

Empowering Girls and Women through Sport and Physical Activity



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WOMEN WIN

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Executive Summary

In recent years, sport and physical activity as a strategy for the empowerment of girls and women has been gaining recognition worldwide. Women Win is the first international organization with a sole focus of providing support for innovative sport and physical activity programmes for empowerment and creating a social movement around sport for the advancement of women's rights.

Sport and physical activity have not yet been used on a large scale as a strategy within women's movements. There are, however, already very positive stories to tell from both our programme partners and those programmes in our network. Based on the experiences of these partners, we have learned more about how participation in sport and physical activity can empower individual girls and women. Involvement in sport and physical activity can, for example, build life skills, confidence and body awareness and may create social networks, which result in dramatic positive life changes for participants. We have seen that involvement in sport and physical activity can positively change existing gender norms and help girls and women move into public spaces. Moreover, sport and physical activity programmes provide opportunities to bring communities together and help realise development objectives relating to such issues as (post) conflict management, reproductive health and gender-based violence.

Empowering Girls and Women through Sport and Physical Activity is an impact assessment and research publication, which focuses on the effect of sport and physical activity programmes on the lives of girls and women around the world and how these programmes are developed. This report is part of Women Win's advocacy endeavours, and is the first of many reports that Women Win will produce in the coming years. In this report we will make a case for sport and physical activity for girls' and women's empowerment, introduce Women Win as an organization and review our organizational strategy.

Research methods to identify components necessary for successful programmes include:

- An overview of relevant academic and non- academic publications.
- Verbal and written feedback from Women Win sport partners and from programmes in Women Win's affiliated network, in the form of evaluations by staff and input by participants.
- Verbal and written feedback from professionals in the field of women's rights and sport and development.
- Interviews conducted by the Women Win team with staff and participants of sport and physical activity programmes.



Hundreds of spectators watch the girls' first football match, Buhimba refugee camp, AFESCO, DRC Congo

Based on our research, this report recommends three components, which are essential for successful sport and physical activity programmes aimed at empowering girls and women and creating social change:

- **Life skills education**
- **Female coaches, trainers and referees**
- **Safe spaces**

In chapters 1, 2 and 3 these components will be reviewed along with examples of existing sport and physical activity programmes, which already have implemented one or more of these components. Each component will be accompanied by testimonies from participants and staff. In chapter 4 we will provide a summary of impact assessment to date and provide readers with a brief insight into Women Win's future impact assessment and research plans.

Based on results of our existing programmes, we intend to underscore the critical components that should be taken into consideration when setting up sport and physical activity programmes targeting girls and woman. We hope that this report will provide interested parties and relevant stakeholders with access to knowledge, resources and networks and draw attention to sport and physical activity as a source for girls' and women's empowerment.

"It's not just the running, it's also being together, talking things through, maybe getting some things off your chest. Once things get moving, women start to look for other possibilities as well. I decided to find myself a job, and now I am trained in education. Sport really gets you going."

-Zainab Moukloub, Director of Be InterACTIVE, The Netherlands



Young girls at Moving the Goalposts, Kilifi, Kenya

Introduction

"And what has football done for me? Well a lot of things because it helps me to forget things that are sad and all the problems that are occurring. Also it prevents me from getting into the many problems we have in this country. For example, becoming pregnant at my age or getting into prostitution or something like that. It helps me avoid problems. And also I am having a lot of fun. Football is really good for me."

-Xiomara, 17-year-old football player with Asociación Bogota Colombia, Bogota, Columbia

Girls and women face a disproportionate number of life challenges, which reduce their ability to achieve their full potential. Recent studies show that despite formal guarantees of equality, the overall rate of progress for women, particularly those from the poorest and most marginalized regions of the world has been slow.¹ Women and girls continue to encounter inequalities and deprivations in their daily lives, which prevent them from contributing toward both the creation of more equitable societies and sustainable development within their communities and beyond.² "The State of the World's Children 2007", a report by the United Nations Children's Fund (UNICEF) asserts that:

"Gender discrimination is pervasive. While the degrees and forms of inequality may vary, women and girls are deprived of equal access to resources, opportunities and political power in every region of the world. The oppression

of girls and women can include the preference for sons over daughters, limited personal and professional choices for girls and women, the denial of basic human rights and outright gender-based violence."²

Reaching out to girls in the period of adolescence is key to confronting these critical issues. Gender-based discrimination, as well as different degrees and forms of inequalities increase for girls during adolescence. As articulated in a report on adolescent girls in the developing world published by the Population Council, these girls face new restrictions reserved for women while their male counterparts enjoy new privileges reserved for men, including autonomy, mobility and power. Girls on the other hand are often systematically deprived of the same gains.³

International and local organizations, government bodies and individual activists have and continue to strongly advocate for gender equality by working tirelessly for the advancement of rights of all girls and women. They use various means and approaches, but all share a common goal: to improve the lives of girls and women by fostering empowerment and gender equity. Women Win believes that sport and physical activity is an effective strategy in working towards this shared goal.

Experts agree that sport and physical activity involvement can potentially offer a wide range of life benefits for girls and women. The International Platform on Sport and Development, a platform dedicated to the thematic field of sport and development and initiated after the first International Conference on Sport and Development in 2003, underscores the role of sport in promoting gender



Asociación Bogota, Colombia, team members that participated in Homeless World Cup 2008

equity. The platform cites a number of benefits for physically active girls and women. According to the platform's website, sport involvement can play a significant role in promoting the physical and mental well-being of girls and women, fostering opportunities for their leadership and achievement, initiating social inclusion and social integration of girls and women, and challenging gender norms.⁴

In "Women, sport and development", an article that examines the numerous dilemmas faced in women's involvement in sport, Martha Saaverda writes:

"Sport as an embodied practice may liberate girls and women from constraining hegemonic feminine ideals, empower them within their communities, provide positive health and welfare outcomes, and ultimately transform gendered notion leading to a more egalitarian world and unleashing the productive, intellectual and social power of women. This then would contribute to overall development economic, social and political."⁵

Involvement of girls and women in sport and physical activity programmes can have a significant potential contribution to make to development agendas, particularly in the achievement of the third goal of the United Nations Millennium Development Goals, 'Gender Equality and the Empowerment of Women'. According to the United Nations Division for the Advancement of Women in "Women 2000 and Beyond: Women, Gender Equality and Sports":

"The participation of women and girls in sport challenges gender based stereotypes and discrimination, and can therefore be a vehicle to promote gender equality and the

empowerment of women and girls. In particular, women in sport leadership can shape attitudes towards women's capabilities as leaders and decision-makers, especially in traditional male domains. Women's involvement in sport can make a significant contribution to public life and community development"⁶

Based on our own programme feedback, well-designed sport and physical activity programmes have been shown to have a broad range of positive impacts for girls and women. Apart from derived physical and mental well-being benefits enjoyed by physically active girls and women, a well-designed sport and physical activity sport can provide a platform to enable positive life changes. For example, involvement in sport and physical activity can contribute to increases in self-esteem and improvements in self-image. It can also provide opportunities for social networking, thereby promoting the social integration of girls and women within their communities.

A number of programmes have and continue to challenge and change local gender based stereotypes within their communities. A sport and physical activity programme in Kigali Rwanda, for example, specifically chose to engage girls and women in playing football, since at the time sports involving the use of one's legs and feet were generally only acceptable for boys and men. After being exposed to girls and women publicly playing football over time, community members became more accepting of the idea. As recounted by the founder and president of AKWOS, many community members are now supportive of their daughters, wives and or mothers choice to play football. In essence, when

Facts to Consider about Girls:

- Children are disproportionately represented among those living in impoverished conditions and girls are among these most negatively affected by poverty.
- Poverty is among the greatest threats to childhood today.
- Girls are the first to be pulled out of school when help is needed in the home or to support parents' livelihoods.
- Children living in poverty, especially girls are more likely to engage in labour and miss out on education and the opportunity to escape poverty.
- Over half the children in the developing world still live without the basic services, commodities and protection that are critical for their survival and development.
- Families who live in impoverished conditions must often rely on their daughters to search out and carry fuel wood and water for the family. Performing these critical survival tasks prevents these girls from attending and completing school.
- Less than 2% of girls with disabilities have access to education and training and many of them are deprived of basic medical needs.

Sources for facts 1-6: The Working Group on Girls, NGO Committee on UNICEF (2006). Platform for Girls. May 2006. Available from: <http://www.girlsrights.org/girls.php>

Source for fact 7: Women Watch (2005). Women with Disabilities Fact Sheet. Available from: <http://www.un.org/womenwatch/enable>

communities are confronted with girls and women playing sport and carrying out physical activity normally reserved for boys and men, stereotypes are broken, making old perceived impossibilities into new real possibilities.

Sport and physical activity programmes provide opportunities for addressing discrimination faced by particular groups of girls and women. Girls and women with disabilities, for example, are frequently subject to multiple forms of discrimination.⁷ The low level of participation by disabled girls and women is in part a reflection of the double discrimination that they face, both as disabled individuals and as females. Sport and physical activity programmes targeting girls and women with disabilities have proven that this often isolated group of girls and women are confronted with their abilities rather than their disabilities through sport and physical activity participation. The chance to meet other girls and women in similar circumstances as themselves allows them opportunities to share experiences and to learn about issues that they are often deprived knowledge about such as those relating to reproductive health. The participation of girls and women with disabilities in sport and physical activity challenges prejudices about disabilities and impairments⁸ and therefore positively contributes to their empowerment.

Moreover, many sport and physical activity programmes have taken measures to bring together communities and realize development objectives relating to sexual and reproductive health, access to employment and peace and reconciliation. For example, these sport and physical activity programmes currently run reproductive health education programmes,

which engage team players and coaches as peer educators who visit local girls schools and teach students about issues such as safe sex, HIV/AIDS and pregnancy.

“I never laughed so much as during this one week of self-defence training. Most of the time I live isolated in the house of my family, who are ashamed of my circumstances. But this week I have met so many other women in the same circumstances as myself. We could talk about so many things: marrying, the ability to get babies, work, studying, but also how to cope with the prejudices because we are disabled. I feel so powerful and aware of my abilities. Also the respect that the teachers gave me, and the role model of the teacher who is in a wheelchair too, has taught me that I can do many more things with my impairment than I ever thought.”

-Saripah binti A.Hamid, at the Women Win/WSFFM Self-defence course for women with disabilities in Malaysia



Young women learn self defense, WSFFM Malaysia

What is Women Win?

Women Win was founded in 2007 and is the first ever international women's fund that supports innovative and sustainable sport and physical activity programmes worldwide as a strategy for social change and women's empowerment. Women Win envisions a world where girls and women are empowered, strong leaders, healthy, free of violence, economically independent and agents of positive change for themselves and their communities.

Sarah Mosedale, who has developed a conceptual model for assessing women's empowerment in international development, writes:

"I define women's empowerment as the process by which women redefine and extend what is possible for them to be and do in situations where they have been restricted, compared to men, from being and doing. Alternatively, women's empowerment is the process by which women redefine gender roles in ways which extend their possibilities for being and doing"

Building on Mosedale's definition of women's empowerment, Women Win views this extension of "their possibilities for being and doing" as: opportunities for girls and women to gain awareness of their rights and capabilities, the courage and ability to make life-changing decisions, and access to resources, leadership possibilities and public structures.

Based on our experience with sport partners and those in our affiliated network, Women Win has a growing understanding that for successful sport-for-empowerment programs we need to prioritize three key areas to ensure social change impact. These three key areas are described in Women Win's Strategic Triangle and include: programmes, advocacy, and social entrepreneurship.

Programmes:

Women Win believes that sport and physical activity programmes aimed at empowering girls and women should be grounded in a women's rights based approach. This means that in addition to engaging girls and women in sport and physical activity, programmes must provide girls and women with information, life skills, resources and services aimed at advancing their life positions. We consider the empowerment and autonomy of girls and women and the improvement of their political, social, economical and health status as an important goal for all our programmes. We seek to empower girls and women and their communities at the grass-roots level to believe that they have a right to education, a life free from violence, a right to economic self-determination and independence, and a right to reproductive and sexual health rights among other rights.

Women Win also believes that sport and physical activity programmes for girls and women must be high quality. We use the term high quality to refer to programmes

in which participation, pleasure and performance have priority. Our primary purpose is not necessarily to develop elite athletes but to ensure that various forms of sport involvement are used as a vehicle to empower girls and women regardless of their individual (dis) abilities. Ideally such high quality programmes motivate girls and women to participate and ensure that they will enjoy learning, developing and strengthening their sport, competitive and cooperative skills. Such programmes seek to have trained women as leaders in positions of coaches, referees and as administrators. High quality programmes must be designed with the specific needs and life circumstances of girls and women in mind.

The need for funds for sport and physical activity programmes for girls and women's empowerment is evident. Women Win is a young organization. Within our capabilities, we place importance on allocating funds and support to programmes that are innovative, focused on social changes and which have demonstrated potential to be sustainable. Building the organizational capacity of our programme partners is a key priority for Women Win. To build sustainable organisations, programme support is needed to impact more girls and women. For Women Win, organizational capacity building entails a holistic approach to supporting programmes and organisations working to empower girls and women through sport. This is done from a partner-to-partner perspective, meaning we will make use of expertise and skills of our partners directly or from relevant organizations/individuals based in the global south to help build the organizational capacity of our programme partners. Women Win stimulates and supports this linking and learning process. Furthermore, Women Win provides opportunities for programme partners to initiate an organizational assessment. This organizational assessment helps to identify organizational strengths and weaknesses, to design a three-year development plan and to prioritize funding needs to be supported by Women Win and other potential donors.

"When people in our community come to watch the girls play, after the game, or in mid time, when resting, we talk about HIV/AIDS. They open their eyes and ears to new messages because they are laughing and enjoying. Because they are relaxed. They forget about hunger and their problems. Rather than us calling them and saying, "come and talk about HIV/AIDS or reconciliation", we say, "Come and watch the game". This way we have a chance to capture their minds."

Felicite Rwemalika, Founder and President of the Association of Kigali Women in Sports (AKWOS) Kigali, Rwanda

Advocacy

Women Win is the first and only organization globally that focuses on sport as a strategy for the empowerment of girls and women. Sport and physical activity programmes that share our vision are recognizably growing in all regions of the world. An emphasis on involvement in sport and physical activity is, however, still considered a new and innovative strategy within the women's movement and international development community. Ongoing efforts by Women Win and our partners and stakeholders are indispensable to increasing knowledge about, and access to, sport and physical activity participation of girls and women. We believe that it is important to increase the number of stakeholders that are committed to sport as empowerment strategy for the advancement of women's lives. Women Win aims to create a global platform around sport for girls and women's empowerment. We seek to engage and mobilize other and new relevant players to create a transformation and to give a 'voice' to girls and women worldwide.

Impact assessment is key to strengthening advocacy and raising awareness around sport and physical activity as an empowerment strategy. The need to monitor, evaluate and communicate the impact of sport as an empowerment strategy for girls and women in the activities of our programme partners is indispensable for our advocacy and awareness raising efforts. We believe that involving the beneficiaries of girls and women in our impact assessment processes will amplify the 'voices' of girls and women and thereby contribute to their empowerment.

Social Entrepreneurship:

This report has mainly focused on the first two points of Women Win's Strategic Triangle, advocacy and programmes. Social entrepreneurship is another key point of our Strategic Triangle, which we intend to further develop through research and programmes. Women Win believes that sport and physical activity programmes can be a part of an economic empowerment strategy. Our vision is to build and support a sustainable movement with strong leaders and women led sustainable social enterprises. These women led sustainable social enterprises will be a key factors in the development of economically empowered girls and women whom have the agency to make better-informed life decisions.

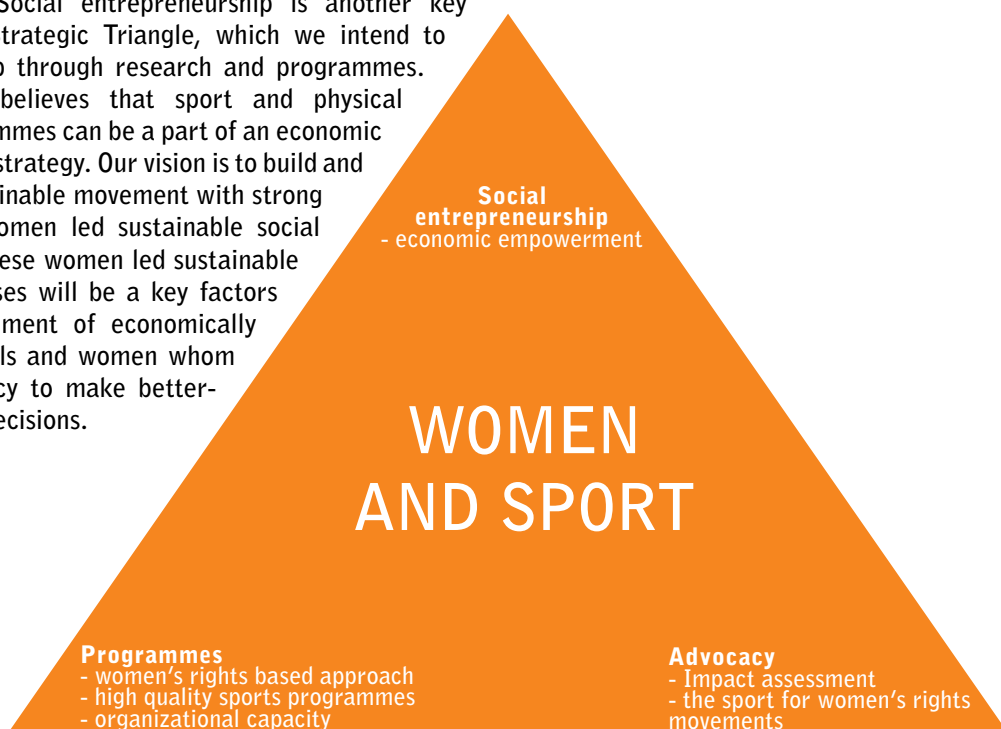
Key Components of Successful Sport and Physical Activity programmes:

Based on our research we recommend three key components of successful sport and physical activity programmes aimed at empowering and advancing the position of girls and women. These include:

- **Life Skills Education**
- **Female Coaches, trainers and referees**
- **Safe Spaces**

All our programme partners and many of those in our affiliated network work to ensure high quality programmes that are grounded in women's rights based approach and that have shown potential to be sustainable. These programmes have often in unique ways incorporated projects and taken appropriate measures to provide life skills education, to develop and insist on female coaches, trainers and referees and to ensure safe spaces. In the following chapters, each of these key components will be described and accompanied by examples from programmes, as well as testimonies by participants and staff. We will conclude with Women Win's impact assessment strategy and a brief insight into our upcoming research plans.

*For more information about programmes mentioned in this report please refer to annex



Chapter 1: Life Skills Education

“By making our peer educators and counsellors available to fellow girls they open up and share their issues. You get girls who are being raped and they don’t want to come out and talk to their teachers or parents because they know that no action will be taken or they will be told that they have bad behaviour. Through peer education at MTG we are giving information to fellow girls to be empowered and to speak out”

-Lydia, peer educator and coordinator at Moving the Goalposts

Sport and physical activity programmes can be used as a platform to provide girls and women with life skills education. Life skills education for girls and women taking part in sport and physical activity is an integral part of sport curriculum. These programmes recognize the importance of providing girls and women with knowledge and skills necessary to enhance the quality of their lives.

Depending on the specific needs and life circumstances of participants, life skills education can range from health education sessions, addressing basic personal hygiene and or HIV/AIDS to discussion groups, which teach and encourage decision-making, leadership skills and financial literacy. Life skills education also involves educating girls and women about their reproductive rights. This means teaching girls and women their right for example, to make decisions about their own reproductive health such as whether or not to engage in sexual relations and the right to live free of discrimination and violence.

Within programmes we support and those in our network, life skills education is usually provided in spaces girls and women find familiar and where they feel safe, such as spaces and facilities within their schools or on sport fields, as a part of practice time. In many cases, the life skills education sessions are in the form of peer education, meaning that

the facilitators and educators of the life skills sessions are sport participants in the same age group and from the same background as the girls taking part in the sessions.

Life skills education in the form of peer education can have many advantages. Girls taking part in peer education programmes whom we have spoken with, have stated that they feel more comfortable learning from peers their own age, making them more likely to benefit from the life skills sessions. With peer education, peer educators are given the opportunity to practice leadership and acquire skills, which can help them in other areas of their lives such as with employment and community development.

In cases where adults lead life skills sessions, female teachers, school staff or other female community members whom girls know and trust, take leadership positions and are responsible for running the education sessions. When women and not girls are the sole targets, life skills sessions usually take place under the leadership of a female community member and in the form of discussion groups where participants share their stories and offer support and or advice to one another.

Reproductive Health Project at Moving the Goalposts, Kenya

The reproductive health project at Moving the Goalposts (MTG) is a peer education sport, launched in 2004 and focused on educating teen and pre teen girls about reproductive health issues such as menstruation, safe sex and HIV/ AIDS, while also encouraging the development of decision-making and problem solving skills. The main idea behind peer led education at MTG is that younger girls are

“I’ve watched your girls play and I see girls walking around Kilifi... and I can tell an MTG girl from other girls. It’s because of the confidence, the way they’re walking, purposefully walking.”

- Community leader from Kilifi, Kenya to Margaret Belewa, director of Moving the Goalposts

The United Nations Educational, Scientific and Cultural Organization (UNESCO) includes skills-based health education as one of four components of Focusing Resources on Effective School Health (FRESH), a framework designed for school-based health programmes. As stated by UNESCO:

Quality skills-based health education helps young people to acquire communication, negotiation and refusal skills, and to think critically, solve problems and make independent decisions. Skills-based health education contributes to the development of attitudes and values that promote respect for oneself and for others, tolerance of individual differences and peaceful co-existence. It results in the adoption of health-promoting habits, such as healthy eating, and reduces risk-taking behaviour associated with HIV/STI infection, unplanned pregnancy, drug and alcohol abuse, violence, injury, etc. Young people who receive quality skills-based health education are more likely to adopt and sustain a healthy lifestyle not only during their school years, but also throughout their lives.

Source: The United Nations Educational, Scientific and Cultural Organization, Focusing Resources on Effective School Health, Core 3: skills based health education. Available from: http://portal.unesco.org/education/en/ev.php-URL_ID=35168&URL_DO=DO_TOPIC&URL_SECTION=201.html

more likely to listen and learn best from a girl closer to their age.

The peer education sessions are all run and taught by trained MTG players, currently numbering 40 in total. Organized in pairs, with one less experienced peer educator teaming up with one who is more experienced, they normally visit schools in their community once a week for a two-hour session, throughout the course of a school year. Peer education sessions typically take place inside classrooms with peer educators using participatory methods to teach about reproductive health issues. Subsequently, peer educators take girls outdoors for 'movement games' and ask questions relating to class based learning for reinforcement of the lesson. For example, peer educators will organize a role-play performance, relating to reproductive health issues. Following a performance, discussions take place where girls offer suggestions and exchange opinions about what to do if they find themselves in a similar real life situation. At least three times a year, peer educators spend a whole day at schools, screening videos and DVDs about reproductive health and taking turns discussing the topics with groups of students in the schools.

About 30 girls are selected within each school for participation. Preference is given to girls who play football in MTG leagues while the rest of the participants are selected by the teachers. Participating girls must agree to share information they learn with their families and friends, therefore further benefiting their communities.

Peer educators are responsible for contacting and

coordinating their programmes with local schools. As part of the process of setting up a peer education session, they must obtain permission from the Ministry of Education and meet with head teachers to obtain a one-year commitment from schools. Peer educators work on a volunteer basis and are paid a small allowance for transport and lunch, as many of the schools are spread out in rural areas throughout the district and peer educators must travel by public transport.

There are special criteria set by MTG for girls who wish to become peer educators: one must already be a MTG team player, have finished secondary school and must pass an interview with the MTG peer education coordinator. Generally peer educators are at least eighteen years old and have finished secondary school.

The United Nations Fund for Children (UNICEF) affirms that life skills based education is being adopted worldwide as a means of empowering youth facing challenging situations. According to UNICEF:

"LSBE refers to an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills, which support the adoption of healthy behaviours."

Source: United Nations Fund for Children, Life Skills. Available from: <http://www.unicef.org/lifeskills/index.html>



Movement games reinforcing messages learned in role play, MTG peer education session

Life Skills Training and peer education at MIFUMI, Uganda

The life skills training and peer education at Mifumi serves girls taking part in Mifumi's Sure Start Project, which trains girls taking part in karate and self-defence and includes educational sessions addressing topics such as domestic violence and abuse, healthy relationships and conflict management based on a resource pack developed by Mifumi entitled "Feel Free: Young People Heading for Healthy Relationships". Educational sessions take place once a week for two hours over the period of three months and are conducted within the school grounds in order to ensure a safe and comfortable environment for the girls. Female teachers take part in facilitating the sessions and along with Mifumi staff provide leadership volunteering as well as an awards scheme to encourage and motivate the girls.

Through the practice of karate, girls are encouraged to develop a sense of self-awareness and a sense of ownership over their bodies. The girls are trained to develop their self-confidence, determination and self-motivation so that they achieve higher school completion rates. Participants gain knowledge that will help them to develop healthy relationships. They are encouraged to share their experiences with their peers as a way of supporting one another, for example in regard to avoiding early marriage and to provide support to their peers and members of their communities who are faced with domestic violence and abuse. They are also encouraged to refrain from engaging

in risky behaviours and situations that are likely to result in school drop out, violent relationships and HIV infection.

Wadzanai Katsande: Developing Life Skills Training for girls at the Edmund Garwe Trust (EGT), Zimbabwe

As a Women Win fellow, Wadzanai is assisting with the formation of girls sporting clubs as safe areas where girl-child heads of households can participate in sport and use the sporting clubs for sport training, as well life skills development. These girl-child heads of households have lost their parents to HIV/AIDS, violence or poverty related illnesses, leaving the girls at young ages to care for siblings with limited community support.

The 50 girls whom Wadzanai works with at EGT have formed themselves into seven netball teams by age group. They are all between 10 to 18 years of age. The girls choose to form themselves into netball teams by age group as opposed to grouping themselves by geographical area. For the support groups, the girls meet in their neighbourhoods so that they do not have to walk long distances.

The girls have one coaching session a week with their teams and attend two support group meetings. On Saturday, all 50 girls meet in Dombotombo for games between the different teams. It is mandatory for all 50 girls to attend Saturday sessions and at least one support group meeting during the week. The Saturday session is a two-hour long meeting in which thirty minutes are spent on the new life skills topic of

Lydia's personal story

Lydia is 23 years old; she grew up in Tezo village in Kilifi district, Kenya. When she was a young girl, she shared a home with her mother and father, her father's two other wives and 10 full and half siblings. Lydia's father died when she was 7 and she lost her mother to illness in her teens. After the death of her mother, one of Lydia's stepmothers helped Lydia arrange school fees to finish secondary school, but her plans to continue and become a primary school teacher were cut short after the death of her mother. Lydia and her older sisters were left to take care of and financially support their younger siblings.

Lydia saw herself and her older sisters growing idle and depressed. Apart from working to make their small family business survive, they had no work of their own. Having left their education after finishing secondary school, like many young women in Kilifi they seemingly had little choice but to get married. But, Lydia envisioned a different future for herself and her siblings. She took some time to talk to women and girls in her community and to explore her options. She heard about Moving the Goalposts and went to there to speak with staff. They invited her to play and to volunteer and she happily accepted their offer. After playing for MTG for a year and volunteering in various organizational activities, including organizing events and tournaments, Lydia became a peer educator for MTG in 2005. She demonstrated so much leadership and dedication in her role as a peer educator that as of 2007, she is employed by MTG as the Peer Education Coordinator.

Lydia is fully responsible for training and leading 40 peer educators as they meet with local school girls weekly, informing them of their rights and sharing reproductive health information and teaching them life skills such as decision making and negotiation skills. She also participates in training volunteers who provide counselling for schoolgirls who would like to speak to someone about issues in their lives such as early pregnancies, domestic violence and HIV/AIDS. Lydia says she doesn't know where she'd be if it weren't for MTG. Because of MTG, her life is now very different. She feels empowered and enjoys being able to financially support herself. Lydia says, she knows her rights and plans to marry only when **she** is ready!

the week, which may include any of the following:

- 1. Basic self-care,
- 2. Reproductive health,
- 3. Cultural and traditional practices,
- 4. Community service and
- 5. How to work as a team.

The theme of the life skills training on a given Saturday is continued during the week's support group meetings where the girls learn and share experiences with one another as part of the peer education process. The female facilitators allow the girls to share freely as a form of peer learning. This is a safe area where the girls are allowed to say anything that is on their minds concerning the topic of discussion. The girls can ask questions and the facilitators stay in the background and listen and guide discussions while the girls do the lion's share of the talking and sharing.

During the support group meetings the girls discuss things that are happening in their lives. The discussion is facilitated by the community mother for the ward, as well as by Patience Katsande, the operations director. The facilitators allow the girls to discuss issues concerning their welfare. One recurring theme has been sexual abuse from guardians or relatives. The facilitators allow the girls to discuss their approaches to a given situation and then discuss what it means to be sexually violated, what the different forms of sexual abuse are, how and whom to report to. The facilitators then discuss the psychological and biological effects of abuse and refer the girls to one of the

trained community mothers for counseling. The discussion is used as the forum for discussing reproductive health and the changes that are occurring to the girls in terms of their bodies and their minds. The thread is continued, discussing HIV/AIDS and the importance of voluntary counseling and testing.

"The programme is still young but we have seen amazing changes in the children already. When they began the sessions, the children were shy and lacked self-esteem. Now the children see that the support group is a safe place in which they can share, and they do share. Some of the things they share are heart rending but the girls do not despair they use the experience to grow. The girls have learned about their Shona culture, which emphasizes respect for oneself and for one's elders. They have learned about their bodies and the changes that are occurring both physically and emotionally and are learning to work as a team. They have learned what it means to be a child and what they are entitled to. Most importantly this learning is ongoing"

-Wadzanai Katsande

Tendai Gambiza's Story by Wadzanai Katsande

Tendai Gambiza's three Wishes

1. That the pain in her chest goes away.
2. That she lives long enough to finish school.
3. That she can make enough money to support her family so they don't have to sleep hungry.

Tendai Gambiza is 12 years old and lives in Rusike Park, Marondera, Zimbabwe with her Aunt. Both of Tendai's parents fell sick and died of HIV/AIDS and she is now living with the disease. When Tendai was at netball practice one day the administrator noticed that she was not fit to participate in the game and took the time to talk with her. Tendai has since been diagnosed with tuberculosis and is on treatment after the Trustee, Mrs. Garwe- known affectionately as Gogo Garwe- took her for analysis.

Tendai is a survivor. She is extremely resilient and intelligent. Her story is particularly heart wrenching because of her overwhelming will to live despite what she has experienced. She says that although she's often too sick to attend class, she makes sure she sits all exams and is always in the top five. She says school comes easy to her. Tendai is extremely realistic and practical. Her approach to her illness is one of acceptance and fortitude.

Tendai attends the support groups and games religiously. When she is feeling ill she does not play but sits and supports the girls. Tendai has become a source of hope and inspiration for the other girls. At the support groups she absorbs all the lessons. As the emphasis of the lessons is constant reinforcement and repetition, Tendai's razor sharp intelligence helps to keep the girls recalling things they have learnt. Tendai is neither loud nor boisterous; in her quiet studious way, she has become a respected member of the team. Tendai leads by example, practicing what she has learnt and reminding the other girls of the life lessons. She represents EGT's basic motto "live a life of dignity, decorum and diplomacy" and applies it to everything she does. It is a privilege to have Tendai on the team.

Chapter 2: Female Coaches, Trainers and Referees

"The girls they don't like to have a male coach because sometimes they have their own problems, like when they have their periods and they can't tell the male coach or sometimes they are hungry and they can't tell the male coach. They are not comfortable telling such things to male coaches. Sometimes the male coaches can even start to take the girls as women and have sex with them."

-Grace, AKWOS coach

Female coaches, trainers and referees are crucial to ensuring the success of sport and physical activity programmes aiming to empower girls and women. Prioritizing female coaches, trainers and referees creates leadership opportunities for girls and women, where such opportunities may otherwise have been scarce or non-existent. Girls and women who are coaches for example, have the responsibility of making decisions about how best to conduct training and efficiently manage their practice time. As coaches they are given the chance to strengthen their decision making, organizational and management skills over time. Some sport programmes later recruit them as staff members who are given responsibilities ranging from organizational management and administrative duties to organizing tournaments and supervising teams. In the long term, with the appropriate technical training to develop their skills, these girl and women are strong candidates for influential positions in traditionally male dominated sport governing bodies.

Female coaches, trainers and referees are very important as role models for girls and women. Girls and women who have strong female role models may be encouraged to stay positive and to protect and take better care of themselves. A number of coaches and trainers from AKWOS, Moving the Goalposts and Box Girls Nairobi with whom we have spoken with all stated that they are frequently approached by girls and women aspiring to also become coaches, trainers or referees and to take on organizational leadership roles. When girls and woman see these female coaches, trainers and trainers from their own communities taking up leadership positions, the possibility that they can achieve the same accomplishments become more real. These female role models often represent the possibility of a happier and healthier life despite hardships.

Moreover, female coaches, trainers and referees play an important role in assuring that girls and women feel safe and that their specific needs are met. Many coaches and trainers with whom Women Win has spoken with say that girls and women feel more comfortable conveying their needs to female coaches, trainers and referees rather than male ones. For example, if a girl has menstrual pain and is unable to practice she is likely to feel more at ease communicating her situation to a female rather than male.

As articulated by Marianne Meier, children and adolescents often form close relationships with their coaches or trainers whom they view as idols or close friends. Such close relationships leave children and adolescents vulnerable to forming emotional dependencies, giving power to the adults over the child or adolescent and leaving the latter exposed to possible emotional or physical exploitation.¹⁰ A coach



AKWOS coaches Godelive, Yvonne, Solange, Marie Chantal: "Having a woman coach, it motivates other girls to come"

at AKWOS also explained that as a result of such close relationship girls and women maybe more vulnerable to sexual exploitation and or violence by a male coach rather than a female coach. Women Win recognises the potential for such misuse of power. We believe that female coaches and trainers will place girls and women participants of sport programmes at a significantly lower risk of sexual exploitation and or violence.

Training of Coaches at Box Girls Nairobi By Loice, Volunteer at Box Girls, Kenya

Box Girls Nairobi is an organization that aims to empower young women and girls in Nairobi to be self-sufficient through self-defence training. Aside from offering regular training sessions in boxing to our girls, we also are offering the women and girls the chance to participate in coaching workshops in order to obtain their licenses to be a trainers or referees. These coaching sessions are good for the girls on various levels. They are given the opportunity to improve the skills that they already possess and to learn new skills. They also organize workshops for sport events in the neighbourhood, on congresses or in schools and boxing in sparring competitions.

In Nairobi we just had a coaching workshop facilitated by members of Box Girls Berlin and funded by Women Win. Eight girls from Box Girls Nairobi participated in and successfully completed the workshop. These eight girls are planning to travel to ten different zones in Nairobi to establish new boxing groups.

The girls learned all about the basics of boxing (stance, foot works, stretching, sparring, pads, cool down exercises etc), how to be a successful coach through knowing your target group and what their needs are and how to plan and execute a successful work out programme as well as presentation skills.

This was the inaugural coaching workshop in Nairobi but we have plans to hold similar coaching workshops in Nairobi for at least three years from 2009-2011.

Women's Soccer Unity, Rwanda

In 2005, AKWOS initiated the Women's Soccer Unity, Rwanda, a project which provides training for female football players aspiring to become coaches, trainers, referees and match commissioners. The aim of the project is to empower girls and women through football in all regions of Rwanda and to create a solid women's football federation.

Training takes place at AKWOS facilities in Kigali city with participants joining from districts in Kigali City, as well as districts in Northern and Western Rwanda. Upon completing training, participants return to their home regions and organize their own female soccer teams on a volunteer basis.

Newly trained, coaches, trainers, referees and match commissioners are responsible for forming and successfully developing female football teams in their regions. Those belonging to the same region, often work together, with one



Box Girls Nairobi

woman or girl for example, coaching while another takes the role of referee. They also take on the development of peace and reconciliation and the eradication of gender-based violence by using football as a platform for outreach and education.



Beatrice, MTG Divisional Coordinator

“The sports institutes and physical education colleges in Bangladesh are entirely male dominated. Boys’ access to sports are generally favored over that of girls. Though the government adopted national sports policies on gender equality in 1998, little has changed. There is a serious need to raise gender sensitization in policy and ensure that policies are both gender sensitive and implemented effectively”

Mashuda Khatun Shefali

Former Player, Executive Director of Nari Uddug Kendra (NUK), Bangladesh

Beatrice’s Story

Beatrice is 23 years old and started playing with MTG in 2003 when she was 18 years old, after she left her secondary school because her family could not afford the fees. She played for one of the first MTG teams. Why did she join MTG? Because without work, after secondary school, she was idle at home. Beatrice has two brothers and two sisters. She later became a referee and a field leader.

Beatrice is now one of four female Divisional Coordinators, reflecting the new organisation of the MTG teams and leagues in 2008 (MTG is organised into 27 fields, and fields are now organised into 4 divisions). As Division Coordinator, Beatrice manages 33 teams at 8 different fields.

Her job is to advise the field leaders and their field committees as MTG tries to help field leaders to take more responsibility and grow them into leaders. Field committees are made up of girls both in and out of school, and are responsible for all teams using their field, organising the practice times and coordinating with other groups who use the field (usually a school field or community field). The field coordinators are also responsible for:

- Running the league and Saturday matches
- Organising referees
- Ensuring first aiders (trained players) are always on site during practices and games
- Peer education especially for out of school girls
- Counselling services, a counsellor (trained players) always available at weekly practice and Saturday matches.

Beatrice’s role is to advise and coach these field leaders and their committees, and ensure they are running things smoothly. Field leaders are volunteers, not paid, but new to 2008, a budget has been given to pay the Divisional Coordinators, including Beatrice.

Emertha's Story

"When I joined sport, I realised I had leadership skills"

Emertha – AKWOS coach for Western Rwanda

Emertha is 33 years old, she is the mother of two children of her own and guardian of six siblings who were left orphaned after the death of their parents. She has been with AKWOS for four years as a coach and volunteer coordinator of Western Rwanda province's six female football teams. She has used sport as a platform to bring together two hundred female sex workers in her province and to arrange for them to get paying jobs through the local government as public sanitary workers, cleaning the streets. Through coordination with a local NGO, she has also organized an academic scholarship fund, which provides funds for drop out girls to return to school. Emertha is the President of a Youth group (ages 15-35 years) in her province and also President of Women living with AIDS support group.

"After the training that I got from AKWOS I was able to train others. From that time I had the idea to come and mobilize women, to help them to do everything that they can do through sport. Last year I had a team, which participated in the national league and it came home with a cup. This year it was more difficult because there was no more funding for the team and now those girls have been recruited to other teams around."

-Emertha

In September 2008, Emertha along with two other AKWOS coaches used their skills to help another women's organisation (AFESCO) start-up a football programme for girls in three refugee camps outside of Goma, DRC Congo. Together, they organised a week of training for twenty five young girls from AFESCO in Goma, DRC Congo, teaching them about empowerment, peace and reconciliation (AKWOS curriculum), and sport training.

"They had no idea about sport. They never believed that women could do sports. But then they were trained about the role of sport in fighting HIV and gender based violence and from that time they were so amazed that Rwandan women are already so advanced. So they said they want to be as Rwandan women are. They want to have that same capacity. They said they want to continue doing the same training that they had in those few days that we were with them."

-Emertha in reference to training at AFESCO in Goma, DRC Congo



Emertha with some of her team players. Most are former sex workers with jobs arranged by Emertha to do city cleaning, Rwanda

Chapter 3: Safe Spaces

"I believe if I am safe and if I can provide a safe place for girls in my community than we can all work together to develop our community as professional women from the slum. In this way the face of the slum will start to change for the best. We can have a peaceful and caring world, where the winds of fury will no longer blow."

-Peninah Nthenya Musyimi, founder and director Safe Spaces Mathare, Kenya

Sport and physical activity programmes provide girls and women with the opportunity to convene in public spaces around a common interest. In this way girls and women are given the chance to assert their independence outside their homes, to build strong social networks and to increase the likelihood of their participation as active citizens within their communities and beyond. Restricting girls from moving beyond the home or areas around the home has traditionally functioned as an important safety component.¹¹ In order to ensure that girls and women enjoy the positive benefits offered by sport and physical activity involvement, participants and their families must feel comfortable and secure to attend regular sport and physical activity practice outside the home area. Addressing safety concerns should be an important priority of all sport and physical activity programmes that seek to empower girls and women.

In a Population Council publication that addresses the importance of access to safe spaces for girls, Martha Brady and Arjmand Banu Khan stress that:

"For girls especially, the idea of a safe and supportive environments is crucial, given the burdens and limitations placed on them by parents and social institutions that intensify as girls approach adulthood".¹²

Safety in this regard means physical safety, meaning that sport and physical activity programmes prioritize the requirement that girls and women are protected from bodily harm in the form of violence, including sexual abuse and preventable sport injuries. This also includes emotional safety, meaning that girls and women feel comfortable and secure in their sport and physical activity environments enough for example, to feel that they can trust their peers and elders and openly communicate and express themselves.

Sport and physical activity programmes may choose different methods to ensure safety with consideration to local contexts and the specific needs of participants. There are crucial elements, however, which all programmes should consider when addressing safety. Female coaches, trainers and all staff interacting with the girls and women participants, for example, are indispensable to creating safe spaces. They are largely responsible for both assuring that the girls feel emotionally secure and comfortable within their sport environment and protecting them from physical harm. Communicating with families about the programmes and involving them, in different ways, in the sport and physical activity is also crucial to ensuring safety. When the families of participants are supportive of their decision to take part in sport and physical activity, then they are more likely to enjoy trainings with ease and free of stress.



Ensuring sport programmes adapt to women's realities in safe spaces: 3 year old son with his mother at Box Girls practice, Nairobi

Moreover, trainings should take place in secure physical spaces and should be scheduled to avoid participants having to commute at unsafe hours such as in the evenings, when it is generally more unsafe for girls and women in many parts of the world.

Safe Spaces Mathare by founder and director Peninah Nthenya Musyimi, Nairobi, Kenya

Safe Spaces Mathare literally creates safe spaces for girls to meet and talk in an all girls environment, to play basketball, do yoga and drama, and vocational training such as an auto mechanics course. Safe Spaces is quickly creating a good name in the community with girls and their parents. In a recent open day, 160 girls showed up to join.

How Safe Spaces Mathare creates emotional and physical safe spaces for girls:

- By finding safe areas where the girls can meet and do physical exercise and train on different sport skills. These areas are free of any form of gender-based violence, free from any unfair judgment by the owners and are "girl friendly". These safe spaces are in church compounds and organizations premises.
- Using a peer education non-hierarchical model where everyone is a teacher and everyone is a student.
- Treating all participants equally and with respect, freedom of speech is highly esteemed and discrimination of any form is not tolerated.
- Training and meeting at an appropriate time during

the day and monitoring the participants closely with the help of the parents and guardians.

- Inviting guest facilitators and experts especially in reproductive health to conduct our learning sessions. This creates safe space in mind.

By securing these areas, girls participate fully and without fear. They start to build their self-esteem, to learn about themselves and to cope with the challenges that they face in the slums (i.e. prostitution, early marriages and hygiene) by looking at the possible solutions within their reach. Moreover, Safe Spaces Mathare organizes open days for parents where we discuss how girls are developing in the sport and inform them about how our sport guides and counsels the girls through their growing and learning process. We also educate the parents on the importance of educating their girls and emphasize the significance of recognizing their daughters' life choices, without forcing them to make up for what they did not or were not able to achieve in life. This has been effective in creating emotional comfort for most of the girls who arrive at Safe Spaces Mathare with a lot of misunderstandings between them and their parents.

Why girls need safe spaces:

- Fear of wrong judgment. For example, in mixed gender groups when a girl asks a question about sex, the boys view her negatively and as a "loose girl".
- Heightened parental resistance to girl's activities outside home due to sexual harassment threats and sexual exploitation due to poverty.

Peninah's story

Peninah Nthenya Musyimi is 32 years old, and grew up until age 24 in the slums of Nairobi, in Mathare. She lived with her parents and her younger sister in two rooms, without electricity and sanitation, and the family struggled daily for work and enough money to pay the day's food.

Peninah was lucky enough that someone in the community paid her secondary school fees, allowing her to complete her education. Every day for four years, Peninah awoke at 5am in the dark and started to walk 16 kilometres to school, and back again each afternoon. The first year she did not even tell the head teacher how far she walked, even though she was sometimes reprimanded for being late. When Peninah finished secondary school, she aspired to go on to university.

She learned about scholarships for girls playing basketball, a sport not usually learned by girls in the slums. Determined to go, Peninah taught herself basketball in one month, and managed to earn a scholarship to study law. She beat all odds through perseverance, sacrifice and hard work to be the first girl to ever graduate from Mathare slums. She is well known in the community for accomplishments.

Peninah's take on safe spaces:

Physical safety to me means being full of energy and free from sexual harassment, free from drugs and free from sickness. Emotional safety to me means being able to think positively about myself and be free from stress and desperation and to have freedom to talk about whatever I like in any environment. It means being free from any form of isolation and intimidation and having the power within to share my achievements with my fellow girls in my community. I want to be respected for who I am and give respect back in exchange.

- When girls reach puberty, most of them are unaware of the many changes happening in their bodies. They are in need of safe spaces where they can go and obtain such information and information about reproductive health and HIV and AIDS, which are a major problem in our country.
- Building high self-esteem through sport competitions, guiding them towards making right choices in their lives be it in arts or academic or in sport and nurturing talents.

Issues, which the girls talk about at Safe Spaces Mathare

- Relationships (healthy and bad relationships) how to choose good and healthy relationships.
- Communication (healthy communication, especially with their parents)
- Growing up and liking it (with full information of what is happening in their bodies)
- Sex (when to engage in it and when not to)
- Unplanned pregnancy, S.T.Is and HIV/AIDS
- Poverty and peer pressure
- Making right choices in life and assertiveness (saying 'NO' to what you don't want.)

Training:

The girls train 2 days a week in the afternoon from 2pm until 5 pm. The training is initiated by prayer followed by the announcement of a motivational word (i.e. desire, determination, effort or teamwork), which the girls will keep in mind and apply to everything they do throughout the week. Coaches speak with the girls and sometimes we invite guest facilitators to the sessions for capacity building. We don't practice at night, as it is unsafe for the girls. The trainings take place five kilometres from our office within a Catholic Church compound. The church compound has a complete basketball court with two rims and concrete ground, which is not ideal for the girls, but it is what we have for the present time. This basketball court is also used for volleyball. The entire court is fenced and surrounded

"Typically, the kinds of public spaces that are seen as legitimate venues for females-markets, health clinics, tailors-are those that confine females to fulfilling their domestic roles as homemakers and mothers. In contrast, appropriate public spaces for males are less narrowly defined and are not necessarily linked to their gender roles."

-Martha Brady

Source: Brady, Martha (2005). Creating Safe Spaces and Building Social Assets For Young Women In The Deveoping World: A New Role For Sport. Women's Studies Quarterly 2005, vol.33, no.1&2, pp.39-40

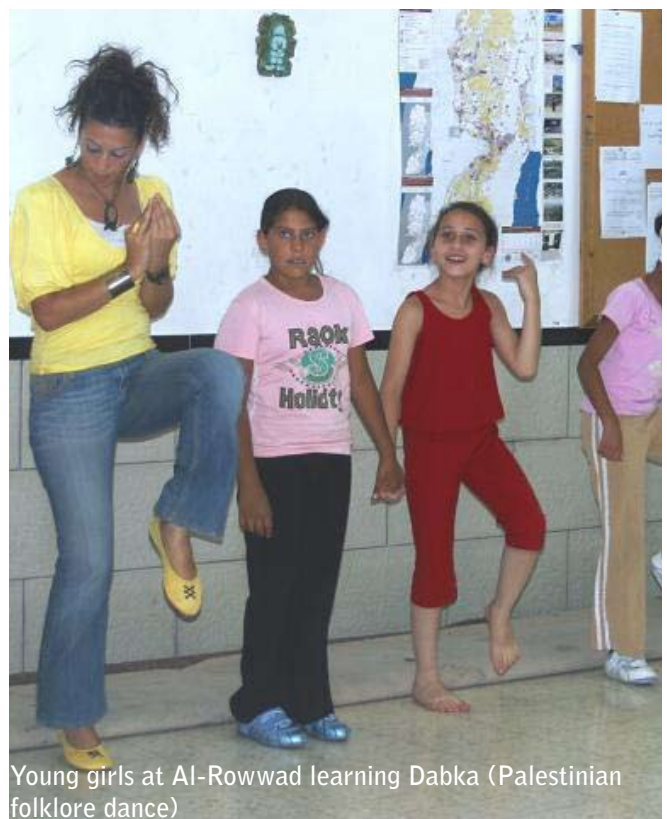
with barbed wire. The girls feel comfortable with their coaches and coordinators.

Fitness for a Beautiful Life at Al-Rowwad, Palestine

Al-Rowwad Cultural and Theatre Training Centre has started the empowerment of women through a sport project on in December 2006. Al-Rowwad is located in Aida camp, a long-standing camp of 5000 Palestinians living in a border zone north of Bethlehem, surrounded on all sides by Israeli settlements and military camps where stress of daily living is very high. The main idea is to provide women with a space for self-expression and freedom to liberate themselves in a friendly environment with other women. This was a first step in approaching women through fitness as a way to empower them on physical, emotional and psychological levels.

The Fitness for a Beautiful Life training sessions provide women with a space within the Al-Rowwad centre to practice aerobic exercises and dance. Before starting the fitness sport Al-Rowwad staff meets with participants and their families in order to explain the sport to them and discuss the training schedule and the benefits of exercise. The fitness trainings take place in Al-Rowwad's main hall. During the fitness training, no boys or men are allowed to enter the hall in order to assure the privacy and comfort of participants.

The women who participate in Al-Rowwad's fitness training sessions all say that the sessions meet not only



Young girls at Al-Rowwad learning Dabka (Palestinian folklore dance)

their physical need, but their psychological ones as well. The fitness sessions provide women with the possibility to meet other women, share ideas and to “breathe a bit of fresh air”. They gain self-esteem and confidence, learn about their rights and are given a voice. All of them hope that the programme will go on and develop a complete floor for women activities in Al-Rowwad.

Al-Rowwad’s staff report that all participants point out a positive reaction from their family. Husbands usually support their wives choice to take part in the fitness sessions and encourage them to come to the Centre. One woman reported that her husband said: “go and have fun”. Another reminds his wife that she must not miss her training session. Of course the fact that this activity takes place in the camp, close to home, helps account for the husbands’ positive reaction. The children also support their mothers. The reason is that their mother returns home smiling, less stressed because she had the opportunity of letting off steam.

“Access to safe spaces becomes increasingly confined, restrictive, enclosed and domestic as girls in developing countries reach adolescence. Evidence from sport programmes shows that sport activities can allow women and girls access to safe social spaces in which they may exercise control and ownership”

Source: The International Platform on Sport and Development, The Role of Sport in Addressing Gender Issues. Available from: http://www.sportanddev.org/learnmore/sport_and_gender/the_role_of_sport_in_addressing_gender_issues/index.cfm



Yoga session at Safe Spaces Mathare

Zohra's Story

About a year ago Zohra, a 40 year old mother of two and project leader of one of Be InterACTIVE's running groups located in Osdorp, Amsterdam, realized that a little persuasion was needed on her behalf to get women in her neighbourhood to take part in her running project. Most of the women, the majority belonging to the Moroccan Dutch community, previously had little involvement in organized community activities outside their homes and had concerns about the purpose of the project, as well as their safety.

Zohra knew that in order for women to agree to join the running project, they and their families had to feel comfortable and secure with the idea. She decided to go door to door, from one house to another, to inform them and their families about the running project. She assured the women, along with concerned family members that the project, carried out on a volunteer basis, aimed to improve the physical, mental and overall well-being of all participants, which in turn would not only greatly benefit them, but their families and communities as well.

After successfully gaining their trust as well as new participants, Zohra once again went door to door to pick up the women, drive them to her home, the running group's weekly meeting point, and drop them back off at home after practice. Zohra persistently followed this routine for a few weeks until participants felt more at ease and thus started to commute on their own or with other women to practice and back home.

The women who participate in the running project at Osdorp find the environment in Zohra's house supportive and feel at ease talking about life issues and exchanging health tips over cups of tea, before heading out to run. While running they do so in groups and stick to paths, which they find most secure. Zohra says the women are happy to have a social outlet outside their home, that they now feel better about both themselves and their health. They are even encouraging others to join the running project. Such new and positive developments, Zohra says, have made her efforts all the more worthwhile.



BeInterACTIVE running group

Chapter 4: Women Win's Impact Assessment Strategy and Looking Ahead

Women Win's Impact Assessment Strategy

Women Win supports innovative sport and physical activity programmes worldwide that empower girls and women. We seek to raise awareness of this strategy through advocacy and to create a social movement around sport for the advancement of women's rights. Since the emphasis of Women Win is on empowerment, any impact assessment that takes place must be congruent with strategies that empower girls and women who are involved in these programmes. Evaluative methods will have three overlapping goals:

- Empowerment of participants and their communities
- Communicating impact
- Improving organizational practice

Impact assessment and research are key to enable Women Win to identify successful sport strategies to advance the lives of girls and women. In the coming years, Women Win intends to invest significantly in building the capacity of our programme partners in impact assessment and research. Through this increased impact assessment capacity, we will be able to better identify effective strategies within sport programmes, communicate the accelerators, inhibitors and success factors, and thereby create higher quality, effective and sustainable programmes benefiting girls and women and their communities. Impact assessment and research will also help Women Win enhance our ability to identify and appraise new innovative potential sport partners.

Women Win and our programme partners/participants will work together to develop ways of assessing how participants are and have been empowered. Although some **quantitative** methods will be used to gather descriptive information about programmes and participants, other methods will emphasize data obtained through critical **qualitative** inquiry such as participatory learning and action.¹³ Such assessment methods listen to the voices of women and girls as they describe their experiences and lives, the constraints they face and their agency in shaping their lives and how their agency has shifted and lessened initial constraints.¹⁴ Such approaches to collecting data require systematic and rigorous analytical methods to make sense of the data. This does not necessarily mean the resulting data will be quantified. Instead assessors will uncover the themes and assertions that emerge from the stories/narratives of the participants, provide the evidence and the counter-evidence for these themes/assertions.¹⁵ This process requires continually comparison and analysis of the data until analytical summary/discussion accurately reflects how participants have been empowered and which

practices enabled them. This dialogical dimension of impact assessment should add to the empowerment of girls and women (as does their participation in sport).

Women Win assesses impact on three different levels: **individual, community and institutional**. In developing impact indicators to measure social change, it is important to bear in mind that sport programmes take place in varying environments, which influence the lives of participants in unique ways. For example, sport impact for girls' and women's football in Rwanda might vary from a similar sport in Bangladesh. While it might be generally acceptable for young girls to play sports, in a public pitch with spectators in one environment, it might not be the case for others. Marianne Meier writes: "Any project in any region of the world is embedded within a specific cultural, political, juridical, economic and social setting, which has to be analysed carefully. What makes sense for one district or one target group will not necessarily apply to another place."¹⁶ The diversity of girls and women (e.g. age, ethnicity, disabilities, religion) need to be taken into consideration in order to develop effective impact indicators for all. Women Win staff take local settings and diversities into consideration and when necessary, we modify impact assessment methods to reflect local contexts.

Looking Ahead: Women's Economic Empowerment

As stated earlier in the report, women's economic empowerment is the third component of Women Win's Strategic Triangle. The economic reality facing women



Safe Spaces Mathare practice

is still a significant barrier to empowerment. In our programmes and many of those in our network, the need to earn income serves as an obstacle for the support of family members for the participation of girls and women in sport and physical activity.

In the White Paper on Sport, the European Commission states that they believe that better use can be made of the potential of sport as an instrument of social inclusion in the policies, actions and programmes of the European Union and of Member States. The Commission includes job creation and economic growth and revitalization, particularly in disadvantaged areas as a part of the potential of sport as an instrument of social inclusion.¹⁷ They affirm that:

“Sport is a dynamic and fast-growing sector with an estimated macro-economic impact, and can contribute to the Lisbon objectives of growth and job creation. It can serve as a tool for local and regional development, urban regeneration or rural development”¹⁸

Women Win concurs with the Commission’s stance on the potential of sport to contribute to economic opportunities. We believe that there are income opportunities to be developed in “sport as an economic force” and that such opportunities should be extended beyond countries in the

global North to those in the global South. We strongly believe that sport and physical activity programmes in the global South and their participants and communities stand to gain economic benefits by tapping into this potential.

Through our programmes we currently support the developing of a network of highly skilled social entrepreneurs. From these examples, we can document successful social enterprises in the form of replicable models based on which we hope to inspire a global movement of women led sustainable social enterprises. In the near future we intend to prioritize our impact assessment research to focus on initiating feasibility studies and market analyses as a means of assessing possibilities for our sport partners to benefit from economic opportunities through the instrument of sport. We intend to evaluate ways of helping our programme partners to build their organizational sustainability and to foster social entrepreneurship.

MTG takes on Economic Empowerment of Girls and Women

MTG has taken initial steps to create a social enterprise related to sport based on feedback from the girls and women who play football in the sport. Many of these girls and women say that they do not want to play sports when they are menstruating because they cannot afford to buy sanitary napkins. Players worry that the cloth or cotton wool that they use during menstruation might fall out while they are playing. Research by other organizations in Africa has found that many girls also miss school when they are menstruating also because they cannot afford to buy sanitary napkins.

In an effort to confront this problem and to simultaneously economically empower girls and women participants, MTG has initiated a feasibility study on producing and selling sanitary napkins (developed by a Ugandan professor) produced with natural products (papyrus), which are cheaper than commercial sanitary napkins and more environmentally friendly. MTG plans to involve its girls and women in the production, distribution and sales of the sanitary napkins.

Economic Empowerment of Disabled Women in Addis Ababa, Ethiopia

Opportunities for income generation are rare for disabled women in Ethiopia. Disabled women in Ethiopia do not receive benefits or allowances and are often socially isolated. There are also very few sport opportunities for disabled youth in Ethiopia.

This coming year in Addis Ababa, Ethiopia, a group of 10 disabled young women will receive training through the SPAT program; a two-year program initiated by Women Win Advisory Council member Lydia la Rivière Zijde, to become sport and physical activity trainers. Upon completing training, they will go on to teach in schools for children with learning and physical disabilities.

Unique in this program is the basic income guarantee for all SPAT participants in the first two years. Ongoing negotiations with the Ethiopian government and the management of the schools are aimed to further employment for SPAT participants after completion of the program.

Annex

Overview of Programme Partners and Fellows referenced in this report

AFESCO Goma, DRC Congo

AFESCO works with teenage girls and young women living in refugee camps in Goma, Province of North Kivu. These girls and young women are displaced from their homes, and are survivors of violence and discrimination of all kinds. With coaching advice from the Rwandan organization AKWOS, AFESCO has initiated a project in 2008 with approximately 50 girls and women learning football skills and partaking in education about women's rights, overcoming trauma and peace and reconciliation. With refugees streaming in daily due to the ongoing violence in the region, the project is expanding and aims to offer more girls the chance to increase their physical and mental strength, break stereotypes of women sporting, reduce stress and increase their hope for a better future.

Al-Rowwad Cultural and Theatre Training Centre Aida camp, Bethlehem, Palestine www.alrowwad.virtualactivism.net

Al-Rowwad Cultural and Theatre Training Centre is an independent community-based non-profit organization, founded in 1998 and situated in the Aida Camp in Bethlehem (West Bank), Palestine. The centre offers artistic, cultural and theatre training, and through innovative and non-violent means, aims to challenge stereotypes by working to show a positive image of the Palestinian people and culture. More recently, Al-Rowwad initiated a physical activity project, "Fitness for a Beautiful Change" for women and girls in the camp. In 2008, 150 participants were active in fitness, dabka dance, volleyball and ping-pong trainings provided in a safe, healthy and encouraging environment. The women and girls report benefits such as release of stress and anxiety, physical and psychological health gains, and social gains, increasing teamwork skills and reducing social isolation.

Association of Kigali Women in Sports (AKWOS) Kigali, Rwanda www.akwos.org

Based in Kigali Rwanda, AKWOS formed as a grassroots movement in 1997. Felicité Rwemalika, the founder and current president of AKWOS, and eight other mothers in Kigali recognized the potential of sports to positively benefit the lives of Rwandan girls and women, not only in healing and reconciling from the aftermath of the 1994 genocide, but also in improving the overall quality of their lives. It took almost two years for them to convince other mothers to allow their daughters to participate in sports. More than 2,000 girls currently play sports in AKWOS teams, and

these teams are spread throughout Rwanda.

Felicité Rwemalika is currently a member on Women Win's Board of Directors.

Asociación Bogota Colombia – Gente para la Gente Internacional Bogota, Colombia

Asociación Bogota Colombia is a community based NGO in Bogota which develops projects for homeless and excluded people facing problems of social disparities, poverty, discrimination, violence, insecurity and conflicts. Asociación Bogota is using street football to build a league for girls and young women (ages 15-19). They are also engaging them in income generation projects, community service, and education. In 2008 they have participated in the Homeless World Cup in Melbourne with a young women's team.

Be InterACTIVE Amsterdam, The Netherlands www.beinteractive.org

Be InterACTIVE is a community organization, using sports and physical activity as a tool for improving the lives of women belonging to different cultural and socio economic backgrounds living in the Netherlands. In 2005, Be InterACTIVE initiated a pilot running project in the Geuzenveld-Slotermeer district of Amsterdam. The running group provides an opportunity for women, most of whom are first or second-generation Moroccan immigrants, to become active and to create positive social changes in their lives. In the past three years, similar running groups have been established in a number of cities in the Netherlands and more than 200 women are actively participating in weekly running and walking activities, gaining nutrition advice, and acquiring new social networks.

Box Girls Nairobi Nairobi Eastlands, Kenya www.boxgirls.org/nairobi

There is a lack of sporting opportunity for girls in the sprawling slums around Nairobi and a daily threat of violence. Unemployment, early pregnancy and lack of school opportunity shape the girls' reality. Boxgirls Nairobi Eastlands was founded by girls in 2007 who wanted to fight for a better future for their community, and use a traditionally male dominated sport, boxing to do so. Boxing and running provide useful structured activities to teach the girls self-confidence, discipline, teamwork and self defense skills. The girls learn coaching skills and have the chance to take part in conflict resolution and communications training. In 2008 there were 20 young women training 3-5 times per week and 15 younger girls. Box Girls is currently expanding throughout zones in Nairobi.

Mashuda Khatun Shefali, Women Win fellow
Dhaka, Bangladesh
www.nuk-bd.org

Mashuda Khatun Shefali, Ashoka fellow 1992, is a dedicated woman's advocate in Bangladesh, and the founder of Nari Uddug Kendra (NUK) in 1991 that is recognized for its personal and political empowerment of women in Bangladesh. The organization has been implementing several programmes including promoting the rights of garment workers, increasing awareness of gender equality issues among adolescent female students, building capacity of elected women representatives of local government, and undertaking research and advocacy initiatives in the areas of gender and human rights mainstreaming in the development process. Currently NUK is conducting a research on "National Sports Life of Bangladeshi Women from gender perspectives" and initiating a karate training for adolescent girls. The findings will be used to influence the formulation of appropriate gender friendly sports policy, in government policy and schools.

The International Working Group on Women and Sport is a co-partner of Women Win's in supporting Mashuda's fellowship.

MIFUMI Tororo, Uganda
www.mifumi.org

MIFUMI is a women's rights organization that has worked over ten years, reducing the burden of poverty by securing basic rights for people living in remote communities of Uganda. MIFUMI was conceived in 1994 by Atuki Turner to carry forward her dream of rebuilding a run down community school in which she had volunteered. In 1999, MIFUMI's current flagship programme on domestic violence and bride price, which started working with women volunteers through women only advice centres, was launched. MIFUMI supports the needs of and promotes protection for women and children affected by domestic violence and abuse, as well as bride price violations. The Sure Start Project at MIFUMI engages 120 girls in karate training with the aim of improving the quality of their lives and status within their communities. This complements the work with women and takes a preventative approach by working with girls.

Moving the Goalposts (MTG) Kilifi, Kenya
www.mtgk.org

Moving the Goalposts (MTG) Kilifi is a community based organization registered in 2002 and based in the Kilifi district, Coast Province, Kenya. MTG started with a sport and development project in Kilifi in 2001 with less than one hundred girls. It now has more than 3000 girls and young women (aged 9- 25 years) participating in tournaments and ongoing leagues. Participants are encouraged to be active in leadership roles such as: committee membership, coaching, refereeing, first aid, peer educating and

counseling. Moreover, MTG has used football projects successfully to address reproductive rights and economic empowerment, for in school and out of school girls.

Safe Spaces Mathare Nairobi, Kenya

Safe Spaces is a young organisation, founded in early 2008, by Peninah Nthenya Musyimi, the first girl from the Mathare slum to graduate from university. Because of poverty and cultural norms in Kenya slums, girls are often forced to marry very early, are severely more vulnerable to HIV, sexual violence and physical exploitation, face heightened parental resistance to girls activities outside the home (security and because youth centers attract more boys) and face systemic discrimination in attaining positions of power and leadership. Using basketball, yoga, drama and education, Safe Spaces Mathare creates dedicated safe space clubs for 80 adolescent and teenage girls in the Mathare slum which focus on building self esteem and leadership skills, increasing gender consciousness, and exchanging information concerning the various issues affecting young females in the slums.

Wadzanai Katsande, Women Win fellow
Marondera, Zimbabwe
www.edmundgarwetrust.blogspot.com

Wadzanai is an activist and firm believer in the power of economic empowerment. Her passion is taking action to ensure that developing countries, particularly in Africa, find appropriate and innovative solutions to combat poverty, debt, poor governance and disease. In 2006 she founded the Edmund Garwe Trust (EGT), an NGO focused on assisting girl heads-of- households who have lost parents and teaches them through sport and team work life skills. The pilot project of 50 girls are organized into netball teams and support groups that meet several times per week. This provides a base for support which in the current Zimbabwean challenges, is a source of hope and humanity in the communities.

Women Sports and Fitness Foundation of Malaysia (WSFFM) Kaula Lumpur, Malaysia

WSFFM is an organization devoted to the empowerment of women through sports and fitness. The Foundation has pursued this goal from 1995 and is working with various national organizations, including the Ministry of Youth and Sports to enlighten women on the significance of sports and fitness as a national agenda. Women Win supported a self-defence workshop that WSFFM organised for disabled young women and instructors in 2008.

Additional Programme Partners and Fellows supported by Women Win

Association de Soutien et d'Appui aux Femmes Entrepreneurs (ASAFE) Douala, Cameroon
www.asafe.org

Founded in 1987 by Gisèle Yitamben, ASAFE has developed diverse strategies aimed at the socio-economic empowerment of girls and youth. Some of their key activities include: educating female entrepreneurs in management, providing them with ITC training and teaching them about solar energy. Gisèle is also a strong believer in the ability of sport to influence positive changes in the lives of individuals and communities. Since 2004, ASAFE has developed street football activities as part of its efforts to encourage the development of female leaders. One of its football teams based in the city of Batcheu has participated in the Homeless World Cup in 2008, and was the winner of the Women Win Challenge Award. This football team has built a women's empowerment centre, which, Women Win is currently supporting.

Awista Ayub, Women Win Fellow
Washington DC, US

Awista Ayoub was born in Afghanistan and grew up in the US. At the age of 23, Awista founded The Afghan Youth Sports Exchange. In 2004, Awista brought eight Afghan girls to the US in order to learn football and represent their country in the International Children's Games. Following this, she embarked on developing girls' football teams in Afghanistan. Awista is currently researching a Masters' thesis on the effectiveness of short-term sport exchange programmes. She is also conducting an evaluation to determine whether follow-up mentoring support along with seed funding improve success rates in the longer term impact of such sport exchanges. For this research, she is following six female athletes from Morocco and Afghanistan. Awista's book about the Afghan experience, *However Tall the Mountain: A Dream, Eight Girls, and a Journey Home*, is due to be released August 2009.

Evelyne Wangui, Women Win Fellow
Nairobi, Kenya

Evelyne Wangui is a young disabled woman who is a fantastic communicator and advocate for disabled girls and women. Evelyne is currently studying at the University of Nairobi. She is the founder of SHEROES, a non-profit organization advocating for increased sports participation of girls with disabilities living in Nyanza, Coast, Central and Nairobi provinces. Evelyne is also a member of the Kenyan national Paralympics Committee.

Fadoua Bouali, Women Win Fellow
Amsterdam, The Netherlands

Fadoua Bouali is a writer, activist and advocate who is working to give a voice to Moroccan women in The Netherlands and to promote understanding of issues facing Muslim women. Fadoua is a believer in sport as a strategy for empowering women and girls. Through her writing and activism, she has spread awareness in the Dutch society of the impact of such sport programmes for girls and women. Fadoua is the author of three books, *Bevrijd door Allah* (Freed through Allah, 2006); *Had ik maar Frans gestudeerd* (Had I studied French, 2007); and *Terugkeer: Een jaar in Marokko* (Going back: a year in Morocco, 2008), which highlights sport and physical activity as an empowerment strategy for girls and women.

Family in Need Trust (FIN)
Mutare, Zimbabwe

FIN is a community-based development organization founded in 2003 and dedicated to reducing poverty and empowering girls and women. Girls and young women face a challenging situation in Zimbabwe due to the economic and political environment in Zimbabwe. FIN is currently supporting sport activities such as netball and football, as well as leadership and life skills education for 300 girls and young women in and around Mutare as a means of helping them cope with their challenging life circumstances.

Kalusha Foundation Lusaka, Zambia
www.kalushafoundation.org

The KALUSHA FOUNDATION believes that sport participation offers an ideal opportunity to teach girls and women coaching skills while they sport. In 2008, in partnership with the KNVB (Royal Netherlands Football Association) and Women Win, the Kalusha Foundation organized the first ever "women only" coaching course in Zambia. During this coaching course, 30 young women learned how to develop their coaching skills on and off the field.

Kroobay Women and Girls Sport (Kroobay)
Freetown, Sierra Leone

Kroobay is a women's rights organization. Their mission is to develop a sustainable sport movement for girls and women that aims to enhance gender equality and advance the position of girls and women. Since the inception of the war period in Sierra Leone (1991-2004,) over 68% of young women and teenage girls have undergone some form of violence, rape, exploitation and abuse. 49% of 7-16 years old suffered degradation, molestation, poverty, rejection and marginalization. Kroobay uses different sports (amateur boxing, running, football, volleyball) to reach 200 girls and young women in the Kroobay community in order to increase their physical endurance, learn conflict management, develop their leadership skills,

and develop a higher self-esteem and pride in themselves. The International Working Group on Women and Sport is a co-partner of Women Win's in supporting Kroobay.

L'Heure Joyeuse Casablanca, Morocco

L'Heure Joyeuse is a community based organization that develops projects to improve the situation of children in poor and marginalized areas of Casablanca by providing health care programs, promoting education and encouraging social follow-up and training for integration into the workplace for young and poor people. Dancing Shantytowns- Urban Dance is a project developed by L'Heure Joyeuse, which focuses on teaching more than 130 girls and boys hip hop dance and values such as commitment, discipline, fair play and team spirit. The project also advocates for access to healthcare and vaccinations.

Sport Action Zone (SAZ) London, UK

SAZ was established in 2000 as a project working with disadvantaged youth throughout locations in London. SAZ has developed community dance programmes for girls with instructors from the communities they live in. This project aims to empower young teenage girls from disadvantaged backgrounds in London to be active and express themselves through hip hop and breakdance – challenging the male dominated break dance world, improving their self-esteem and body image. SAZ cooperates with hip-hop dancer Kymberlee Jay in several of their activities.

Women in Sport - Fiji Suva, Fiji

Women in Sport - Fiji was founded in 1991 by a group of six women and aims to ensure that girls and women have opportunities to participate in sports and to become sport leaders. Through advocacy and outreach activities, Women in Sport – Fiji encourages sport participation volunteerism for leadership positions in sport programmes and organizations in rural areas. The International Working Group on Women and Sport is a co-partner of Women Win's in supporting Women in Sport - Fiji.



MTG girls playing football

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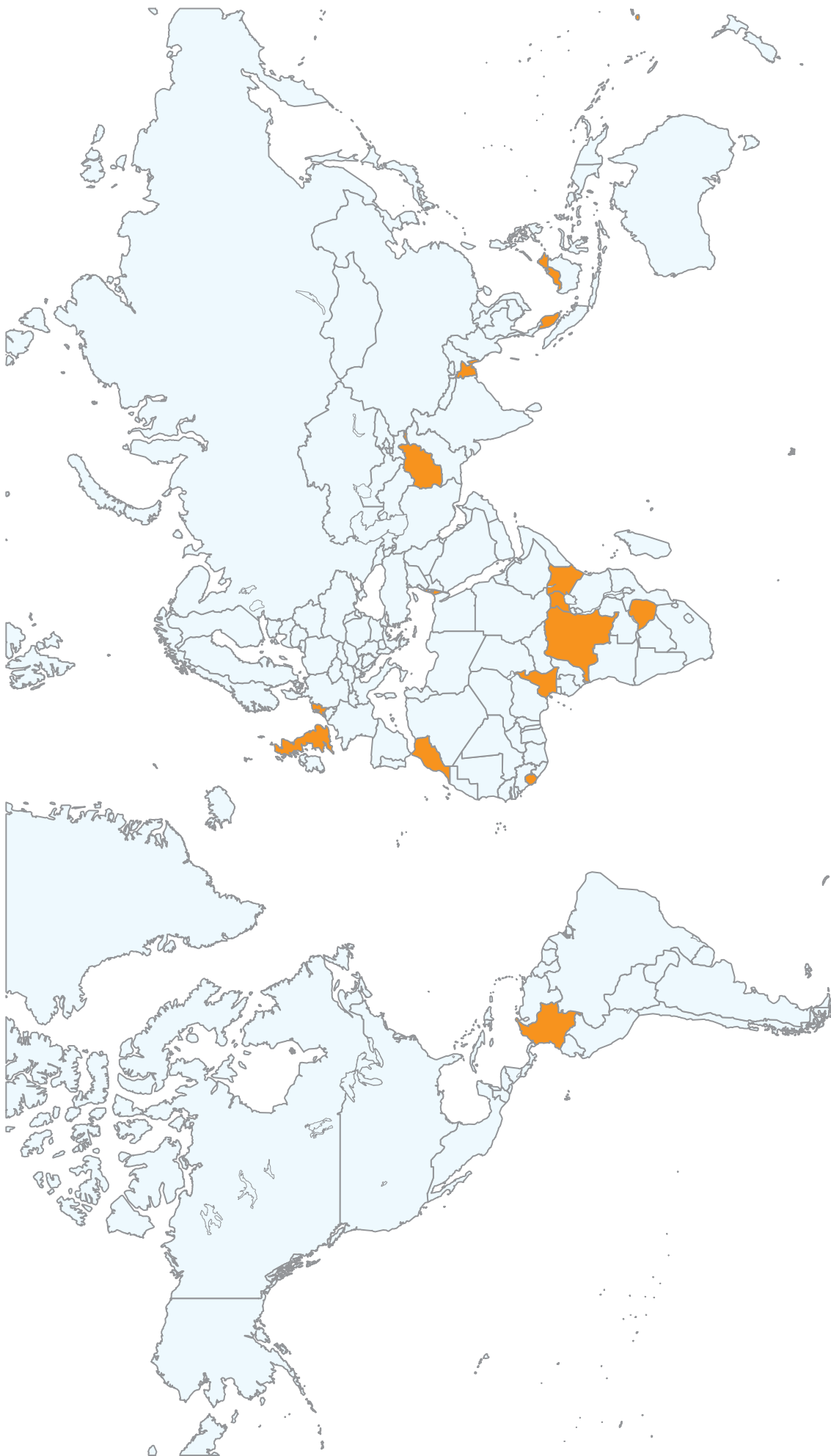
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www.unicef.org

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Countries with programme partners or fellows that Women Win has funded as of December 2008

