

Sports & Gender Equality

A step-by-step guide



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Project “FIVE SKILLS ONE SPORTER”

How to Use Sport as a Tool for Gender Equality and Social Inclusion

Training report

Date and place: 3rd-7th of July 2023 in Sofia (Bulgaria)





Welcome to the summary of our recent training session, "Training on How to Use Sport as a Tool for Gender Equality and Social Inclusion," part of the "FIVE SKILLS ONE SPORTER" project. This training was held in Sofia, Bulgaria from July 3rd to 7th, 2023, and was expertly hosted by Champions Factory, as it was specifically designed to support the broader objectives of the "FIVE SKILLS ONE SPORTER" project, which aims to enhance the use of sports as a tool for advancing social inclusion, mental health, gender equality, non-formal education, and influencing policy. This event gathered participants from various esteemed organisations:

- **Work Experience Agency Hybrid Sport**
- **L'Orma**
- **WSBINOZ**
- **Sport Evolution Alliance**

Key details about the participants from each organisation include:

- **In-person Participation:** Each organisation was represented by **two** staff members and **one** volunteer.
- **Online Participation:** Additionally, each organisation had **four** individuals watching the training online. These participants were volunteers, sport staff from local organisations, sports managers, coaches, and youth engaged in sports or sports-related studies. The training aimed to equip them with tools to use sports effectively in promoting gender equality and enhancing social inclusion.



The core of the training focused on two main themes: using sports for promoting gender equality and leveraging it as a tool for fostering social inclusion. The sessions were designed to equip participants with the knowledge and tools necessary to implement practices that support



these goals within their own organisations and communities. The program included interactive workshops, expert-led discussions, and practical exercises aimed at enhancing participants' abilities to create inclusive sporting environments.

Sports & Gender Equality: Gender Education as a Tool for Empowerment

Within the sports domain—where the ideals of competition, teamwork, and personal development are celebrated—the critical role of gender education often remains underexplored. However, this training emphasised gender education as a fundamental element for fostering an inclusive, respectful, and equitable sports culture. It explored how understanding the diverse spectrum of gender identities and expressions is crucial for building environments where all athletes can thrive without facing prejudice or bias.

Gender education is essential for challenging and dismantling the stereotypes that have historically marginalised certain groups in sports. This not only helps create a space where athletes can participate confidently, but it also broadens the appeal of sports, freeing them from gender-based restrictions. The training covered practical aspects such as the development of inclusive facilities, the use of respectful language, and behaviour that acknowledges and respects all individuals. By promoting principles of gender education, the sessions aimed to cultivate sports settings where every participant feels safe, valued, and motivated to excel.

The Use of Sport as a Tool for Social Inclusion

The training also addressed the broader societal impacts of sports through the lens of social inclusion and exclusion. Discussions underscored sports' potential to bridge gaps between different community segments, thereby promoting a more inclusive society. By examining how exclusionary practices can undermine social cohesion, the sessions highlighted the transformative potential of inclusive sports initiatives. These initiatives are seen as critical for fostering a sense of belonging and community among participants from varied backgrounds.

Through a blend of theoretical insights and practical strategies, the training provided participants with a comprehensive understanding of how sports can be leveraged to combat social and gender-based inequalities. The aim was to inspire these leaders to go beyond traditional uses of



sports, encouraging them to think creatively about how athletic platforms can serve as conduits for positive social change.

Below is a breakdown of everything done during the training, detailing specific educational content and practical applications discussed:

Sports & Gender Equality: Gender Education as a Tool for Empowerment

In the realm of sports, where competition, teamwork, and personal growth converge, an often overlooked but incredibly significant aspect is the role of gender education. Gender education, which aims to promote an understanding of the diverse spectrum of gender identities and expressions, is of paramount importance in fostering an inclusive, respectful, and equitable sporting environment. This inclusive approach extends beyond mere physical prowess; it nurtures a culture where athletes, regardless of their gender, can thrive without prejudice or bias.

Gender education plays a pivotal role in challenging and dismantling stereotypes that have historically marginalised individuals within the sporting world. This not only cultivates an environment where all athletes can participate with confidence but also encourages the pursuit of a broader range of sports, unburdened by restrictive perceptions. Furthermore, gender education equips sports organisations, coaches, athletes, and youth, in general, with the tools to address the unique challenges faced by individuals of all gender identities. From fostering appropriate changing room facilities to implementing respectful language and behaviours, the principles of gender education foster an environment where everyone feels safe and valued. This inclusive atmosphere can significantly enhance an athlete's performance and overall well-being, as they can focus on their sport rather than feeling hindered by discrimination or exclusion.

The relevance of gender education is underscored by the fact that gender-based discrimination is still prevalent in sports. Women's sports often receive less attention, funding, and recognition compared to men's, perpetuating the narrative that athleticism is predominantly a male domain. Gender education provides the necessary framework to deconstruct these biases and challenges the notion that excellence in sports is confined by gender. When athletes and sporting institutions embrace gender education, they are not just promoting equality; they are fostering a spirit of camaraderie, empathy, and collaboration. By recognizing the importance of addressing gender-related issues within sports, the entire sporting community takes a significant step



towards being a catalyst for broader societal change.

While designing the activities below, we have used approaches and methods based on human rights and gender education focusing on sports. We aim to empower young people participating in the activities to challenge stereotypes and biases early on. The activities are easy to adapt and implement by students, youth, youth workers, trainers and coaches.

In essence, the integration of gender education into the world of sports sets off a transformative chain reaction that touches various segments of society. By empowering students, youth, youth workers, educators, trainers, and coaches with knowledge and awareness, we are paving the way for a future where sports serve as a model for societal change – a future where the pursuit of excellence is intertwined with principles of equity, respect, and understanding.





SCHEDULE



<p>Day 1 - Session 1</p>	<p>Who is here?</p> <p>Objectives</p> <ul style="list-style-type: none"> • Supporting the participants to get to know each other • To create a safe learning environment through Ice-breaking activities and team-building activities • To understand the participants' expectations, fears and encourage their contribution • To present the aim and the objectives of the participants, so they can follow the flow of the activities <p>Programme step by step</p> <p>10:00 Name circle</p>
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The participants stand in a circle and have to say:

- Their name (nickname if they have one)
- Where are they coming from
- The name of the organisation that they are representing

10:10 Repeating names using a balloon

A big balloon is blown and shared with the participants. They have to write down their names and pass it to the next person.

1st round:

Once the participants are done; they have to throw the balloon to a random person. The person that catches the balloon has to read the name that sees first and throw the balloon to that person. Same applies to the second participant in the circle, to the third one and so on..

2nd round:

The participants do the same exercise as in round 1 including also the country of the same participant.

3rd round:

The participants do the same exercise as in round 2 including the organisation that represents the same participant.

10:25 Team Building activity

Participants are divided into smaller groups of 4 and receive A4 papers and masking tape.

Task: to build a tower with the materials received.

Round 1: They have 15 minutes to build a tower. Everybody should be included and take part in the decision making process. The facilitators are following the process.

Round 2: The towers should be connected to each other in a way that it will create an assembly. The participants have 7 minutes. They have to discuss, agree and implement the decisions all together.

Facilitators should envision up to a 10 minutes buffer time.



Debriefing - 20 minutes

Guiding questions:

- How do you feel?
- What happened?
- How was the work in the group?
- Were there any challenges or unexpected situations?
- What was your role in the building process?
- What were the roles of the others?
- What helped to accomplish the task successfully?

11:05 Expectations, Fears and Contributions

The participants receive 3 post-its in 3 different colours. They are invited to write or draw their ideas about the 3 topics on the post-its and stick them on the three different flip chart sheets:

Expectations: *I hope that.../I want to....*

Fears: *I am afraid (not) to....*

Contributions: *I would like to.....*

The facilitator goes through each of the three flipcharts, group the similar inputs and read them to the participants. The results of this activity will be revised at the end of the week in order to assess the relevance of the process.

11:20 Aims and objectives of the activity

The facilitator presents the aim and the objectives of the activity and answers the questions of the participants

----- Virtual participants -----

The virtual participants receive a Zoom link and they join 10 minutes earlier to check if there are any connection issues. The camera in the main training room is on the assisting facilitator follows the chat. The laptop is connected to a big screen, so the other participants can also see and hear the online attendees.

10.00: Name circle



The participants online share their names, country and organisation they are representing; The participants greet each other from both sides.

10.10 Repeating names

The assisting facilitator is sharing a padlet link, where the online participants should write down an their own languages/ dialects:

1. "Hello"
2. "Thank you"
3. "How are you?"
4. "Nice to meet you"

10: 20 Let's understand more about each other

The participants are asked to share their favourite songs as links in the chat and explain how does the song is related to them.

11:05 Expectations, Fears and Contributions

The participants are invited to post their expectations, fears and contributions using sticky notes in Padlet following the example given by the trainer to the rest of the group

Expectations: *I hope that.../I want to....*

Fears: *I am afraid (not) to....*

Contributions: *I would like to.....*

The assisting facilitator goes through each of the three sheets of Padlet and summarises them to the participants - both online and on-site.

11:20 Aims and objectives of the activity

The online attendees follow the facilitator that presents the aim and the objectives of the activity and answers the questions of the participants

There`s any material needed?

big balloon - 1 pc
A4 paper



	<p>Masking tape Flipchart + papers Crayons Sticky notes/ post-its Laptop Stable wi-fi connection Microphone Big screen/ TV</p> <p>Is there a discussion?</p> <p>The discussion is guided by the facilitator aiming to debrief the group building activity.</p> <p>Write here follow up questions for debate</p> <p>No follow up questions at this stage</p>
<p>Day 1 - Session 2</p>	<p>“Where do you stand” - Gender stereotypes and prejudices*</p> <p>Objectives</p> <ul style="list-style-type: none"> • To address gender stereotypes that participants face in their daily life • To use and develop skills of discussion and argumentation • To foster respect and open mindedness <p>Programme step by step</p> <p>Preparation:</p> <p>The facilitator should prepare a sheet of statements (Appended below) and 2 posters – one saying, "I agree" and the other saying, "I disagree" – and stick them on the wall at opposite ends of the room, so that people can form a straight line between them.</p> <p>Where do you stand?</p> <p>12:00 Active debate</p> <p>1. The facilitator starts with a very brief brainstorm about the gender roles we know and if there is difference between them.</p>



2. The facilitator explains that he's going to read out a series of statements with which people may agree to a greater or lesser extent.
3. The facilitator points out the two extreme positions – the posters stating "I Agree" and "I Disagree". People may occupy any point along the imaginary line, but they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!
4. The facilitator reads out the statements in turn.
5. The facilitator stimulates reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Asks someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge.
6. People are allowed to move their position as they listen to each others' comments.
7. When the facilitator is done with reading the statements, brings the group back together for the debriefing.

13:00 Debriefing

Guiding questions:

The facilitator begins with reviewing the activity itself and then goes on to discuss what people learnt.

- Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did people change positions during the discussions?
- What did the question were pointing at?
- Were people aware of the discriminatory nature of some of the statements?
- Were people surprised by the extent of disagreement on the issues?
- Is there a connection between the stereotypes and the human rights violations?
- Does it matter if we disagree about human rights?
- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?
- Might it ever be possible for everyone to reach agreement about human rights?
- Do we need any more rights?



	<p>The trainers wrap up by giving an input on the topic of stereotypes, prejudices and discrimination emphasizing on the gender aspects.</p> <p>----- Virtual participants -----</p> <p>The participants receive the same questions and have to mark their positions using their thumbs (up and down).</p> <p>The assisting facilitators follow the dynamics and address the comments written in the in-app chat.</p> <p>When suitable, the virtual participants are unmuted to contribute to the main discussion.</p> <p>The debriefing is done in the same fashion with the help of the assisting facilitator</p> <p>-----</p> <p>There`s any material needed?</p> <ul style="list-style-type: none"> • One copy of the sheet of statements • Large sheets of paper or flipchart paper, pens • Space for people to move about <p>Is there a discussion?</p> <p>The activity is based on discussion and reflection on gender based stereotypes, prejudices and discrimination. The discussion is constructed by using rights based approach and the topics cover different aspects of human rights.</p> <p><i>*The session uses an adapted version of the “Where do you stand?” activity placed in CoE’s Compass - Manual for Human Rights Education with Young people -</i> https://www.coe.int/en/web/compass/where-do-you-stand-</p>
Day 2 - Session 1	<p>Heroines and heroes*</p> <p>Objectives</p>



- To learn how to recognise society's differing expectations towards girls and boys, and young men and young women
- To reveal and discuss the gender expectations and norms which individuals face
- To discuss how gender norms affect people's human rights

Programme step by step

10:00 Heroines and heroes - Written input collection

1. The facilitator sticks the prepared pieces of flipchart paper on the wall before the activity. Tell participants they should take a few minutes to think about what they believe is expected or demanded from girls and boys/ man and woman in the different settings identified on the posters.

The facilitator allows them to walk around or sit down and think, and stress that they should do this part of the activity individually. They should write their ideas on the pieces of flipchart paper (in the appropriate box or column).

2. Once this phase has been completed, the facilitator divides the participants into five or six subgroups and places each group next to one of the pieces of paper. Tells them to discuss their setting with others in the group.

They could use the following guiding questions to support the discussion:

- Which differences can you identify between expectations and demands placed on girls, and those faced by boys?
- What would you like to change?
- How do you think this can be changed?

10:20 Discussion for 30 min

3. The facilitator brings the group together and asks each small group to report back briefly on their discussion to the whole group. Asks the other participants for initial reactions to the results: how do they feel about them, and does anything surprise them?

10:50 Debriefing and evaluation

The focus is on the group work, focusing on how people can challenge existing gender norms and expectations.



----- Virtual participants -----

The participants joining online will follow the same instructions and the flip chart papers will be replaced with Padlet sheets.

The assisting facilitator will help them to have discussions by dividing them into Zoom breakout rooms.

The debriefing will be together with the rest of the participants and the assisting facilitator will gather the comments and the sharings using the chat wall of Zoom.

There`s any material needed?

- Five sheets of flip chart paper
- a large wall
- masking tape
- a marker for each participant

➤ Preparation: Hang six pieces of flipchart paper on the wall. Each paper should be marked with one of the following typical settings:

· School · Workplace · Family · Friends · Society · Partner

➤ Divide each piece of flipchart paper into two columns: One should have the title ‘boys / young men’, and the other should have the title ‘girls / young women’.

Is there a discussion?

The discussion is the core of the second part and the debriefing of the activity. It is focusing on the general stereotypes, the participants' attitude and the possible (re)actions when the stereotypes occur or affirmed in a daily life.

** The session uses an adapted version of the “Heroines and heroes” activity placed in GENDER MATTERS - A manual on addressing gender-based violence affecting young people -*



	<p>https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34</p>
<p>Day 2 - Session 2</p>	<p>My challenges, Your challenges – Our challenges; Exchanging perspectives</p> <p>Objectives</p> <ul style="list-style-type: none"> ● To address the challenges that every gender face in different situations of the life ● To learn the stereotypical understandings of those challenges and affirm/reject them based on their validity ● To promote empathy and mutual understanding between different genders ● To challenge the gender stereotypes and discuss the possible ways for creating social support mechanisms <p>Programme step by step</p> <p>12:00 My challenges, Your challenges – Our challenges - Discussion and writing down own perspectives</p> <ol style="list-style-type: none"> 1. The facilitator starts the session asking if the participants know/ understand the challenges that the other gender faces. 2. The participants give their answers and a brief discussion is facilitated by the facilitator 3. The participants are asked to form small groups of 3-4 based on their genders 4. The facilitators start to read out loud several situations and the participants have to write down the challenges that the opposite gender face on the A4 papers they hold. 5. Once the examples are read, the facilitator gives time to the participants for discussion <p>Examples for the situation that the facilitators uses:</p> <ul style="list-style-type: none"> - Travelling in the public transportation - Going to a supermarket - Attending a work meeting with the mid management of the company - Attending a football match - Driving in rush hour



	<ul style="list-style-type: none"> - Buying cooking pots and pans - Looking for tools for repairing a broken sink in a home improvement store - Cooking dinner for the partner’s family - Taking a cap on the way home after a night out - Choosing proper clothes <p>13:00 Debriefing</p> <p>The participants are encouraged to discuss if their perception for the challenges faced by the other genders were realistic; if they have even thought about them; if there were surprising sharings during the discussions; what are the stereotypical sharings and what was new to them;</p> <p>----- Virtual participants -----</p> <p>Virtual participants use the chat board to post their input. They are following the discussion and if they have comments the assisting facilitator helps them to take part in the discussion, too.</p> <p>-----</p> <p>There`s any material needed?</p> <ul style="list-style-type: none"> • A4 papers for each of the group • a marker for each group <p>Is there a discussion?</p> <p>The discussion takes central place in the activity. The aims and the guiding questions are meant to create the framework for a productive and meaningful discussion.</p>
Day 3 - Session 1	<p>Our Daily Sexism*</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To learn to recognise sexist hate speech and the consequences it has on the people targeted ● To develop an online action against sexist hate speech ● To identify different ways of responding to sexist hate speech online



- To raise the sensitivity towards sexist hate speech and benevolent sexism

Programme step by step

Preparation:

The facilitator makes 4 signs on pieces of A4 coloured paper and sticks each one in a different corner of the room. The signs should read:

- *Nothing*
- *Respond to the person who did it*
- *Report the behaviour*
- *Something else*

The facilitator should have printed or written down the situations appended in Appendix 2

There should be enough space for participants to move around the room

10:00 Part 1

1. The facilitator asks participants if they know what hate speech is, and whether they have come across hate speech online.

To bring everyone on the same page, the facilitators provides the participants with a definition of sexism:

Sexism means perceiving and judging people only on the basis of the particular sex/gender category they are thought to belong to. Sexism involves unequal treatment of the person on the same basis. It applies to both men and women; however, women are normally considered to be more frequent targets of sexism.

Extreme sexism includes sexual harassment, rape, female genital mutilation and other forms of sexual violence. However, everyday sexism takes different forms, sometimes not easily recognisable – for example, telling jokes about blond girls, commenting on the female body (objectifying women), reacting to the way women are dressed (“what does she wear? She’s asking to be raped”), giving women easier tasks in online games (“she is a woman, she won’t manage the next level”), or objectifying women in advertising, etc.



2. The facilitator explains to the participants that in this activity they will look at examples of sexist hate speech. Points out the signs in the corners of the room and explains that he/she will read out several different scenarios. Participants should choose which of the following options best fits what they would do:

- Nothing
- Respond to the person who did it
- Report the behaviour
- Something else

3. The facilitator explains that after each scenario has been read out, participants should go to the corner which is closest to the way they would probably respond. The participants should be honest about what they think they would do.

4. The facilitator reads out the first scenario and gives participants time to select their corner. Once they have taken a position, ask a few in each group to explain why they chose that response. Then read out the next scenario and continue until you feel enough cases have been discussed.

5. The facilitator asks participants how sexist hate speech affects people who are targeted, how it affects bystanders (people who witness it) and how it affects society generally. If the group is able to elaborate further the topic, the facilitator can ask specifically: how does sexist hate speech affect women/men/LGBT+?

10:30 Part 2

In this part of the activity the participants will work in smaller groups to develop an online action, aimed at raising awareness about sexist hate speech and the ways of dealing with it.

1. The facilitator splits participants into 3 groups and gives them instructions. Different groups will have different tasks:

- Group One will develop a mini-campaign addressing the issue of sexist hate speech online
- Group Two will develop a script of a video clip against sexist hate speech to be posted online
- Group Three will develop counter narratives against sexist hate speech online

2. The groups will be working about 45 minutes for this part of the activity.



3. Once the participants have finished developing their actions, they are gathered into a plenary and asked to present their work.

4. The presented actions will be kept and brought back during the action planning session envisioned in the end of the programme (D3S4)

11:15 Debriefing

The debriefing is concentrating the discussion around the definition of sexist hate speech and the actions addressing the issue online. The participants are encouraged to discuss other examples of sexist hate speech and think of adequate reactions that have been seen/ heard of before.

There`s any material needed?

- A4 papers coloured
- Printout of the scenarios (Appendix 2)
- Flipchart papers
- Markers

----- Virtual participants -----

Part 1

Participants joining the process virtually follow the facilitators` input and write down their comments using the chat. The process is facilitated with the help of the assisting facilitator.

1. Following the process, the participants receive the following definition aiming to synchronise the general understanding of the group:

Sexism means perceiving and judging people only on the basis of the particular sex/gender category they are thought to belong to. Sexism involves unequal treatment of the person on the same basis. It applies to both men and women; however, women are normally considered to be more frequent targets of sexism.

Extreme sexism includes sexual harassment, rape, female genital mutilation and other forms of sexual violence. However, everyday sexism takes different forms, sometimes not easily recognisable – for example, telling jokes about blond girls, commenting on the female body (objectifying women), reacting to the way women are dressed (“what does she wear? She`s asking to be raped”), giving women easier tasks in online



	<p><i>games (“she is a woman, she won’t manage the next level”), or objectifying women in advertising, etc.</i></p> <p>2. The facilitator explains to the participants that in this activity they will look at examples of sexist hate speech. Points out the signs in the corners of the room and explains that he/she will read out several different scenarios. Online participants should choose which of the following options best fits what they would do:</p> <ul style="list-style-type: none"> ➤ Nothing ➤ Respond to the person who did it ➤ Report the behaviour ➤ Something else <p>3. The facilitator explains that after each scenario has been read out, participants, using the Jamboard, should place their names on virtual post-its corresponding closest to the way they would probably respond. The participants should be honest about what they think they would do.</p> <p>4. The participants follow the main facilitator and use the chat for sharing their comments.</p> <p>Part 2</p> <p>The virtual participants are separated in smaller groups using Brakout Rooms and join the discussions of the on-site participants. The instructions given to the on-site participants are valid for the online participants too.</p> <p>-----</p> <p><i>* The session uses an adapted version of the “Our Daily Sexism” activity placed in GENDER MATTERS - A manual on addressing gender-based violence affecting young people -</i> https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34</p>
<p>Day 3 - Session 4</p>	<p>Action planning</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To review the role of their organisations within the framework of the current project



	<ul style="list-style-type: none"> ● To develop actions promoting the results of the project and the activities done ● To plan and synchronise actions with the other partner NGOs ● To identify different ways of taking action and promoting gender equality <p>Programme step by step</p> <p>Preparation:</p> <p>The facilitator is cutting flipchart papers through their length and creates a time line with proportional divisions of the time frames on it. The line has the following marked periods - 1 week, 1 month, 3 months, 6 months and 1 year.</p> <p>17:00 Action Planning</p> <ol style="list-style-type: none"> 1. The participants work in small national groups together with the virtual attendees using Zoom Breakout Rooms 2. The facilitator explains that they have to come up with activities/ actions for the following periods - 1 week, 1 month, 3 months, 6 months and 1 year and to write them down on the papers they are provided with. They are encouraged to consider also the ideas generated during the previous sessions. <p>17:45 Presenting ideas</p> <ol style="list-style-type: none"> 3. Once done, the participants gather together and place their ideas for activities/ actions on the line and give explanations to the others. 4. When all the ideas are shared, the facilitator invites the participants to mark themselves using markers on the line stating in which of the activities they are interested to support/ be partners and share how. <p>18:15 Wrap up and closing of the day</p> <p>The facilitator wraps up and closes the day by giving technical information and some other details about the next day.</p>
<p>Day 4 - Session 1</p>	<p>Networking and further collaboration - Q&A</p>



Objectives:

- To review the aim and the objectives of the current project
- To review the actions planned to be taken
- To agree on working plan and commitments division on the project activities
- To strengthen further the partnership between the participating NGOs and establish closer connections

Programme step by step

10:00 Networking - creating links

1. Each of the participants receive 3 pieces of strings (between 1,5 m - 3m long each).
2. The facilitator explains that they are free to choose 3 people that they would like to work with and contribute to the implementation of their ideas shared the previous day.
3. Once the participants are sure which are the people and ideas to support, they are invited to offer one of the ends of the string to them and keep the other end.

The method uses the physical metaphor of the network making visible the links and the commitments agreed between the participants.

10:15 Networking - answering questions

The participants are invited to spend time with those people that they are linked with and address potential questions and think of the possible ways of supporting each other. The discussion could take time and the facilitator should provide enough space and time for productive results.

11:00 General questions and technical information

The participants are invited to be back in the plenary where the group leaders are sitting in the middle. The last part of the activity uses the fishbowl method to let the coordinators discuss the technical, financial and other general aspects of the project.

The participants are allowed to address their questions by touching one of the leaders and taking their spot in the fishbowl.



	<p>The session should be wrapped up and closed by the facilitator when he/she is sure that no questions are left unanswered.</p>
Day 4 - Session 2	<p>Closing evaluation</p> <p>Objectives:</p> <ul style="list-style-type: none">● To review the whole activity by going back through each session● To gather participants' reflections and impressions● To receive participants' feedback● To close the study session and the educational process <p>12:00 Reflection</p> <p>Walking through the programme: The session starts with the facilitators brief presentation of the programme, the topics, the highlights and the main outcomes of the discussions during the activity.</p> <p>Individual reflection: Participants take a moment for themselves to think on their own, to find one phrase that summarises their experience during the activity days. They can also take a line from a poem, from a book or they can write their own words. Once they are done, the facilitator invites them to share.</p> <p>12:45 Evaluation</p> <p>Part 1: Non-formal evaluation: Pizza</p> <p>The participants have to evaluate different aspects on the activity by putting their marks on the pizza drawn on a flipchart paper where every slice of pizza corresponds to the following area:</p> <ul style="list-style-type: none">➤ Topics➤ Programme➤ Methods➤ Group dynamics➤ Venue➤ Learning atmosphere➤ Technical support➤ My personal participation



	<p>The facilitator explains that marks closer to the middle of the pizza mean higher points to the elements of the activity and closer to the edges poor quality or lower points.</p> <p>Part 2: Formal evaluation</p> <p>Participants receive an link to a Google form in order to complete the formal evaluation.</p>
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Appendix 1

Where do you stand?

(List of statements)

1. Boys are strong, girls are sweet.
2. Women should be in the kitchen and men should work.
3. Men drive better in general.
4. Women are good with choreography and aesthetics.
5. Men are better athletes.
6. Man and woman can not compete together.
7. Men deserve bigger rewards when they win a competition.
8. Boys do cry.
9. First priority of a woman should be the family and after than the sports.
10. Professional sports should be mainly for men.



Appendix 2

Our Daily Sexism (Scenarios)

<p>A boy from your school commented on one of your photos on Facebook, saying: “You look hot. I would not mind putting my tongue into your mouth”</p>
<p>Someone posted a photo of you on snapchat. The picture had been taken secretly, while you were taking a shower after a sports lesson.</p>
<p>In a discussion on social network, your brother boasts about how many girls he shagged. He also says that all women are just “bitches”.</p>
<p>A girl in your class told you that she has received nasty text messages calling her “pervert tomboy”, “disgusting lesbian” and “ugly pig”, and making fun of her “big tits”. Some boys from your class have been pulling her hair and laughing at her in school.</p>
<p>Your best friend put the following post onto his social network: “Women are made to stay at home and take care of children. History teaches us that they are good only at that.”</p>
<p>You noticed that a person from your class is very unhappy and does not talk to anyone. During the break, you approached them and asked what the problem was. They told you that they had received messages on online messenger from classmates calling them: “a dirty bitch”, “sissy with the vagina” and “a freak, neither a man nor a woman”.</p>
<p>Your friend told you that she had been raped by her boyfriend. He also posted a photo of her online, with (the comment: “I finally got her”.</p>
<p>During an online game, other gamers sent you messages like: “you should cook something instead of being here” or “did you check your man has enough beer at home”</p>
<p>In an online discussion about refugees, in which you tried to explain why it is important to receive them in your country, a person you do not know said: “I can see you fantasise about being raped. You do not need refugees. I can provide you with that, with pleasure”.</p>
<p>Your friend regularly posts online jokes picturing women as inferior to men and as “sex machines”.</p>



The use of sport as a tool for social inclusion

The utilisation of sports as a catalyst for social inclusion represents a dynamic approach to fostering integration, equality, and active participation among diverse individuals and communities. The universal appeal of sports transcends cultural, social, and economic boundaries, providing a shared interest that becomes a powerful medium for interaction. Beyond the boundaries of race, ethnicity, or socioeconomic status, sports have the potential to break down barriers and challenge stereotypes, creating a platform for understanding and unity. Engagement in sports activities extends beyond the realm of mere physical exercise. It serves as a social catalyst, encouraging interaction, teamwork, and the development of social connections.

Whether through team sports or group exercises, sports offer individuals the opportunity to build relationships, form friendships, and cultivate a sense of community. This social dimension of sports contributes significantly to fostering a sense of belonging and shared purpose. Participation in sports goes beyond the physical benefits; it also holds the potential to promote mental and emotional well-being. Access to sports activities contributes to healthier lifestyles, particularly for individuals from marginalised communities who may face obstacles in accessing adequate healthcare and fitness resources.

The empowerment derived from sports participation is reflected in the positive impact on self-esteem and confidence as individuals experience success and improvement in their athletic pursuits. Creating inclusive sports programs is a critical aspect of leveraging sports for social inclusion. By designing activities that consider individuals of all abilities, genders, ages, and backgrounds, sports become a platform where diversity is embraced and celebrated. The concept of inclusivity extends to adaptive sports, mixed-gender teams, and events designed to accommodate a wide range of participants, reinforcing the idea that sports are for everyone. Beyond individual benefits, sports can serve as a catalyst for community development. Sporting events and facilities become focal points for social gatherings, events, and programs that bring people together. This fosters a sense of community pride and identity, creating spaces where individuals feel connected to something larger than themselves. Participation in sports is not merely about physical prowess; it is an avenue for education and skill development. Through sports, individuals acquire valuable life skills such as teamwork, leadership, communication, and discipline. These skills extend beyond the playing field, contributing to personal development and enhancing social integration. In certain contexts, sports have been instrumental in promoting conflict resolution.

Acting as a constructive outlet for channelling energy and resolving conflicts, organised sports programs have been employed in areas affected by social tensions to promote peacebuilding and encourage positive social change. The influence of sports extends to advocacy and social change. Prominent athletes and sports organizations wield significant influence, leveraging their platforms to address social issues, advocate for inclusivity, and challenge discriminatory practices. By harnessing the power of sports, individuals and organizations can contribute to a broader social dialogue and foster positive societal



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transformation. In essence, the use of sports as a tool for social inclusion encompasses a multifaceted approach that spans physical, social, psychological, and community-building dimensions. It is a powerful vehicle for creating more inclusive, cohesive, and harmonious societies.



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