

Khel Ek Seekh

Initiating dialogues on gender with youth and adolescents



Three-day residential workshops in Rajasthan, Jharkhand and Uttar Pradesh
2022

Facilitated by

Girls Not Brides



Pro Sport Development



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Introduction

[Pro Sport Development \(PSD\)](#) and [Girls Not Brides: The Global Partnership to End Child Marriage \(GNB\)](#) collaborated to conduct a series of three residential workshops – Khel Ek Seekh – with youth workers and trainers in Jaipur, Rajasthan; Ranchi, Jharkhand and Lucknow, Uttar Pradesh in 2022 (*Table 1*). The workshops focused on training youth workers working in remote areas of all three states on using sport as a tool to initiate dialogues on gender.

The youth training was led by the PSD team, which included Director-Founder Suheil Tandon, along with PSD’s Training and Monitoring Officer, Project Officer and Community Sports Trainer – Akash Thapa, Isha Saxena and Pragatee Sethy respectively. The team was also provided with additional support from local facilitators – Padma Joshi and Poonam Toppo, in Jaipur and Ranchi respectively.

The larger objective of the workshop was to equip youth trainers to effectively use sport to address gender-based challenges in their respective communities. In order to maximize learnings, the methodology used in the workshops was kept interactive, covering multiple themes including facilitation skills, gender equality and soft-skill development.

In total, 61 youth trainers participated in the three workshops, including 39 women and 22 men from 49 different organizations in Rajasthan, Jharkhand and Uttar Pradesh. The workshops were successful as participants were able to acquire a basic understanding of sport-based methodologies along with the know-hows of using them to address gender-based discrimination. The youth trainers also demonstrated a willingness to adapt sport-based activities to their respective settings to further tackle gender-based issues.

Workshop	Location	Dates	Number of participants
Workshop 1	Jaipur, Rajasthan	25 th -27 February 2022	21 (13 female and 8 male)
Workshop 2	Ranchi, Jharkhand	22 nd -24 th July 2022	20 (13 female and 7 male)
Workshop 3	Lucknow, Uttar Pradesh	4 th -6 th November 2022	20 (13 female and 7 male)

Table 1: Details of workshops conducted

Processes

Setting the base

In 2019, GNB commissioned PSD to develop a sport-based activity handbook as well as a training manual in English, to ease the execution of the workshops and ensure quality delivery. The COVID-19 pandemic delayed the facilitation of the workshops – during this time, the handbook and manual were translated into Hindi.

Dates for the workshops were decided upon by PSD and GNB a few months beforehand, in order to make the required arrangements and to ensure their smooth and efficient delivery. The preparations included collecting the required resources, printing materials, sport and other equipment, along with conducting a dry run prior to convening.

After each workshop, an internal debrief meeting was conducted to assess the quality of the workshops and effectively implement the learnings from previous to the next workshop.

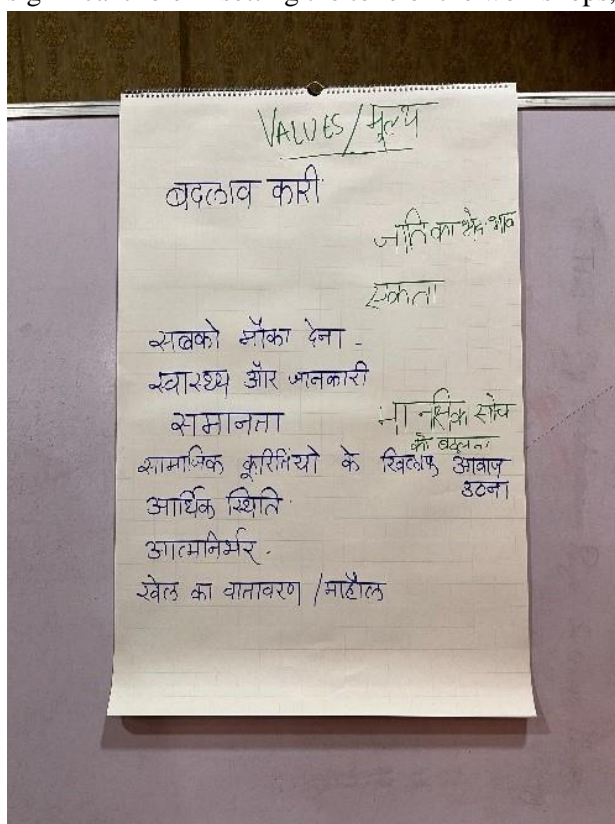


Key Workshop Activities

The PSD team had designed a basic structure for the workshops and that structure was executed with minor tweaks and changes between the three workshops. The workshops used various participatory and interactive learning methodologies, including sport-based approaches. Each day was dedicated to select themes relating to the central theme of the workshop.

Day 1

The first day of the workshops started with an introduction to the objectives of the workshop, ground rules, safeguarding policies and reporting procedures, to make the participants familiar with the workshop and its environment. After this, panel discussions and experience-sharing sessions were conducted, to contextualize the workshops and make them locally relevant. These sessions played a significant role in setting the tone of the workshops, as these highlighted the diverse experiences of the



local organizations in using sport-based interventions to address gender-based issues in their respective settings.

This was followed by a sport-based ice-breaker, which introduced the participants to each other in a fun and interactive way. The rest of the day included sessions on roles and expectations of a coach, value-based approaches to sport, session planning and methodology, game delivery protocol and warm-up and cool down, enabling participants to understand sport facilitation. Many of these sessions included sport-based sessions, to make their learning more experiential and wholesome.

The prepared handbook was also provided to participants on this day, to assist them in delivering sport-based sessions. A few more sport-based sessions from the handbook were conducted to help participants understand how soft skills like teamwork and communication can be taught through sports.

The first day at all three workshops ended with a short session where participants were encouraged to reflect on three things they knew from before, three new things they learnt and three things that they plan to incorporate in their respective programs.

Key Learnings

- The panel discussions and experience-sharing sessions were helpful in familiarizing the participants and aiding them in understanding the use of sport-based interventions to address gender issues, particularly in Lucknow, as their exposure to sport-based approaches was minimal.
- The sessions on the theoretical aspects of sport-based facilitation allowed the participants to learn the use of sport-based methodologies in a systematic and organized manner.
- The provision of handbooks was widely appreciated and acknowledged by participants in all three workshops, as these will guide them in using sport as a tool and platform for development in their respective communities.
- Along with developing a healthy understanding of soft-skills like teamwork and communication, participants in all three workshops were effectively able to learn the use of sport in promoting these soft-skills

“We have conducted sport-based sessions in our communities, but we have never done it in an organized manner. Due to this, I often felt that these sessions were not as effective. But after the first day of the workshop, I got to learn the various steps to deliver a sport-based session and this will certainly be very helpful.”

- A female participant from the workshop in Ranchi

“Introducing learning through play has been interesting in Uttar Pradesh, particularly for girls, as they usually have limited opportunities and coming out to play has itself been a big step in some cases. Moreover, playing has turned out to be a unique and effective medium of learning for children and youth.”

- Guest speaker at the workshop in Lucknow

Day 2

The second day of the workshops started with a recap of the first day, including a fun quiz, enabling participants to refresh their learnings from the first day.

The first session on the second day focused on the importance of effective communication in facilitation and training through various participatory activities. One of the activities undertaken was a self-assessment exercise, where participants got the opportunity to score themselves on their skills as a facilitator, to help them realize their current strengths and potential areas of improvement.

As part of the session on effective communication, a practical exercise was also facilitated to help participants gain conceptual clarity on three different techniques of communication used in sport facilitation – visual demonstration, drawing/writing and verbal explanation.

This was then followed by practical games on leadership, to enable decision-making and other leadership skills among participants, along with helping them understand the use of sport to build leadership skills of children and youth in their respective settings.

Much of the second day at the workshops was dedicated to sessions on gender, which deconstructed gender-based stereotypes and roles through indoor as well as sport-based activities. The facilitators attempted to relate the sessions on gender to the local context and settings, making the participants’ learnings more meaningful. Moreover, the discussions during these sessions were not restricted to the gender binary, as participants were interested in understanding and learning more about diverse gender and sexual identities.

The second day ended with the assignment of homework to participants, which included preparing a plan to integrate sport-based approaches into their respective programs. Additionally, the facilitators assigned a sport-based activity to groups of participants from the handbook, so that they could prepare to deliver the same on the next day.



Key Learnings

- The sessions on effective communication enabled the participants to identify their strengths and weaknesses in their communication as a facilitator, making them aware of the scope for improvement. These sessions also enabled them to strengthen their understanding of the techniques used to make communication more impactful.
- The sport-based activities on leadership enabled participants at all three workshop to know and understand how sport can be utilized to promote leadership.
- In all three workshops, the discussions on gender were robust, indicating a certain sense of familiarity with the theme among participants. The indoor activities witnessed elaborate discussions on gender-based roles and stereotypes, helping participants build on their understanding of gender.
- An interesting observation across all three workshops was the willingness and inquisitiveness among participants to learn more about the LGBTQ+ community. A few participants from the Rajasthan and UP cohorts had some idea of the different gender and sexual identities, while participants at Ranchi were not as familiar. Participants at all three workshops were able to build their knowledge about the LGBTQ community.
- Sport-based activities on gender related themes were well received at all three workshops, as they were acknowledged as novel methods to initiate dialogue around gender.

Boys are expected not to cry and I have also felt the need to stop crying even when I really wanted to. But I don't stop myself anymore as I am aware that it's a stereotype that we need to break."

- A male participant from the workshop held in Jaipur, Rajasthan.

"It was good knowing how sport can be utilized to discuss about gender-based discrimination and stereotypes as I had never heard or used this method before."

- A male participant from the workshop held in Lucknow, Uttar Pradesh

Day 3

The third day at the workshops was planned for the participants to implement their learnings from the previous two days through two practical assessment activities. In order to work on the activities, participants from the same or similar organizations were grouped together a day before.

The first exercise required participants to present their plans to integrate sport-based activities into their programs, listing the program objectives, target audience, plan of integration, potential challenges and mitigation strategies. In the second exercise, participants were assigned a sport-based activity from the handbook provided to them on the first day, and were asked to deliver the activity to the larger group.



Participants were provided with feedback at the end of their respective presentations and their facilitation of sport-based activities, helping them understand how to better implement sport-based methodologies in their communities and villages.

At the end of every workshop, a feedback session was conducted with the participants, allowing the PSD team to reflect on the areas of improvement to work upon in order to enhance the impact of the workshop.

Key Learnings

- Participants were able to come up with plans to integrate sport-based approaches in their respective organizations' programs. However, the level of detail and clarity varied across workshops; participants in Jaipur and Ranchi were able to design plans with better clarity as compared to the participants in Lucknow.
- Additionally, the challenges that the participants noted in their plans varied across the three regions. For instance, in Jaipur, most of the participants included ending child marriage as one of the larger objectives in their plans, while the participants in Ranchi and Lucknow included issues like child trafficking and lack of opportunities for women and girls, respectively.
- Some of the common challenges mentioned across all locations were limited availability of sport equipment and space, societal objections, and lack of support from government stakeholders.
- The solutions offered by participants included switching to more accessible alternatives for sport equipment and negotiation with relevant stakeholders like educational institutions, government, child care centers and parents.
- As part of the practical assessment, participants were adept at delivering the assigned sport activity, following the game delivery protocol and including various communication techniques they learnt on the first two days.
- The facilitation skills in all three workshops were varied - the cohort in Jaipur delivered the games with better clarity and creativity than the cohorts in Ranchi and Lucknow. However, the cohort in Ranchi gained conceptual clarity and that reflected in their delivery of games, whereas the participants in Lucknow lacked that precision.
- One common area of improvement noted across all three workshops was that participants needed to link the sport activity with the soft-skill and the larger theme more clearly.

“As most of the participants in Ranchi had experience in working at the grassroots, they knew how to effectively integrate sports in their communities. In fact, some of them have had the experience of using sports in their communities, so the solutions offered by them were clear and strategic, which can ensure success in delivering sport sessions in their communities.”

- Isha Saxena, Project Officer at PSD

“Participants in all three workshops tried to put in their best efforts in the delivery of sport-based activities, which is a great start!”

- Akash Thapa, PSD's Training and Monitoring Officer

Impact

At the end of all three workshops, a feedback form was provided to all participants, in order to assess the impact and consistency of workshops.

The first aspect of assessment was the participants' perspectives on the objectives of the workshops, helping us know how we can link the workshop better with the learning objectives. The impact has been assessed as per the data provided below.

List of objectives	
Objective 1	Understand how to utilize value based approaches through sport-based activities.
Objective 2	Understand what is expected of them as a sport facilitator.
Objective 3	Understand the S.T.E.P protocol to ensure effective planning and organization during delivery of sports activities.
Objective 4	Understand the game delivery protocol.
Objective 5	Understand the basics of warm-up and cool down, and its importance in sporting activity.
Objective 6	Understand how to teach various soft-skills including teamwork, communication and leadership through sport-based activities.
Objective 7	Understand how communication is utilized in sports coaching and its importance.
Objective 8	Understand basics of gender theory including difference between gender and sex, gender roles and gender stereotypes.
Objective 9	Understand how to deliver the game in a way that learning outcomes are met, keeping in mind the facilitation skills.
Objective 10	Understand how to integrate sport-based activities in existing programs and overcome local challenges.

Table 2: List of objectives

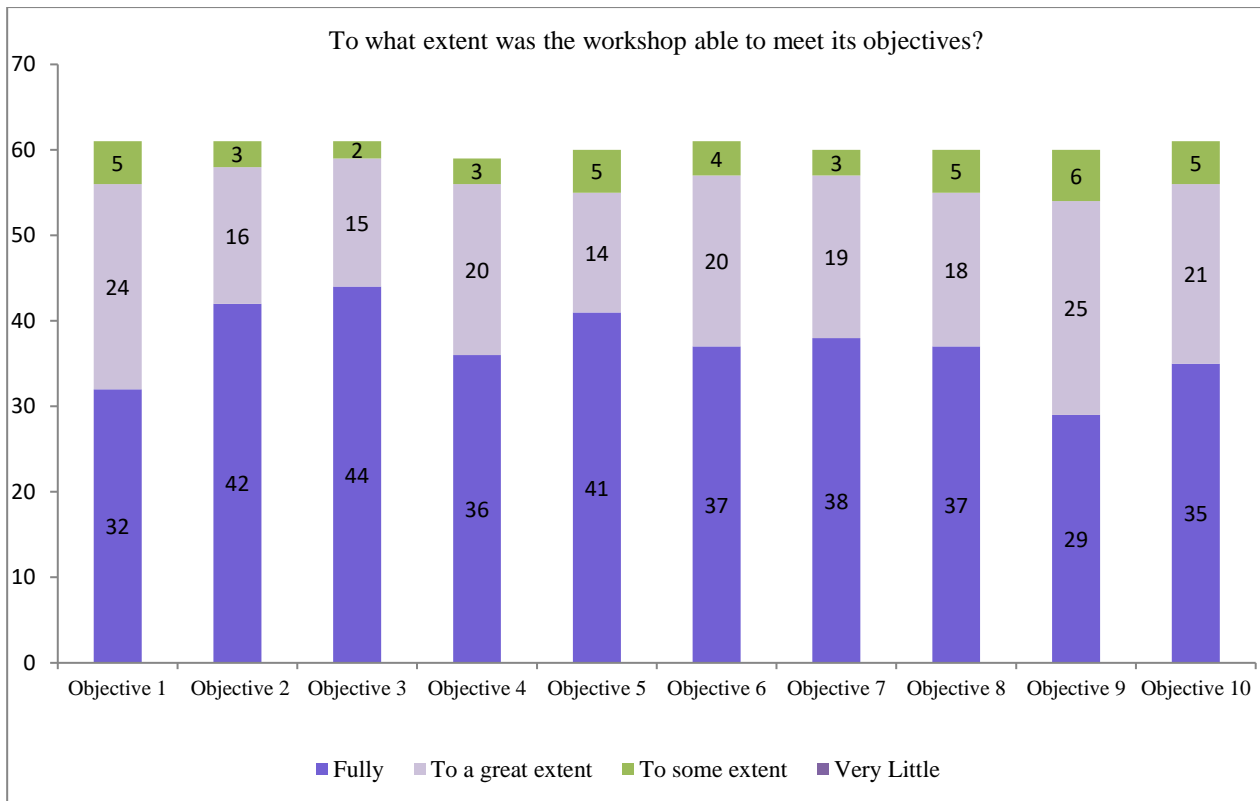


Figure 1: Achievement of objectives across all three workshops

As shown in Figure 1, most of the participants across all three workshops felt that the workshop met its objectives. In particular, the third objective (understanding the STEP protocol) was most effectively understood by participants, with 44 out of 61 noting that this objective was fully met. However, objective 9 (understanding how to link the learning outcome with the game during the delivery) could be focused on further, as only 29 out of 61 participants felt that this was fully met after the workshop.

While comparing the level of understanding of objectives between the three workshops, it was observed that participants at Lucknow gained the highest level of understanding, with 64.5% of them fully understanding the workshop objectives. There was only a minor difference between Ranchi and Lucknow as Ranchi fared at 64%. Participants at the workshop held in Jaipur, which was the first workshop, had the lowest level of understanding among the three, with 57.6% of the participants fully understanding the workshop objectives.

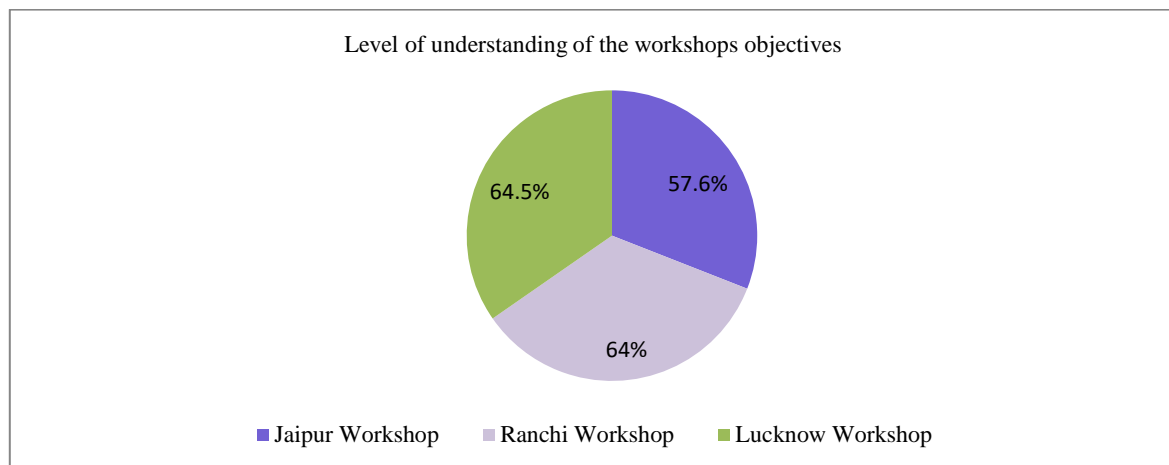


Figure 2: Proportion of participants who fully understood the workshop objectives



Figure 3 shows that participants found most of the sessions helpful and useful. Session 8 (practical games on teamwork) was the most popular session across all three workshops, with 48 out of 61 participants finding it fully helpful. Sessions 3 (value-based approaches to sports), 12 (practical games on teamwork and communication) and 15 (practical assessment and feedback) were the least impactful, with only 32 out of 61 participants finding them fully helpful.

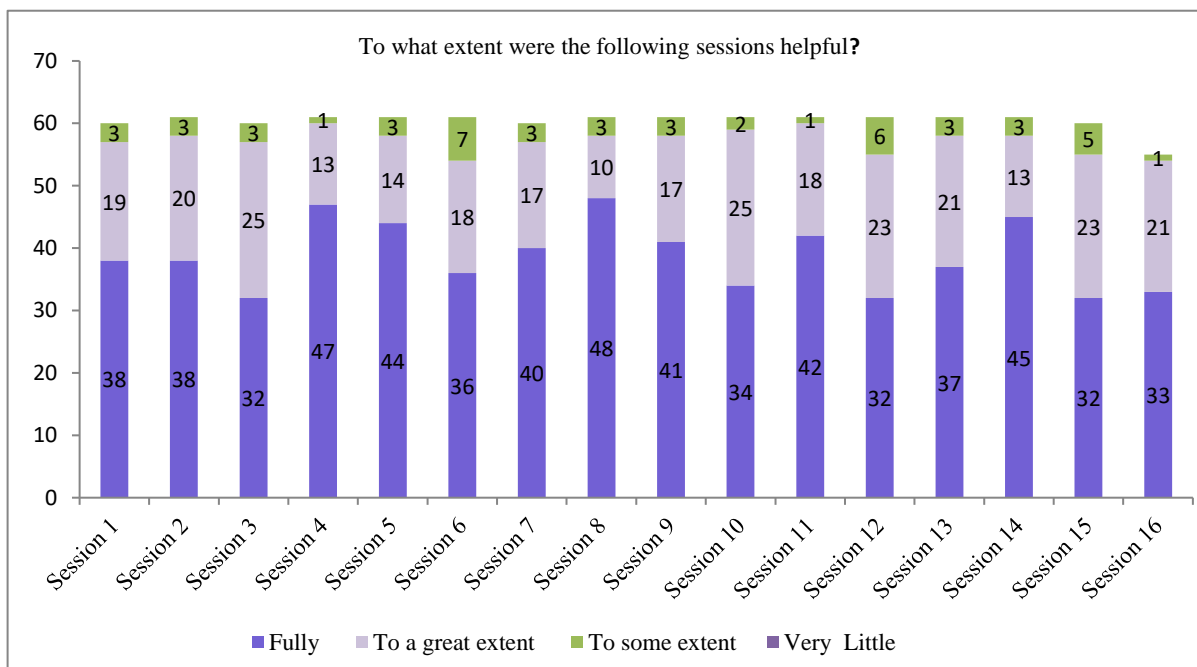


Figure 3: Helpfulness of the sessions (n=61)

List of sessions	
Session 1	Introduction and setting of expectation
Session 2	Understanding the handbook - Khel Ek Seekh
Session 3	Value-based approaches to sport
Session 4	Ideal coach
Session 5	Session planning and organisation
Session 6	Game delivery protocol
Session 7	Warm-up/cool down
Session 8	Practical games- teamwork
Session 9	Practical games-communication
Session 10	Effective communication
Session 11	Practical games- leadership
Session 12	Practical games- teamwork and communication
Session 13	Recap of gender basics
Session 14	Practical games- gender
Session 15	Practical assessment and feedback
Session 16	Way forward

Table 3: List of sessions



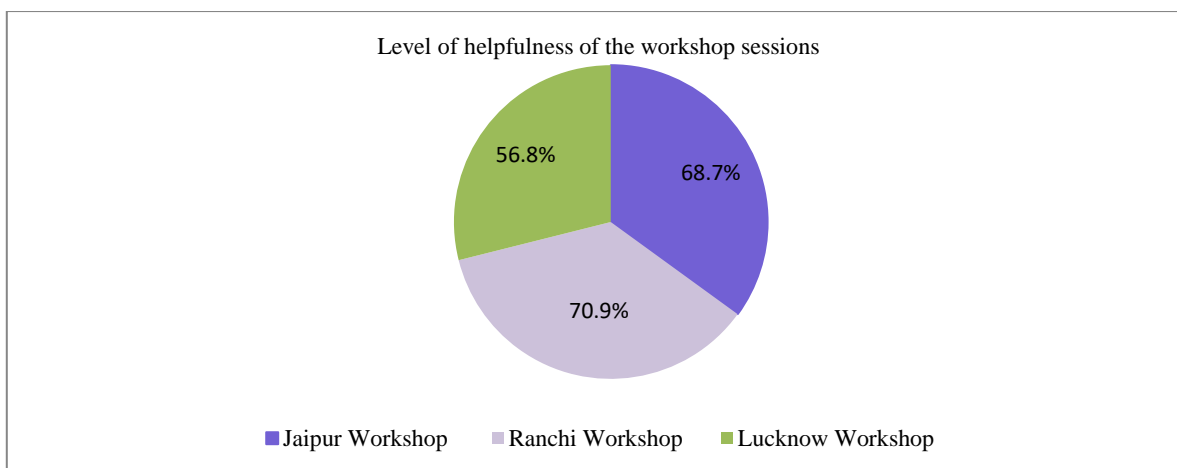


Figure 4: Proportion of participants finding the sessions fully helpful

On comparing the helpfulness of the sessions across the three workshops, it was found that in Ranchi, 70.9% of the participants found all the sessions fully helpful, indicating that the workshop sessions were enjoyed the most here (Figure 4). In Ranchi and Jaipur, 70.9% and 68.7% of the participants, respectively, found all sessions fully helpful and useful. Even though the level of helpfulness of sessions was decent in Lucknow, it was relatively lower than Ranchi and Jaipur.

As shown in Figure 5, small group discussions were the most popular learning methodology across all three workshops, with 40 out of 61 participants indicating their preference for this method. The second most liked learning methodology were sport-based activities, with 38 participants finding it fully useful and helpful, suggesting that participants enjoyed outdoor as well.

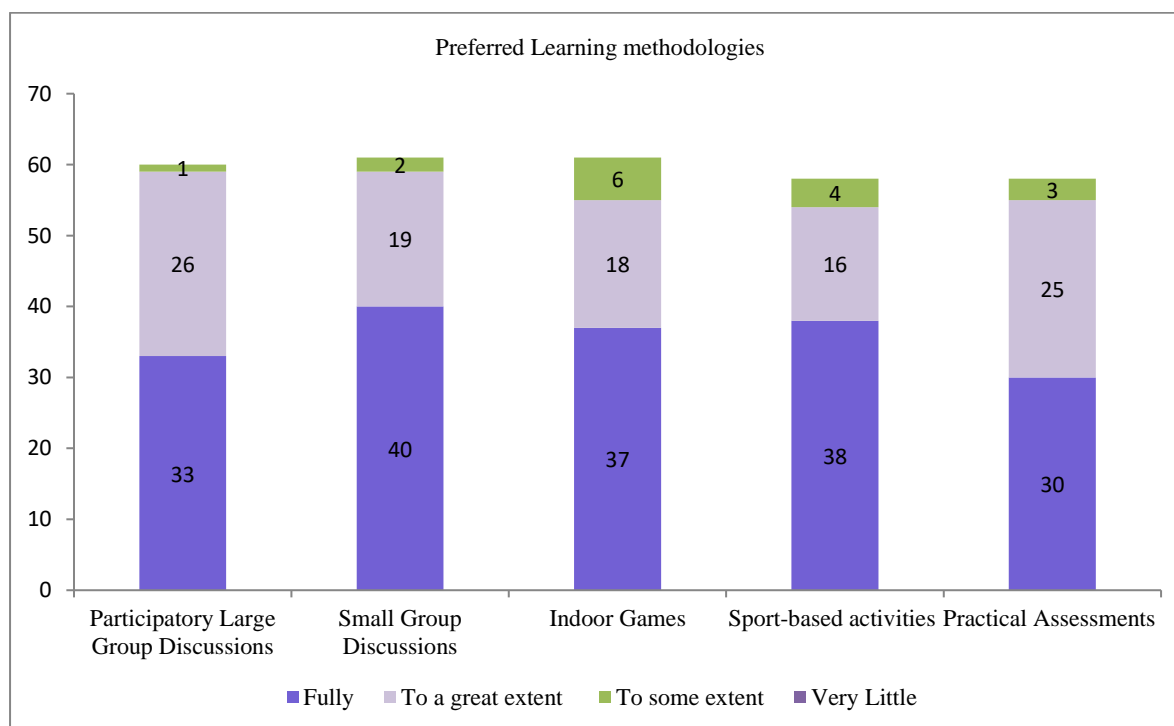


Figure 4: Helpfulness of learning methods

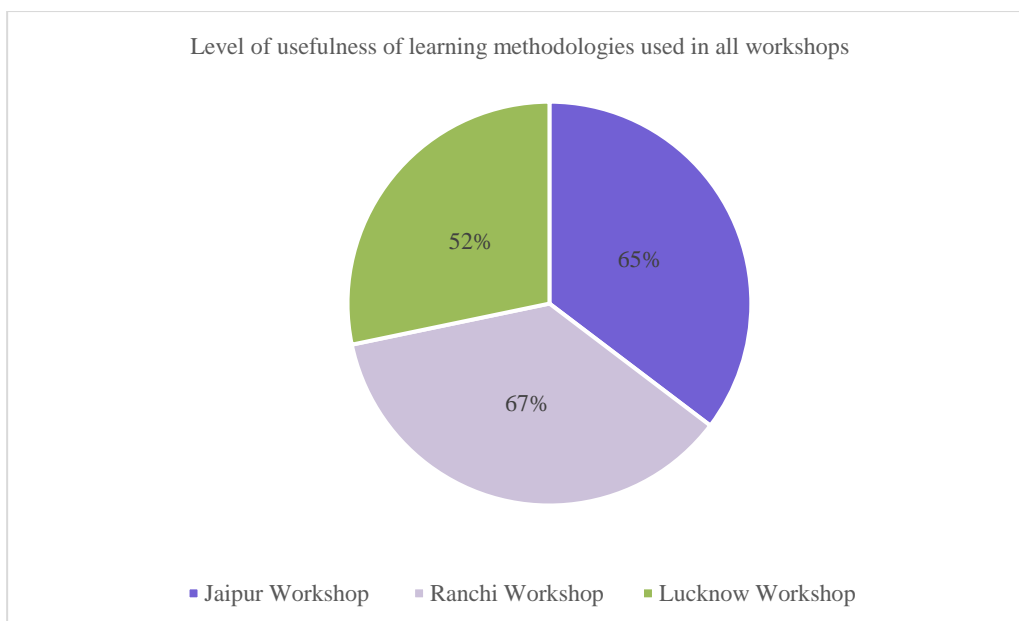


Figure 6: Proportion of participants finding the learning methodologies fully helpful

Participants in Ranchi gave the highest rating to all learning methods, as 67% of them found all the sessions fully helpful. The difference between Ranchi and Jaipur was minimal, as 65% of the participants in Jaipur also felt that all the learning methods utilized in the workshop were effective and impactful. Out of the three workshops, participants in Lucknow gave the lowest rating to all learning methods, with 52% of the participants finding them fully useful.



The feedback form also included a qualitative section, where participants could provide other feedback or comments. Some of the highlights from the qualitative section are as follows:

- Many participants were pleased with the conceptual knowledge they were able to gain through the workshop, as that will assist them in ensuring effective delivery of sport-based sessions.
- Many participants found the sport-based activities and their link with various themes unique and interesting.
- The workshop enabled participants to learn the use of sport as a tool to promote holistic development and learning among children and youth. Many of them looked forward to using sport as a platform for learning in their respective communities and villages.
- Several participants across the workshops felt that the workshops provided them with the opportunity to improve their facilitation skills.
- Many participants mentioned they want to gain a deeper understanding of gender and explore more about the LGBTQ+ community.
- For many participants, the workshops also acted as a platform for their personal growth – helping them gain confidence, explore freedom and form friendships. This was particularly the case with female participants.
- Many of the participants also wanted to attend more such workshops.

“I was married off as a child and that has been the biggest source of worry in my life. Through this workshop, I have been able to experience freedom in its true sense”

- A female participant from the Jaipur workshop held in February 2022

“This was the first time I participated in a workshop like this and I got to learn a lot of new things which can be used in our daily lives as well. I would like to thank PSD and GNB to have given us a learning opportunity as great as this!.

- A male participant from the Lucknow workshop held in November 2022

““The workshop really helped me understand how we can use sport to dispel gender stereotypes but I feel we should have such workshops more frequently, two days were not enough.”

- A female participant from the Ranchi workshop held in July 2022

Challenges and Learnings



All three workshops ran smoothly and efficiently, ensuring conceptual clarity. However, the team faced a few challenges during the facilitation of the workshops. Some of the challenges were specific to each location, while others were common across all three workshops:

- Managing time was a common challenge across all three workshops, as participants were not always punctual, which caused a delay in starting sessions. Moreover, some of the sessions took more time than expected, due to the in-depth discussions among participants. For instance, some of the discussions in the Jaipur workshop deviated from the main topic of discussion, which turned out to be very time consuming.
- Another challenge that was observed in all three workshops was the reserved nature of some of the participants - they hesitated to speak their minds and were not able to participate as actively.
- During the feedback sessions at all workshops, many participants expressed that they wished to participate in more such workshops, and some even asked about a follow-up workshop. This pointed towards the lack of a monitoring mechanism, which is needed to track their progress and ensure the effective use of their learnings from the workshops in their own work.
- Another issue that was faced in all three workshops was that many of the participants wanted to understand gender beyond the binary and know about the diverse sexual identities. While this was acknowledged by the facilitation team, these questions could not be addressed adequately, as the team lacked the required capacity and expertise on this subject.
- In Ranchi, the team had to constantly shift between the indoor and outdoor spaces due to the prevailing weather conditions at the time, which was time-consuming.

Despite the challenges, the PSD team attempted to effectively address the issues during the facilitation of the workshops and noted some learnings for future:

- Time-management was an issue in the very first workshop, and hence the PSD team assigned the duty of a time-keeper to one of the participants in the subsequent workshops, which helped ensure a slightly more punctual facilitation of the workshops in Ranchi and Lucknow.
- In order to create a comfortable environment for all the participants, the facilitation team held regular ice-breakers, helping participants open-up and express themselves freely. These sessions allowed the participants to speak their minds, ensuring quality learning for participants in all the workshops. However, there were some participants who still could not let go of their inhibitions.
- In response to participants wanting to take part in more such workshops, the facilitation team acknowledged this request and noted this down as a recommendation for the future plans. The PSD and GNB teams are currently in talks to work on developing a monitoring mechanism for these workshops.
- The challenge relating to limited knowledge and expertise on gender and sexuality was experienced in the first workshop, so the team took this into consideration for the next two workshops and recognized this as a potential requirement. The PSD team also acknowledged that knowledge on this subject can only be developed gradually and the facilitation team would not be able to do justice to address questions on the non-binary view of gender. The team decided to spend some time on an introductory session on the LGBTQ+ community, which included some basic definitions. Participants were further directed to relevant resources and organizations that have an expertise in this area.
- While planning for the final workshop in Lucknow, the team ensured that the training facilities would also have an indoor space, to accommodate for the weather.

Future Recommendations

With the success of the three workshops, the PSD and GNB teams should consider the following recommendations to strengthen the impact of these training workshops:

- Monitoring and evaluation activities:
 - As part of monitoring and evaluation activities for the first set of training workshops, GNB and PSD can conduct two-day state wide consultation workshops with each of the GNB state coalition members in the three locations. These consultations would include one day of consultation with the state coalition members and one day of field visits to witness the sports-based activities in action. The consultation workshops will help gauge the learnings and challenges of the youth workers in implementing sports-based approaches on-ground and the skills they further require to make these interventions effective, along with learning about the impact that their interventions have been able to achieve with young people in their communities.
 - These consultation workshops can be followed up by two-day training workshops in each state for the youth workers of the state coalition members, preferably the same youth workers who attended the first training. The content of these follow-up training workshops will be informed by the learnings from the consultation workshops held previously.
- Addition of a component on gender identities and sexualities: Given the curiosity of the participants on the LGBTQ+ LGBTQ community, it is recommended that an additional component on gender identities and sexualities is included in the workshop structure. This can be done in two ways:
 - An external consultant/trainer, with an expertise on queer approaches, can be approached to conduct a session on the theme, to impart the correct and accurate knowledge to the participants. Additionally, the consultant/trainer can collaborate with PSD on how to use sport as a tool to initiate dialogue around gender in different communities.
 - Moving ahead, the PSD team plans to conduct a sensitization training for its facilitation team on gender and sexuality, to help them gain conceptual clarity on the same.
- Inclusion of interactive media: As suggested by many participants, the workshop can use interactive videos and documentaries as another learning methodology.

Way Forward

All three residential workshops held in Rajasthan, Jharkhand and Uttar Pradesh, were immensely successful, especially in strengthening the participants' knowledge on the use of sport-based interventions to initiate conversations around gender.

The workshops enabled the participants to make their experiences as facilitators more meaningful, as it was able to equip them with skills and knowledge to enhance the impact of their programs in their communities. Given the scale of gender-based discrimination and violence in all three states, the participants were particularly inspired to use sport as a tool to engage with communities on these issues.

Moving forward, PSD and GNB are positive about collaborating and scaling-up efforts of using sport-based interventions to initiate dialogue on gender with other stakeholders, including adolescents in government schools, physical education teachers and youth trainers in other locations. Additionally, PSD and GNB can also look to partner to provide GNB members worldwide access to PSD's online learning course on sports and gender.