks and challenges that prevent girls from participating.

Resources

- *Women Win, 'Girl-Led Design', International Guide to Designing Sport Programmes for Girls*
- *Population Council, Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs*

To put the 'Be girl-centred' principle into practice:

→ **Gain girls' support.** Many girls have never considered sport as something available to them. Especially in humanitarian settings, there may be pressure for girls to 'stay safe' and do other, 'appropriate' things. Consider that some girls are also young mothers and may feel concern for their child or children's safety as well as their own.

For these reasons, girls can have reservations about participating in sport-based programmes. Gain their support and trust, demonstrating the programme's potential and the possibilities of their involvement. See Sports and Key Themes for Girls in Humanitarian Settings to better understand how sport programming can help girls address important issues.

→ **Know which key decision makers and gatekeepers have influence.** Stakeholder mapping can help identify the individuals influencing a girl's participation. Consider the norms, values and other motives for approving or disapproving of participation.

In a refugee or displacement setting for example, parents/guardians may be overly protective and want to keep daughters from unnecessary risk.

Allowing their participation in activities outside the home will demand parents' trust, as well as assurances for girls' safety.

See Phase 1: Explore for explorative and mapping activities.

→ **Gain support of key decision makers and gatekeepers.** Parents/guardians and other family members, as well as partners and community leaders often influence a girl's participation or engagement. Their active involvement and support in the programme can be key to girls' participation.

There can be many gatekeepers in a community, some more receptive than others to girls' involvement in sport. Look for a champion who may further influence other gatekeepers to support the programme. See Key Design Principles 'Involve the community' for more information.

→ **Engage girls in programming.** Actively involve girls and engage them in opportunities to design the programme, including how it will look, as well as where, when and how often it will take place. This requires time and flexible work plans/budgets. See Phase 2: Design section for practical activities to help engage girls in programming.



CASE STUDY 3

Needs Assessment to Reintegrate Young Mothers

Girl-Centred Programme Design – Population Council

In late December 2007, post-election violence raged in Kibera for over a month. Many girls in the programme were displaced, their guardians lost their source of income, and ethnic tensions were high. The programme decided to conduct a needs assessment in January 2008 to understand the most critical issues for the girls at that moment.

The organisation used the findings to temporarily adjust their focus to relief and conflict resolution work. Also, within the organisation, for several months there seemed to be an increase in the number of members getting pregnant. A needs assessment was conducted to better understand the causes of the trend, as well as to develop a plan for how to reintegrate the young mothers back into the program. The needs assessment resulted in an adapted programme design with slightly different content and structure specifically for girls who were mothers so that they could get together to discuss their issues and provide support for one another.



CASE STUDY 4

Girl-Centered Decision Making and Input

Youth Speak, Kurdistan Region of Iraq

Youth Speak's programming centers on engaging young people to develop their own solutions to problems that matter to them in their communities. After being approached by multiple young women about their interest in using biking as a mechanism to promote women's rights, freedom of movement, and mental and physical health for women, Youth Speak engaged in a series of meetings with girls to co-create the project. Given the protracted conflict and ongoing displacement in Iraq, Youth Speak ensured that separate meetings were held with members of multiple communities in order to get a sense of what concerns and challenges they faced and what possible ideas they had to address their unique needs. For instance, cultural differences meant that Syrian refugee girls had concerns about harassment from the more conservative host community; the host community lacked experience biking; and IDP girls displaced from Ninewa had not biked since their childhood. In order to build trust and ensure that girls felt confident, Youth Speak and partner organizations provided biking training

that allowed girls to get to know each other across communities and feel confident in their skills.

Only once those initial activities established the needed baseline of skills and trust did Youth Speak help organize large-scale public biking events. These events served as the advocacy and activism tool that girls wanted to use to push forward their message of gender equity in public spaces, as well as the need for healthy outlets for girls and women, particularly in conflict affected communities. Youth Speak continues to help girls engage in sports by providing free access to bikes and supporting them to organize smaller biking activities around the city.

BE RIGHTS-BASED AND GENDER AWARE

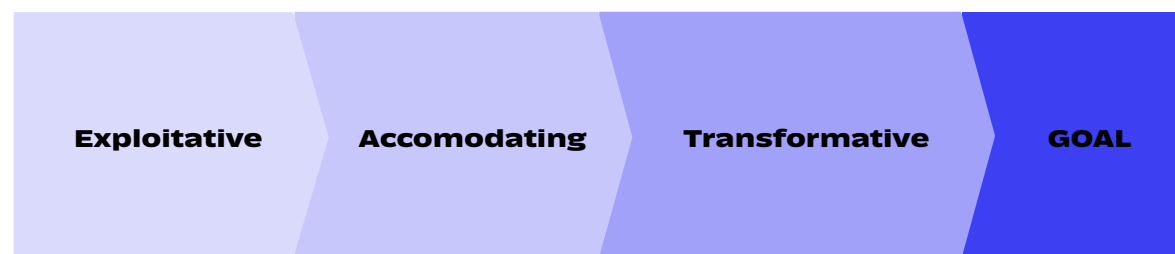
Being rights-based means programmes should actively promote the realisation of adolescent girls' rights in humanitarian settings. This includes the right to play, safety, freedom of movement, freedom from violence and harm, health and health services.

gender integration continuum

GENDER
BLIND¹



**GENDER
AWARE**



→ Reinforces or takes advantage of gender inequalities and stereotypes

→ Works around existing gender differences and inequalities

→ Fosters critical examination of gender norms¹ and dynamics

→ Strengthens or creates systems² that support gender equality

→ Strengthens or creates equitable gender norms and dynamics

→ Changes inequitable gender norms and dynamics

→ **Gender equality and better development outcomes**

Ignores:

- *The set of economic, social, political roles; rights; entitlements; responsibilities; and obligations associated with being female & male*
- *Power dynamics between and among men & women, boys and girls.*

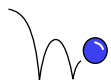
1. *Norms encompass attitudes and practices*

2. *A system consists of a set of interacting structures, practices, and relations*

In many settings, girls' right to participate in sport and physical activity is not realised due to restrictive gender norms. Programmes must consider the ways gender norms can infringe on girls' rights, and make deliberate decisions about gender in programme design and implementation.

'Gender' not only refers to programming for girls, but to the ways in which gender norms impact adolescent girls and the role of programmes in promoting gender equality. The gender Integration Continuum is a tool to assess programmes and explore moving towards gender transformative programmes.

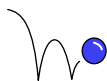
Exploitative gender programmes intentionally or unintentionally exploit gender inequalities and stereotypes to achieve their goals. This approach violates the 'Do no harm' principle and must be avoided.



Example

A company is offering a prize for boys who win a football competition, and girls who win a beauty contest. This is harmful as it suggests girls are not interested in sport, and that their value is in their physical appearance.

Accommodating gender programmes/policies work with gender differences and inequalities to achieve project objectives. While this approach may result in short term benefits and realisation of outcomes, it does not attempt to reduce gender inequality or address harmful gender systems.



Example

A programme for boys and girls has boys play soccer and girls play netball. This accommodates gender norms using sport boys and girls are allowed to play, but does not address that girls are prevented from playing certain sport due to their gender.

Transformative gender programming seeks to change gender relations to promote equality and healthy relationships between men and women, boys and girls. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics, 2) recognising and strengthening positive norms that support equality and an enabling environment, 3) promoting the relative position of women, girls and marginalised groups, and transforming the underlying social structures, policies and broadly held social norms that

perpetuate gender inequalities. Programme designers will balance the need to provide safe spaces for girls and win community support with the need to challenge gender norms.



Example

A sport programme teaching girls to skateboard actively challenges gender norms that girls shouldn't participate in certain sport.

Under no circumstances should programmes use an exploitative approach, as this violates the "do no harm" principle. The objective of this programming is to move toward gender transformative programmes that challenge existing gender inequity and promote positive change to gender roles, norms and power dynamics. This must be done in a safe, deliberate way that does not endanger girls.

Resources

→ *Interagency Gender Working Group, Gender Integration Continuum*

04

BE TRAUMA-INFORMED

A trauma-informed approach considers impacts on adolescent girls' and humanitarian workers' well-being and mental health. A girl may have lost her family and loved ones, her home, community, daily routine and sense of safety.

She may have witnessed and/or experienced violence, destruction and/or other traumatic events. She might have experienced sexual violence. After the immediate crisis, further problems can arise in the humanitarian response; distress and vulnerability in crowded camps or temporary spaces, lack of privacy and hygiene (particularly important during menstruation), limited resources and lack of information (on family members, security, sexual and reproductive health, rights). Health pandemics that necessitate quarantining and social isolation often means adolescent girls are forced to stay home with family members that are abusing them.

Humanitarian crisis can lead to distress, anxiety and depression in young people, and can worsen pre-existing mental health problems. Psychological responses to emergencies mainly diminish with time, but in humanitarian settings, situations are usually long-term and complex. Instability and hardship often make recovery difficult and can lead to ongoing problems.

Mental Health and Psychosocial Support (MHPSS) programmes promote psychological and social well-being of people in crisis, and often help treat mental disorders exacerbated by trauma and humanitarian settings. Sport programming can be a strong strategy here, to support girls' well-being and mental health but must be designed with a trauma informed lens.

One way to do this is to equip coaches and facilitators delivering sport programmes in emergency settings with a understanding of the psychological effects traumatic experiences can have.

Common ways girls show distress in reaction to crisis include:³

- physical complaints, such as headache, fatigue, loss of appetite, aches and pains
- withdrawal
- confusion and difficulty concentrating
- mood changes, irritability, feelings of hopelessness/guilt/anger/shame/sadness/fear
- constant preoccupation with violence, death and killing
- persistent aggressive behaviour, either physical or verbal, toward peers or facilitators
- disruptive behaviour, such as non-stop questions or arguments
- nervousness, anxiety
- difficulty sleeping, nightmares
- daze, shock

Distress can be expressed in many ways and varies between individuals and cultures. Seek local knowledge and expertise to inform your work.

³. UNICEF, The Adolescent Kit for Expression and Innovation: Programme Coordinator's Guide and Tools

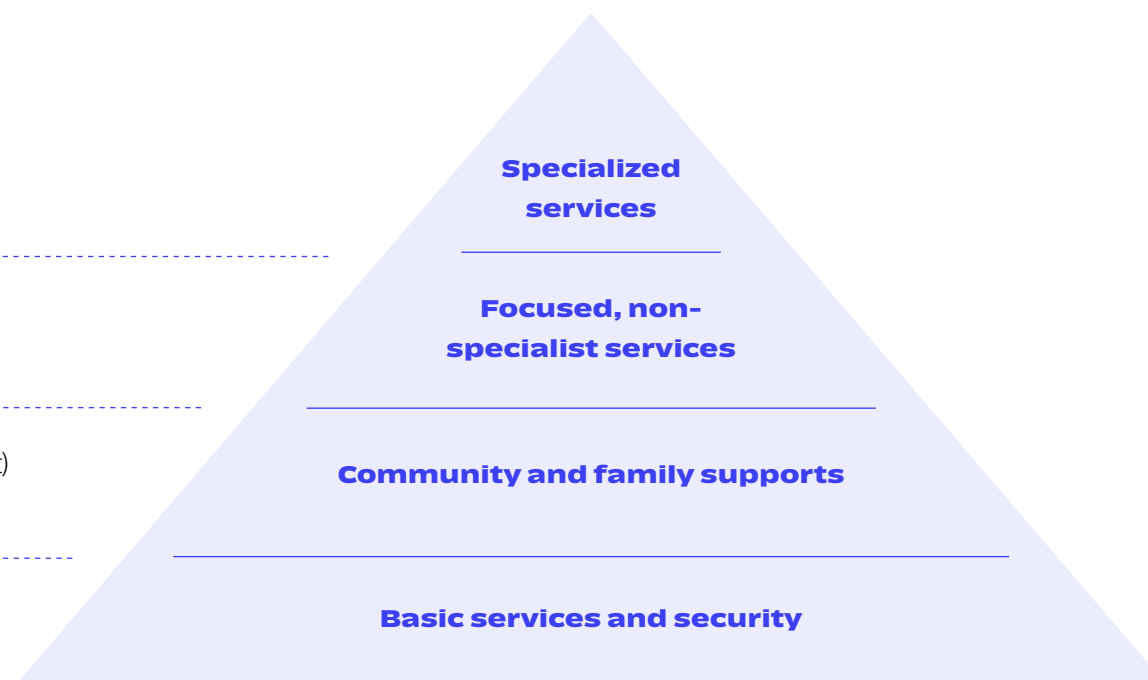
There are different levels of MHPSS, from basic services and support to specialised assistance:⁴

- Severe psychological disorders
- Professional treatment for individuals and families

-
- Mild to moderate mental health disorders
 - Individuals, family or group interventions

-
- Mild psychological distress (natural reactions to crisis event)
 - Psychological support activities

-
- General population affected by crisis
 - Fulfilling basic needs, providing security



Most sport programmes working with girls in humanitarian settings operate somewhere between the bottom and top levels. This playbook does not aim to support programmes targeting the top level. It is important to recognise individuals or groups in need of more specialised support and to refer them to appropriate services.

How can sport programming address mental health and well-being?

Intentionally designed, carefully delivered sport programmes have the potential to address mental health and well-being and promote resilience in a number of ways:

- Structured activities can help girls feel safe and offer a sense of normality.

- Physical activity can help clear the mind and distract from worry and negative thoughts.
- Exercise can reduce stress and anxiety, and improve mood with physical and hormonal processes in the body and brain.
- Increased fitness and development of new skills can create a sense of achievement and raise self-esteem.

- Physical activity and decision-making can give a sense of agency and control, strengthened by goal setting, perspective and progress.
- Sport activity encourages girls' understanding of their own bodies, and can help them to recognise stress and seek support if needed.
- Sport programmes can prevent isolation by bringing girls together, especially when education and other activities are unavailable or disrupted. These can also be a gateway to other services.
- If group gatherings are not permissible because of health pandemic gathering restrictions or concerns for physical safety, sport programmes provide a structured community that gives girls a sense of belonging (through text messages and online engagement when possible) that supports their mental health and wellbeing even in social isolation or periods off the pitch.

RESILIENCE

Resilience is a key concept addressing or preventing mental health issues through sports programming. Resilience is the ability of an individual.

Sport and physical activity can have further social benefits:

- Traditional dances, games and sport can emphasise positive aspects of culture existing before the crisis. Practitioners should be mindful of traditions that could increase tension between groups in a conflict setting.
- Sport programmes can bring communities together. Offering girls an opportunity to be seen within their community can also be an uplifting experience.
- Sport programmes can offer opportunities to safely challenge gender norms, as well as to increase opportunities for girls in social contexts.
- Sport can foster meaningful relationships between peers, as well as with (female) coaches who can mentor and support.
- Sport programmes can offer opportunities for leadership and other skills.

Self-care for humanitarian aid workers

As a humanitarian response worker, your mental health and well-being may also be affected by crises. It is important both you and your organisation have strategies for self-care. It is also important to recognize that this includes any coaches and facilitators you might employ or bring on board as volunteers. These coaches and facilitators have often experienced and been through the same traumatic events that the participants have experienced, especially if they are from the community itself. You can learn more online:

- Headington Institute free online training centre
- Mandala Staff Support psychosocial support, training and resources
- The Contemplation Based Resilience Project
- Free relaxation and meditation apps like Calm, Stop, Breathe and Think, Insight Timer and Headspace

Resources

- ICSSPE, *Sport and Physical Activity in Post-Disaster Intervention handbook*
- UNHCR, IOC, and Terre des hommes, *The Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings*
- *Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergencies*



CASE STUDY

Addressing Mental Health*Free to Run, Afghanistan*

Free to Run works to support women and girls in areas of conflict through adventure sports to build their physical, emotional, and social well being; developing them into community leaders so they can bring people together across cultural, ethnic and religious lines. We provide them with the tools to succeed and support them to transfer those successes to their everyday lives.

Free to Run follows a 4-month “framework curriculum” alongside the marathon training plan to further develop key aspects of existing marathon training techniques in connection with trauma-informed practices, identify and practice sport for healing tools and resources to use during sports training, and generate facilitated discussion questions on trauma-informed practice to apply during long hiking sessions. In this program, they discuss safe spaces, self-regulation techniques, community roles, running techniques, nutrition and how they all play a role both in running and in mental health.

05

INVOLVE THE COMMUNITY

Involving girls in sport programmes requires support and collaboration from the community at large, especially to reach the most vulnerable and isolated girls.

Communities in humanitarian settings vary, with rapid influx or outflow of people. Communities can be located in camps and other temporary environments with a variety of groups living together. Communities can comprise refugees settling in rural or urban settings, as well as the existing local population.

Communities might be hostile or supportive, and comprise different social and ethnic groups, creating possibilities for tension. Humanitarian settings are often located close to an existing community with different expectations and norms. The setting you work in will determine how you initiate and manage community involvement.

To put the ‘Involve the community’ principle into practice:

- **Build trust with parents/guardians, partners and community.** It is vital stakeholders in the girls’ lives see you as someone they can trust. Understand to what extent people close to the girls place restrictions on their movement, and determine their concerns and how to address these.
- **Actively involve decision makers of host and/or refugee community.** Facilitate formal or informal meetings with members of relevant communities.
- **Understand the beliefs and values around girls’ participation in sport.** How does the community perceive sport for girls? Use this understanding to explain the added value of sport for girls. If views on skills or roles and responsibilities of girls differ from the programme, address these concerns.
- **Determine popular sports in the community and assess the conditions necessary for girls to engage in sport.** Assess practical considerations such as suitable places for girls to play sport.
- **Make the programme relevant to the community.** Look for ways to make sport and the programme relevant to the community by connecting these to themes such as economic empowerment, WASH (particularly in a health pandemic

situation), etc. Be careful when addressing sensitive topics such as mental health, gender-based violence or sexual and reproductive health. See Sports and Key Themes for Girls in Humanitarian Settings for more information on how to link sport to specific issue areas.

→ **Determine wider community benefits.**

Increase relevance of the programme by highlighting wider family/community benefits. Consider using a sport programme to distribute priority items such as food and other necessities, or making sport materials available to community members outside the programme.

→ **Mitigate instability and insecurity in the community.** Engage coordination bodies and key community members. Establish a committee of important stakeholders and coordinating bodies to stay informed on (rapid) change. Adapt your programme to an open and accessible series of (flexible) activities to deal with major and rapid change. Be transparent and manage expectations.

Resources

- *Women Win, 'Community Engagement', International Guide to Designing Sport Programmes for Girls*
- *UNHCR, 'Camp coordination, camp management (CCCM)', Emergency Handbook*
- *Youth Power, Adolescent Girls Toolkit, p.11*



CASE STUDY 5:

Supporting the Community to Mobilize Participation

Community Psychosocial Support Organisation (CPSO), Northern Uganda

In the refugee camps in northern Uganda, the Community Psychosocial Support Organisation (CPSO) uses sport and play to respond to the needs of refugee women, adolescent girls and children from South Sudan to cope with trauma more effectively. Involving the community is key in the success of CPSO's activities with adolescent girls. Through close communication with the community in the camp and the host community, CPSO has managed to build a fruitful relationship. Practically, coaches and staff organize meeting with local leadership, women and youth. They hold a variety of awareness raising workshops and activities at churches, food distribution points, social gatherings and youth friendly spaces already established by coordinating bodies. They go door to door to tell the community members about the program and make phone calls.

CPSO also coordinates with other NGOs in the camps to do football tournaments, traditional dance gatherings, theater performances that

address health issues and other non-sport events that mobilize support.

Community members have realised the positive effects of the program on the girls, particularly on their leadership skills, and have become more active supporters of the program. The community helps by informing coaches about the challenges that adolescent girls face in the community and assist the coaches in reaching out to more girls. Additionally, the community helps with mobilizing the girls to participate in the programs.

As CPSO works in a refugee camp near a host community in Northern Uganda, they have found that it is a bit harder to engage host community members, who do not see them as part of the refugee community and who don't think they need psycho-social support because they have not experienced the trauma of war.



CASE STUDY 6

Targeted Community Engagement

Find the Champions, HERA, Libya

HERA is a Libyan NGO that was set up by former players of Libya's Women National Team. Working in IDP refugee camps, HERA's goal is to develop and support young women, girls and youth in Libya by using sport as an active learning tool around issues of social cohesion, health and reconciliation. Community engagement has proven to be a tough challenge as the community has not shown much interest in engaging in sports programs for girls. For this reason, HERA decided to start smaller and focus on engaging mothers and school teachers. For example, the organization gives presentations to teachers to help them understand the objectives of the program better.

06

ENSURE SAFEGUARDING AND CHILD PROTECTION

Building on the 'Do no harm' principle, ensuring the physical and emotional safety and well-being of programme participants is paramount.

This is especially challenging in humanitarian settings, where vulnerabilities can be heightened. Normal protection factors and services may be gone, and girls face risks including harassment, trafficking, pressure to engage in transactional sex, early marriage and violence. Parents/guardians or caregivers might have been injured or killed, or have disappeared, rendering girls unaccompanied minors at further risk.

Existing power dynamics can expose adolescent girls to risk of violence, exploitation and abuse. Adults delivering the programme have more power than participants because of their age. Gendered power differences can present risk, as coaches of sport programmes are often adult men while participants are adolescent girls.

Safeguarding and child protection needs to be prioritised and mainstreamed in all phases of sport programmes. The terms 'safeguarding' and 'child protection' are often used interchangeably, but are distinct:

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

Gather information about the risks and vulnerabilities adolescent girls might face in the community or geographical area you are working, both within as well as outside of the programme. Some of the major child protection risks and issues for girls in humanitarian settings are:

1. Unintentional injuries
2. Displacement
3. Family separation
4. Kidnapping
5. Physical violence and abuse
6. Sexual violence and abuse
7. Emotional and psychosocial distress
8. Other forms of gender-based violence
9. Child labour

Transactional Sex

During humanitarian crises, girls and women often engage in transactional sex, or trading sex of resources, opportunities or power. For some girls, it is the only way they can survive.

It is important for all participants and staff to understand that transactional sex is not acceptable within the sport programme and adopt a zero-tolerance policy against it. However, girls who engage in transactional sex outside of sport should not be stigmatized or punished, as they often need the alternatives sport offers even more than their peers. Coaches should avoid making any statements that could be perceived as judging, shaming, or commenting on the morality of individuals who engage in transactional sex.

Additionally, for girls who are under the age of consent, may be pressured into transactional sex. This is a form of gender-based sexual violence. See the SGBV section for more information.

Safeguarding policy

A safeguarding policy, and its implementation, is necessary to address these and other risks. All involved must understand the safeguarding policy and commit to it in writing and in practice, particularly coaches/facilitators working directly with the girls.

Key aspects of a safeguarding policy are:

- A culturally valid explanation of what is safe and what is not, including a description of culturally (in) appropriate sport. If there are multiple communities, their perspectives should be represented.
- Procedures for selecting and supervising coaches.
- Procedures for reporting and addressing breaches in participants' safety.
- Procedures for referring participants to appropriate protection services, as well as procedures for follow-up.

Referral services

A formal referral process connecting with professional services in the area is integral, particularly in context of heightened risk in humanitarian settings. Girls need to be aware they can approach you with any problem to seek support. Ideally, referred services and spaces will be youth-friendly where possible.

For every project location, the following information should be readily available to assist girls:

- **Medical response.** Where are the nearest facilities that can provide a medical response? Are there any medical organisations present, clinics, trained medical professionals? Are there female doctors or nurses?
- **Legal response.** Where can girls access local legal services?
- **Law enforcement response.** Where is the nearest police/law enforcement office with services for children? Can local police or law enforcement be trusted? What can girls do if there isn't a law enforcement office or police station? Is it a safe place for adolescent girls or is there a better first option?
- **Psychosocial response.** What are the local resources that provide professional counselling and guidance for adolescent girls on protection/abuse issues? Do other organisations offer this type of professional help?
- **Safe houses.** Are there safe houses/places available where girls can spend the night in case of emergency?

You may need to establish relationships or links with local resources and other organisations with knowledge and expertise on your specific context, if they exist. Consider girls' safety in accessing these services, particularly in areas where it may be unsafe to travel or move freely, or during times of a health pandemic where non-essential services are closed.



CASE STUDY

Physical and Emotional Safety

Free To Run, Afghanistan

At Free to Run, a non-profit organisation that supports women and girls in areas of conflict through adventure sport to build their physical, emotional, and social well-being, ensures physical and emotional safety in their programmes in a variety of ways.

- Changing training locations/days in the week to never establish a traceable pattern
- Focus on community outreach events and volunteer activities to maintain a positive perception of the programmes in the communities where participants run and train
- Developed a comprehensive Participant Confidentiality Policy
- Register with security organisations to receive the latest updates/advice on movements and locations
- Adjust the day and time of training each week to create unpredictable schedules

Training

Further to the safeguarding policy and referral process, coaches, staff and participants must understand the policy and be informed on what to do if a policy is violated. Provide formal training to all coaches and staff, and translate the policy into child-friendly language for participants. Hold sessions with participants to explain the policy and process, ensuring it is clear and understood.

Resources

- *CPSU, International Safeguards for Children in Sport*
- *Keeping Children Safe: International Child Safeguarding Standards*
- *UNHCR, Minimum Standards for Child Protection in Humanitarian Action*
- *Save the Children, Child Safeguarding in Emergencies*
- *International Safeguards for Children in Sport*
- *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*

07 BE INCLUSIVE

Inclusion is about all girls being equally able to participate in and benefit from activities, regardless of ethnicity, religion, disability, gender, sexual orientation, marital status, pregnancy or motherhood, as well as their relation to the humanitarian setting.

In practice, many of the most marginalised girls (who may need the programme most) are typically prevented from these opportunities, especially in humanitarian settings. Consider girls with disabilities, from very poor families, those separated from family, pregnant or young mothers, or girls who identify as LGBTQI⁵, trans or non-binary.

Exclusion means the most vulnerable girls can miss vital information about programmes and services, WASH, SRHR or where to go for GBV support. Since these girls are often difficult to reach, extra effort should be made to include them in sport programmes. Inclusion in a sport programme can give girls from vulnerable groups access to important resources and services for health, education and empowerment. Programmes have a responsibility to facilitate this access.

⁵ including those with questions around their sexual orientation or gender

Efforts to assess and include the most vulnerable girls demand a cautious approach. Be aware of different powers and interests, and use the 'Do no harm' and conflict sensitivity principles to inform programme inclusivity. See Key Design Principles 'Do no harm' and 'Be conflict sensitive' for support. Programme design often determines whether vulnerable groups participate; be girl-centred and consult sensitively with all concerned.

Being inclusive requires an understanding of intersectionality. Intersectionality considers the different social categories a person is a part of (such as gender, race, disability, sexual orientation, legal status, income level) to bring awareness to how these categories can create overlapping forms of disadvantage or discrimination. A girl may be a mother/caretaker, refugee, and survivor of violence, for example; these different parts of her identity come with overlapping forms of disadvantage. To develop an inclusive programme, her identity should not be reduced to only one of these social categories.

Girls may have many other aspects of their identity that do not disadvantage them but are relevant to programming. A girl can simultaneously be a sister, daughter, student, craftsperson, partner, community member, and sport team member. Ignoring the complexity of individuals, groups and their relations can lead to stigmatisation and isolation.

Recognise that adolescent girls are not a homogeneous group, and understand the differences and similarities between different groups of girls in your setting to build a truly inclusive programme.

To put the 'Be inclusive' principle into practice:

- **Understand the target's diversity and needs.** Learn who the different (vulnerable) groups of adolescent girls are in your work area and explore their (different) needs. Consider the challenges girls face generally and how these might be exacerbated in humanitarian settings. See Phase 1: Explore for activities to assess groups and their needs.
- **Actively recruit girls with diverse backgrounds, gender-expressions or abilities.** Directly recruit vulnerable girls, such as those disabled, intellectually challenged, young mothers, from ethnic minority backgrounds or girls who identify as LGTBQ. Go door-to-door in the community to find where these girls live, and to talk with caregivers to gain their consent and trust.
- **Strategise on how to include girls with disabilities.** There are two main strategies for engaging girls with disabilities. These are to create special programmes specific to these girls, or to integrate them into existing programmes (preferred). Inclusive sport programming is based on girls from different groups with different abilities coming together at the same time and place for the same activity.
- **Involve local organisations.** Contact rehabilitation centres or other institutions working with disabilities or with marginalised groups, to identify and mobilise possible participants and inform project design.
- **Consider your programme's capacity to adapt to special needs.** Consider different disabilities and their inherent needs. Make sure that you have the capacity to include girls with certain disabilities before you recruit them, and include these considerations in programme design. See Phase 2: Design for activities that might help.
- **Seek peer support.** Encourage girls with different abilities to work together. This allows girls to identify their own strengths and to use different assets to support each other.
- **Adapt games and rules.** Modify and adapt sport rules as needed to include girls who may have restrictions or a disability. Consider cultural restrictions, clothing that inhibits certain activities, or physical constraints like pregnancy.
- **Ensure girls are aware of inclusivity.** Disseminate information on inclusive sport programmes for girls in places where young people usually gather. Use (social) media where possible.
- **Reduce stigma.** In every community certain groups face stigma and discrimination. Programmes should make an effort to include girls in these groups. Programme staff should be aware of other participants' attitudes and work to sensitise them, as well as to avoid stigmatisation or discrimination against vulnerable girls within the programme.

Resources

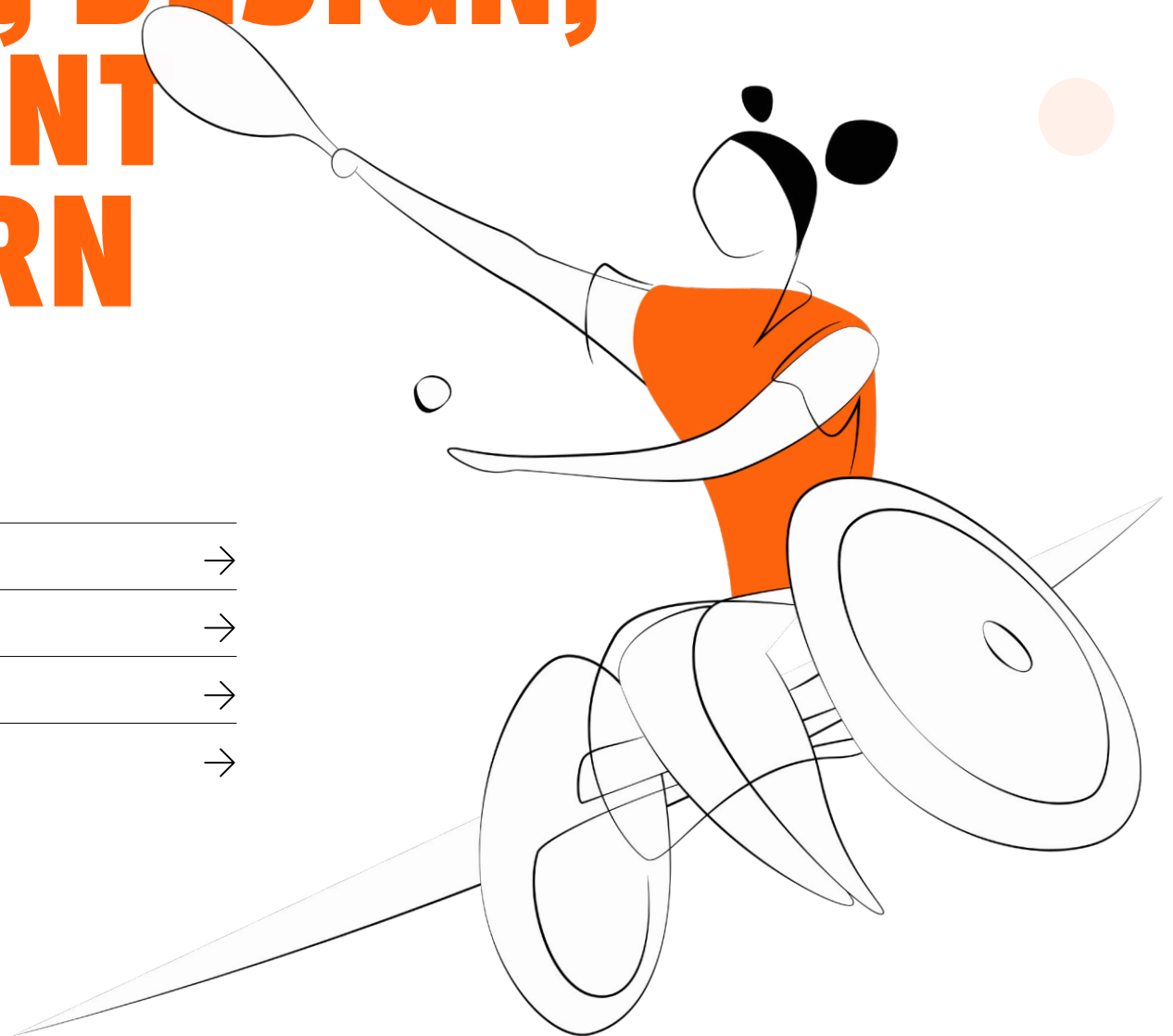
→ *Women's Refugee Commission*

SPORT PROGRAMMING IN HUMANITARIAN SETTINGS:

EXPLORE, DESIGN, IMPLEMENT AND LEARN

CHAPTERS

Before you start	→
Phase 1: Explore	→
Phase 2: Design	→
Phase 3: Implement and learn	→



There are three phases in the design and implementation of sport programmes for adolescent girls in humanitarian settings:

- Explore
- Design
- Implement and learn

Here we highlight obstacles and best practice approaches, as well as case studies and important considerations when working with girls in humanitarian settings. Practical descriptions of participatory activities are included to guide you and/or your programme team through each phase.

The objective is to provide practical tools to develop girl-centred, rights-based sport programmes for adolescent girls in a variety of humanitarian settings, including fragile and resource-scarce environments. Start with 'Explore', move straight to 'Design' or focus on 'Implement and learn' according to your programme design cycle.

BEFORE YOU START

This section is activity-based and suits a workshop setting involving a diverse team of practitioners and management staff.

Include representatives of your potential target group or other community stakeholders where possible. Below are steps you can take before you start a particular phase.

1. Build your team. Aim for diversity, ensuring participation from a variety of actors who can inform and contribute to your exploration, including representatives of adolescent girls, community stakeholders, and caregivers, among others.
2. Make time and space to meet. This might have to be remotely if coming together physically is not possible.
3. Appoint a facilitator
4. Appoint a note taker. This is especially important, as information gathered is essential to exploration and design.

It is important to approach this process with the right mindset:⁶

- **Keep an open mind.** Often we feel we know the solution and jump at ideas we already have, rather

than exploring other possibilities which could lead to discovery and new ideas. Start with an open mind and try to keep this throughout the design process.

- **You are creative.** We often think only artists are creative, but we all have the ability to come up with creative ideas and solutions. This requires creative confidence; the belief that everyone is creative, and that creativity isn't the capacity to draw or compose or sculpt, but a way of understanding the world and seeing new possibilities. We build creative confidence with practice. Propose solutions, voice ideas, even if they seem crazy, too difficult or too simple. The more ideas there are, the better the group can find a solution together.
- **Keep learning.** Try out ideas or solutions before implementing them fully. This will help you learn and improve the idea or solution before integrating it fully into the programme or approach.
- **Don't be afraid to fail.** We can learn a lot from failing. When we imagine new ideas, solutions or approaches, we take a risk that they will work. By learning from the ideas that don't work, we can better future solutions.
- **Design with empathy.** Empathy is the ability to understand other people's lives, their struggles, and to see solutions from their perspective. Empathy with your target group will aid understanding of the context and complexity of their lives. It keeps the people you design for at the centre of your work.

PHASE 1

EXPLORE

In this phase you will discover the challenges and obstacles adolescent girls in your community face, and explore how a sport programme can be designed to give girls the opportunity to address these, both in their own lives and the community.

The objective is to gather as much information as possible to build an effective sport programme for adolescent girls. You will explore a variety of questions, engage your team in finding answers, and gather as much data as you can before moving to the design phase.

This phase requires convergent and exploratory thinking. It is important to record all ideas, thoughts and feedback your team generates through these activities, as these are essential to the design phase.

Revisit Key Design Principles and take these into account during each stage of programme creation. As you explore, be mindful of these guidelines:

Engage girls in the discovery

If you are looking for information about or from the community, consider engaging the girls in your programme as research assistants and knowledge holders. With some training and simple survey tools, girls can collect information from the community about a range of resources—including health services, schools, safety and youth programmes. This offers several advantages:⁷

- Girls in your programme have access to their community and knowledge about it that outsiders do not
- Girls can feel ownership of a programme created with their input
- This role gives girls the opportunity to develop important leadership and technical skills

Seek existing information

Refer to coordinating bodies (local or INGOs, UN agencies) for existing information or reports on the situation of adolescent girls. This could save valuable time during this phase.

A. What's the objective?

At the end of this phase, you should have information and insight on the questions you posed at the start. Don't expect to have all the answers; this phase is about gathering information and data.

Give your findings categories in preparation for the design phase. You can also:

- Type all notes with topic headings (Girls, Issues, Sport, Community, Services, Existing Programmes, Key Resources, Important Stakeholders)
- Take photos of flipcharts or drawings used during different activities and keep them as a record of data or notes
- Engage the same team in both the explore and design phases so that learnings from discussions and activities can develop
- Record creative activity sessions with a phone, voice recorder or camera for further reference

B. Where do we start?

A great way to start this phase is to write down your questions. Use the following topics and questions as a basis to explore together with your team, and add to these as you go. Do this in a large group with a variety of different people from your organisation and/or the community.

⁷ Population Council, Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs

Big question What is our humanitarian setting?	Sub-questions → What has changed as a result of the humanitarian setting? What restrictions are in place that might impact the implementation of a sport programme? → What assets are still in place in the affected community? → How might this have impacted/continue to impact adolescent girls specifically?	Annex 1 – Explore activities → Activity 6 : Mind Map → Activity 5 : Safety Mapping → Activity 9 : Focus Group Discussion
Who are the adolescent girls in our community? What are their needs? What obstacles do they face?	→ How old are they? <ul style="list-style-type: none"> • Younger girls (ages 10 – 14) • Older girls (ages 15 – 19) • Young women (ages 20 – 24) → What is their background (ethnicity, religion, tribe, cultural group)? → What are their interests and needs? → What is their level of education? → What assets do they think they need? → Who are the most vulnerable groups? <i>Girls with disabilities, married/unmarried, pregnant/young mothers, in school/out-of-school, nomadic/highly mobile, engaging in transactional sex, commercial sex workers, LGBTQI, migrant/living apart from family, orphaned, fathers/male guardian in military or associated with armed forces</i>	→ Activity 1 : Ripple Effect → Activity 3 : A Day in the Life → Activity 4 : Peers Observing Peers → Activity 8 : Photo journal → Activity 2 : Coverage Exercise Tool
What is the sport landscape?	→ Who plays sport? → What types of sport do they play? Is this the same in different communities? → Where and when do they play?	→ Activity 9 : Focus Group Discussion → Activity 10 : Community Map → Activity 11 : Community Assets

Big question	Sub-questions	Annex 1 – Explore activities
What is the landscape of social programmes that specifically target adolescent girls?	<ul style="list-style-type: none"> → What facilities exist and who controls them (other non-profits, international aid organisations, private corporations, government, local community)? → What types of programmes exist already? What topics do they address? → What method of intervention do they use? → Are there available coaches and facilitators? Who are they? What is their gender? Where do they come from? → Is equipment readily available? From where? → Are well-functioning sport programmes taking place already? 	<ul style="list-style-type: none"> → Activity 9: Focus Group Discussion → Activity 10: Community Map → Activity 11: Community Assets → Activity 6: Mind Map
What services are available for girls (SRHR, medical, psychosocial, religious)?	<ul style="list-style-type: none"> → Are girls accessing these services? → Are there gaps in terms of service provision (to certain age groups, or in the types of services available)? → Are girls adequately informed about these services? 	<ul style="list-style-type: none"> → Desk research → Activity 10: Community Map → Activity 11: Community Assets → Activity 6: Mind Map
Who are the community stakeholders or gatekeepers for adolescent girls?	<ul style="list-style-type: none"> → Who are girls' main sources of support? → Who are girls' main sources of permission? Does this differ with age, religion, ethnicity, cultural group? → Who are other key information holders (health workers, school teachers, local and international NGOs and coordination, UN agencies)? 	<ul style="list-style-type: none"> → Activity 10: Community Map → Activity 11: Community Assets → Activity 6: Mind Map → Activity 9: Focus Group Discussion

Big question	Sub-questions	Annex 1 – Explore activities
What important social assets do girls need to thrive in their community?	<ul style="list-style-type: none"> → What issues or challenges do girls face on a daily basis? At particular times in a year? At a particular age? → What social assets do they need to address these issues (internal and external)? 	<ul style="list-style-type: none"> → Activity 6: Mind Map → Activity 9: Focus Group Discussion → Activity 3: A Day in the Life → Activity 7: World Cafe
What are safe and dangerous spaces in the community?	<ul style="list-style-type: none"> → What spaces are safe for adolescent girls? Are there times these are safe and not safe (in a day, month, year)? → What are unsafe spaces for adolescent girls? What are the main risks? Are there greater risks at different times (in a day, month, year)? 	<ul style="list-style-type: none"> → Activity 7: World Café → Activity 5: Safety Mapping → Activity 9: Focus Group Discussion
How do social norms concerning gender impact adolescent girls?	<ul style="list-style-type: none"> → What are the expectations of girls regarding their clothing, mobility, work, sport? → How does this translate in our humanitarian setting? → Is it safe to be gender-transformative or should we start with gender aware? Or gender accommodating? → Is there a sport girls are/are not allowed to play? Are there ways to safely challenge gender norms? → Are there community gatekeepers who can champion the programme? 	<ul style="list-style-type: none"> → Activity 9: Focus Group Discussion → Activity 3: Day in the Life → Activity 4: Peers Observing Peers → Activity 8: Photo journal → Activity 6: Mind Map → Activity 12: Gender Integration Approach Brainstorm

C. What activities can we use?

Once you have most of your questions written down, start engaging team members (staff, girls, community members) in some of the activities included in Annex 1. These activities will help to explore and gather information related to your questions and give a strong foundation for programme design. Add other activities you feel will help explore questions with your team.

Activity	Objective
1 Ripple Effect	→ Clarify the impact you want your sport programme to have, from the perspectives of different team members.
2 Coverage Exercise Tool	→ For use with existing programmes. Determine who is being reached and if you are achieving programme goals. This tool can be used with current and new participants to help understand their basic characteristics.
3 Day in the Life	→ Understand a day in the life of your target group (common challenges and opportunities) to further inform programme planning and content.
4 Peers Observing Peers	→ Engage target beneficiaries in gathering information complementary to traditional observation and research.
5 Safety Mapping	→ Identify safe/unsafe areas for girls in the community. This can further inform where sport sessions take place and secure/supervised transportation needs.

Activity	Objective
6 Mind Map	→ Visualise everything related to a topic in one space, to identify different themes and connections as well as gaps in knowledge or understanding.
7 World Café	→ Gather multiple perspectives and viewpoints on a particular topic.
8 Photo journal	→ Get a glimpse into how a person lives and empower individuals to tell their own stories.
9 Focus Group Discussion	→ Gather perspectives from a particular group of people on a certain topic. This can help to better understand dynamics between different parts of a group, as well as between different groups.
10 Community map	→ Understand the community in which your programme operates, and identify important stakeholders and their level of influence on participants.
11 Community Assets	→ Understand what type of community assets exist and how your organisation or programme can leverage these to design and implement a sport programme for adolescent girls.
12 Gender Integration Approach Brainstorm	→ Understand the Gender Integration Continuum as a lens for assessing your programme's approach.

PHASE 2

DESIGN

In this phase you will start designing your sport programme for adolescent girls.

Questions you might ask and answer at this point include:

- What will the programme look like?
- What topic(s) will the programme address?
- How will topics be addressed? With a curriculum or standardised training programme?
- What sport will be used, and how?
- How will we recruit and train female coaches and facilitators?

It is important to have the information and data from the previous explore phase visible during the design phase, to better understand the context and needs of the community and target beneficiaries.

Refer again to Key Design Principles for decision-making in this phase.

A. What's the objective?

At the end of this phase, you should have the beginning of a project plan. The plan will be your guide as you start to implement your programme and deliver activities. Place information and data recorded during this phase in a blank canvas template (see Annex 4). The template helps to outline programme design and can support the next phase.

B. Where do we start?

Start by creating a design question to help clarify programme objectives. Clear, realistic objectives are essential for designing and implementing an effective and impactful programme. Explore these with a design activity like 'Defining our Goal and Design Question' (see Annex 3).

What is the objective of your programme? What do you want to address? Are there one or multiple themes?

Keep the design question central as you explore and start to design the different parts of the programme. It can help to write this on a large piece of flipchart paper and keep it visible during conversations and activities.

With your design question and goal agreed upon, you can start to design the different parts of the programme. Use the following elements of sport programmes and related questions to begin.

For a deeper look at each element below, check out Annex 2.

Category	Questions to consider	Category	Questions to consider
Participants	<ul style="list-style-type: none"> → Who will the programme benefit? → What are their characteristics—age range, marital status, health, education, permission/conditions to participate, daily schedule. → How many participants do you hope to target? 	Gender	<ul style="list-style-type: none"> → Exploitative: Will the programme reinforce harmful gender norms or roles? Will it privilege boys over girls? → Accommodating: Will the programme acknowledge but work around gender inequalities? → Transformative: Will the programme permit critical examination of gender norms? Does it create or strengthen systems that support gender equality? Does it work to change inequitable gender norms in the community in a safe, girl-centred way?
Recruitment and Retention of Participants	<ul style="list-style-type: none"> → How will you recruit participants? → What challenges and facilitating factors do you expect? → What are the risks of dropout, and what might cause this? Can you address this ahead of time? → Will it be possible for the programme to retain participants over time, considering changing demographics of humanitarian settings? 	Sport	<ul style="list-style-type: none"> → What sport is popular and available in your specific context? → Is it possible to adapt relevant sports to different settings and target groups (low/high intensity, disabilities)? → What sport are girls interested in? Will there be financial or cultural barriers to using that sport? → Will your programme use one or more sports? → Is there existing infrastructure to accommodate your sport programme?
Content and Curriculum	<ul style="list-style-type: none"> → Will the programme address particular topics or rights-based issues? → Will it focus on one or address multiple issues? → Will the programme use an established curriculum, or will you create a new one? → Have you used this before? What adaptations are needed for the target group(s)? → Who will deliver the programme and how will they be trained? 		

Category	Questions to consider
Time, Frequency, Location	<ul style="list-style-type: none"> → How often should you hold sessions and at what time of day? Does this consider participants' domestic duties, child care, education and other responsibilities? → Where can girls meet and play? Is this indoors, outdoors or both? → Is there a safe way for girls to reach the sport venue? Is the space itself safe?
Coaches	<ul style="list-style-type: none"> → Who is available to guide/implement the programme? What is their capacity? Are they themselves affected by the emergency? → How will they be screened and selected? What training and support will be provided? → Do they understand and endorse the programme's child safeguarding and protection policy?
Stakeholder Engagement	<ul style="list-style-type: none"> → How have you already engaged different stakeholders? → How will you engage them in programme design? → What type of engagement will different stakeholder groups have? What is the goal of engagement?

Category	Questions to consider
Safeguarding	<ul style="list-style-type: none"> → How are you ensuring girls are protected? → What policies and processes are in place, if any? → What type of training exists for ensuring safeguarding, for staff and coaches as well as girls? → How is the community engaged around safeguarding? → Will social distancing contingencies be required if a global health pandemic hits?
Mentoring	<ul style="list-style-type: none"> → What mentoring or follow-up training is available or should be available for coaches/facilitators? → Will girls receive mentoring and support? How? How can you equip coaches/facilitators to mentor and support girls? → How can girls be encouraged to mentor and support peers?
Services	<ul style="list-style-type: none"> → What services are available for girls in your programme — medical, psychosocial, sexual and reproductive health, youth-friendly, substance abuse, sexual/gender-based violence? → Are staff and coaches/facilitators trained to handle disclosures and refer appropriate services?

Keep these Dos and Don'ts visible throughout programme design:

Do's	Don'ts
→ Recognise that girls are affected by emergencies in different ways. More resilient girls with more resources may function well, whereas others may be severely affected and need specialised support.	→ Don't assume that everyone in an emergency is traumatised, or that those who appear resilient do not need support.
→ In any assessment, include exploration of adolescent girls' psychosocial well-being. Ask questions in the local language(s) and in a safe, supportive manner that respects privacy and confidentiality.	→ Don't duplicate assessments, or ask potentially sensitive or distressing questions without first ensuring follow-up support.
→ Build on local capacities, supporting self-help and strengthening existing resources.	→ Don't provide support that might undermine or ignore girls' and their community's capacities and responsibilities.
→ Learn about and use local sport and games that are accepted and familiar. Use methods from outside the culture where appropriate to do so.	→ Don't assume all local cultural practices /sport are suitable or supportive. Don't assume methods or (sport) activities from elsewhere are superior.
→ Consider the holistic (social, emotional, physical and mental) well-being of girls when developing objectives and outcomes for your programme (activities).	→ Don't focus on one aspect of a girls' well-being only and ignore others.
→ Ensure coaches and staff recognise signals of mental or emotional distress as well as safety issues, and can refer support where necessary.	→ Don't try to address complex mental health problems unless qualified to do so. Don't underestimate your capacity to be a positive support (by offering stability/being a caring role model, involvement in a referred support process or involvement at a later stage).
→ Consider the type of sport your programme will offer, and the positive and negative impacts of team and individual sport. For team sport, refer to these principles of positive group interaction and contact. ⁸	→ Don't assume the girls want or don't want to play a certain sport or that certain sport will be too dangerous for them based on traditional female stereotypes.

⁸. See Gordon Allport's \$pothesis

Do's

1. Equal status. Both groups must engage equally in the relationship.
2. Common goals. Both groups must work on a problem/task and share this as a common goal, sometimes called a superordinate goal. This goal can only be attained if the members of two or more groups work together by pooling efforts and resources.
3. Intergroup cooperation. Groups must work together for their common goals without competition.
4. Support of authorities, law, or customs. Groups must acknowledge some authority that supports contact and interactions between groups. The contact should encourage friendly, helpful, egalitarian attitudes and condemn ingroup-outgroup comparisons.
5. Personal interaction. The contact situation needs to involve informal, personal interaction with outgroup members. Members of the conflicting groups need to mingle with one another.

→ Aim to maintain a consistent group to enable bonds to be formed. Similarly, seek reliability and (long-term) availability when recruiting coaches.

→ Be flexible and open to changing the programme including sessions/training according to participants' needs.

→ For programmes with psychosocial outcomes/goals. Organise training in basic psychosocial skills and knowledge (for coaches). Organise supervision for coaches, possibly from MHPSS professionals, and/or encourage peer support. Give staff and coaches opportunities to express frustrations and emotions that arise in order to find collective solutions.

Don'ts

→ Don't assume that everyone in an emergency is traumatised, or that those who appear resilient do not need support.

→ Don't change groups and/or coaches unnecessarily. Stability is important.

→ Don't stick rigidly to the programme structure where participants' needs change.

→ Don't assume coaches and staff have the mental strength and well-being to do their jobs without support, or the ability to care for themselves. Most adults in humanitarian settings are also traumatised.

C. What activities can we use?

Annex 3 includes a selection of activities to inform programme design. Use these with team members and/or groups of stakeholders (girls, community members, leaders, other relevant groups). See Annex 3 for instructions to each activity.

Activity	Objective
1 Define the Problem	→ Define the problem your group wants to tackle and establish key questions to answer along the way.
2 Find the True North	→ Agree programme goals and timings
3 Safety and Inclusion Self-Assessments	→ Self-assess current safety and inclusion standards at the organisation or programme site or determine the best, safest site for programme sessions.
4 The Walk	→ Identify or review fields/areas of interest in detail.
5 Sketching Your Programme	→ Co-create the outline/main elements/creative ideas of your (thematic) sport curriculum.
6 Storyboarding 101	→ Create a visual story that explains how your project might impact participants and the community over time.
7 Set the Timeline	→ Create a schedule for your team to keep track of what needs to get done and who is responsible.
8 Design the Components	→ Consider all aspects of a programme and begin making decisions about its parts.
9 Building Assets Activity	→ Develop programme content (ie. life skills it will address) to reflect skills and knowledge adolescent girls need to successfully navigate their context and culture. https://www.popcouncil.org/uploads/pdfs/2015PGY_BuildingAssetsplaybookInstructionGuide.PDF

PHASE 3

IMPLEMENT AND LEARN

With a programme designed, the next step is to implement this and ensure a process to deliver critical feedback, to learn and strengthen the programme as well as measure impact.

A. What's the objective?

This phase should answer the questions:

- How will I measure the impact of the programme (participant, community levels)?
- How do I design the right feedback loops during implementation, to not only measure impact but to use that data to improve or adjust the programme?
- How do I ensure coaches are properly trained? How do I know if they are delivering quality sessions?

After considering your desired impact, and designing feedback loops and a monitoring and evaluation system, you will be better situated to measure and use data to communicate achievements and see where changes could improve the programme.

B. Where do we start?

Topic	Questions
Training Coaches, Facilitators and Staff	<ul style="list-style-type: none"> → How to provide ongoing training and coaching for sport coaches? → What are key coaching and facilitation skills needed to work with girls and sport in humanitarian settings?
Designing and Implementing Feedback Loops	<ul style="list-style-type: none"> → How will you get feedback on programme implementation from coaches and participants? → How can you involve the community in feedback on the programme? → How can girls be actively involved in designing these feedback systems and implementing them?
Designing and Implementing Monitoring and Evaluation Systems	<ul style="list-style-type: none"> → What type of process will you put in place to monitor and evaluate the impact of the programme? → How will you know you achieved your objectives? → How can girls lead in this process?

Training coaches, facilitators and staff

For a sport programme with girls in emergencies to be facilitated well, technical skills in sport are not enough. Coaches must fulfil a range of tasks, especially when there is a thematic focus on a key issue such as protection or mental health. Even where a programme has a strictly recreational focus, coaches need to be equipped to organise and manage a positive experience for participants.

Given the circumstance of many humanitarian settings and the often-limited educational background of coaches in the range of tasks and responsibilities required, training and guidance is of utmost importance to equip them to lead the programme.

Elements of training programmes for sport coaches in emergencies:

→ **The curriculum.** This is central to all training. Coaches should fully understand and be able to execute the programme. The curriculum should provide coaches with all the technical information as well as step-by-step instructions to lead programme sessions and events. The curriculum should be shared and used actively throughout training.

→ **Practice.** A curriculum is best trained by going through the sessions with coaches directly, in an action-based, hands-on, learn-by-doing fashion. 'Action-based learning' should be utilised and 'sitting and listening' avoided as much as possible.

→ **Theoretical background or technical knowledge.** Coaches should be equipped with all necessary information to be directly applied in the programme. Coaches should be trained on programming principles with emphasis on 'trauma-informed', 'rights-based and gender aware', and 'girl-centred'.

→ **Mentoring.** As female coaches are often scarce in humanitarian settings, training programmes should look for opportunities to pair younger coaches with more experienced ones. Learning "on the job" from mentors is an extremely effective way to prepare for coaching.

→ **Supervision and monitoring through observation.** Regular monitoring and evaluations are vital to support a coach's growth and ensure positive interaction with the girls. Observing coaches in action is the best way to assess performance. This can be a challenge in humanitarian settings due to things like lack of accessibility or transport issues, so demands extra effort. Have clear and accessible tools for observation and improvement. Coaches should also have anonymous feedback loops, to share their needs and feedback on what is and is not working without fear of consequences.

→ **Ongoing coaching and training.** Advanced, refresher, or responding to needs of coaches. If possible, make a training or capacity development scheme so coaches have a view of continuous development.

→ **Thematic knowledge and skills.** Specific skills or knowledge may be required according to programme theme or type of sport or physical activities. Always ensure a direct and practical link to the programme. Look for training options on the relevant key principles or themes of your programme. Training options for coaches may be available from partner organisations on safeguarding and protection, girls' rights, community mobilisation and engagement, mental health, GBV and more.

→ **Trauma-informed facilitation skills.** General facilitation skills and skills specific to humanitarian settings must be trained or practiced to lead a programme effectively. Coaches involved in a sport programme for mental health do not need to know about all types of psychopathology for example, but require knowledge to identify trauma or chronic stress, as well as skills to stimulate self-esteem and collaboration.

→ **Disclosure and referral processes.** Coaches should be trained on appropriate handling of disclosures and referral to services, including general health, SRH, GBV and abuse, and mental health and psychosocial support services.

Coaches may not be mental health or protection experts, but can be the people girls confide in about trauma or distress. Coaches are not expected to treat or provide support beyond their training, but support for health, mental health or protection may be required at times.

Comprehensive and additional training should be provided to coaches and staff, but some important tips:

- Normalise. Changes in behaviour, emotions, thoughts and social relations of adolescent girls in emergencies are normal. Remember that with adequate support most girls will recover and regain normal functioning.
- Refer serious issues to a staff member or appropriate service providers.
- Never force girls to talk about experiences they don't want to share. Do not ask questions to gain more information about an experience, as this can cause further trauma. Allow the participant to share without probing for details or more information; this should be done by someone with adequate training. Do not try to determine whether an account is true or not. Assume all experiences are factual and act accordingly.
- Explain and reconfirm the importance of confidentiality in the group (what is discussed in the group stays within the group).

→ Handling painful experiences. When a girl opens up about painful experiences, give space for this. Do not interrupt or judge. It may be useful to do a grounding exercise. A grounding exercise is doing something basic together, such as breathing and counting to five, or letting the girl look at and count each finger on her hand. This can be repeated with the purpose of regaining calm through focus on a simple task. Be aware that 'calm' may not be appropriate to every situation. Instead, it may be necessary for a girl to take space and experience her emotions. If with two facilitators, have one stay with the girl while the other continues the session. Further, have a backup plan for these occasions.

- Support map or referral pathway. Have a map or list of the types of services and support available for adolescents in your area and know the steps of referral. Keep the list updated.
- Internal procedure. Have a procedure or appointed person for referral or dealing with protection or (mental) health issues in your organisation.
- Ask for support to respond to particular issues. Do not try to solve everything on your own.

See key design principle 'Trauma-Informed' to review common signs of distress and trauma in adolescent girls.

Designing and implementing feedback loops

There are many resources for designing feedback loops in social change programmes, but involving girls in feedback design and collection is essential to ensuring a girl-centred and rights-based approach. This is especially significant in humanitarian settings, where girls may not feel in control of their lives or that their thoughts or opinions matter.

Involving girls in feedback

It's important to actively involve girls in feedback on the programme, sessions and activities. Opportunities should be provided in different ways, both formal and informal, to ensure girls can provide feedback in a way that makes them feel comfortable. Before collecting feedback there should be a clear plan to synthesise the information and use it to improve programming.

Things to consider:

- Encourage adolescents to share their opinions directly during sessions wherever possible.
- Provide a comments box to give girls the opportunity to share feedback confidentially.
- Identify peers who girls can feel comfortable sharing feedback with.
- Organise opportunities for group discussions to gather feedback.
- Think of creative ways to get feedback from girls. Consider girls who are not literate, as well as feedback on sensitive topics.
- Explain how you will use girls' feedback to shape other programmes and interventions for adolescents in the future.
- Have girls do "before" and "after" video interviews where possible.
- Before the programme starts, ask the girls their goals and what they hope to learn. Show girls their interviews halfway through the programme and check progress. Ask how else they might achieve their goals.

- Have girls keep diaries or journals where they can record their progress.
- Have girls interview people in their community on changes they see throughout the programme. A girl might interview a parent, a friend or a teacher asking what changes they have seen in her since starting the programme. Girls can report back on this and see how changes were perceived by those around them.

Designing and implementing monitoring and evaluation systems

In addition to feedback, it is important to design and implement monitoring and evaluation (M&E) systems to measure impact and assess fulfilment of outcomes and goals. Some challenges for M&E of sport programmes in humanitarian settings:

- Displacement and instability often means girls are highly mobile and may not participate in all parts of a programme
- Shifting and changing demographics alter the programme's context, making it hard to understand impact
- Lack of secure housing

- Low literacy levels may mean girls have difficulty understanding M&E questions. Translation into local languages can be necessary, and coaches may need to ask questions aloud rather than use written forms.
- Parents/guardians may not have time or capacity to provide meaningful feedback concerning their child's participation

Resources

- IOM, *Monitoring and Evaluation (M&E) in Emergencies, Emergency Manual*
- IFRC, *PMER Pocket Guide*
- IFRC, *Project/programme monitoring and evaluation (M&E) guide*
- OECD, *Evaluation Criteria*

C. What activities/tools can we use?

See Annex 5 – Implement activities for a range of activities and tools to further inform your programme design.

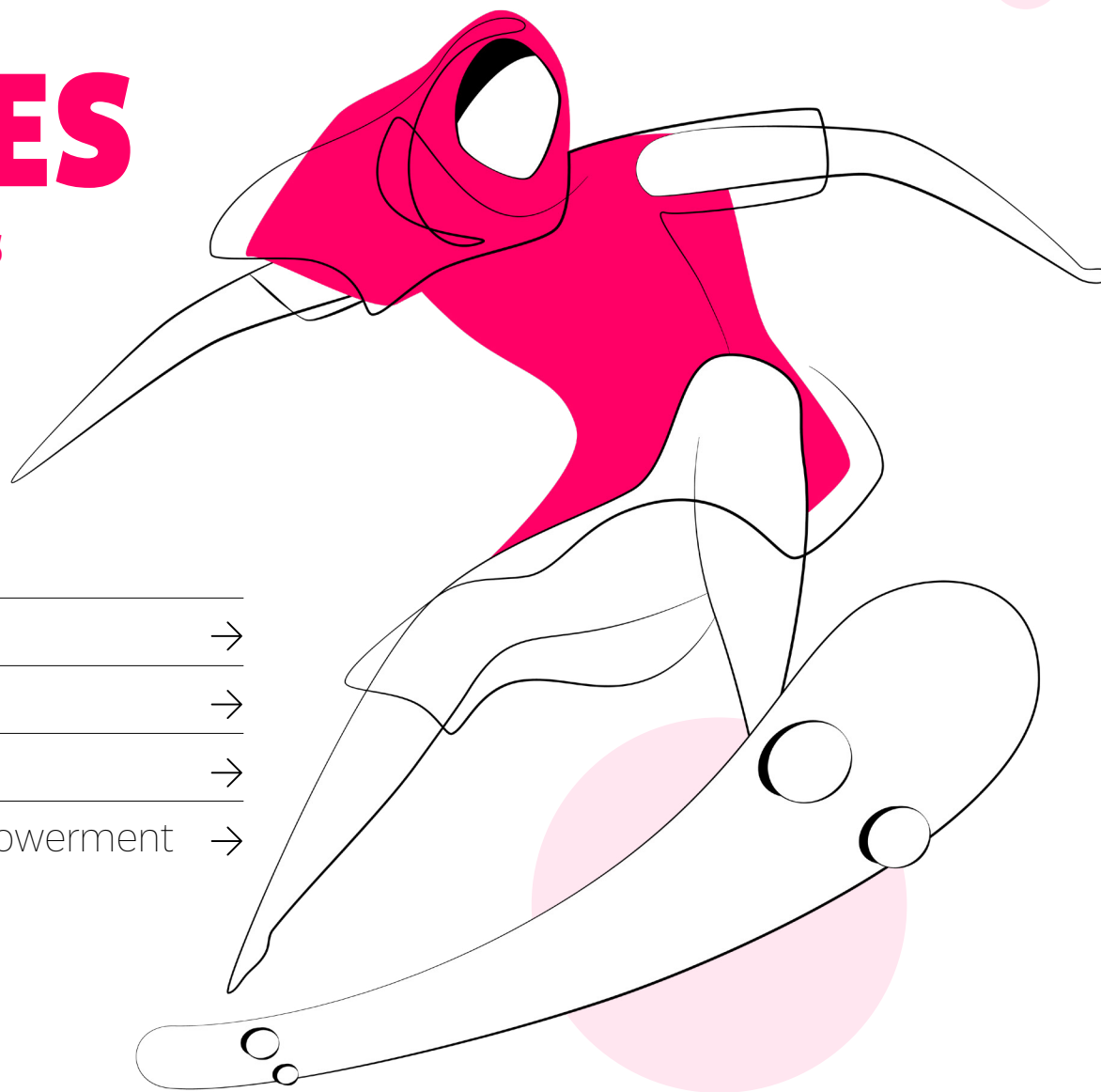
Type	Activity	Objective
Monitoring and Evaluation Tools	Monitoring and Evaluation Worksheet	→ Decide what you want to measure and how you will measure this.
	Most Significant Change	→ Assess programme impact by identifying the most important stories of change from the perspective of participants and stakeholders. MSC stories describe the change that has occurred, how and why it happened, and reasons the change was important.
	Digital Storytelling	→ Use storytelling and technology to gather qualitative insights into a programme's impact on participants.
	Participants Interview the Community	→ Identify the community's (parents/guardians, elders) change in perception of participants as a result of the programme using participants as interviewers.
	Intake Register	→ Identify important information about programme participants and develop and implement a register for this.
Coach Training Resources	Trauma-Informed Coaching	→ Provide coaches with basic foundations for trauma-informed coaching. https://positivecoach.org/media/832952/whyplustrama-informedplussportplisplusvital.pdf
	Stepping In During Times of Dysregulation	→ Support coaches to understand a specific trauma-informed coaching principle—supporting and intervening to help participants at times they experience dysregulation (and can't continue the programme). https://704b5801-34ca-499b-b110-736a60d31bc2.filesusr.com/ugd/7b1a5d_fa68217a3df943389439825a9acf885f.pdf
	Promoting Emotional Regulation Using The 4Cs	→ Help coaches and staff understand how to support participants with emotional regulation, critical to a trauma-informed coaching approach. https://704b5801-34ca-499b-b110-736a60d31bc2.filesusr.com/ugd/7b1a5d_d2d194aa2fc542668081d57360c3517f.pdf

SPORTS & KEY THEMES

FOR GIRLS IN HUMANITARIAN SETTINGS

CHAPTERS

- 1. Sport and WASH →
- 2. Sport and SRHR →
- 3. Sport and SGBV →
- 4. Sport, education and economic empowerment →



Sport is a dynamic tool for empowerment.

When adolescent girls participate in sport and play-based activities, they build self-esteem and self-efficacy. Confidence and self-belief increase and translate elsewhere in their lives. Playing sport encourages girls to take initiative, speak their mind and try things that they wouldn't normally try.

As sport is typically male-dominated, girls can also actively challenge strict and patriarchal gender norms that limit their potential. Sport strengthens social ties, engages communities and promotes positive messages. Benefits for adolescent girls are felt especially in humanitarian settings.

Continued population growth, urbanisation, stretched natural resources, conflict and climate change have dramatically increased both the number and intensity of humanitarian crises in recent years. Girls and women are disproportionately affected by these crises but frequently overlooked in humanitarian responses. Here we describe how sport can be used to address issues faced by adolescent girls in humanitarian settings, including key themes:

- Water, sanitation and hygiene (WASH)
- Sexual reproductive health and rights (SRHR)
- Sexual and gender-based violence (SGBV)
- Economic empowerment

01 **SPORT AND WASH**

WASH is the collective term for water, sanitation and hygiene.

These three core issues are grouped together, as although each a separate field, each is dependent on the presence of the other. For example, without toilets, water sources become contaminated and without clean water, basic hygiene practices are not possible.⁹

Sport programming can be used to address WASH with adolescent girls and ensure best practices. Here we discuss:

- How humanitarian crises impact WASH practices of adolescent girls
- How sport programming can help address WASH practices and ensure the health of girls and the wider community, particularly during health pandemics such as COVID-19 or other highly contagious viruses
- General resources

Girls' WASH practices in humanitarian settings

During humanitarian crises, WASH practices become difficult to maintain. Girls are forced to live in makeshift camps or other temporary settings where water sources and sanitation facilities are often scarce and in high demand. Facilities are typically in unfamiliar locations, resulting in longer and more dangerous journeys to access these. Crowded living conditions and limited access to water also make hygiene difficult to maintain. Menstrual hygiene is a further issue for adolescent girls, who are typically without access to sanitary products.



CASE STUDY

Girl Determined

Myanmar

After participating in the programme, girls living in IDP camps in Kachin started accompanying each other to collect water and use the communal bathrooms after dark. The girls felt safer and could have company of their friends while doing these chores.

⁹. UNICEF, Water, Sanitation and Hygiene

How can sport programming address WASH practices of adolescent girls?

Many elements of sport and physical activity can be used to help address WASH practices of adolescent girls. When girls take part in sport programmes, they start to understand more about their bodies, developing a greater sense of ownership and learning about the importance of health. Regular participation in sport programmes and activities gives girls a safe space to connect with peers and discuss sensitive topics like menstruation.

These spaces also provide an ideal environment to discuss and encourage healthy WASH practices through use of play-based games and activities. Sport programmes should be mindful of facilities available for menstrual hygiene for girls playing sport. They should also be aware of myths about avoiding sport or other activities while menstruating and challenge these where appropriate.

Life skills sport games for activities to address WASH related issues with adolescent girls.



CASE STUDY

Sport Programming for Water, Sanitation and Hygiene (WASH) and SRHR

Malaika – Kalebuka, Democratic Republic of the Congo

In many areas of the world, incorrect or the lack of knowledge about sanitation and hygiene is a large barrier to girls' participation in education and society. If girls have the opportunity to learn proper sanitation practice, they can internalize these habits, understand that it is normal to discuss, and share these practices with their families, friends, and the community.

Malaika's sport-based educational programming offers a unique environment in which girls are encouraged to discuss topics that are considered taboo, such as sexual and reproductive health and rights (SRHR), and water, sanitation, and hygiene (WASH).

By using the inherent nature of sport and play to encourage fun, Malaika creates a safe, non-threatening environment where girls can freely learn and have conversations about sexual and reproductive health, sanitation, and hygiene. By using games that address issues such as water-borne illness, menstruation, and SRHR, Malaika normalizes these topics. Through the WASH Program, Malaika has contributed to improving and increasing access to hygiene and reproductive health classes for over 500 youths, increased knowledge sharing about waterborne diseases and sanitation in for over 14,500 people in Kalebuka, and increased the number of girls and women attending the Football for Good program.

GAME – ANNEX 6

- Hygiene Tag
- Missing Toilets
- Keeping Healthy
- 28 Days

Resources

- *WASH United*
- *WASHfund.org*
- *<https://aquaforall.org/>*
- *Violence, Gender & Wash: A Practitioner's Toolkit*

02 SPORT AND SRHR

SRHR stands for Sexual Reproductive Health and Rights, and refers to a state of complete physical, mental and social well-being. SRHR does not merely describe the absence of disease or illness but refers to all matters relating to the reproductive system.

Reproductive health and rights implies that people are able to have a safe and satisfying sex life and that they have the right/freedom to decide if, when and how often they want to have children. This may be very sensitive in certain contexts and should be approached carefully and in collaboration with local experts.

Sport programming in humanitarian settings can be used to address SRHR of adolescent girls. Here we discuss:

- How humanitarian crises impact the SRHR of adolescent girls
- How sport programming can help address SRHR and ensure the health of adolescent girls

Girls and SRHR in humanitarian settings

Adolescent girls are confronted with health issues on a daily basis. Health issues are personal issues concerning our bodies, and can be of life-saving importance. It is important to be aware of community sensitivities while still upholding girls' right to information and health. This requires in-depth understanding of the community, as well as awareness of ways the humanitarian setting may have impacted the community's level of comfort with these topics.

Common topics that fall within sexual and reproductive health for adolescent girls include:

- Contraception, abortion and family planning
- Teenage pregnancy
- Sexually transmitted diseases and infections
- Gender and other harmful traditional practices, including early and child marriage and female genital mutilation (FGM)
- Adolescent growth and development
- Sexuality
- Access to health services/clinics

As girls transition from childhood to adulthood, they may be positively influenced by adult role models, social norms and community groups (peer, religious, cultural). In humanitarian settings, family and social structures are disrupted and these forms of support can change or disappear. In crisis situations, adolescent girls are also particularly vulnerable to rape and sexual exploitation by armed forces, community members, humanitarian workers and uniformed personnel.

Many girls resort to transactional sex to meet their own or their families' needs. They may also be at risk of recruitment into armed forces or groups, which can further increase vulnerability to sexual exploitation and abuse, HIV/STI infection, and unwanted pregnancies due to high mobility and an increase in risk-taking behaviours (including alcohol/drug abuse).

How can sport programming address SRHR of adolescent girls?

There are many ways sport programming and physical activity can help address SRHR of adolescent girls in humanitarian settings. Through regular engagement with peers and role models, sport and games become positive entry points for adolescent girls to discuss and explore sensitive topics such as sexual health. Similar to WASH practices, playing games and participating in sport helps girls develop a greater awareness of their bodies, and as they gain skills and fitness, the environment encourages them to care for themselves and their health.

Girls may have information about SRHR already, along with misinformation, myths, and incorrect facts. They will likely also have many questions. When preparing programme content and selecting a curriculum, consider the importance of the setting for these sessions:

- Will it be comfortable for girls?
- Is there enough trust and openness so girls feel that they can ask questions without being judged or laughed at?
- What age are the girls? Early adolescent girls will be most interested in topics like adolescent growth and development, while older girls may want to focus on topics like sexuality, teenage pregnancy and family planning.
- Is there sufficient training for coaches to feel comfortable implementing an SRHR programme?

It may be beneficial to have additional support for these sessions. If there are health workers available in your context, they could help deliver some more information or be available to the girls for questions and support.

Life skills sport games for activities to address WASH related issues with adolescent girls.



CASE STUDY

Sports Programming for Sexual and Reproductive Health and Rights (SRHR)

Naz Foundation (India) Trust (Naz) – Delhi, India

In India, a lack of education about girls' and women's sexual and reproductive health and rights (SRHR) results in gender inequality, poorer health outcomes, economic disadvantages, and increased gender-based violence. SRHR education through sport and interactive games create a safe, trusting, and fun environment in which to discuss important topics. Naz's Young People's Initiative (YPI) aims to empower adolescent girls and young women to accessing and realizing their rights and become agents of change through netball leagues, tournaments, life-skills education, and mentorship. The opportunity to play a sport and interact with female coaches creates a unique environment in which girls

are invited to express themselves, to ask questions and give their opinions. In this environment, girls can increase their knowledge and confidence in making informed decisions about their sexual and reproductive health and rights. Since the program's inception, Naz has reached more than 115,000 adolescent girls and young women. At the end of the YPI program, 76% girls have reported that they understood how to keep themselves clean and healthy during menstruation and 69% of girls know that during menstruation they can take part in activities including playing sports. Additionally, participants increased their awareness about the prevention of pregnancy, STIs, HIV, and gender-based violence.

GAME – ANNEX 6

- Keeping Healthy
- 28 days
- Keeping Safe
- Risky Penalty Kicks
- Find the Ball
- Ballack Uses a Condom Tag

Resources

- *Women Win, International Guide to Addressing Girls' Sexual and Reproductive Health and Rights through Sport*
- *UNFPA, Adolescent Sexual and Reproductive Health Programs in Humanitarian Settings*
- *Medicus Mundi Switzerland, Transforming Sexual and Reproductive Health and Rights' Practices and Creating Supportive Environments through Play*

03

SPORT AND SGBV

SGBV stands for sexual and gender-based violence and refers to any act perpetrated against a person's will and based on gender norms and unequal power relationships. SGBV primarily affects women and girls because they have less power than men and boys in society.

SGBV encompasses threats of violence and coercion and can be physical, emotional, psychological, or sexual in nature. Denial of resources or access to services is also included within SGBV.

Sport programming in humanitarian settings can be used to address issues of SGBV in adolescent girls. Here we discuss:

- How humanitarian crises increase instances of SGBV in adolescent girls
- How sport programming can help to address SGBV and ensure the health and safety of adolescent girls

Girls and SGBV in humanitarian settings

The World Health Organisation (WHO) has estimated approximately 150 million girls and 73 million boys up to the age of 18 have experienced sexual violence. Adolescent girls are one of the most at-risk groups of SGBV due to their physical development, age and relative vulnerability (UNHCR).

Humanitarian crisis typically leads to the collapse of social structures, exacerbating pre-existing gender inequalities and increasing instances of SGBV for adolescent girls and women. According to a WHO study, 1/5 girls/women experience sexual violence in humanitarian settings.¹⁰

There are three types of SGBV:

- Pre-existing SGBV exists independent of, or prior to emergency or conflict
- Emergency-related SGBV is specific to/resulting from a disaster or conflict
- Humanitarian-related SGBV is caused directly or indirectly by the humanitarian environment

¹⁰ IRC

In humanitarian settings, instances of SGBV typically rise for several reasons:

- Conflict settings lead to sexual violence being used as a weapon, rape as a weapon of war
- Lack of privacy, overcrowding and lack of safe access to basic needs
- Separation from family members, lack of documentation, registration discrimination
- Breakdown of protective social mechanisms and norms regulating behaviour
- Increased vulnerability and dependence, exploitation
- Introduction of new power dynamics, as with humanitarian actors
- During times of forced quarantine due to a health pandemic, girls and women are often forced to stay in a home with their abusers (a relative or guardian in many cases)

When the immediate crisis has been stabilised and during the beginning of rehabilitation, other forms of SGBV occur and/or are reported with increasing frequency. These include harmful traditional practices, such as female genital mutilation/cutting (FGM/C), forced early marriage and honour killings.

How can sport programming address SGBV of adolescent girls?

When girls participate in sport, they challenge the core of SGBV—inequity, patriarchy, and rigid gender roles. Beyond social challenge, sport has practical application in combating gender-based violence. When girls play sport they become physically stronger and healthier. They develop greater ownership and understanding of their bodies. Psychologically, sport can enhance girls' self-esteem and self-efficacy.

Success in sport can translate into confidence and self-belief elsewhere in life, and the physical and emotional strength sport offers can be a positive force in addressing SGBV. On an individual level, sport programming can mitigate the impact of SGBV by helping adolescent girls:

- Regulate emotions and share power, space, and ideas with others
- Express feelings in productive ways
- Cope with emotional trauma and instability
- Have opportunities to play and develop healthy peer relationships after violence and isolation

- Form friendships and intensify peer networks, and engage in more frequent and meaningful contact with peers
- Improve communication, cooperation, and negotiation skills both on and off the playing field
- Obtain a valuable sense of attachment by giving girls “their own space,” both physically and emotionally

It is important to consider these two approaches when designing your programme:

- **Prevention** refers to taking action to stop GBV from first occurring and promoting gender equality (this work is primarily done with boys and the community as a whole and may not be applicable if you are working with girls primarily)
- **Mitigation** refers to reducing the risk of exposure to GBV, ensuring reports of ‘hot spots’ are addressed immediately, and connecting girls to appropriate support services

Resources

- *Women Win, International Guide to Addressing Gender-Based Violence through Sport*
- UNHCR (2003), *Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response*
- *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Education*
- <https://www.unfpa.org/news/10-things-you-should-know-about-women-worlds-humanitarian-crises>

04

SPORT, EDUCATION & ECONOMIC EM- POWERMENT

Education is the process of facilitating learning, acquiring knowledge and skills, understanding social values and beliefs and developing oneself. Education can be seen as a process shaping the knowledge, character and behaviour of individuals.

Economic empowerment (EE) is the ability to make and act on decisions involving control and allocation of financial resources. Promoting adolescent girls' economic empowerment is to advocate for their financial independence.

Sport programming in humanitarian settings can be used to promote education and EE in adolescent girls. Here we discuss:

- How humanitarian crises affect educational and economic opportunities of adolescent girls
- How sport programming can help ensure girls have access to both education and economic opportunities

Girls, education and economic empowerment in humanitarian settings

Accessing education in the context of humanitarian crises is difficult. In the immediate aftermath of a crisis, education is often disrupted and/or not available. When a situation has stabilised, there are often no longer educational opportunities available, or if they are established they are of low quality due to:

- Lack of resources
- Lack of skilled teachers, coaches and facilitators
- Large numbers of children and adolescents in a small setting
- High mobility of children and adolescents and teachers/staff

In many communities, boys' education is often prioritised over girls', and educating girls is a low priority. Girls are typically responsible for tasks within their household, and these responsibilities increase as a result of displacement or conflict. Displacement, as well as the temporary closing of schools due to a health pandemic, increase drop out rates for young people. Girls are less likely to go back once schools reopen. For girls living in refugee camps or who are internally displaced, school closures will be most devastating as they are already at a disadvantage. Refugee girls at secondary level are only half as likely to enroll as their male peers.¹¹

Humanitarian crises can have a profound and long-term negative impact on livelihoods and economic opportunities. People displaced by conflict or disaster are forced to adopt new strategies to provide for themselves and their households. Already vulnerable, new livelihood strategies can increase the risk of violence, abuse and exploitation.

Adolescent girls are particularly vulnerable in these settings. In conflict-affected environments, men are often absent and the gendered division of labour changes. Women's responsibilities are compounded by new or heightened pressure to generate income.

¹¹ <https://en.unesco.org/news/covid-19-school-closures-around-world-will-hit-girls-hardest>



CASE STUDY

Girl-Focused Sport Programming to Combat Gender-Based Violence (GBV)

Reclaim Childhood – Amman, Jordan

Jordan is home to over 700,000 refugees, predominantly from Syria, Iraq, Yemen, Somalia, and Sudan. Limited resources force members of these communities to compete for basic needs such as access to medical care, education, and affordable housing. Amidst these tensions, adolescent girls are one of the most vulnerable populations. In communities of displaced persons and refugees, the lack of girls-focused programming and girls-only spaces is one of the biggest barriers to navigating social isolation. If girls remain isolated from society, they are unable to envision a life different from that which they know, a life in which, in many cases, GBV and discrimination is common and accepted.

Reclaim Childhood operates after-school sports programming and a month-long summer camp for girls ages 6–18, as well as teen leadership programs and coaching clinics for local adult women. By employing the positive impact of sport and play to teach the life lessons uniquely learned through athletics and by providing strong female role models as coaches, RC provides a space for participants to just enjoy childhood, connect girls from many backgrounds, and empower and inspire young women to be active voices of change. After participating in RC's programs, 90% of players view themselves as a leader at practice, 83% of girls saw a positive impact in their mental health after participation in RC, and 100% of girls state that playing sports has positively impacted their lives.



CASE STUDY

Cycling to Combat Gender-Based Violence (GBV)

Niñas sin Miedo – Soacha, Colombia

Colombia is a country with one of the highest numbers of Internally Displaced Persons (IDPs) in the world. Soacha is a municipality in Bogotá that is home to many of these IDPs, as well as displaced persons and immigrants from other countries, such as Venezuela. In many communities with large populations of IDPs and immigrants or refugees, the lack of support services and safe, community spaces for girls is an extreme barrier to combatting GBV and often contributes to an ongoing cycle of accepting violence as normal. When girls have a space in the community to be among other girls without the threat of discrimination and GBV, they can escape the negative impact of social isolation and challenge themselves in ways they were unable to before.

Niñas sin Miedo's programming gives girls in Soacha the opportunity to play sports, participate in empowerment workshops, and learn about sexual and reproductive health and rights. These programs empower local girls to build their confidence and networks of support to help them recover from trauma and envision a future without violence. Niñas sin Miedo reinforces the consistent themes of autonomy, security, empathy, and self-esteem to encourage the girls to have the confidence to act as disrupters to cycles of GBV in their community.

How can sport programming address education and economic empowerment of adolescent girls?

Sport can be a valuable tool to teach transferable skills in humanitarian settings. In absence of education, play-based activities and life skills sessions can help adolescent girls develop the skills necessary to develop and become independent. Sport programming can:

- Enhance capabilities and skills for ensuring means of living by combining sport with leadership, employability or entrepreneurship education (LEEP)
- Accelerate leadership development by providing girls with the opportunity to build self-esteem, courage and self-efficacy
- Challenge gender roles within the community by giving opportunities to girls
- Develop knowledge on budgeting, business and entrepreneurship
- Teach transferable and marketable skills

Life skills sport games for activities to address economic empowerment with adolescent girls.



CASE STUDY

Sport and Life Skills for Girls' and Women's Economic Empowerment (EE)

Vijana Amani Pamoja (VAP) – Nairobi, Kenya

Vijana Amani Pamoja (VAP) launched the Economic Empowerment (EE) project with the aim of reducing the youth unemployment rate in the slums in Nairobi, Kenya, specifically as a result of harmful stigmas associated with girls and young women. In environments where communities lack basic needs around education and healthcare and have harmful gender norms, the lack of programming around girls' economic empowerment is a huge barrier to girls' and women's rights.

VAP's EE project recruits girls from the local community to participate in business startup, marketing,

and job prospecting workshops and competitions as well as micro-financing opportunities. The program includes sessions for intellectually disabled girls and women and also provides child care to increase access for young mothers. Through the EE program, VAP has trained 465 girls in job search and interview skills. Of those participants, 100% reported increased knowledge about potential career pathways and 90% reported increased knowledge on savings and budgeting. Furthermore, over 25% of past EE participants have started their own businesses.

GAME – ANNEX 6

- Zig Zag Savings
- Savings Plan
- Making Money
- Budgeting
- Challenges to Saving

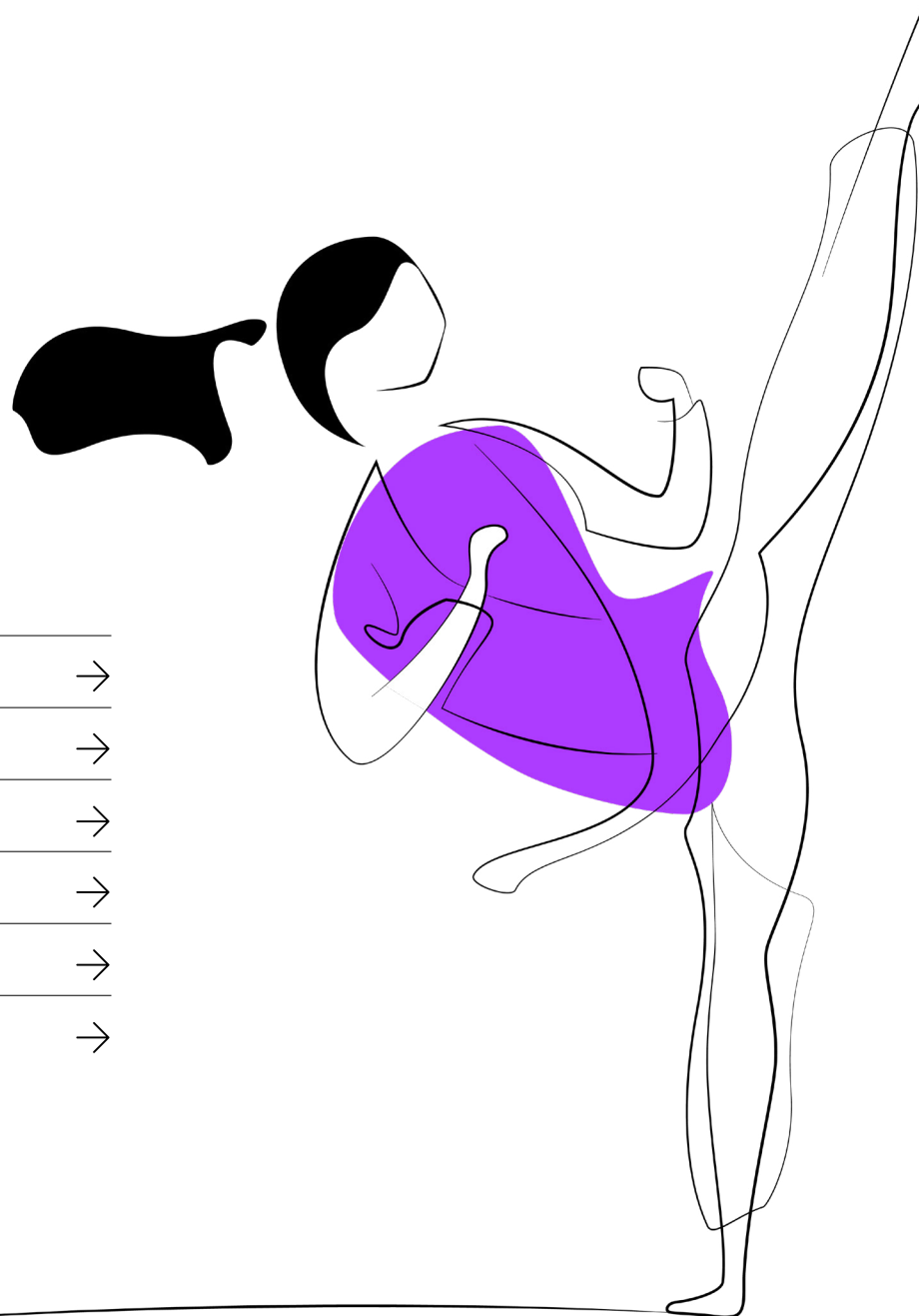
Resources

- *Women Win, Leadership and Economic Empowerment Guide*
- De Vriese, M. (2006), *Refugee livelihoods: A review of the evidence*, UNHCR
- <https://www.womensrefugeecommission.org/research-resources/grf-2019-pledge-rsri/>
- *IRP and UNDP, Guidance Note on Recovery: Livelihoods*, UNDRR

ANNEXES

CHAPTERS

Annex 1 – Explore activities	→
Annex 2 – Design components	→
Annex 3 – Design activities	→
Annex 4 – Programme Design Canvas	→
Annex 5 – Implement activities	→
Annex 6 – Life skills sport games	→



ANNEX 1

EXPLORE ACTIVITIES

Activity 1

Ripple Effect¹²

Goal: To clarify the impact you want your sport programme to have, from the perspectives of different team members

Participants: Project/programme team

Time: 30 minutes for a group of three, add 5 minutes per additional group

Materials: A4 paper or larger, pens. Optional: camera, markers

To consider in humanitarian settings

- Consider changing demographics if you are working in a refugee camp or a community where there is a steady influx and outflow of different groups
- Explore intended and unintended impacts based on your particular context

1. Divide participants into groups of three. Give each group a piece of paper and ask them to write a question they're working through at the top, like 'What effect do we want our sport programme to have?' Then draw a circle in the centre of the page that contains the names of the group members.
2. Ask groups to write around the first circle the effect they'd like to experience themselves. Draw this in a first circle around their names.
3. Write the effects the group would like to have for the girls they plan to work with. Draw this around the group circle. Draw a larger circle around these newly added effects and label it 'Girls.' Continue the exercise for the effects the group wants to have on the community, the camp or other programme context. You can further suggest effects for the area, country and world.
4. Ask groups to post their Ripple Effects on the wall and discuss their similarities and differences. Choose a circle to focus on and the effects you'd like to see. Write these on a clean sheet of paper with timings against effects. Put this sheet on the wall for further discussion.

¹² Source: frogdesign.com/CAT

Activity 2

Coverage Exercise Tool¹³

Goal: For use with existing programmes. To determine who is being reached and if you are achieving programme goals. This tool can be used with current and new participants to help understand their basic characteristics

Participants: Project/programme team

Time: 1 hour to develop, several days to implement, 1 hour to analyse

Materials: A4 paper or larger, pens

To consider in humanitarian settings

- This can be an interesting activity for organisations who already have programming in host communities but are unsure if they are reaching refugee girls.

¹³ Source: Population Council, Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs

1. Pick the critical elements of the girls' profile that you would like to collect. If working exclusively with school-going girls, you might ask "What grade are you in at school?" or "Are you in school?" if working with girls both in-school and out-of-school.

If working with teenage mothers, ask "How many children do you have?"; working with only some mothers, "Do you have children?". If trying to reach a certain geographical range, like four neighbourhoods in an area, ask "Where do you live?". If working with boys and girls, you could note if they are a boy or a girl, and so on.

2. Create a simple questionnaire to capture the critical profile elements you'd like to collect (sample below).
3. Record the results in a chart.
4. Assess what you have learned and make programme changes accordingly.

Note: The coverage tool included here is a tool to analyse a programme. It can also be applied to all youth-serving organisations in a whole community, city or even country. Larger analysis would give an understanding of youth being reached by these organisations, as well as youth that are not. This can be useful to planning at a range of levels, from neighbourhood to nation.

If this was your programme, what would you learn? What questions would this raise for you?

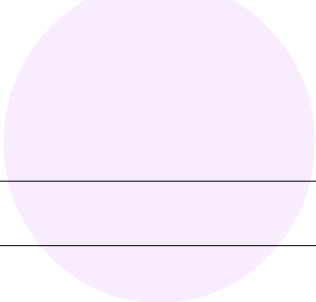
- How can I reach more girls? What changes do I need to make to my programme so girls feel safer?
- Do I want to reach more younger girls or boys?
- Why aren't some girls in certain categories coming to my programme? What can I do to reach out to them?
- How can we better reach adolescent girls in our mandate, especially younger, very vulnerable or out-of-school girls? Does our target need to change?

Sample tools

Sample coverage exercise

Remember, you must choose the profile information that is important for your own program.

	male / female	age	in school / out of school	neighbourhoud	live with one our both your parents
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					



Centre/space Type
(CFS, YFS, Women centre, etc)

Location

Camp or non-camp

Targetgroup (Age/sex)

Target Coverage Area

	Age	School	Community	Marital status	Children/ pregnant	Acces to financial resources?	ive with one or both parents, FHH, husband?	How many people living in household?	How many people working in household?
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									
15									

Activity 3

A Day in the Life

Goal: To understand a day in the life of your target group (common challenges and opportunities) to further inform programme planning and content

Participants: Target group. You can also do this with key people like parents/guardians and community stakeholders or coaches/facilitators, to collate information from different groups.

Time: 1 hour dependent on group size

Materials: Flipchart paper, coloured markers, Post-its

1. Divide participants into groups of three or four. It can help if participants from same communities are grouped together.
2. Give each group a piece of paper and markers, and ask them to draw a day in the life of an adolescent girl (20 min). They should draw a typical day, from when the girl wakes up to when she falls asleep. Describe the target group where necessary and encourage participants to be creative.
3. Ask each group to present their work to the larger group.
4. The presentations could be a good entry point for discussing key theme(s) to link to a sport programme.

To consider in humanitarian settings

- The daily life of adolescent girls in their current living environment may look quite different to their life before displacement/emergency. Be mindful of this and discuss changes; how have their lives changed and how has this affected them?
- What can be done to support girls adapting to these changes and deal with them constructively? This can be a rich topic to explore with stakeholders.
- Be aware the daily life of girls in different humanitarian settings can change constantly and be very unstable.

Activity 4

Peers Observing Peers¹⁴

Learning from the target group can empower them to do research themselves and to share this back with you. Social and gender dynamics, or research on a sensitive topic like sexual health may limit how much people are willing to share, but by engaging your target as research partners and giving them tools to capture their own attitudes, opinions and hopes, you'll learn more than you could on your own.

Goal: To engage target beneficiaries in gathering information complementary to traditional observation and research

Participants: Project/programme team and target group

Time: 2 – 4 hours

Materials: Paper, pens, camera, art supplies

¹⁴ Source: Design Kit

There are a number of ways girls can observe and document their peers and community.

1. Determine how you want to learn—through interviews, photos, collage, card sorts, etc.
2. Discuss the observation and reporting process, and give girls any required materials (cameras, art supplies, notebook and pen).
3. Offer support throughout the observation and reporting process. Ensure girls know all responses are valid, be they honest opinions, hopes or fears.
4. Collect the results and interview girls on their process. Ask what was surprising or inspiring, how opinions might have changed, and what might have been learned about peers.

To consider in humanitarian settings

- Be attentive to security and safety risks when equipping girls for research. Ensure you have the right permissions to work with girls in this way, from caregivers as well as local bodies in charge of security.

Activity 5 **Safety Mapping**

Goal: To identify safe/unsafe areas for girls in the community. This can further inform where sport sessions take place and secure/supervised transportation needs

Participants: Project/programme team, target group, community stakeholders

Time: 1 hour

Materials: Flipchart paper, markers, cards/Post-its, masking tape

To consider in humanitarian settings

- Refer to information about the safety and security situation for adolescent girls from responsible bodies coordinating safety and security in your setting.
- Assess the safety of sport facilities where available. Ask stakeholders including girls and parents/guardians how they perceive safety of the location(s) and travel to/from.

1. Divide girls into groups of four or five. Give each group a sheet of flipchart paper and a marker. Ask them to draw a map of their community, starting with the outline and then filling in major landmarks (15 min). Include schools, churches/mosques, child-friendly spaces, marketplaces, health/other centres, roads.
2. Ask each group to write these landmarks on separate cards/Post-its.
3. Hand another sheet of flipchart paper to each group. Ask them to place landmarks in a diamond or triangle on the paper according to safety for girls, from most to least safe.
4. Have each group present their map and their safety ranking.
5. Get as much relevant information as possible, asking questions such as:
 - What makes this place safe/unsafe?
 - What would make this place safer?
 - Are there certain times when a place is safe and unsafe (in a day, month, year)? When? Why?
6. Compare and discuss different safety rankings for the same places.

Activity 6 Mind Map

This can serve as a general brainstorm for any question or topic you are exploring.

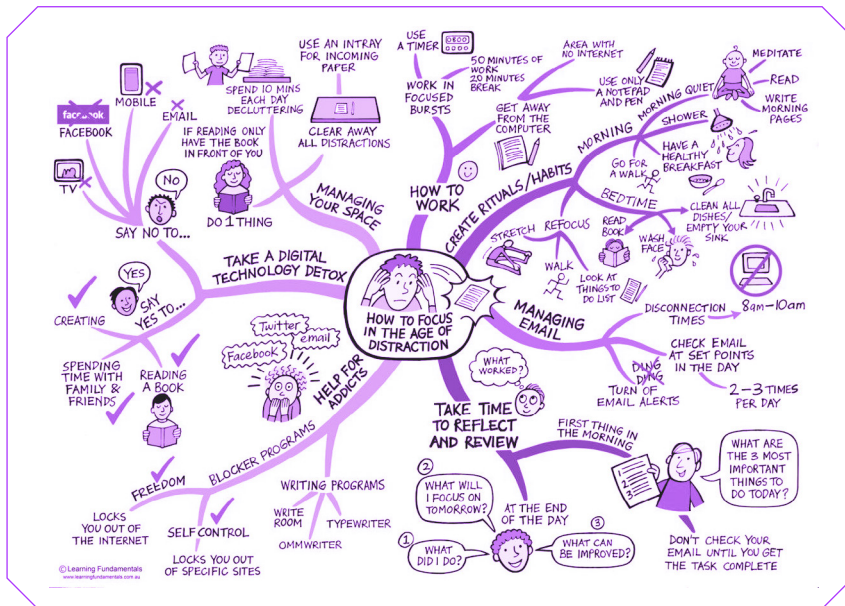
Goal: To visualise everything related to a topic in one space, to identify different themes and connections as well as gaps in knowledge or understanding

Participants: Project/programme team, target group, community stakeholders

Time: 1 – 1.5 hours

Materials: Flipchart paper, coloured markers/ drawing materials

1. Draw a central image on a large landscape page to represent the topic.
2. Draw at least four thick, tree-like branches radiating outwards from the central image using different colours for each. Each branch represents a key theme.
3. Exploring each key theme with a second level of branches. Associate freely, adding to different themes/branches in any order as ideas arise.
4. Continue to brainstorm, adding third and fourth levels of ideas.
5. Make the finished mind map colourful, dimensional and imaginative. The visualisation can help make it memorable.



Activity 7 World Cafe

This can serve as a general brainstorm for any question or topic you are exploring.

Goal: To gather multiple perspectives and viewpoints on a particular topic

Participants: Project/programme team, target group, community stakeholders

Time: 1-1.5 hours

Materials: Flipchart paper, markers

1. Divide participants into groups of four or five at tables/seated together.
2. Pose a question or topic to the whole group and ask them to discuss this (20 min).
3. Ask participants to write and draw key ideas on their flipchart paper and/or on large cards or paper in the centre of the table.
4. After the first round of conversation, ask one person to remain seated as a host for the next round while the others move to a new group.
5. Those moving to a new group can bring key ideas, themes and questions to the next conversation. By moving through several rounds of conversation, ideas, questions, and themes will begin to connect.

Activity 8

Photo journal¹⁵

6. After the second or third round, conversation groups will have shared various insights from their different conversations.
7. For the last round of conversation, people should return to their first group to share their discoveries.
8. You might use the same question/topic for one or more rounds of conversation, or pose different questions/topics at each round to shift focus.
9. After at least three rounds of conversation, ask everyone to share their discoveries and insights in a whole group conversation.

A photo journal is a simple, highly visual way to gain insight into someone's life and empower individuals to tell their own stories. Use this method to go beyond in-person interview to better understand a person's context, the people in their lives, community dynamics, and their experience of a product or service.

Goal: To get a glimpse into how a person lives and empower individuals to tell their own stories

Participants: Target group

Time: 2 – 7 days

Materials: Camera (smartphone, Polaroid, disposable camera)

1. This method can take several days to come to life, so allocate time in advance of a scheduled interview for the journal process. The goal is to capture everyday moments and dynamics.
2. Give each participant a camera as required, as well as a prompt. If you're designing a financial service for example, you might ask them to take photos of the people who influence their financial decisions, or the places they engage with their finances.

3. When they've gathered these photos, they must be developed or shared digitally in advance of the scheduled interview.
4. Review the photos and develop some interview questions based on these.
5. For the interview, ask the person to describe each photo, the context and their meaning. Discuss the 'why' for each photo, ask their feelings, and also explore what was not photographed and why.

To consider in humanitarian settings

- Be attentive to security and safety risks when equipping girls for research. Ensure you have the right permissions to work with girls in this way, from caregivers as well as local bodies in charge of security.
- Prepare girls for safety and security when taking photos, especially where and when it might be appropriate or dangerous.

¹⁵ Source: Design Kit

Activity 9

Group Interview (focus group discussion)

The best interviews and discussions hear everyone, offer diverse opinions and are strategic about who participates. A group of women might offer insight into the role of women in their community for example, whereas a mixed group may not. A focus group is also a great way to learn what is valuable to a community.

Goal: To gather perspectives from a particular group of people on a certain topic. This can help to better understand dynamics between different parts of a group, as well as between different groups

Participants: Community stakeholders

Time: 1.5 – 2 hours

Materials: Paper, flipchart paper, pens, markers, recorder

1. Identify the group you want to interview. Organise the group based on what you hope to learn.
2. Hold the interview on neutral ground like a shared community space that people of all ages, races, and genders can access.
3. Have one person lead the discussion by asking questions, while others take notes and capture what the group is saying.
4. Have a strategy to engage quieter members of the group. This can mean asking them questions directly or finding ways to make more dominant participants share the chance to speak.
5. Have a strategy for more dominant participants. You might give them a note-taking role or ask them to record the discussion, set a time limit for responses, or go around the room with each question so that everyone can respond.

Resources

→ Krueger, R. A. (2002), *Designing and Conducting Focus Group Interviews*

Activity 10

Community Map

A community map is a visual representation of the community (people and physical aspects) that have influence on the target group.

Goal: To understand the community in which your programme operates, and identify important stakeholders and their level of influence on participants

Participants: Project/programme team, target group

Time: 1 – 2 hours

Materials: Paper, flipchart paper, pens, coloured markers

1. Divide participants into groups of three or four.
2. Ask groups to draw their community on a piece of flipchart paper (45 minutes).

Use one colour for physical aspects of the community, including public and private institutions, health care institutions, NGOs, service providers, roads, rivers, markets, libraries, areas of entertainment, sport spaces, public spaces, open fields, conference halls. Use a different colour for people who have influence on the target group, including caregivers, community leaders, religious leaders, shop owners, health care professionals.

Activity 11

Community Assets

If your programme serves multiple communities, assign these to groups according to their knowledge of these.

3. Ask groups to present their maps to the whole group. Compare and discuss similarities and differences (15 min).
4. Place maps up around the room for later reference.

Resources

→ *Women Win, 'Community Engagement', International Guide to Designing Sport Programmes for Adolescent Girls*

A community asset or resource is anything that can be used to improve the quality of community life. These can be people with particular skills or influence, physical structures, businesses and community services.

Goal: To understand what type of community assets exist and how your organisation or programme can leverage these to design and implement a sport programme for adolescent girls

Participants: Project/programme team, target group, community stakeholders

Time: 1 hour

Materials: Flipchart paper, pens, markers, cards/Post-its

1. It is important to have already completed a community mapping activity like Annex 1 Activity 10 'Community Map'. Use this to create categories of stakeholders (caregivers, government officials, religious leaders). Write each category on a piece of flipchart paper and tape these up around the room.

2. Once you have identified the different stakeholders categories, discuss what types of assets each has to offer (skills, capabilities, opportunities, resources).

Encourage the group to consider all types of assets (cultural, relationship, physical). Culture can be a barrier, for example, but some cultural beliefs might also be an asset in promoting girls' rights and participation in sport.

3. Write these assets on separate cards/Post-its and place these on the corresponding stakeholder category. Use Annex 1 Activities 10 and 11 as references.
4. Review each stakeholder category and consolidate any repeated assets. Discuss the final list of assets.
5. Identify the level of influence each stakeholder category has on adolescent girls using a continuum like *little, some, high*.

Resources

→ *Asset-Based Community Development Institute (ABCD)*

Activity 12

Gender Integration Approach Brainstorm¹⁶

See key design principle ‘Be rights-based and gender aware’ for more information on this concept.

Goal: To understand the Gender Integration Continuum as a lens for assessing your programme’s approach

Participants: Project/programme team, target group, community stakeholders

Time: 1 hour

Materials: Paper, flipchart paper, pens, markers, Gender Integration Continuum handout

1. Introduce and explain the Gender Integration Continuum (see handout and talking points). This framework categorises approaches by how they treat gender norms and inequities in the design, implementation, and evaluation of programme/policy.
2. Divide participants into groups of three or four. Ask groups to answer the following questions together, using the handout as a reference.
 - For existing programmes—Where would your programme exist on the continuum? Why?
 - For new programmes—Where would you want your programme to start on this continuum? What would be the overall goal, considering context, timeline and scope?

¹⁶ Adapted from the Interagency Gender Working Group, Gender Integration Continuum

Gender Integration Continuum handout

The Gender Equality Continuum Tool takes users from gender blind to gender aware programmes, towards the goal of equality and better development outcomes. Awareness of the gender context is often a result of a pre-programme/policy gender analysis.

Talking points

→ **Gender aware** contexts allow programme staff to consciously address gender constraints and opportunities, as well as plan gender objectives. The Gender Integration Continuum is a tool for designers and implementers to decide how to integrate gender into their programmes/policies.

Following the 'Do no harm' approach, under no circumstances should programmes take advantage of existing gender inequalities in pursuit of health outcomes.

→ **Gender aware** programmes/policies examine and address the set of economic, social and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male, as well as the dynamics between and among men and women, boys and girls.

→ **Exploitative** gender programmes/policies intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of outcomes, or exacerbates inequalities with its approach. This is harmful and can undermine programme objectives.

→ **Accommodating** gender programmes/policies acknowledge but work around gender differences and inequalities to achieve project objectives. While this approach may result in short term benefits and realisation of outcomes, it does not attempt to reduce gender inequality or address harmful gender systems.

→ **Transformative** gender programming seeks to change gender relations to promote equality and healthy relationships between men and women, boys and girls. This approach attempts to promote gender equality by:

- fostering critical examination of inequalities and gender roles, norms and dynamics,
- recognising and strengthening positive norms that support equality and an enabling environment,
- promoting the relative position of women, girls and marginalised groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

Programme designers will balance the need to provide safe spaces for girls and win community support with the need to challenge gender norms.

→ Most importantly, programme/policy planners and managers should follow two gender integration principles:

- As one of the fundamental principles of development is to "do no harm", under no circumstances should programmes/policies adopt an exploitative approach.
- The overall objective of gender integration is to move toward gender transformative programmes/policies, to gradually challenge existing gender inequity and promote positive changes in gender roles, norms, and power dynamics.

gender integration continuum

**GENDER
BLIND¹**



**GENDER
AWARE**

Exploitative

Accommodating

Transformative

GOAL

→ Reinforces or takes advantage of gender inequalities and stereotypes

→ Works around existing gender differences and inequalities

→ Fosters critical examination of gender norms¹ and dynamics

→ Strengthens or creates systems² that support gender equality

→ Strengthens or creates equitable gender norms and dynamics

→ Changes inequitable gender norms and dynamics

→ **Gender equality and better development outcomes**

Ignores:

- *The set of economic, social, political roles; rights; entitlements; responsibilities; and obligations associated with being female & male*
- *Power dynamics between and among men & women, boys and girls.*

1. Norms encompass attitudes and practices

2. A system consists of a set of interacting structures, practices, and relations

ANNEX 2

DESIGN COMPONENTS

Category 1 The Participants

You may already have some information on your target group from the explore phase or from the predetermined project design. See Phase 1: Explore for guidance to explore and identify target groups. See Phase 3: Implement and learn for guidance on recruitment of adolescent girls.

Questions to consider

- Who will the programme benefit?
- What are their characteristics—age range, marital status, health, education, permission/conditions to participate, daily schedule.
- How many participants do you hope to target (total and per group)?

Challenges and suggested approaches

Challenge

- Limited or missing data on your target group of girls
- Depending on your (specific humanitarian) setting, data on different groups of girls is often scarce, hard to obtain or even completely missing

Rapidly changing data on community demographics

- In an unstable environment, information about groups and number may change daily

Approach

- Check with the local coordinating bodies
- If no information is available, plan extra time to obtain information about different possible target groups. Do your own girl mapping exercise (see Phase 1: Explore)
- Collaborate with partners who might assist

In case of a highly unstable environment for programming, reconsider programme objectives to prioritise flexibility and accessibility where possible:

- Work with non-fixed groups
- Design a 'drop-in' programme
- Design a short programme cycle or one-off 'events' or activities to start

Category 2

Recruitment and Retention of Participants

Questions to consider

- How will you recruit participants?
- What challenges and facilitating factors do you expect?
- What are the risks of dropout, and what might cause this? Can you address this ahead of time?
- Will it be possible for the programme to retain participants over time, considering changing demographics of humanitarian settings?
- What is your ideal group size? Will you work with a closed/fixed or open/flexible group, and what is the minimum/maximum group size?

Recruiting adolescent girls

Some of the most vulnerable girls will be very hard to reach. You may need to convince guardians or partners and often the girl herself that she is welcome to participate.

Each recruitment method will help reach certain (groups of) girls and leave out others. Below is an overview of some main recruitment methods. You will likely use a combination of these or others you design yourself.

Word of mouth

- This is an easy way to reach a connected group of girls at low time/money cost. You will mainly reach girls who are already connected to programme members or staff, rather than those who are socially isolated.

Engage parents/guardians

- Approaching parents/guardians can mean trust and support from the start. You might call a community meeting, or use flyers or door-to-door conversations to reach your target group. A disadvantage is you will only reach girls whose guardians are already supportive of a programme/participation.

Engage community leaders

- Approaching recognised community leaders can mean trust and support from these and the broader community from the start. A disadvantage is risk of bias, as leaders may have their own agenda or interests concerning a programme/participation.

Engage educational structures/ child-friendly spaces

- Recruiting through existing educational/recreational activities starts with contacting

programme leader(s), and can be cost-effective and relatively easy, especially in camp settings/places where girls are more scattered. Be aware that not all girls will access these activities/spaces, so other methods are still required.

Go door-to-door

- Door-to-door recruitment means going to every house/tent/settlement in the target area of your programme and asking if there are adolescent girls suitable for the programme in that household. This can be challenging in certain settings, or simply too time-consuming or dangerous.

- Ensure this is done by local staff from or familiar with the community.

Radio/social media/community mobilisation

- Recruit using radio or social media networks, or community mobilisation techniques such as a vehicle and megaphone/sound systems. Creative mobilisation might include organising a sport demonstration or event to attract young people, and reaching adolescent girls from there (sometimes through siblings).

Retention

Retention can be a challenge in humanitarian settings, particularly if families move out of camps or are relocated. Aim to create a programme that encourages girls to participate as long they are able, to experience greater benefits over time.

Leadership development

- Aim to develop leadership skills, especially for older girls. Create leadership pathways if possible, where girls can grow into mentoring/junior coach/youth leader roles, and pair individual girls with peer mentors to motivate girls to stay in the programme.
- Learn more from *Women Win's Leadership and Economic Empowerment guide*, which outlines ways to design leadership pathways for girls in sport programmes.

Share responsibilities

- Involve girls in practical/organisational aspects of the programme by sharing responsibilities, such as managing sport attire or materials, advertising for a tournament or other responsibilities.

Involve decision makers

- Maintain contact with key decision makers like parents/guardians and local leaders, and keep them motivated to support participation.
- Invite them to activities or create events where girls can share and teach their new skills related to sport.

Celebrate achievements

- Find ways to share both girls' and the programme's achievements and success, to nurture support from the community.

Recognise and reward girls

- Recognition can be a physical award like a certificate or trophy, a privilege or simply verbal recognition in front of the group from a coach or leader.

Connect to community action

- Find ways to connect the programme to positive action or impact in the community, to enthuse key decision makers about the programme and make it easier for girls to participate.

Make it fun and appealing

- A primary motivation to play sport is having fun together with friends, so find ways to keep the programme and activities fresh and appealing to girls

Challenges and suggested approaches

Challenge	Approach
<p>Responsibilities at home</p> <p>→ Girls do not participate/continue participation due to conflict with their home schedule and other responsibilities</p>	<p>→ Get to know and work around girls' schedules. Involving girls in the explore phase will give you a good idea of their restrictions/conflicts.</p> <p>→ Ensure activities are efficient and avoid idle time</p> <p>→ Organise care for younger children at the sport session so girls responsible for siblings/children can join</p>
<p>No permission</p> <p>→ Girls have restrictions to their movement (often connected with safety and security in camps/host communities)</p> <p>→ Girls are not encouraged or allowed to access community spaces</p>	<p>→ Engage families, leaders and the wider community for support from the start. See Phase 1: Explore for activities to identify and engage key decision makers.</p> <p>→ Organise 'walking buses' where staff walk girls to/from the programme space</p> <p>→ Use youth-friendly spaces in camps or communities used by other youth programmes</p>
<p>Menstruation</p> <p>→ Cultural views on menstruation as well as lack of sanitary products are often a source of education, sport and other programme dropout</p>	<p>→ Make sanitary products available throughout the programme and during each session</p> <p>→ Teach girls how to make their own sanitary products and keep those products hygienic and clean. See the <i>Peace Corps Knowledge Hub</i>.</p> <p>→ Communicate with girls and decision makers like parents/guardians to dispel myths and misconceptions on menstruation and playing sport</p> <p>→ If girls don't feel comfortable playing, engage them in another way during the session to ensure continued participation</p>

Challenge

Basic needs are not met

- Adolescent girls must support their families to meet basic survival needs and care for siblings, generate income and support in other ways

The programme lacks capacity to include all interested girls

- Limited budget, space and staffing resource restricts the number of participants

Resources

- *Women Win, International Guide to Designing Sport Programmes for Adolescent Girls*

Approach

- Partner with organisations that meet basic needs to offer participants' families extra food or fulfil other basic needs
- Raise awareness about potential benefits of the programme/participation, such as reduced health care costs
- Can you scale-up? Think of ways to develop and increase the programme's reach. This might take several years but is worth strategising early
- How can you select participants in a transparent, girl-centred way? Target based on greatest need, hold a series of selection workshops or involve community groups in the process, avoiding stigmatisation or social tensions
- Consider rotating different sections of the community each month or each programme cycle
- Provide opportunities for girls not participating to join larger events or tournaments

Category 3

Content and Curriculum

The first step is to decide what topics to address with your programme (health, hygiene during menstruation, gender-based violence, etc.). The second step is to find or develop a curriculum, which will further be used to train coaches/facilitators and uniformly apply the programme to all project groups.

Questions to consider

- Will the programme address particular topics or rights-based issues?
- Will it focus on one or address multiple issues?
- Will the programme use an established curriculum, or will you create a new one? Will this be a sport skill curriculum?
- Have you used this before? What adaptations are needed for the target group(s)?
- Who will deliver the programme and how will they be trained?

There may be existing curricula or sessions available relevant to your topic/s, or you will need to develop/adapt a programme to cater to the specific target group or context. In some cases you may need to combine an existing sport training curriculum (like basketball training, or a series of general sport and play sessions) with an existing thematic curriculum (like a five session 'WASH' programme for adolescent girls).

How do you combine sport and life skills?

There are several approaches to programme design for the continuum of sport, play and life skills. Some programmes have very separate sport and life skills sessions. Others design sport sessions and drills to

incorporate life skills messaging and post-activity discussions.

Consider how sessions might balance sport skill building. If combining sport and mental health for example, you might address stress with physical exercises and conversation on sources of stress, ways to deal with it and some relaxation techniques.

If designing a WASH and sport programme, sport activities can be a good entry point to discussions on hygiene and changes to the body. Design for balance between action and content suited to both the target group and your expertise. See Sport and Key Themes for Girls in Humanitarian Settings for the different thematic approaches you can take with your sport programme.

Challenges and suggested approaches

Challenge

Existing curriculum does not align with humanitarian settings or the target group

Approach

- Contextualising a curriculum is an important part of programme design. Adapt sessions with input from the Explore phase, the target group and/or local expertise.

Category 4

Gender

Questions to consider

- Exploitative: Will the programme reinforce harmful gender norms or roles? Will it privilege boys over girls?
- Accommodating: Will the programme acknowledge but work around gender inequalities?
- Transformative: Will the programme permit critical examination of gender norms? Does it create or strengthen systems that support gender equality? Does it work to change inequitable gender norms in the community in a safe, girl-centred way?

Resources

- *Facilitator Guide: Gender Integration Continuum*: <https://www.igwg.org/training/programmatic-guidance/>

Challenges and suggested approaches

Challenge

Local social norms means playing sport puts girls at risk of violence or threats from the community

Any discussion on gender would be inappropriate in the context of the location and may put girls and the programme at risk

Approach

- Use sport that might seem more “appropriate” for girls according to the community, and slowly work toward other sports
- Find people in the community that can champion the sport or programme and influence others to change their views
- Ease into discussion around gender; you don’t have to critically examine gender norms from day one. Create opportunities for girls to talk and ask questions that can initiate discussions in an unobtrusive way.
- Ensure girls understand obstacles and potential dangers they may encounter exploring and talking about inequitable gender norms in the community

Category 5

Sport Choice

Questions to consider

- What sport is popular and available in your specific context?
- Is it possible to adapt relevant sports to different settings and target groups (low/high intensity, disabilities)?
- What sport are girls interested in? Will there be financial or cultural barriers to using that sport?
- Will your programme use one or more sports?
- Is there existing infrastructure to accommodate your sport programme?

Combining practicalities with sport choice:

- Is it possible to play these sports with available fields/facilities/materials?
- Can girls with disabilities be included? If not, what solutions could be found locally to make this possible?

Resources

- *Women Win, International Guide to Designing Sport Programmes for Girls*

Challenges and suggested approaches

Challenge

No sport equipment available

Known/popular sport is considered 'male activity' or 'unfeminine'

Girls aren't interested in a particular sport when asked

Approach

→ Choose a sport that requires little equipment. Involve the local community in gathering alternatives for required materials (bamboo sticks for volleyball net pools or basketball hoop)

→ Choose a sport that is relatively unknown in the community and frame it as suitable for girls/women

→ Choose low intensity sport /sport activities that can be done indoor, to decrease resistance

→ Offer a variety of sport experiences in the first few weeks of the programme. See what sport or activity girls most enjoy and give them choices on how to continue.

Category 6

Time/Frequency/ Location (including fields and facilities)

An important part of programme design is determining the time of day sessions will take place, as well as their frequency and location.

Questions to consider

- How often should you hold sessions and at what time of day? Does this consider participants' domestic duties, child care, education and other responsibilities?
- Where can girls meet and play? Is this indoors, outdoors or both?
- Is there a safe way for girls to reach the sport venue? Is the space itself safe?

Time and frequency considerations

When planning session time and frequency, it is important to take into account girls' responsibilities at home, school and elsewhere. In humanitarian settings, young women can take on caregiving roles previously filled by their community or relatives. It is also important to consider safety, and whether certain times are safer than others for girls to move in an area.

Location

Humanitarian settings often lack sufficient/suitable spaces for sport and physical activities or games. Local facilities can be damaged or destroyed, and availability of sportswear and equipment similarly limited. Safety and security are also key concerns. In the assessment phase you may have gathered information on available fields, facilities and equipment.

Considerations for choosing a venue:

- Is the size suitable for the (type of) sport and the group size?
- Is it close to where the girls reside (important condition as travel adds risk)?
- Is it possible to get changed (if relevant)?
- Are there toilets and a water source nearby, and are these safe?
- Is the venue indoor or outdoors? Climate is a consideration (heat, rain, flooding), as is permission of girls to be seen (active) outdoors.

Resources

- *Women Win, Girl Safety and Inclusion Self-Assessments*
- *Women Win, International Guide to Designing Sport Programmes for Girls*

Challenges and suggested approaches

Challenge	Approach
Finding a time of day girls feel safe to attend and are not engaged in other family or domestic duties	→ Meet with parents/guardians and girls to determine times that work best
Damaged fields or facilities	→ Work with local camp/coordination/government/organisations to make fields and facilities available → Partner with local education facilities to use their space/equipment where available → Always assess and clear damaged fields prior to use
Fields/facilities available are not safe spaces for adolescent girls	→ Work with local camp/coordination/government/organisations to make these safe/at certain times → Engage local field safety guardians or security guards to ensure no intrusion during sessions → Use covered indoor spaces where available, for security and privacy
Lack of safe storage and equipment maintenance.	→ Engage participants and the community for storage and equipment maintenance. Partner with community centres or other organisations that can also help. → Have a storage and maintenance scheme for equipment and sportswear, and include this in your budget

Category 7

Coaches and Facilitators

Questions to consider

- Who is available to guide/implement the programme? What is their capacity? Are they themselves affected by the emergency?
- How will they be screened and selected? What training and support will be provided?
- Do they understand and endorse the programme's child safeguarding and protection policy?

Resources

- *Women Win, Developing Staff Leadership, International Guide to Designing Sport Programmes for Girls*

Finding female staff to facilitate sport programmes can be especially difficult in humanitarian settings. This is crucial however, as female coaches can mentor, instil a sense of security and belonging, and shape a safe learning environment for girls living in difficult conditions.

In most humanitarian settings there will be a scarcity of women with both the skills to play sport and the competency, confidence and knowledge to coach. Consider these tips to identify, hire and retain female coaches:

- Advertise. Let the community know you are seeking female coaches. Post flyers in community spaces like health centres and food distribution points, and be clear on expectations for qualifications and time commitment.
- Attend local sport venues to meet women who may be interested in coaching, or ask recommendations/referrals from there.
- Train girls within your sport programme, especially if this has been established for some time. Create opportunities for older girls with demonstrated skills and abilities to coach and lead. This is empowering for girls and the programme will benefit from their grounding in expectations and logistics.

- Recruit and train caregivers. They are already invested in the girls' development and may be willing to volunteer their time to see girls benefit further.
- Contact the local sport governing body where available. People in this organisation may be able to refer you to potential coaches.
- Share resources. Partner with other organisations like child-friendly spaces, especially those with expertise in your same thematic area(s). Engage their female coaches and/or role models who may be open to sharing time between different programmes.
- Consider how men can be involved. What are the roles of men in coaching/facilitating your programme? What are their roles in the lives of the girls (fathers, leaders, husbands, teachers)?
- Invest in capacity development. Female coaches are often taken advantage of and asked to volunteer their time because they don't have the same formal qualifications or recognition as men working at the same level. By helping female coaches access training or accreditation, you gain accredited coaches and further empower women.

Challenges and suggested approaches

Challenge	Approach
<p>Language—lack of staff who speak girls' language; different languages spoken by the programme target group.</p> <p>Jargon/aid language can also prevent girls from participating in the programme.</p>	<p>→ Employ local field staff and coaches, preferably from the (displaced) population you are working with, and invest in non-verbal communication skills for mixed language groups. Especially with sport and games, you don't necessarily need to talk to play.</p> <p>→ Avoid jargon. Provide staff and coaches with training in cross-cultural communication and/or use interpreters</p>
Negative attitudes and values of staff or coaches towards adolescent girls	→ Encourage positive attitudes and values among staff and coaches via a rigorous selection and training process
No/limited availability of female coaches	<p>→ Develop girls' leadership and coaching potential within the programme. Work with motivated and committed women from the local community, and invest in their development and training.</p> <p>→ Look at ways to involve men in facilitating the programme, being mindful of their suitability at all times (check safeguarding section)</p>
High mobility of coaches due to the humanitarian setting	<p>→ Invest in the commitment</p> <p>→ Plan for this in your budget</p>
Coaches are affected by the humanitarian setting	→ Invest in and encourage self-care for staff. Check local/international organisations for options. Check the Thematic section on MHPSS for more information and resources.

Category 8

Stakeholder Engagement

Questions to consider

- How have you already engaged different stakeholders?
- How will you engage them in programme design?
- What type of engagement will different stakeholder groups have? What is the goal of engagement?
- Consider parents/guardians, gatekeepers (fathers, brothers), leaders and other significant community members.

Resources

- *Women Win, 'Community Engagement', International Guide to Designing Sport Programmes for Adolescent Girls*

Challenges and suggested approaches

Challenge

Social norms/values mean girls are prevented from participating where parents/guardians or partners fear neighbours' and other disapproval

Concern the organisation is benefiting financially through girls' participation

Desire of parents/guardians or others to participate in sport themselves

Approach

- Assure parents/guardians of girls' physical and emotional safety during the programme
- Educate caregivers and the community about all aspects of the programme and acknowledge their concerns. Share information with caregivers who lack knowledge on life skills or the benefits of sport.
- Be transparent and honest at all times

- Look for ways the whole community can benefit
Provide food at events for example, and source this and other programme supplies locally. Partner with other organisations to supply household items, food or clothing to families in need.

- Invite or support caregivers to attend programme events or establish their own sport programme/team
- Look for ways to support others to play sport, for example by lending sport materials to parents/guardians or groups of boys

Category 9

Safeguarding

Questions to consider

- How are you ensuring girls are protected?
- What policies and processes are in place, if any?
- What type of training exists for ensuring safe-guarding, for staff and coaches as well as girls?
- How is the community engaged around safe-guarding?

Resources

- UNHCR, IOC, and Terre des hommes, *The Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings*
- International Platform on Sport & Development, *Child protection and safeguarding in sport*
- Women Win, 'Safe Spaces', *International Guide to Designing Sport Programmes for Adolescent Girls*

Challenges and suggested approaches

Challenge

Social norms/values mean girls are prevented from participating where parents/guardians or partners fear neighbours' and other disapproval

Approach

- Assure parents/guardians of girls' physical and emotional safety during the programme
- Educate caregivers and the community about all aspects of the programme and acknowledge their concerns. Share information with caregivers who lack knowledge on life skills or the benefits of sport.
- Be transparent and honest at all times

Concern the organisation is benefiting financially through girls' participation

- Look for ways the whole community can benefit. Provide food at events for example, and source this and other programme supplies locally. Partner with other organisations to supply household items, food or clothing to families in need.

Desire of parents/guardians or others to participate in sport themselves

- Invite or support caregivers to attend programme events or establish their own sport programme/team
- Look for ways to support others to play sport, for example by lending sport materials to parents/guardians or groups of boys

Category 10

Mentoring

Questions to consider

- What mentoring or follow-up training is available or should be available for coaches/facilitators?
- Will girls receive mentoring and support? How? How can you equip coaches/facilitators to mentor and support girls?
- How can girls be encouraged to mentor and support peers?

Challenges and suggested approaches

Challenge

Female coaches/facilitators don't have the right knowledge to mentor girls in the programme

Coaches don't feel confident leading sessions, even after (curriculum) training

High turnover of coaches/facilitators due to migration/impermanence of living situation

Approach

→ Equip coaches/facilitators with information on topics addressed in the programme (in addition to the curriculum). They should feel confident answering questions and giving advice.

→ Engage relevant professionals to share insights and answer questions directly with coaches/facilitators

→ Provide coaches/facilitators a time and space to meet together each week to discuss their successes as well as areas to improve. This will also help the programme improve.

→ Document staff meetings and other feedback on these challenges and their solutions to enable learnings

Category 11

Services

Questions to consider

- What services are available for girls in your programme—medical, psychosocial, sexual and reproductive health, youth-friendly, substance abuse, sexual/gender-based violence?
- Are staff and coaches/facilitators trained to handle disclosures and refer appropriate services?

Challenges and suggested approaches

Challenge	Approach
No or few services available for girls	→ Engage non-profits or other organisations/service providers to come into the community at certain times of the month or year to provide basic services to girls
Staff are not trained to handle referrals to appropriate services	<ul style="list-style-type: none">→ Incorporate training on referrals in standard coach/facilitator training for all staff, and provide refreshers on this→ Post the programme referral process in a staff space for continued reference
Girls are afraid to access services because of physical and emotional safety issues	→ Train staff to accompany girls to access certain services, or encourage girls to go in groups with a trusted adult

ANNEX 3

DESIGN ACTIVITIES

Activity 1

Defining the Problem¹⁷

Goal: To define the problem your group wants to tackle and establish key questions to answer along the way

Participants: Project/programme team, community stakeholders

Time: 45 minutes for a group of three, add 5 minutes per additional group

Materials: Note paper, pens. Optional: camera, markers

To consider in humanitarian settings

→ There may be a lot of problems in the community related to obstacles adolescent girls face in that particular humanitarian setting. Think critically about what you aim to achieve, what is doable and the impact you want to see. Think about other programmes for girls in the community and how you might address a gap in programming, or how your programme could leverage or support others.

1. Divide participants into groups of three. Give each group a piece of paper and ask them to write the most important problem their group is trying to solve related to adolescent girls, along with up to three key questions they can answer to address the issue.
2. Give each group 10 minutes to make a skit that illustrates their problem, using any props within the space.
3. Have each group perform their skit. After each, ask the audience to guess the problem. Then ask the performing group to read the problem aloud and post this to the wall.
4. Finally, ask everyone to put a star beside the problem they feel is most important overall. Discuss the problems that receive the most stars, and decide as a group which of these problems and related questions the project will address.

¹⁷ Source: Frog Collective Action playbook

Activity 2

Find the True North¹⁸

Goal: To agree programme goals and timings

Participants: Project/programme team, community stakeholders

Time: 45 minutes for a group of three, add 5 minutes per additional group

Materials: Note paper, pens. Optional: camera, markers

1. Divide participants into groups of three. Ask each group to stand in a circle and take turns standing in the middle of the circle to say out loud what they want the programme to achieve. Record these on a large piece of paper.
2. When everyone has had their turn, ask them to put a star beside their first, second, and third choices for potential programme goals.
3. Look at any statements without stars and discuss why no one chose these. Record any key ideas from the conversation, then cross out these statements. Feel free to combine or edit statements as the group refines ideas.

4. Count the stars beside each statement; the statement with the most stars will be the primary goal, the second the secondary goal, etc. Write the finished goals on a new sheet of paper, then work in groups to decide timings for each.
5. Put finished goals and timings on the wall for further reference.

To consider in humanitarian settings

→ Refine goals to help design and develop a stronger programme.

¹⁸ Source: Frog Collective Action playbook

Activity 3

Safety and Inclusion self-assessments¹⁹

Goal: To self-assess current safety and inclusion standards at the organisation or programme site or determine the best, safest site for programme sessions

Participants: Project/programme team, community stakeholders

Time: 1 hour

Materials: Printed Safety and Inclusion self-assessments

1. Divide participants into pairs or small groups.
2. Print copies of the Safety and Inclusion self-assessments and give one copy to each pair/group (links are below in resources)
3. Give pairs/groups 30 minutes to work through both assessments and complete as many sections as they can.

¹⁹ Source: Women Win

Activity 4

The Walk

4. One person in each pair/group should record the conversation on paper at each section of the assessment, capturing dialogue and key themes.
5. Once finished, have each pair/group share assessment responses or highlights from their discussion.
6. Use the results and data collected to help inform different parts of your programme design.

Resources

- *Women Win, Girls' Sport Safety Self-Assessment*
- *Women Win, Gender Inclusion Assessment*

Goal: To identify or review fields/areas of interest in detail

Participants: Project/programme team, community stakeholders

Time: 1 – 2 hours dependent on scope of the assessment/locations to cover

Materials: Note paper, pens/pencils, mobile phones with camera where available

1. Explain the goal of the activity to participants.
2. As a group, decide what route to take on the walk. Refer to either a map of the community/area you will work in or the group's collective knowledge. Explore relevant topics such as safe and risky places for girls, and suitable places to play sport/games. Decide together what to look for during the walk.

3. For the walk itself, have participants take paper and pens/pencils to note any observations. This might also include taking photos.

4. Debrief after the walk, adding any areas of safety and risk to the map.

Part of the checklist/recommendations for fields and facilities in the Gender Inclusion and Girls Sport Safety Assessment can be used to probe discussion and/or choose the right venue during the walk or during a de-brief at the end of the walk.

Activity 5

Sketching Your Programme

Goal: To co-create the outline/main elements/creative ideas of your (thematic) sport curriculum

Participants: Project/programme team, target group, community stakeholders

Time: 3 – 4 hours

Materials: Flipchart paper, markers, masking tape, key assessment information, key thematic information

To consider in humanitarian settings

Check the walking route beforehand to address safety or security issues and ensure relevant permissions for access in case of a host community or crossing certain boundaries in a camp.

1. To prepare, make programme conditions (goal, target group characteristics, sport choice, thematic choice, field/facilities) visual by writing them on a flipchart paper and placing these around the room.
2. Explain the goal of the activity to the team and introduce them to the basic conditions of the programme. Hand out paper and pens, and give the group time to individually note down initial ideas for activities, approaches, topics and other items to include in the programme.
3. Ask everyone to share their ideas as a group.
4. Agree on a limited number of key programme elements, such as sub-goals, sport ideas, thematic ideas and programme/overall ideas. Write each element on a separate flipchart that you place in different parts of the room.
5. Start together at the sub-goals flipchart and formulate realistic sub-goals. The sub-goals can be more theme-based ('girls understand the importance of their personal hygiene' or 'girls know where to go for STD testing') or more sport/life skills based ('girls can recognise their own physical boundaries'), depending on the programme approach and overall goal.
6. When the overall goal and sub-goals are set, work individually or as pairs to list ideas on each flipchart on how to achieve those goals. These might be ideas for sport activities or approaches, for thematic activities or elements, and overall programme ideas like monitoring activities, ways to open/close the programme and any other creative ideas.
7. Discuss and capture all ideas and thank everyone for their input.
8. Use this as a basis to develop your curriculum. Ask people with specific (thematic/sport) programming expertise for their input.

Activity 6

Storyboarding 101²⁰

Goal: To create a visual story, much like a comic strip, that explains how your project might impact participants and the community over time

Participants: Project/programme team, community stakeholders

Time: 45 minutes for a group of three, add 5 minutes per additional group

Materials: Note paper, pens. Optional: camera, markers

To consider in humanitarian settings

Be mindful of financial and human resources, and what is realistic within the context of the setting.

²⁰ Source: Frog Collective Action playbook

Activity 7

Set the Timeline²¹

Goal: To create a schedule for your team to keep track of what needs to get done and who is responsible

Participants: Project/programme team, community stakeholders

Time: 45 minutes for a group of three, add 5 minutes per additional group

Materials: Note paper, pens. Optional: camera, markers

²¹ Source: Frog Collective Action playbook

Activity 8

Design the Components

Goal: To consider all aspects of a programme and begin making decisions about its parts

Participants: Project/programme team, community stakeholders

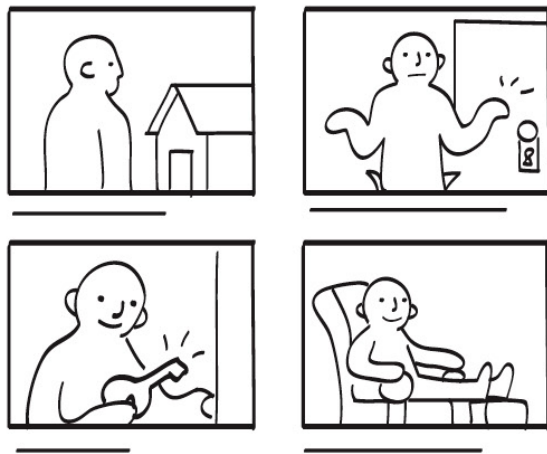
Time: 1 hour

Materials: Note paper, flipchart paper, pens, markers, Annex 4

1. Use Annex 4 to outline and write down decisions made regarding all aspects of the program.
2. Share with key stakeholders.

storyboarding 101

Create a visual story, much like a comic strip, that explains how an idea would impact people in your community over time.



time

45 min. for a group of 5

roles

Participants, 1 facilitator

materials

Printer-size paper (8.5" x 11") or larger, pens
optional: camera, markers, collage materials, e.g. photos, magazines, colored paper, stickers

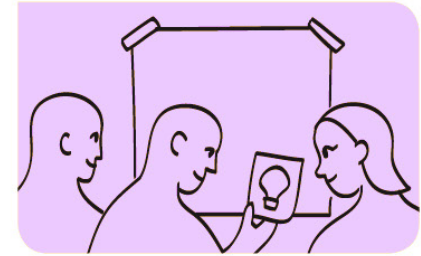
where to next?

Try another Make activity, like 'Write a Blurb,' to shape the story you just drew into clear, crisp statements you can share.

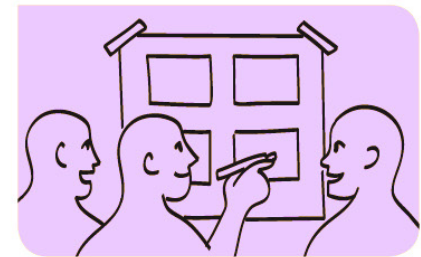
Write a
Blurb

fold along line

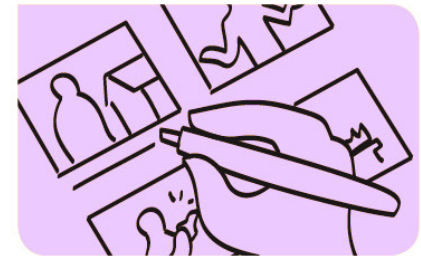
- 1 Divide your group into teams of one to three people. Ask each group to select an idea from a previous activity to storyboard. They should discuss how to tell this idea in a story to another person:
 - Who are the main characters?
 - What specific challenge is being solved?
 - What steps do they go through?



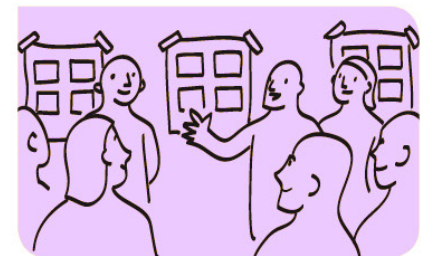
- 2 Post a large piece of paper for each team. Have each group draw four storyboard frames (squares) on the paper. They should write a few words below each frame to describe what should happen in the scene they are about to draw or collage from images in magazines. Follow the outline included in Step 3.



- 3 Have the team illustrate each frame:
 - First frame: Introduce the characters
 - Second frame: Create a scene that shows the problem where it happens
 - Third frame: Show a close-up of one of the characters using your idea
 - Final frame: What happens after the character uses it?



- 4 Have each group share their storyboards and pin them up on the wall. Have a discussion about what works about each storyboard and what potentially is missing that could be expressed in a different way.

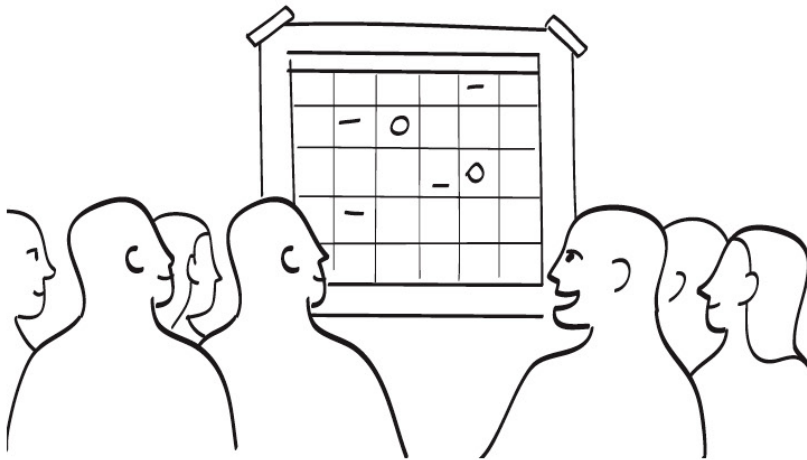


When you're done in this activity area:
Try moving to the Plan for Action activity area to plan how and when you could realize your idea for the community.

Don't forget to fill out a Learning Card when you transition to another activity area.

set the timeline

Create a schedule for your team to keep track of what needs to get done—and what you've accomplished.



time

45 min. at a minimum

roles

Participants, 1 facilitator,
multiple recorders

materials

Printer paper, large sheet of
paper, markers, pens

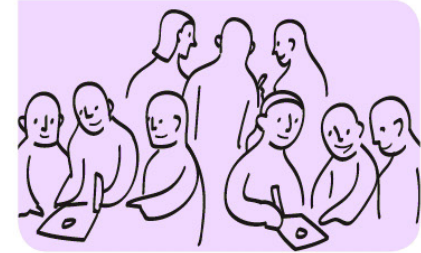
where to next?

Try another Plan activity like 'Keeping the Momentum' to help your team track their progress.

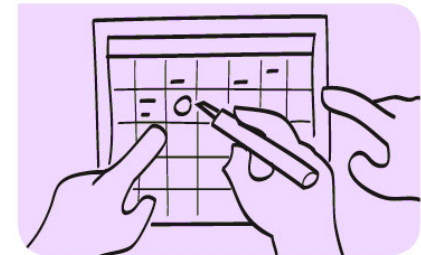
Keeping the
Momentum

fold along line

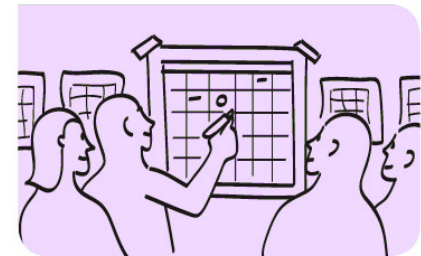
- 1 When your group gets together, discuss how quickly your team wants to accomplish their goal. Then, have your group split into committees. They can be the same committees as the ones created for the activity 'Divide and Conquer.' If you don't have enough people for committees, each person can do this individually.



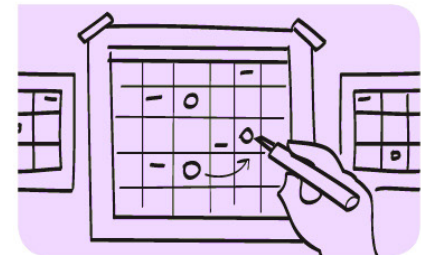
- 2 In your committees, write down on a sheet of paper the final milestones you need to accomplish to achieve your group's goal. Sketch out a calendar of days between today and the final milestone date. Looking at your final milestones, write out the interim milestones you'll need to achieve to get to that final milestone.



- 3 Get back together with your full group. Have one person create or use a large calendar to consolidate all of the dates from all of your committees. Ask each committee to share their milestones with the group, and have one person write down the major and interim milestones on your shared calendar.



- 4 As a group, discuss if there are conflicts or issues due to the placement of milestone dates. Adjust the milestone dates if there are dependencies that you see on what action items your group members are taking on.



When you're done in this activity area:

Try moving to Seek New Understanding activities to determine who to talk to next, or Imagine More Ideas to come up with more solutions.

Don't forget to fill out a Learning Card when you transition to another activity area.

ANNEX 4

PROGRAMME DESIGN CANVAS

Key Resources	Key Activities	Goal / Objective	Target Group
Partners + Stakeholders			Impact
Cost Structure	Revenue Streams		

ANNEX 5

IMPLEMENT ACTIVITIES

Activity 1

Monitoring and Evaluation Worksheet²²

Goal: To decide what you want to measure and how you will measure this

Participants: Project/programme team, programme participants

Time: 1 day, dependent on the number of interviews

Materials: Worksheets

When planning your programme evaluation, first decide what you want to measure. Distinguishing the overall goal and vision for participants from the steps to achieving these will simplify your evaluation and help gain meaningful information.

²² Source: Population Council

Monitoring and evaluation Worksheet

As you think about the kind of evaluation that you are planning, one of the first steps is to decide what you want to measure. Being able to differentiate between the overall goal and vision that you have for the girls in your program, and the steps along the way that will let you know that they are on the path to reaching that goal, will simplify your evaluation work and allow you to get meaningful information.

First: What is the overall goal and vision of your organization? What is the big, long-term goal that you have for the girls in your program?

Second: What are the assets that you are trying to build within the girls themselves?

Third: What questions will you ask in order to measure each asset?

Asset/indicator	Question

Fourth: Think about what tools you will use to gather the information about each of these changes that you would like to measure. Will you use a short survey and include several questions? Will you have some focus groups? Use the next chart to think through the different tools:

Tool	Asset/indicator to be measured	Question to be asked
E.g., Quantitative Survey	Has savings	Do you have money put aside or in your savings?
E.g., Focus Group Discussion	Understands the importance of saving	What are some of the reasons that girls like yourselves save or put money aside for future use?

Fifth: Now you can assign responsibilities and timelines for getting these evaluation activities in place. It is also important to think about:

- how much money this will cost and if it is in your budget
- do you have the in-house skills to complete these tasks or will you need to engage someone external (and the cost implications of that)

Task	Who will be responsible?	External expertise necessary?	How much money will it cost?	How much staff time will it take?	By what date?
Finalize list of assets/indicators					
Finalize list of questions					
Develop evaluation tools (surveys, interview guides, etc)					
Organize the data collection*					
Collect the data* (doing the actual interviewing)					
Analyze the data					
Compile reports					

*** Note:** Data collection might take place at several points during the program cycle.

Use the information in this chart to assess what can be done internally and what requires external assistance.

Calculate the total budget costs and assess how you will allocate funds and staff time. Finally, you can use all of this information to integrate the evaluation activities into your overall program work plan/timeline.

Sample protective asset outcome indicators for adolescent girls and young women in high HIV contexts

The sample outcome indicators in this list have been used to track the progress of the programs that aim to build girls' and young women's protective assets. According to Population Council research, these indicators can be useful in evaluating programs to reduce HIV risk among excluded young female populations.

This worksheet is from the Population Council's *Building Girls' Protective Assets: A Collection of Tools for Program Design*.

To consider in humanitarian settings

- When exploring different measurement and evaluation tools, keep in mind the capacity of staff and available resources. Some tools may be more or less effective depending on your setting (camp or host community, population influx/outflow, etc.).

Social support

Percent of girls and young women who:

- Meet regularly in a safe place with girls and young women like them.
- Have at least one trusted female friend they can confide in.
- Know a woman in their community, other than a mother or guardian, who they can turn to if they have a serious problem.

Personal safety

Percent of girls and young women who:

- Have a safe place to stay overnight in an emergency.
- Can identify five risky situations for girls and young women like them.
- Have a specific plan to manage risky situations.
- Can identify three places in their community where bad things might happen to them.

Financial readiness

Percent of girls and young women who:

- Have money saved.

Of those with money saved, percent:

- Whose savings are safe and under their own control.
- Who plan how to use or save the money they have.

Percent of young women who:

- Have engaged in paid work over the last 12 months (only for older adolescents and young women).

Self-efficacy

Of sexually active girls and young women, percent who:

- Are confident that they can use a condom with all sex partners.
- Are confident that they can resist pressure to have sex.

Percent of girls and young women who:

- Believe that they can access health services when they need them.
- Are confident that they could get an HIV test.

Activity 2

Most Significant Change (MSC)²³

MSC stories describe the change that has occurred, how and why it happened, and reasons the change was important. Download Women Win's *Most Significant Change guide*.

Goal: To assess programme impact by identifying the most important stories of change from the perspective of participants and stakeholders

Participants: Programme participants, community stakeholders

Time: Half a day

Materials: Paper, pens, Most Significant Change guide

To consider in humanitarian settings

- When asking questions or providing space for personal reflection, consider that girls and young women may have experienced trauma and that this exercise could retraumatise them. Work with a counselor to prepare questions and reflective activities carefully, and ensure participants have relevant support both during and after this activity.

Activity 3

Digital Storytelling²⁴

Goal: To use storytelling and technology to gather qualitative insights into a programme's impact on participants

Participants: Programme participants

Time: 2-4 days dependent on workshop

Materials: Paper, pens, Digital Storytelling Toolkit

Download Women Win's *Digital Storytelling Toolkit*.

To consider in humanitarian settings

- The Digital Storytelling experience provides a platform for participants to tell stories about the impact of sport and the programme. Stories may be highly emotional depending on the background and experience of participants. Ensure participants have relevant support both during and after this activity.

^{23 & 24.} Source: Women Win

Activity 4

Participants Interview the Community²⁵

Goal: To identify the community's (parents/guardians, elders) change in perception of participants as a result of the programme using participants as interviewers

Participants: Programme participants, community stakeholders

Time: 1 day dependent on number of interviews

Materials: Note paper and pens, or voice recorder/mobile phone equipped to record where available

To consider in humanitarian settings

- Be attentive to security and safety risks when equipping girls for research. Approve the list of community members who will be interviewed and ensure you have the right permissions to work with girls in this way, from caregivers as well as local bodies in charge of security. Send girls in pairs or small groups to conduct interviews and adjust approach according to your context and the community culture.

^{25.} Source: Design Kit

Activity 5

Developing an Intake Register²⁶

1. No more than three research team members should attend any single interview so as to not overwhelm the participant or crowd the location. Each team member should have a clear role (i.e. interviewer, note-taker, photographer).
2. Come prepared with a set of questions you'd like to ask. Start by asking broad questions about the person's life, values, and habits, before asking more specific questions that relate directly to your challenge.
3. Make sure to write down exactly what the person says, not what you think they might mean. This process is all about hearing exactly what people are saying. If you're relying on a translator, make sure he or she understands that you want direct quotes, not the gist of what the interviewee says.
4. What the person says is only one data point. Be sure to observe your interviewee's body language and the context in which you're talking.

Goal: To identify important information about programme participants and develop and implement a register for this

Participants: Project/programme team, programme participants

Time: 1 hour

Materials: Intake Register worksheet, pens

To consider in humanitarian settings

→ If the community is comprised of a variety of ethnicities, cultural groups, etc., be careful how this data is recorded and shared as it may create tensions or conflict. Be transparent about what information you are collecting to avoid conflict or misunderstanding, especially where communities may already feel a loss of privacy/control.

1. Ask everyone to write down the type of information they think will be important to capture about girls joining the programme, and why.
2. Divide participants into pairs or groups of three and ask everyone to share their responses as a pair/group. They should then collate their responses to create a single list.
3. Have each pair/group share their list. As a whole group, create one final list based on these.
4. Discuss each suggested type of information and ensure there is a strong justification for asking this, removing information types that are not relevant/efficient.

This worksheet is from the Population Council's *Building Girls' Protective Assets: A Collection of Tools for Program Design*.

²⁶ Source: Population Council, Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs

	Participant name	Age	Village	School status	Class/Form	Lives with	Has child	Married	How did you hear about us?
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Activity 6

Feedback Tool

Use this tool as a basis to get feedback from girls in a group discussion. Accessible to girls who do not read and write.

Goal: Gather participant feedback on one or more activities or sessions

Participants: Programme participants

Time: 5 minutes and up to 1.5 hours, dependent on feedback theme (activity, session or entire programme)

Materials: Flipchart paper, markers

1. Put a selection of smiley faces on a flipchart paper and ask the girls which face represents how they felt about a session/activities/different sessions in the programme.
2. Based on their feedback, pose further questions:
 - What did you like most?
 - What did you like least?
 - What would you like to change next time?
 - Are there any activities you would like to do again?

ANNEX 6

LIFE SKILLS

SPORT GAMES

WASH game

Hygiene Tag²⁷

The objective of this game is to explore how bacteria and germs spread, how girls can either prevent or decrease the spread of bacteria or what they can do after getting sick. Explain to girls they will be playing a game that will help them understand the importance of hygiene.

Goal: To understand how disease spreads and why washing your hands and going to the doctor is important to prevent the spread of disease

Materials: Cones or markers to create boundary square, one ball per square

Space: Open field

Time: 45 minutes

Field set-up

Create a large square grid using cones to mark the playing boundaries. The grid should be large enough for participants to run freely, roughly 15m x 15m.

Rules of the game

1. Ask participants how they think disease and sickness spreads, and if they know ways to prevent these. Give them the opportunity to answer and then explain that they will learn more about this after the game.
2. Explain they will be playing a game of tag. There will be two taggers who will run around the square trying to tag the others.
3. Everyone else must avoid being tagged, while staying inside the square boundary. If someone is tagged, they become 'sick' and must stand still with their feet apart.
4. There will be one 'doctor' who can help the 'sick' by crawling between their legs. The person is then no longer sick and can continue playing the game.
5. Explain that there will also be one ball. The ball can be thrown to any participant that is about to be tagged. If you are holding the ball, it gives you immunity from being tagged; if tagged you, you do not become 'sick' and do not have to stand still.

Round 1

6. Play the first round with no doctor and no ball, just two taggers and the rest of the participants trying to avoid being tagged.

Round 2

7. After a minute or so, introduce one doctor.

Round 3

8. After another minute or so, hand one ball to a free participant.
9. Play for about 5 – 8 minutes and then switch the taggers and doctor, giving other participants a chance to play those roles. Play around with the size of the square, making it smaller or larger to increase or decrease the difficulty of the game.

²⁷ Source: Women Win

Discussion

- Did everyone like the game? Was it difficult to not get tagged?
- What gave you immunity from becoming 'sick'? What in our real lives can help us to not get sick?
 - Washing our hands with soap and water frequently, especially before eating.
- What if we did get tagged, was there someone to help us? Can doctors help us in our real lives if we get sick, especially if it is something serious?
- If you are playing this game in a small space, what happens? If you have a large space to play in, what happens? Does this relate to what happens when living in a small, crowded space and how fast disease spreads?

WASH game Missing Toilets²⁸

This is a fun warm-up game that reminds players about the importance of using toilets.

Goal: To understand the importance of using toilets

Materials: 20 'toilets' drawn on sheets of paper

Space: Open field

Time: 20 minutes

Field set-up

Use an open field or sport court. Place toilet sheets (enough for 1 per player) on 2/3 of the court.

Rules of the game

1. The coach yells out a type of footwork pattern (jog, sprint, sidestep, backwards) and the players do this moving around the toilets.
2. The coach removes one of the toilets.
3. When the coach blows the whistle, all the players have to sit/squat on a toilet.
4. The player left without a toilet is eliminated and has to move into the remaining 1/3 space of the field.

5. The coach removes one toilet and starts again with another footwork pattern.
6. Players who get eliminated also do the footwork pattern in the remaining space of the field.
7. Keep playing until one player is left with a toilet.

Tip when there are more players in the remaining 1/3 (without toilets) than in the 2/3 with toilets, move all the toilets into the 1/3, making 2/3 available for eliminated players to continue their footwork.

Discussion

- In the game, why did players get eliminated?
 - Because they did not use the toilet.
- Why is it important to use toilets?
 - Health, cleanliness, safety.
- Why shouldn't we practice open defecation?
 - Spread of germs, sickness, pollutes the environment.
- What can we do to make sure that everyone in our community can use toilets when they need to?
 - Keep toilets clean, do not vandalise toilets, tell someone if a toilet is broken

²⁸ Adapted from WaterAID's Hamamas lo Pilai handbook

WASH game

Keeping Healthy (Menstruation)²⁹

This is a game to help players learn more about menstruation and hygiene. Menstruation is the female body's natural cycle, and there are certain things girls and women can do to keep themselves clean and healthy while menstruating. These topics can be sensitive or uncomfortable, but this knowledge helps us to better respect ourselves and others in the community.

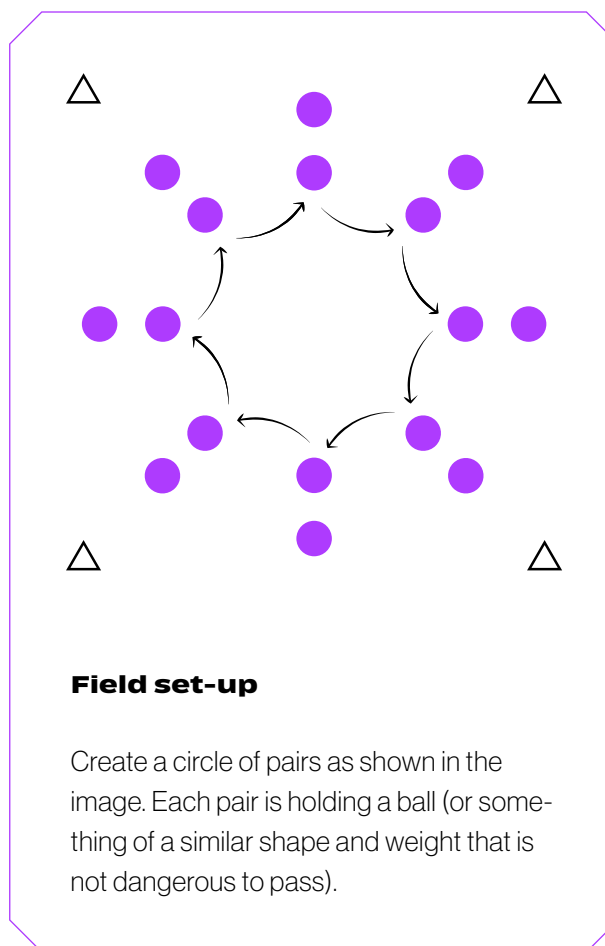
Goal: To learn more about menstruation and good hygiene practices

Materials: Cones and balls

Space: Open field of 15m x 15m

Time: 45 minutes

²⁹ Source: Women Win



Rules of the game

Round 1

1. Divide participants into pairs, with each pair standing together in the circle holding a ball (or something of a similar shape and weight that is not dangerous to pass).
2. On the coach's whistle, all of the ball carriers (the front player in each pair) will pop pass their ball to the left and immediately after passing, be prepared to receive the pop pass from the player to their right. The pop passing should be simultaneous across all of the ball carriers.
3. At the same time, the player in the pair without the ball will start a plank.
4. After the ball carriers pop pass 2 times to the left, they should then pass 2 times to the right. As soon as their passing group completes 2 passes to the left and 2 passes to the right without dropping any balls, the pairs' roles change (with the ball-carriers moving to the plank position);
5. The coach only blows the whistle 1 time at the beginning of the activity when the passing starts and when the partners start their exercise. If the passing group drops the ball, they should start over from 0 and they can start on the call of anyone in the group;

6. Play until each group has completed 2 passes to the left and 2 passes to the right.

Short discussion

- Was it difficult to time your passes properly?
- What helped you to achieve the goal of passing twice to the left and then back twice to the right?

Round 2

1. Repeat for round 2 but this time the coach should call out a number and direction, for example '3 passes left'. This time the partner on the outside of the circle should do squats.
2. The coach should call 3 or 4 calls to the passing group and then switch the pairs. After switching pairs, stop the activity.

Discussion

- Was it easier or more challenging in the second round?
- How could you maintain your focus?
- In the game, when we were passing, we were finding a rhythm or pattern with our passing. Menstruation is a natural cycle. Does anyone remember how many days are in the menstrual cycle?
- During the 2-8 day menstrual period, how can girls/women practice good hygiene?
 - Wash vaginal areas regularly, change sanitary pads or cloths regularly, dispose of used sanitary pads/cloths properly
- How can someone use sanitary pads or cloths in a hygienic way?
 - Girls/women often use sanitary pads or a clean cloth for their menstrual fluid, which should be changed every 8 hours (more often if bleeding heavily).
 - Cloths and sanitary pads should be kept in a clean area free from bacteria and dirt.

WASH game 28 Days

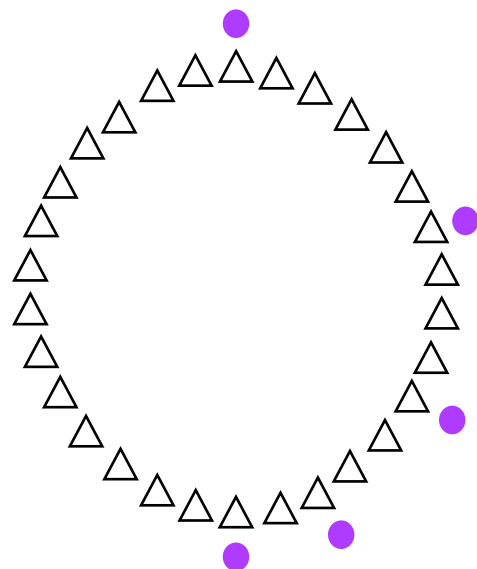
The objective of this game is to expose participants to the stages of menstruation. Explain they will be getting into teams and playing a quiz game related to menstruation. Ask the following questions to gauge knowledge: What happens during menstruation? Did anyone notice what is written on the cones/field markers? What do those numbers represent?

Goal: To understand the menstruation cycle and gain accurate information to dispel common myths and misperceptions

Materials: Quiz sheet, 30 cones/markers numbered 1-30 in black whiteboard marker. Alternative: 30 rocks or small objects with numbered cards taped to each, or cards taped on sticks and pushed into soft ground

Space: Open field

Time: 45 minutes



Field set-up

Set up a large circle of 30 cones numbered 1-30.

Rules of the game

1. Divide participants into five teams of 4-5 and assign each a stage of the menstrual cycle as above. Ask each team to sit in front of the cone that is the first number in their particular stage (for example, Stage 1 should sit on the outside of the circle in front of cone number 1).
2. Hand each team the relevant card for their stage. Ask each team what they think happens at that stage and have them read their card, or explain in their own words if they think they know. As the facilitator, explain any difficult words or concepts providing definitions and more information.
3. Once all teams have their turn, explain you will be asking questions about menstruation for them to answer in their teams. As soon as they have the answer, each team must send one member to run around the circle and back to their team to sit down. Once seated again, they can answer the question. The first person to reach their team should answer first; if the answer is incorrect, the next team can try. You can also ask follow-up questions to increase the level of difficulty.
4. After each question and answer, clarify the correct answer to the whole group and discuss any myths or misconceptions that arise. It is important to address these. If you can't answer a certain question or want more information to respond, explain that you are unsure and will get back to the girls with the answer later. Be sure to follow-up with all participants once you have the correct answer.

Stage 1:	Day 1-7
Stage 2:	Day 7-11
Stage 3:	Day 11-13
Stage 4:	Day 14-16
Stage 5:	Day 16-28

Stages of the menstrual cycle

Day 1-7

- Day 1 is the first day you start to bleed. The menstrual cycle is counted from this day.
- A period can last from 4-6 days but is different for each girl.

Day 7-11

- During this stage, the lining of the womb (or the uterus) starts to thicken
- It is preparing for the release of the egg

Day 11-13

- Your hormones come in and start trying to help release the most fertile egg

Day 14-16

- The egg is released

Day 16-28

- The egg travels down the fallopian tube. This is where the egg might come in contact with sperm during sex.
- If the egg is not fertilised in the fallopian tube (by coming in contact with sperm), in a day or two, it will reach the uterus and break apart
- The lining of the uterus also breaks down when the egg is not fertilised and doesn't need to grow
- The body then sheds the egg and lining of the uterus, and the period starts again (the egg and uterus lining coming out of your body)

Alternative rules

1. Instead of reading the quiz questions and letting teams send a runner right away, explain you will read the question and give 10 – 15 seconds to think of the answer, then blow your whistle to signal runners to start running around the circle. This creates a more fair competition where some players have more knowledge about menstruation than others.
2. Instead of running around the circle, vary the type of activity for each question (hopping, skipping, running backwards, dribbling a football or basketball, etc.).

Menstruation quiz

01

True or false—once a girl has had her first period, she can become pregnant.

True. When a girl begins to menstruate it means she can become pregnant. It does not mean that her physical and mental conditions are ready for the birth of a child. Further, because a woman's ovaries release an egg before the onset of her period, it is possible to become pregnant even before her first period begins.

02

True or false it is unhealthy for a girl to bathe or swim during her period?

False. There is no reason a girl or woman should not participate in a specific activity because of her period, unless she is experiencing cramps or other discomfort. Hygiene is key.

03

Can a girl talk and interact with boys after her period starts?

Yes. She can talk and interact with boys at any time.

04

True or false menstruation is unclean.

False. Menstruation is related to the cycle of life. The uterus prepares itself for growth of a foetus, if and when conception occurs. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

05

Is menstrual blood impure? Are you impure while menstruating?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of a foetus, if and when conception occurs. When this does

06

Does menstruation mean that you are hurt inside?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of a foetus, if and when conception occurs. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

07

True or false a girl can get pregnant if she has sex while she has her period.

True. Sometimes the other ovary releases an egg mid-cycle, so it is possible for an egg to be fertilised even during menstruation, but it is very rare.

08

Is menstruation a means of punishment for being a girl?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of a foetus, if and when conception occurs. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

09

True or false menstrual fluid contains only blood.

False. The menstrual fluid contains cervical mucus, vaginal secretions, mucus and cells, endometrial particles as well as blood.

10

What is the average length of a period?

Most periods last two to eight days, with four to six days being the average.

11

What is the name for the time in the menstrual cycle when the egg is released?

Ovulation. During ovulation the follicle and the ovarian surface opens over the egg, allowing it to be released into the uterus.

12

What physical and emotional changes can you feel when menstruating?

You can experience various physical and emotional changes, including headaches, stomach cramps, bloating, moodiness, lower back pain, sore breasts.

13

Is it okay to wear tampons or sanitary pads for a long time?

No. Wearing tampons or sanitary pads for too long can be dangerous to your body. Tampons should be changed every 4 – 6 hours. Longer use can cause Toxic Shock Syndrome (TSS), a bacterial infection that can lead to serious health problems and even death. Reusing pads or wearing pads for too long is also unhealthy. When a pad is full it ceases to absorb menstrual fluid, and can cause bacterial infections, rashes and other serious health problems.

14

Which of the following can cause your period to be late—pregnancy, changes in diet, travel, stress, excessive exercise?

All of these can cause your period to be late.

SRHR game

Keeping Safe (Contraception)³⁰

This is a rugby-inspired game to help players understand how use of contraception can prevent pregnancy and STIs.

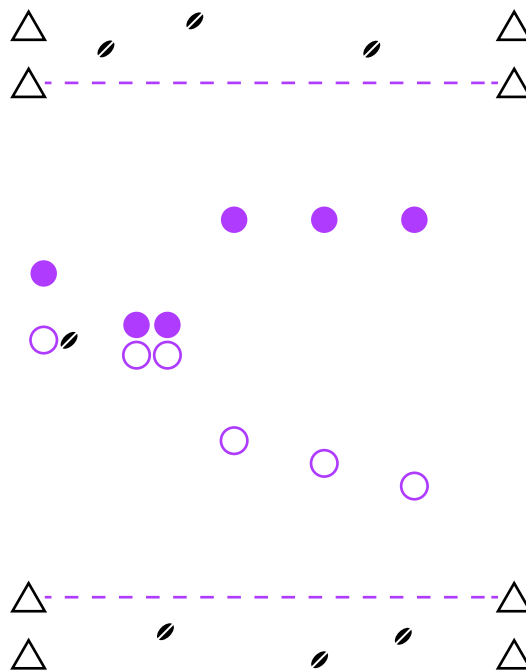
Goal: To learn about sexually transmitted infections (STIs) and how contraception can prevent pregnancy and STIs

Materials: (Rugby) ball, tags or bibs, cones

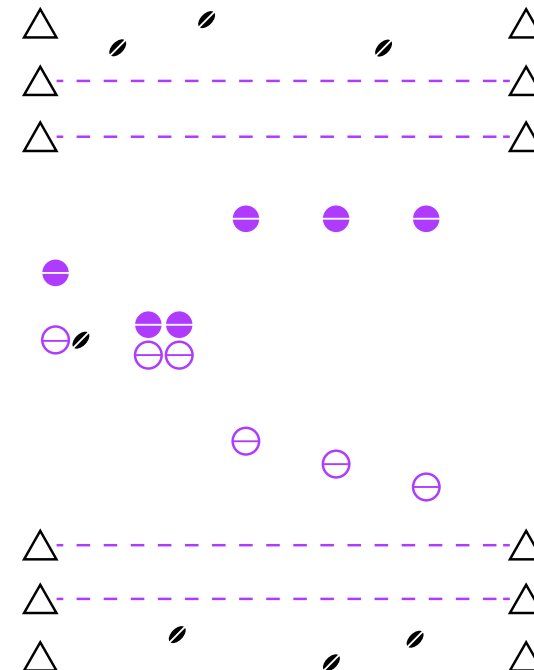
Space: Open field

Time: 1 hour

1



2



Field set-up

Outdoor space of ideally 20m x 30m. The two teams line up facing each other. Behind each team is a goal where the opposite team will score. See the images for the set-up.

³⁰ Adapted from ChildFund's Pass it Back curriculum

Rules of the game

Round 1

1. Divide the group into two teams. In the first round players do not wear tags. Each team has three balls in their try area. The play starts from a line out.
2. Once the line out is played, the winning team must try to pass the ball into the opposition's try area. The ball carrier cannot run with the ball but can pass in any direction. Only support players are allowed to run.
3. After the line out, players from both sides can also run to retrieve balls from their try area. They can then pass in any direction to deliver the ball to the opposition's try area. The person holding the ball thrown in from the line out (or any stolen ball) cannot run with the ball in hand.
4. The aim is to have as many balls as possible in the opposition's try area after 3 minutes. In the first round, players can only focus on attacking and are not allowed to defend.

Short discussion

- Was your team successful at getting the balls into the opposition's try area?
- What would help your team stop the opposition putting balls in your try area?

Round 2 and 3

5. All players should now wear tags. Each team can now also defend by tagging players (removing the tags) who are within five metres (inside the red cones) of their attacking try area. The same rules apply.
6. Once a player has their tag or bib removed, they must take their tag back and run into their own try area and do five jumping squats before they can enter the game again. The ball-carrier or any player outside of the red zone cannot be tagged. Play two rounds, giving players a chance to stop and adjust their strategy.

Discussion

- What was your team's strategy in round 2 and round 3?
- What was the difference between round 1 and rounds 2 and 3?
- In rugby, how can we protect our try area and stop the other team from scoring?
- If a couple chooses to have sex, is there anything they can do to protect themselves from contracting STIs or to prevent pregnancy? Is there anything they can do to stop sperm from connecting with an egg?

- What are different methods of contraception?
 - Male and female condoms, birth control pills, injections, IUD
- How do you know if you have an STI?
- How can you avoid catching STIs?
 - Male condoms, not having sexual contact
- Which methods of contraception are available in our community?
- What are some reasons a couple might not use methods of contraception?
- What can we do to make sure we stay healthy and use contraception in the right way?
- What are the biggest barriers to girls/women using contraception?
- Whose responsibility is it to use contraception to prevent pregnancy?

SRHR game

Risky Penalty Kicks³⁰

The objective of this game is to discuss what types of behaviours are risky and can increase the chance of contracting STIs or HIV/AIDS. Explain to participants they will be playing a game that explores risky behaviour and will engage in specific discussions after the game.

Goal: To understand that risky behaviour can lead to HIV/AIDS and other consequences like STIs and early pregnancy

Materials: Cones or markers, balls

Space: Open level field

Time: 45 minutes

Field set-up

You will need one or more goals depending the group size, each made with two field markers. The goals will change size at different stages of the game.

Rules of the game

Round 1

1. Divide participants into two teams. If there are many girls, create multiple teams of six or seven.
2. Each team picks a goalkeeper and creates an order for penalty kickers. Create a goal (or several) with cones 6m wide. Explain that the goalkeeper represents someone who wants to have sex, and the ball represents the potential consequence of choosing to have sex. If the ball goes in, the consequence occurs.
3. The goal should be 6m wide during the first round. Make it a competition by having each team go through all the penalty kickers and keep score. It should be very easy for everyone to score during the first round.

Short discussion

- Was it easy to score? Why?
- What is one way that HIV/AIDS can be transmitted? What makes it easy for HIV/AIDS to be transmitted?
 - Having sex with no protection at all (not using a condom)
- What are other consequences of having sex without protection?

Round 2

4. Start the next round but make the goals smaller, moving the cones 2m apart. Now have each team try to score goals. It should be a lot more difficult, not impossible but very hard.

Short discussion

- Was it harder to score this round? Why? If this round represents safe sex practices, what does that mean for your risk? Are the risks reduced or increased?

Round 3

5. Start the last round but this time make the goals only half a meter wide, so that it's not possible to score with the goalkeeper there.

Short discussion

- Ask participants what they noticed this time. Was it impossible to score? Explain that not having sex is the only way to prevent HIV, STIs and pregnancy.

HIV/AIDS facts³¹

- HIV is a virus and is short for Human Immunodeficiency Virus. Like other viruses, it uses living human cells to make copies of itself, which go on to infect more and more cells. HIV spreads in the body and unless treated can lead to AIDS and eventual death.
- AIDS is short for Acquired Immune Deficiency Syndrome. We say that a person has AIDS when the immune system of someone living with HIV becomes so weak that they cannot fight off illness. Some of the illnesses they get are rare and uncommon in people who are not HIV positive.
- HIV is often referred to as a silent disease because people may be infected and not know for many years. They can easily and unknowingly transmit the disease to others.
- The only way to tell if you are HIV positive is by taking an HIV test.
- HIV can be transmitted through:
 - unprotected sexual intercourse (vaginal or anal) or oral sex with an infected person;
 - transfusions of contaminated blood;

- the sharing of contaminated needles, syringes or other sharp instruments;
- the transmission between a mother and her baby during pregnancy, childbirth and breastfeeding.

Prevention

- Individuals can reduce the risk of HIV infection by limiting exposure to risk factors. Key approaches for HIV prevention, which are often used in combination, include:

- **Male and female condom use**
Correct and consistent use of male and female condoms during vaginal or anal penetration can protect against the spread of sexually transmitted infections, including HIV. Evidence shows that male latex condoms have an 85% or greater protective effect against the sexual transmission of HIV and other STIs.
- **Testing and counselling for HIV and STIs**
Testing for HIV and other STIs is strongly advised for all people exposed to any of the risk factors so that they can learn of their own infection status and access necessary prevention and treatment

services without delay. WHO also recommends offering testing for partners or couples.

- **Voluntary medical male circumcision**

Medical male circumcision, when safely provided by well-trained health professionals, reduces the risk of heterosexually acquired HIV infection in men by approximately 60%. This is a key intervention in generalized epidemic settings with high HIV prevalence and low male circumcision rates.

Treatment

- HIV can be suppressed by combination ART consisting of 3 or more ARV drugs. ART does not cure HIV infection but controls viral replication within a person's body and allows an individual's immune system to strengthen and regain the capacity to fight off infections. With ART, people with HIV can live healthy and productive lives.
- Approximately 11.7 million people living with HIV in low and middle-income countries were receiving ART at the end of 2013. About 740 000 of those were children.

³¹ Source: Goal Curriculum and World Health Organisation

SRHR game

Find the Ball³²

This is a short game to help participants realise that you cannot tell a person's HIV status by looking at them.

Goal: To understand that you cannot tell a person's HIV status by looking at them

Materials: Fact/nonsense cards, 2 – 3 (tennis) balls. Alternative: Balls can be any other items easy to hold in one hand, such as a pen.

Space: Open field

Time: 20 minutes

Field set-up

Divide participants into two teams of equal numbers and ask them to stand with shoulders touching in two lines facing one another.

Rules of the game

1. Take the tennis balls and explain: "For this exercise we are going to say that each ball represents HIV. I'm going to give each team a ball and ask you to pass the ball to each other behind your backs. Make sure that you stand very close to one another and that you move and sway while you are passing the ball, so the other team can't tell where your ball is. Pass the ball in whichever direction you wish. After a short time I will ask you to stop passing the ball and each team will need to guess which person from the opposite team is holding their ball. It's important that you pass the ball as 'secretly' as possible to the person standing next to you."
2. Give each team a ball and instruct them to begin passing the ball up and down their line, concealing this from the other team. If there are gaps in the line encourage teams to stand closer together. After a couple of minutes ask everyone to stop passing the ball. Ask a member from one team to guess who is holding the ball in the other team, then ask a second participant the same question. Then ask the opposite team the same question. The group will soon realise it's impossible to tell simply by looking who has the ball (HIV).

Discussion

- How did you try to tell who was holding the ball?
- Can you tell if someone has HIV by looking at them?
- What myths have we heard about how to tell if someone is HIV positive?
- Why are these myths?
- How can someone be sure of his or her HIV status?
- What places can you go for HIV testing?

³² Adapted from Grassroots Soccer Skillz Street Curriculum

SRHR game

Ballack Uses a Condom Tag³³

This is a short tagging game during which participants learn about good choices for HIV prevention and correct use of a condom.

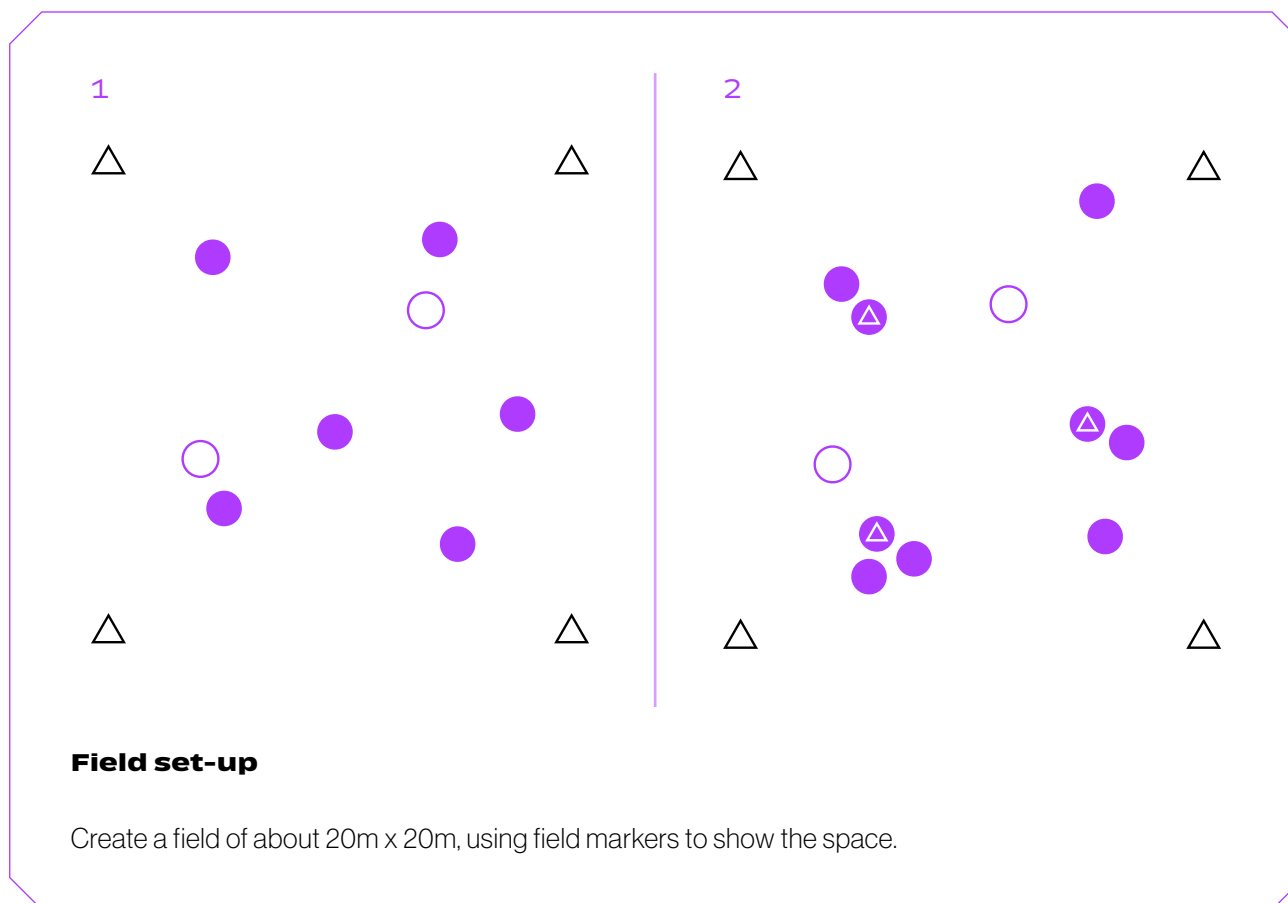
The role model for this game is Michael Ballack. Ballack was the German National Team captain and is an International UNAIDS Goodwill Ambassador. Being a famous player for top clubs like Bayern Munich and Chelsea, Ballack has used his influence to have an impact as an UNAIDS International Goodwill Ambassador since 2006. Ballack has been a part of several HIV education campaigns and believes that education is the key to HIV prevention.

Goal: To learn about good choices for HIV prevention and correct use of a condom

Materials: Field markers, 2 – 4 bibs, vests or cones in two colours

Space: Open field

Time: 15 – 20 minutes



³³ Adapted from Coaches Across Continents. For more information, contact info@coachesacrosscontinents.org

Economic empowerment game

Zig Zag Savings³⁴

Rules of the game

1. Two taggers (in the same colour) carry a cone in their hand that represents HIV. When a player gets tagged, they sit down. Play until everyone is tagged. You can also play so that players take the cone once tagged and become the tagger. It's important to discuss that if you ever had the cone during the game, you still have HIV, and do not get rid of it by giving the cone to someone else.
2. Introduce players (in a different colour) to stand in the grid with their hands above their heads (or cone on their head). They represent condoms. The taggers (A) try to tag the other players who can protect themselves with a condom (B). You can also play with just one player at a time as the condom. Players can only go to the same condom once during the game, or can only use a condom for 5 seconds.

Discussion

- What happened to the community? How does HIV affect the community?
- How can we protect ourselves?
- How many people can use a condom at once? How many times can you use the same condom?

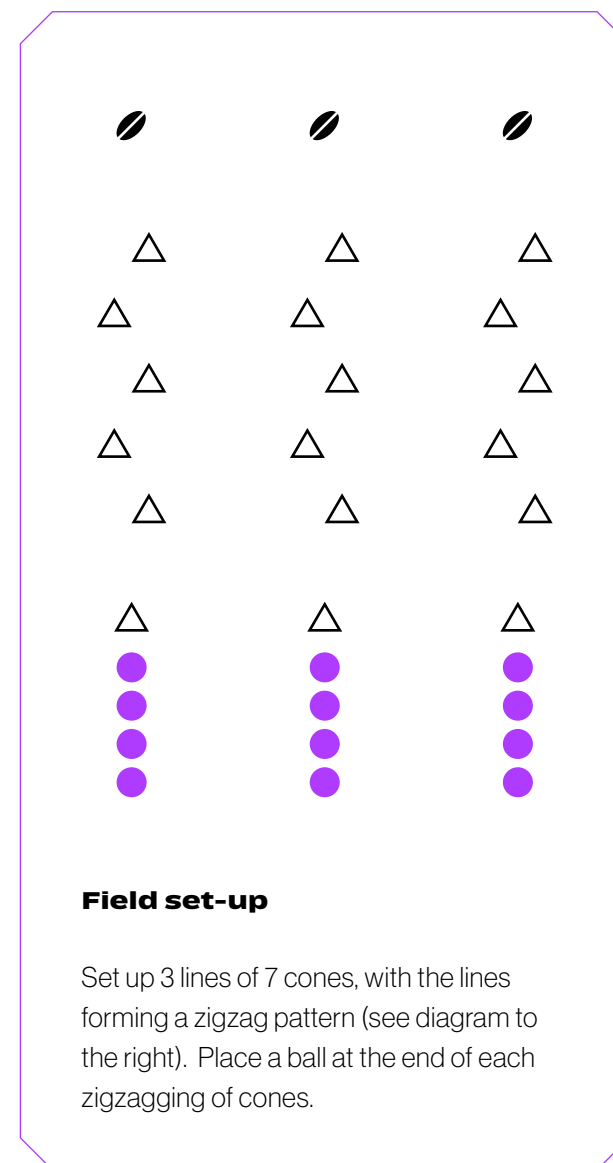
This is a relay race game that helps participants think about what it means to save energy and time and how that can relate to saving other things in their lives, like money. Explain to participants that the objective of the game is to understand the concept of saving money and what it means to save something.

Goal: To understand what it means to save money and identify reasons why saving money is important

Materials: Cones or field markers, stopwatch, three balls (more, dependent on participants)

Space: Open field

Time: 45 minutes



³⁴ Adapted from Women Win's Goal Events playbook

Rules of the game

Divide participants into three teams and ask them to line up behind the first cones.

Round 1

When you blow your whistle, the first person in line must run and touch all seven cones and the ball, and then sprint back and slap the hand of the participant next in line. The next participant must then do the same.

3. Once a player has run and returned to the line, they should sit down to show they have had their turn.
4. The first team to complete the race through the cones and be seated wins. Tell participants you will time them to see how long it takes to complete the race. Stop each round when the first team wins.
5. Once all teams finish, ask: Did it take a lot of energy to run through all the cones and touch the ball? How long did it take the fastest team?

Round 2

Repeat the race and vary the activity with things like hopping, star jumps at each cone, or touching the cone with their bottoms.

6. Time each round and let participants know how long it took the fastest team to complete the race.

Round 3

7. Repeat the relay a final time but have participants run straight to the ball without touching the additional cones and zigzagging. Time them to see how much time they save, then ask: Was your time faster? Did you save time doing it this way? What else did you save? Did you feel less tired? Did you save energy as well?

Discussion

- What were ways that you wasted time and energy during the relays?
- What was the solution for saving time and energy? What does it mean to waste something and to save something? What are some examples in our lives?
- How can this relate to money? What are ways we might waste money? What are some reasons we might save money?

Economic empowerment game

Savings Plan³⁵

Explain to participants that the game's objective is to explore what a savings plan is, or how to plan to save for something and make savings goals.

Goal: To understand the difference between short-term savings plans and long-term savings plans

Materials: Cones or field markers, stopwatch, 24 balls or objects to carry. Alternative: Water balloons filled with sand or water work well for this activity, as do backpacks, rolled-up socks or any other object that is roughly the size of a ball and can be carried.

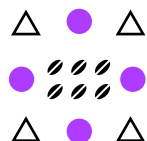
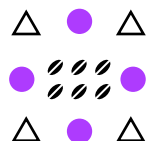
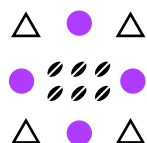
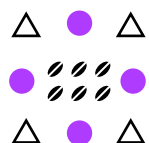
Space: Open field

Time: 45 minutes

Rules of the game

1. Divide participants into four teams. Each team should pick a square and stand inside it.
2. Once participants are in four teams and inside their squares, ask them:

³⁵ Adapted from Women Win's Goal Events playbook



Field set-up

Lay out the field according to the diagram, creating four square bases about 1.5m x 1.5 m. Put 6 balls in each square base. Make one square base in the middle. Place 6 – 8 balls in each square, ensuring at least one ball per team per square.

- What does short term mean? If we had to make a goal to save something, what would a short-term savings goal look like? (Be prepared to give examples)
 - New football for practice next week
 - Notebook for school in two weeks
- What does long term mean? If we had to make a goal to save something, what would a long-term savings goal look like? Be prepared to give examples)
 - Next year school fees
 - University fees

3. Next, have the whole group pick one of the categories for saving money—emergency, future goals or entertainment. Each team must then think of 6 items they want to save for within that category. They should think about 3 short-term savings goals and 3 long-term savings goals.

4. When they decide these goals, assign each participant a number from one.

Round 1

- When you blow your whistle, player one should pick up 1 ball and run as fast as possible to the middle cone, around, and return with the ball to her team.
- Then player 2 can go, picking up 1 ball and repeating the same action.

- The first team to finish wins. If players drop balls along the way they must start again. Other players are allowed to help the running player initially hold all the balls, before exiting the square.

Round 2

- In this round players must carry 3 balls. You can also vary the activity from running to hopping or walking backwards.

Round 3

- Players must carry 5 balls in this round

Round 4

- Players must carry 6 balls in this round

Discussion

- What was the difference between carrying 1 – 2 balls and carrying 6 balls? Was it more challenging?
- What is the difference between saving for something next week and saving for something in one year? Is one easier than the other? Why?
- What are strategies to be patient and save money over a long period of time?

Economic empowerment game

Challenges to Saving³⁶

Explain that the objective of this game is to explore challenges and obstacles to saving money, if not currently in their life, then perhaps in their future once they have a family or a job.

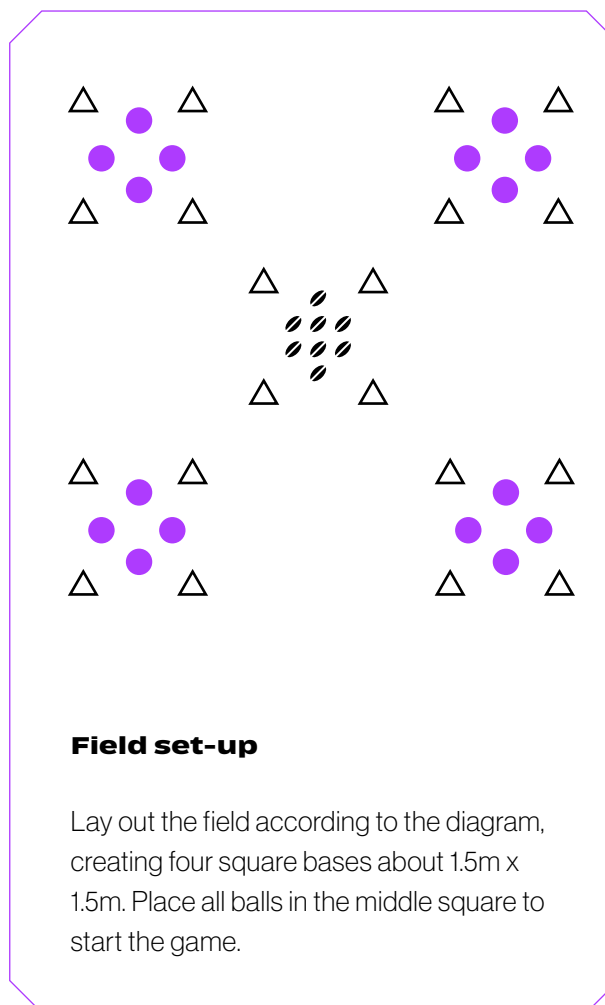
Goal: To understand the challenges that can arise when trying to

save money and discuss possible ways to overcome these

Materials: Cones or field markers, stopwatch, 24 balls or objects to carry (at least 5 balls per team, more is better)

Space: Open field

Time: 45 minutes



Rules of the game

Divide participants into four teams. Each team should pick a square on the outside and stand inside it.

Round 1

1. Explain to players that when you blow your whistle, one girl from each team must run out of the team square, grab a ball from the middle square and return it into her own team square. Once that girl returns, another girl can do the same. The rules are that you can only grab one ball at a time and only one person from each team can be running outside of the square at one time. If more than one girl from each team leaves a square, that team will be penalised (observe for violations to this rule). One way to ensure only one player leaves the square at a time is to give each team a bib or scarf. Players must hold this while taking their turn to leave the square.

³⁶ Adapted from the Naz Foundation, India

Economic empowerment game

Making Money³⁷

2. All teams will play at the same time. Once all the balls in the middle are gone, teams can run to the different squares to steal balls from other teams. players cannot stop another team from taking their balls but each team is free to take any ball from any of the team squares.
3. Play for 2 – 3 minutes. The goal is to try to get as many balls in the team square as possible. The team with the most balls in their square wins.

Round 2

4. Play the game several times, varying the amount of balls and type of running players can use (hopping, crawling, piggyback, no hands allowed, wheelbarrow).

Discussion

- How many balls did each team “save?”
- Why was it hard to save the balls in each individual team square? What was happening while you were trying to save balls?
- Can this same thing happen when we try to save money? What types of challenges do we experience when we try to save money?

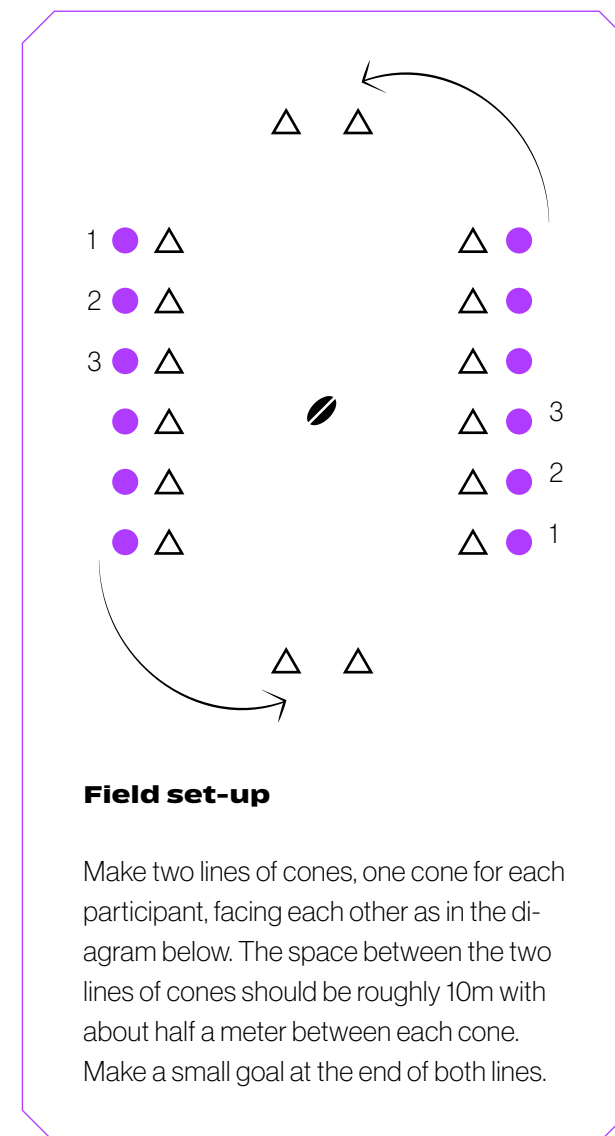
Explain to participants that this game will help them understand the different types of jobs that girls and women can have. While playing they should think about what type of job they may want in the future or what jobs they think might be interesting.

Goal: To be exposed to different types of careers that girls and women can have

Materials: Cones or field markers, several balls, pen and paper for facilitator

Space: Open field

Time: 45 minutes



³⁷ Adapted from Women Win's Goal Events playbook

Rules of the game

1. Divide participants into pairs and give each pair a number from 1. Ask the pairs to think of a type of job that women or girls can do or already have in their community. If this is difficult, encourage them to think outside of the box, or of jobs that only men do that women could do with the opportunity or education. Each pair should have one job assigned to them and no jobs should be repeated amongst the pairs. Pairs will need to remember their job and number.
2. Assign pairs to cones according to the diagram, and split the pairs between the two lines of cones. For the line of cones on the left, start at one end and assign number 1 to the first cone, the second cone to number 2, etc. For the second line of cones, start at the opposite end and assign that cone to the other number 1, second cone to the other number 2, etc.
3. Place a ball in the centre of the field and explain that when you blow your whistle, you will shout out a job. The player with that job must run around the back of the other players, around the corner cone and through their defending goal and try to get to the ball first. Both teams do this at the same time, with the runner trying to score on their opponent's goal. Whoever scores wins a point

for their team. Players on the side can support by stopping the ball from going out of bounds.

4. Repeat this so everyone has a turn, then vary the game by calling 2 – 3 jobs at a time so that several players run at a time. End the game by calling everyone!

Alternative

This game can also be adapted for handball. In this case, two or more jobs must be called at a time from the start.

Discussion

- Were you surprised at all the different jobs that women can have?
- Are any of those jobs difficult to have? Why? Are women supported to try and have those jobs?
- What are resources or skills that might help you have a good job in the future?

Economic empowerment game

Budgeting³⁸

This session helps participants explore the relationship between budgeting, borrowing and saving. Participants will also have the chance to create their own budget or budgets for their family/household.

Goal: To explore the relationship between budgeting borrowing and saving; to identify current spending behaviors and patterns; to understand the basics of creating a budget

Materials: Field activity—5 cones/field markers for each player. Alternative: Objects players can hold 10 of that can be placed on the ground, seen easily and which won't blow away. Classroom activity—markers or crayons, paper, flipchart paper, budget worksheet

Space: Open field (30m x 30m) and classroom

Time: 1 hour (30 minutes' play and 30 minutes in the classroom)

Field set-up

Create a 30m x 30m square. All players should stand inside the square.

³⁸ Adapted from Women Win's Goal Module 'Money Savvy'

Rules of the game (30 minutes)

1. Choose three taggers, and give the rest of the players 5 cones/field markers each to hold. The taggers should not be holding anything.
2. Explain that all players must stay inside the square. Once the game starts, the players holding the cones must try to run away from the taggers and not be tagged. The taggers' objective is to tag as many people as possible.
3. When a player is tagged, they give a cone to the tagger. The tagger will do a star jump, then place the cone on the ground. The player that was just tagged can continue running around the square, and once the tagger does a star jump and places the cone on the ground, she can continue tagging other players.
4. If a player holding cones sees a cone on the ground, they can pick it up. They are not allowed to pick up a cone they just lost to a tagger.
5. If a player is tagged and has no cones left, they are out of the game and must exit the square.
6. Blowing the whistle twice during the game signals players to place one cone on the ground, as if they were just tagged. Here too, if they have no cones left they are out of the game. Any player can pick up these cones.
7. After 10 minutes, give players out of the game the chance to be taggers.

Discussion

- Was it difficult to hold onto the cones? Why or why not?
- Were you able to increase your supply of cones? How?
- How did you feel when you only had a couple of cones left? Were you nervous? Why or why not?
- How did you feel when you had no cones left and were trying to avoid the taggers?
- What do you think the cones represent in this game related to our finances?
 - Cones represent money in our lives
- What do you think the taggers represent?
 - Taggers can represent things we spend money on, and specifically things that we aren't obliged to spend money on in order to live but things we like to spend money on
 - Things like entertainment (movies, music), sweets after school, new mobile phone.
- What do you think the coach's whistle represents?
 - Things we spend money on in our lives that are necessary such as rent for an apartment or house, food, doctor's visits, medicine, school, transportation.
- You also had the opportunity to pick up cones, what did this represent?
 - Different income generating opportunities
- Who can name different ways to make money, for someone your age?
- Does anyone know what a budget is?
 - A budget is a way to keep track of how much money we make (or income, which is money we earn or that is given to us) and how much we spend. It helps us understand if we are spending more money than we are making, what we are spending money on and how to better manage our money so we don't spend more than we make.
 - Explain: In the game we had to be careful not to lose all of our cones, because if we did, and we were not able to find more cones, we risked losing and being removed from the game.

Economic empowerment game

Classroom activity

Time: 30 minutes

1. Ask the group if they know what a budget is.
2. Explain that a budget is:
 - A summary of estimated income (money coming in) and how it will be spent over a defined period of time (money going out).
 - Budgets help you plan your expenses over the long-term.
 - Budgets are made up of two parts – income and expenses.
3. Create teams of four and give each team paper and markers or crayons. Each team must draw a picture of a typical adolescent girl in their community. They should give the drawing a name, decide her age, and what she is like. Then ask them to write two sources of income (places she gets money), and two expenses (places she wants to spend money). Give them 10 minutes to complete this exercise. Examples include:
 - Income: gift, allowance, job.
 - Expenses: food, family, savings, school, fun, transportation.
4. While teams are working, draw a large budget sheet on the board or on a piece of flipchart paper (see budget worksheet).
5. When finished, ask a few of the teams to share their drawings with the group. Then tell them you are going to show them how to put a budget together.
6. Use their ideas for income under the income column. Ask how much they think each will earn and total these.
7. Repeat this with expenses. Remind the group of the differences between expenses that are needs and wants. Add values and total these.
8. Now explain that a budget needs to be balanced, and that expenses can't exceed income.
 - Does the budget have more income than expenses? Explain that the extra money could go to savings.
 - Does the budget have more expenses than income? Decide as a group where to save on some expenses.
9. Ask teams to create a budget for the girl in their drawing using flipchart or a regular piece of paper. When finished, ask a couple of teams to share these with the group.

Personal Budget **Worksheet**

Budget line items	week 1	week 2	week 3	week 4
Income				
Total income				

Expenses

Necessary				
• Food				
• Transportation				
• Health				
• Education				
• Family				
Discretionary				
• Entertainment				

Savings				
TOTAL EXPENSES				
TOTAL SUPLUS / DEFICIT				