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Equality Within Sport Workshop Delivery Guide

All you need to know to organise your first workshops
on equality and inclusion in grassroots sport

Authors: OPES and ENGS0



Equip for Equality in Practice

www.engso-education.eu/equip



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INTRODUCTION

a. What is the aim of this delivery guide?

The aim of the delivery guide is to create a clear framework and set of guidelines for delivering workshops that can inspire and educate organisations to implement measures for equality. The framework and guidelines focus on the practical implementation of already existing policies and practices, which have been identified and selected as strong practices by EQUIP partner organisations. The collection of policies and practices addressing inequalities is available on the EQUIP page of the ENGSO Education website: <https://www.engso-education.eu/projects/equip/>

- **Who is it designed for?**

This practical guide can be used by any individual or organisation who wishes to import practical information or resources on the theme, or subthemes, of equality and explore them through a workshop. Its target audience goes beyond the EQUIP project consortium.

- **Testing the tool**

The tool has been tested, reviewed and improved throughout the delivery of the 'equality within sport' workshops during the EQUIP project and which were designed and hosted by project partners who represented different levels of sport organisations: local, regional and national.

b. What are the 'equality within sport' workshops?

The 'equality within sport' workshops are a series of workshops which focus on a specific topic of equality, within the organised sport context. The themes may include gender, sexual orientation, race and ethnicity, economic status or physical ability. In the EQUIP project, these were facilitated by 'equality expert organisations' of the consortium as well as external experts who were called in for their specialist knowledge.

This delivery guide can be used to deliver the 'equality within sport' workshops and is meant to give everyone a chance to organise a series of workshops at their own level. The 'equality within sport' workshops can have a very practical focus on the existing resources and how equality can be achieved.

They can also transfer guidance to organisations that are pre-selected to support clubs and federations in their processes to become more inclusive. In the EQUIP project, these workshops were attended by umbrella sport organisations and were an essential step in the





empowerment of these organisations with more confidence, knowledge and resources to further support and coach clubs and federations to reach their own equality objectives. From that point, they were able to start developing action plans for and with their clubs and federations to improve governance and equality in their structures. The possibility of streaming the workshops live and/or making the videos available online afterwards should be considered.

- **Topics**

The themes around which the 'equality within sport' workshops are implemented cover gender, sexual orientation, race and ethnicity, economic status or physical ability. Each workshop can approach one topic or multiple themes when taking into account the intersectionality perspective (i.e. women with physical disabilities in sport). The decision regarding which topic needs to be addressed in each workshop should be decided on the basis of the specific need and context analysis made by the delivering organisation.

- **Who may facilitate them?**

These workshops are intended to be facilitated by individuals from the delivering organisations who have the expertise and qualifications to do so, such as the staff or volunteer in charge of equality, diversity, inclusion in the organisation. External experts who can contribute with their specialist knowledge can also facilitate the workshops, such as researchers, organisations working with disadvantaged groups and using sport as a tool for inclusion, or sport federations/organisations who are implementing targeted projects on equality topics at any level (governance, participation, visibility, etc.).

In the EQUIP project, the workshops were facilitated by 'equality expert organisations' of the consortium as well as external experts who were called in for their experience.

- **Who may attend the workshops?**

The workshop may be attended by the umbrella sport organisations who have the potential to take on coaching and support roles with clubs and federations who are interested in addressing inequalities within their levels of sport. After attending these workshops, they should be able to develop their own action plans and support others, such as the clubs, federations with their own plans to improve governance and equality within their respective structures. The EQUIP project also published and tested a tool to support this step in the process called the Equality-Action Plan Design Guide ([direct link to download the document](#)).





DESIGNING AND PLANNING THE WORKSHOPS

a. Needs analysis

The first action when it comes to planning a workshop about equality is the definition of the specific needs of the entity, namely the sport clubs, national federations, international federations, or others.

Equality is a wide concept and if the objective is to ensure that a feasible, relevant and realistic action plan or program is designed and delivered, then it is necessary to analyse and understand the underlying problems to discuss, tackle and solve. The following guiding questions were designed to guide in this process:

| Areas of analysis | Questions |
|---------------------------------|--|
| Context | What is the context in which the entity is working? What is the level of intervention (local, regional, national), demography, problems for people living in that context and for people attending the entity? |
| Priority | Among the problems that emerged in the analysis, what are the most urgent? Make a priority list. |
| Target groups | <ol style="list-style-type: none">1. Who is your primary target group? This should be the ones involved in the workshop (i.e. coaches, managers, decision makers).2. Who is your secondary target group? This one will be affected by the decisions/work of your primary target group (i.e. athletes, members of the clubs, staff). |
| Relation with your target group | Do you know and have a direct connection with the primary target group? Can you contact them directly or do you have to ask an intermediary (i.e. different departments of your organisation, Human Resources manager, board of directors)? What are the steps you need to undertake to involve your target group(s)? |
| Resources | What are the resources you can count on? This can be material or immaterial (i.e. experts, speakers, staff, software, partners, venues, time, allocated budget). |





After analysing the needs, you can enter the planning phase by identifying:

1. the topics and specificities of equality you will work on;
2. the format and methodology of the workshop(s) you will organise: informative vs. capacity building, in presence vs. online, 1-2 hours vs. 1-2 intensive days.

b. Format, tools and resources

The 'equality within sport' workshops should be designed specifically on the basis of the needs analysis of the target group(s) in order to be effective, efficient and to concretely equip the participants with tools and ideas to create their own plans for equality.

Each workshop can have three different formats: in presence, online and hybrid.

• In presence

Organising the workshop on-site is the preferred option. It is the best format for participants to acquire competences on equality planning and to build a solid team within the entity.

A workshop in presence requires a minimum of 3 hours to a maximum of 3 days. The main objectives are to discuss the principle and significance of equality, deeply analyse the types of inequalities identified in the sport space, provide the tools for preparing an action-plan and, if possible, provide a space to start the design of the action-plan.

One advantage of a workshop on-site is that you can create more space for discussion between the participants and it is more manageable to keep the presentations short, interactive and to the point. The relation between presentation and discussion should be balanced; for example with 1,5 hours of presentation there should be 30 minutes for discussion. It is crucial that participants feel engaged and safe to express their thoughts, concerns, curiosity and proposals. This will help them process and understand how they can multiply the content to the secondary target group.

Another element to take into consideration is the speakers and the facilitators that have the important role to keep the attention and be concrete to guide the participants to really understand the main aspects of the equality plan for their reality.

Setting: the best option is to have a wide space where people are seated in semicircles in front of the speaker or in round tables to encourage the discussion.

Number of participants to be involved in the workshop can vary from 15 to max 30. It also depends on space, time and the venue available.

• Online

The online format is encouraged when the workshop intends to involve a large number of participants, when there is less time available and when the main objective is to inform and raise awareness on the existence of equality plans.

In this case, the time for the workshop should be between 1,5 hour and 2 hours. Longer workshops would make it harder to ensure the full participation and attention of the participants.





The most important aspect in the online workshop is the facilitator/moderator. The hosting platform is also an important choice to consider: the workshop should be organised with short presentations of max 10/15 minutes and then divided into groups using the system of separate online rooms to let participants discuss and respond to guiding questions presented by the moderator related to the presentation and the equality plan.

Number of participants can be up to 100. However, the working rooms should be composed of max 6/8 people to make an online discussion possible.

In the organization of the online workshop, please, bear in mind the following technical instructions:

- Connecting 15 minutes before
- Create backgrounds for the speakers
- Giving instructions on how to insert the backgrounds
- Checking the sounds before the meeting
- Inserting the waiting room and constantly checking it
- Have a co-host (also to prevent eventual crash in the connection)
- Appoint someone to moderate the chat and passing the information
- Checking time/having a time keeper
- Ask to check connection and ask to be connected in a place with no sound
- Checking video and the sound of video before the meeting
- Establish that webinar can last maximum one hour and a half (if longer you need to imagine breaks)
- Prepare in advance the breakout rooms
- Set one facilitator per each breakout room

- **Hybrid**

The hybrid event is a specific format that combines the elements of online and on site workshops in order to ensure that both participants in presence and online can equally take part and contribute in the development of the workshop.

In this case, the best timing is between 2 and 3 hours in order to be consistent with participants in presence but at the same time to ensure a flow that can be followed by the participants online.

The most important element is to have two moderators: one online and one in presence. Their role is crucial because they have to ensure the right rhythm and flow either in the physical room and in the virtual rooms.

The best option is to have either speaker online and in presence but keep their intervention no longer than 15 minutes to give space for exchanges. Participants attending in presence can exchange and discuss within the room while the online participants are divided in the virtual rooms (max 6 participants per room). The use of microphones and audio has to be optimal for all participants to enable everyone to hear and interact with the best quality possible.





REMEMBER: Tips for the three versions to ensure engagement:

- Give the possibility to ask questions and share comments in the chat and schedule the time to answer at the end
- You need to filter the questions
- Be careful with the time
- Speakers need to have the information before
- Public need to be informed before about the speakers
- Meet the speaker before to prepare the intervention

c. Methodology

The main methodology to be used is the Non Formal Education (NFE) approach. NFE has a long history and is seen in many countries as an important form of learning, personal development, and training for active participation in society. More importantly, NFE encourages the development of competences from a holistic point of view in relation to three different areas of the learning process: knowledge, skills and attitude.

What is special about NFE is that participants are actively, and voluntarily involved in the education/learning process which proceeds from an horizontal perspective in which everyone contributes to the learning process -not only the trainers/experts.

The method provides participants with the tools to further develop their skills and attitudes and transform the knowledge acquired into concrete actions that participants feel ready to implement.

One of the most important features of this learning process is the principle of learning by doing, that is why the interactive element, the exchange and the simulation are crucial to ensure the participants would and are able to multiply the content of the workshop. NFE is participatory, aware and interactive, based on voluntary participation and designed with objectives in mind and process-oriented learning groups. NFE allows for the participation and contribution of each individual through the exchange of experiences and learning from each other which can be facilitated through group work and discussion led by the trainer.

With this approach in mind, no matter their format, all workshops described above follow a specific flow to ensure the full learning process for the participants. The content of the workshop should be organised in the following 4 steps:

1. **The first step is ensuring knowledge:** at the very beginning of the workshop, it is necessary to concentrate on the theoretical content. Experts, speakers, theories, and information must be organised as a starting point of the workshop with an interactive approach.
2. **The second step is providing examples and tools:** once the knowledge of the main content of the workshop is given, it is time to provide examples on how to implement and create actions to ensure the main topic will be transformed into concrete programs and





actions. At this point of the workshop, it is important to have case stories, good practices to present and tools/tips so participants can understand how to structure the equality plan/action and start being inspired to realise actions in their own reality.

3. **The third step is put into practice:** once the participants have received content and tools, they are ready to start planning their own actions in their own context to adapt what they learned/saw during the workshop. This is the time of the workshop in which templates or guiding questions are provided to the participants for them to work alone or in groups in order to start designing their own plans. It is also important to allocate time at the very end of the workshop for participants to have the space to present their ideas, receive feedback and convince others.
4. **The fourth and last step is the evaluation:** in order to be sure that the activity went well and to be able to respond to eventual further needs/doubts, it is necessary to implement a short evaluation at the end of the workshop. The evaluation can be done either immediately through a questionnaire, or after through an online survey. It is important to introduce the evaluation process also during the second step as a tool to be integrated in their activities. More information about evaluation activities can be found in the second part of this guide.

d. Options of workshop program

The program of the workshop should always keep the same structure (see the methodology section) no matter the format and time chosen. Some possible examples of programs:

- **Program for workshop in presence 3 hours and 3 days**

| Time | Content |
|---------|--|
| 1° hour | Welcome Words, Program presentation, getting to know each other - Part I: The problem: Equality in sport |
| 2° hour | Part II: the tools: I01- the good practices |
| 3° hour | Part III: put into practice: what's next? - Evaluation & closing |



| Time | Day 1 | Day 2 | Day 3 |
|-------------|--|---|---|
| 9:00-11:00 | Welcome Words, Program presentation, getting to know each other, team building | Part I: The problem: subtopic | Part III: put into practice: what's next? |
| 11:30-13:00 | Part I: The problem: Equality in sport | Part II: the tools: I01- the good practices | Part III: put into practice: what's next? |
| 13-14 | LUNCH | | |
| 14:30-16:00 | Part I: The problem: Equality in sport | Part II: the tools: I03- Building the Action-Plan | Part III: put into practice: plenary presentation |
| 16:30-18:00 | Part I: The problem: subtopic | Part II: the tools: Becoming a mentor | Evaluation & closing |

- **Program for workshop online 1 hour and half**

| Time | Content |
|------------|---|
| 35 minutes | Welcome Words - Part I: The problem (2 speakers 13 minutes each) |
| 15 minutes | Part II: the tools: I01- the good practices (1 speaker 15 minutes) |
| 40 minutes | Part III: put into practice: what's next? (25 minutes discussion in separate rooms, 15 minutes wrapping up and closing. Evaluation to be send separately) |

- **Program for workshop hybrid**

In this case, it is necessary to find a compromise between the previous schemes.





GUIDELINES FOR THE EVALUATION OF THE WORKSHOPS

a. Why these guidelines?

Conducting an evaluation of your workshop will help you improve for future events, adapt the content to your target groups and reflect on your performance. It can help you to capture the main achievements, lessons learned and conditions for sustainability. These guidelines support you in this work.

b. How to use these guidelines?

As mentioned, these guidelines are meant to help you. They were designed to bring enough flexibility to serve all hosting organisation's views and objectives for their workshops. They were tested by the EQUIP partners to evaluate their own events during the project (2021- 2023). Through feedback they have been adapted for the purpose of a wider and deeper audience who go beyond the EQUIP project community.

What shall be measured for your own internal reporting?

As an inspiration, you may want to focus on a sample of KPIs developed and signed-off during the first 6 months of the EQUIP project:

- Number of participants
- Number of 'educational' hours (cf the Agenda – how long was the session)
- Level of satisfaction reported by the participants
- Self-evaluation by participants before/after in terms of knowledge gained

c. The EQUIP workshop evaluation survey for participants

The EQUIP MEL Team has developed a set of questions to capture the participants' increased level of theoretical knowledge as well as their satisfaction levels on different elements.

This has been lightened and adapted to be used by other organisations outside of the EQUIP partnership. This set of questions can be adapted to your own event – in particular please pay attention to the set of questions marked in blue (as they would have to be adapted and reflect your event on focus).

We suggest that you copy-paste the following table on a letterhead document with the logo of your organisation and the name of your event. You can also fill in in advance the "Basic info" part and adapt the questions/entrees to your own needs.

Note to users: in the "Understanding your current needs and future expectations", you may craft one or two questions based on your specific workshop objectives.





Evaluation survey



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BASIC INFO ABOUT THE WORKSHOP

| | | | |
|--------------------|--|--------------------|--|
| Name of the event: | | Date of the event: | |
|--------------------|--|--------------------|--|

ABOUT YOU

| | | | |
|-------|--|--------------------|--|
| Name: | | Position/expertise | |
|-------|--|--------------------|--|

MONITORING AND CAPTURING YOUR LEARNINGS

| | | | | | | |
|--|---|--|---|--|---------------------------------------|--|
| Did you gain new knowledge and/ or understanding on how to promote equality in and through sport? | <p style="text-align: center;">YES</p> <input type="checkbox"/> | | | <p style="text-align: center;">NO</p> <input type="checkbox"/> | | |
| I learned important information about the many dimensions (or layers) of inequality. | <p>Strongly Disagree</p> <input type="checkbox"/> | <p>Disagree</p> <input type="checkbox"/> | <p>Disagree a Little Bit</p> <input type="checkbox"/> | <p>Agree a Little Bit</p> <input type="checkbox"/> | <p>Agree</p> <input type="checkbox"/> | <p>Strongly Agree</p> <input type="checkbox"/> |
| I have a better understanding of how our organisation (club/federation) and coaches can take actions on topics of inequalities in sport. | <p>Strongly Disagree</p> <input type="checkbox"/> | <p>Disagree</p> <input type="checkbox"/> | <p>Disagree a Little Bit</p> <input type="checkbox"/> | <p>Agree a Little Bit</p> <input type="checkbox"/> | <p>Agree</p> <input type="checkbox"/> | <p>Strongly Agree</p> <input type="checkbox"/> |
| What is your key takeaway from the session (the one thing that you will take into practice)? | | | | | | |



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| CAPTURING YOUR LEVEL OF SATISFACTION | | | | | | |
|---|---|--|---|--|--|--|
| Did the session meet your expectations? | YES <input type="checkbox"/> | | | NO <input type="checkbox"/> | | |
| | Strongly Disagree <input type="checkbox"/> | Disagree <input type="checkbox"/> | Disagree a Little Bit <input type="checkbox"/> | Agree a Little Bit <input type="checkbox"/> | Agree <input type="checkbox"/> | Strongly Agree <input type="checkbox"/> |
| UNDERSTANDING YOUR CURRENT NEEDS AND FUTURE EXPECTATIONS | | | | | | |
| How high is the promotion of equality in your organisation's list of priorities? | Very high <input type="checkbox"/> | Somehow high <input type="checkbox"/> | Somehow low <input type="checkbox"/> | Very low <input type="checkbox"/> | I don't know <input type="checkbox"/> | |
| What kind of support would you need to develop and implement your Equality Action Plan? | Very high <input type="checkbox"/> | Somehow high <input type="checkbox"/> | Somehow low <input type="checkbox"/> | Very low <input type="checkbox"/> | I don't know <input type="checkbox"/> | |
| 1 or 2 OTHER SPECIFIC QUESTION(S) TO BE INCLUDED BY ORGANISER IF NEEDED | | | | | | |
| MONITORING & FORECASTING IMPACT AND LEGACY | | | | | | |
| Do you plan to use the practical tool - ie the Action Plan framework? | YES <input type="checkbox"/> | | NO <input type="checkbox"/> | | MAYBE / NOT YET SURE <input type="checkbox"/> | |
| Would you recommend this training on inequalities in sport to another club or federation? | YES <input type="checkbox"/> | | | NO <input type="checkbox"/> | | |





| OPEN FEEDBACK | |
|--|--|
| Please share how you would have done the event differently to make the session more effective or successful. | |
| Anything else you would like to add? | |

d. Framework for organisers to report on their workshop

The following framework can be used by the host organisation to keep track of the workshops they organised and deliver. We strongly advise you to fill-in this report within 2 weeks after it took place.

- **VERSION 1 – for education workshop**

| BASIC INFO ABOUT THE WORKSHOP | | | |
|---|--|---|--|
| Name of the event: | | Date of the event: | |
| Location of the event: (city & country) | | Host of the event: | |
| Event objective (s) as per the invite: | | | |
| YOUR EVENT KEY PERFORMANCE INDICATORS | | | |
| Number of participants: | | Number of organisations represented: | |
| Type of organisations represented (clubs/federations): | | Number of "Educational Hours" | |
| % of participants willing to use the tool | | % of participants willing to be an active Champion clubb/federation | |





| | |
|---|--|
| % of participants who said the event matched their expectations | |
| % of participants willing to recommend this type of training / awareness raising session to a friend or a colleague | |
| TESTIMONIALS BY PARTICIPANTS | |
| Testimonial 1 (Please also provide name, function and organisation) | |
| Testimonial 2 (Please also provide name, function and organisation) | |
| Testimonial 3 (Please also provide name, function and organisation) | |
| Testimonial 4 (Please also provide name, function and organisation) | |
| YOUR EXPERIENCE AS ORGANISER | |
| What is the one takeaway or learning from your side? | |
| What element (if any) has worked well and should be replicated in other workshops? | |
| What element (if any) did not work as anticipated and should be raised as tricky or deleted for future workshops? | |





- **VERSION 2 – for dissemination and multiplying event**

| BASIC INFO ABOUT THE EQUIP MULTIPLIER EVENT | | | |
|---|--|---|--|
| Name of the event: | | Date of the event: | |
| Location of the event: (city & country) | | Host of the event: | |
| Event objective (s) as per the invite: | | | |
| Your event Key Performance Indicators | | | |
| Number of participants: | | Number of total organisations represented: | |
| Type of organisations represented (clubs/federations): | | Number of “Educational Hours” meaning hours of the event where learning/ sharing took place | |
| # or % of organizations represented who are Champions in the project | | # of new organizations (those who didn’t attend the first multiplier event) | |
| Testimonials by participants (in English) Here you will have to ask participants to share their feedback on the event and please ask for their name, organization and role. | | | |
| Testimonial 1 (Please also provide name, function and organisation) | | | |
| Testimonial 2 (Please also provide name, function and organisation) | | | |
| Testimonial 3 (Please also provide name, function and organisation) | | | |
| Testimonial 4 (Please also provide name, function and organisation) | | | |
| Your experience as the host of the multiplier event | | | |

| | |
|---|--------------------------|
| What were your main objectives of the second multiplier event? | |
| How did you communicate or spread the word about the second multiplier event? | |
| What is the one takeaway or learning from your side? | |
| What element (if any) has worked well and could be replicated in future Multiplier events? Aware that for this project, this is the last round of events. | |
| What element (if any) did not work as anticipated and should be raised as tricky or deleted for future Multiplier events? | |
| What worked better at this multiplier event compared to the first one? Why do you think this was the case? | |
| How were your Champion clubs or federations involved in the multiplier event? What feedback did you receive from the Champions who took part? | |
| Appendix to this Report- List of Supporting Docs to be sent | |
| A 1. Event Signature list (compulsory) | <input type="checkbox"/> |
| A 2. Event Agenda (compulsory) | <input type="checkbox"/> |



| | |
|---|--------------------------|
| <p>A 3. Your Multiplier event evaluation survey answered by participants (feel free to adapt the proposed template –but make sure to include the required elements for the Event Report in terms of key indicators)</p> | <input type="checkbox"/> |
| <p>A 4. Your Multiplier Event Observers reports (if relevant)</p> | <input type="checkbox"/> |
| <p>A 5. Your participants’ testimonials (compulsory)</p> | <input type="checkbox"/> |
| <p>A 6. Link to a folder with pictures and/or videos taken at the event (compulsory)</p> | <input type="checkbox"/> |



ANNEXE 1 - CHECK LIST

| DID YOU.... | |
|--------------------------|---|
| <input type="checkbox"/> | Connect 15 minutes before the event online/be at least 30 minutes in the venue |
| <input type="checkbox"/> | Create visual backgrounds for the speakers online and graphics panel in presence |
| <input type="checkbox"/> | Give instructions on how to insert the visual backgrounds/place the visual smartly |
| <input type="checkbox"/> | Check the sounds before the meeting |
| <input type="checkbox"/> | Insert the waiting room and constantly checking it for online event/organize accreditation |
| <input type="checkbox"/> | Coordinate a co-host (also to prevent eventual crash in the connection) for online event |
| <input type="checkbox"/> | Appoint someone to moderate the chat/pass microphone and passing the information |
| <input type="checkbox"/> | Check time/organize a timekeeper |
| <input type="checkbox"/> | Ask to check connection and the functions of the software/hardware to be used |
| <input type="checkbox"/> | Ask to be connected in a place with no sound/to have muted phone |
| <input type="checkbox"/> | Check video and the sound of video before the meeting |
| <input type="checkbox"/> | Establish the start and the end of the event: if webinar keep it maximum one hour and a half (if longer you need to imagine breaks) |
| <input type="checkbox"/> | Prepare in advance the breakout rooms/parallel session |
| <input type="checkbox"/> | Set one facilitator per each breakout room/per each parallel session |
| <input type="checkbox"/> | Prepare materials/document to be shared in advance |
| <input type="checkbox"/> | Prepare the evaluation survey |
| <input type="checkbox"/> | Check welcome coffee/coffee breaks for in presence meeting |
| <input type="checkbox"/> | Prepare all the materials for the workshop (flipcharts, papers, sticky notes...) |



ANNEXE 2 – EXAMPLES

1. Human Library

| | |
|----------------------|--|
| Name of the activity | Human library |
| Duration | 45 minutes |
| Materials | Flipcharts and markers Post it Tape A bell |
| Suggested for | n. 30 people |
| Space needed | Big room or space outside allowing all the participants to stay in a line |
| Objectives: | Listen to experts and champions involved in the 5 areas of the project EQUIP; Get information about the topics; Get to know good practices implemented for promoting equality within sport during the project; Being inspired. |
| The activity | <p>Initially, participants are given instructions of the activity (5 minutes). Each participant receives a bookmark and will be asked to go under the poster with the same color as the bookmark received: So, one person will go in one spot: there will be 10 spots in total; Each spot will host an expert or a champion representative, on one of the 5 topics covered by the project; At the announcement, there will be 7 minutes presentation for each spot + 3 minutes of Q&A. After 10 minutes, the bell will ring and each person/group will move clockwise. Variation can be that each person listens to 3 speakers chosen by each participant through the catalogue.</p> <p>After 30 minutes all the groups will have finished the entire tour of the circle, and we will announce there is a small evaluation. Each participant will write a comment or a take back on a post it. Posts-it are collected by the organizers.</p> <p>The activity ends.</p> |





2. Walk of privilege

| | |
|----------------------|--|
| Name of the activity | Walk of privilege |
| Duration | 45 minutes |
| Materials used | Materials of the project EQUIP |
| Space needed | Enough space for creating a horizontal line with all the participants |
| Objectives | <p>The Privilege Walk activity acknowledges that not everyone starts from the same place.</p> <p>The exercise was designed to help participants to recognize and unpack different sorts of privilege within society. It was used to initiate a conversation about privileges in our various background contexts and communities and how we, as citizens, could take responsibility for dismantling privileges.</p> |
| The activity | <p>The Privilege Walk is a method that promotes awareness of privilege and stimulates discussion about the disparities and inequalities that exist in a society. We made different statements and read them for 15 minutes. Participants physically moved forward or backward based on their responses.</p> <p>The statements highlight different aspects of privilege such as race, gender, socioeconomic status, ability, and sexuality. Participants received a 'character' described on a piece of paper (characters and statements are in the link below). Depending on what they believed this character would do, they took steps forward if they identified with a statement that represented privilege the character had, or backward if the statement highlighted a lack of privilege.</p> <p>All statements and characters were created by the organizing team.</p> |





3. Call to action

| | |
|----------------------|---|
| Name of the activity | Call to action |
| Duration | 45 minutes |
| Materials used | Materials of the project EQUIP |
| Space needed | Room with tables |
| Objectives | Involving participants with a pragmatic approach to addressing inequalities in sport relating to gender identity, sexual orientation, socioeconomic status, physical ability, race and/or ethnicity. |
| The activity | <ul style="list-style-type: none"> • Make pairs; • Say hello; • Tell each other about personal experiences where you mentioned or experienced inclusion or exclusion in your sport club / organisation (5 minutes); • Show the A3 (IO3 action plan) and go over some of the sections of the action plan, for example the topic, area and type of action require the drop down (with pdf) so we should share those and examples. • Discuss in the same pairs: What can your organization or sports club do to push inclusion and diversity to the next level? <p>Choose your inclusion items to move on further with:</p> <ul style="list-style-type: none"> • Take a walk and look at the input on the A3 papers of the other pairs. • Get inspired by the actions and commitments of others. • Take note of others 'inclusion items' that you want to take home writing down on the post card (add a sticker to others which you favor, find inspiring). <p>Write down your one inclusion take home message on the postcard to motivate you to take action!</p> <p>Get your postcard ready</p> <ul style="list-style-type: none"> • Post it! <p>Put them in our homemade mail box</p> |



Equip for Equality in Practice

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