Module management of sport and social issues

7Hills

Skateboarding as an integrational tool for gender equality in the public spaces: A 7Hills case study in Amman

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INTRODUCTION

This paper evaluates the Jordanian organisation 7Hills Skatepark. It's a Youth non-for-profit organisation with a main activity of skateboarding. 7Hills is a non-profit organisation based in Amman, the capital city of Jordan. By using the philosophy of skateboarding, they aim to foster gender equality, youth empowerment and social inclusion (7Hills, z.d.-a).

They provide a secure space for many people and use skateboarding as a tool to tackle gender- racial, religious and cultural inequalities. They try to do this by creating an open and democratic environment in the city of Amman and strive for a safe space for children, youth and parents by providing a public space to skateboard and socialise (7Hills, z.d.-a).

Jordan has a high percentage of migrants. 57 nationalities are present in the country today. Thereby, 70% of the population in Amman is younger than 30 years old. In addition, there is a lack of public space for youth in the city. Often the used space is private or residential use (7Hills, z.d.-b; De Bel-Air, 2016; Sweidan, 2018; Fraikin, 2020).

In 2014, Make Life Skate Life, Philadelphia Skateboards and the Greater Amman Municipality set up a community building project (7Hills, z.d.-b). Make Life Skate Life is a German NGO active in developing countries. They work on the basis of a need from a skatepark with a group of young people who are already skateboarding, which do not always have the resources to build a skatepark (K. Wauters, Personal communication, October 19th 2021).

Thus, a first skatepark was built by a group of volunteers in as little as 3 weeks. In addition to building the skatepark, the volunteers engaged with the locals to teach them the craftsmanship of skatepark construction (7Hills, z.d.-b). Starting in 2016, the project involved collaboration with local NGOs, CBO's and the local community. A skate program for local and refugee youth was initiated which is still ongoing today (7Hills, z.d.-b).

A goal of 7Hills is to move with a focus on working with vulnerable youth through skateboarding and developing public space. They believe that skateboarding builds community and try to work closely with the community. In addition, they start from the skateboard philosophy that, among other things, wants to break through "pigeonholing". The philosophy strives that participants feel rather like a skateboarder instead of a category such as gender, refugee/ resident, ... ect. (K. Wauters, Personal communication, October 19th 2021).

After a first look at the literature and a first meeting with the organisation, the main focus was decided on the topic of gender (in)equality in the public space. More specifically this research paper tries to evaluate the question: How do the 7Hills activities enhance gender equality in the public spaces in Amman, Jordan? In the following part, more information is given about how the different topics appear in the existing literature.

PART 1: LITERATURE

Part 1 describes the literature review of the paper. This literature review is conducted for further development of the research idea. It gives an insight into what is already known about the subject of skateboarding in public spaces and about what an organisation like 7Hills can mean for gender equality in Amman. By conducting this literature review, some existing knowledge gaps were identified. This helps to understand how this research can contribute to further exploration on specific difficulties of the subject and help organisations such as 7Hills in its future endeavours.

1.1 Context in Jordan

This part of the literature review shows a summary of the current situation in Jordan. This context will give insights into the migration situation, their development programme and its position in relation to gender equality.

1.1.1 Migration

Jordan is one of the top 10 countries with the most migrants from Arab countries. Between the years 2004 and 2015, the number of migrants in this country has multiplied by seven and a half. This is mostly because of political instability in the home country of the migrants, for example: migrants from Iraq due to the second Gulf War, migrants from Syria due to the Syrian war and the instability in Palestine (De Bel-Air, 2016; Sweidan, 2018; Fraikin, 2020). The number of migrants in 2015 made up 31% of the population. In 2004 this was only 8%. Most of the international migrants came from Arab Asian countries. Syria, Palestine, Iraq and Yemen are the countries where the most people migrated from to Jordan (De Bel-Air, 2016; Sweidan, 2018; Fraikin, 2020).

One third of the migrants are located in Amman, the capital city of Jordan. The reason behind this large number is that Amman offers the most work opportunities (Sweidan, 2018). When this is translated in numbers; 83,5% of the migrants live in urban areas while 16,5% live in refugee camps for example in Zaatari, a refugee camp with around 70000 Syrian refugees (Fraikin, 2020). The percent of male migrants who are inactive at the labour market is 26% where the percent of inactiveness on the labour market for male citizens of Jordan is 33%. For female migrants this percentage is 83% against 79% for a female Jordanian (Sweidan, 2018). A distinction is observed between Syrian and non-Syrian refugees. The non-Syrian refugees (for example Sudanese, Yemeni, Somali or also Palestinians) have less access to health services, education and the labour market (Fraikin, 2020). Most of them are not able to get a diploma and therefore are employed in jobs that require little education (Sweidan, 2018; Fraikin, 2020). Reports of harassment and racist behaviour in public are made by the non-Syrian refugees (Fraikin, 2020). Nevertheless the Syrian migrants in Jordan are also facing challenges of discrimination and resentment.

1.1.2. UNDP Jordan

UNDP (United Nations Development Programme) is a development programme to help Jordan with their national efforts in achieving a more inclusive and dynamic country. The programme has five pillars on how a country can address their development challenges (United Nations Development Programme, 2021). The UNDP is especially focused on three areas: social cohesion and inclusive participation, creating an institutional framework and sustainable communities and environment. For these three outcomes they work together on a national and local level (United Nations Development Programme).

Specified for Jordan, the three areas can be specified as: creating sustainable development pathways, a democratic governance that is inclusive and effective and resilience-building. (United Nations Development Programme, z.d.). In the area of sustainable development, the focus of the programme lays on improving the resources of the lower classes and creating prospects for employment. Different projects target building youth capacities and creating jobs to reduce poverty (United Nations Development Programme, z.d.).

1.1.3 Gender equality Jordan

The Global Gender Gap report from 2018 describes a ranking of 149 countries based on several indicators such as economic opportunity and participation, education, political empowerment and access to health organisations. Jordan is ranked 138 out of 149. This high number is due to high rates of unemployment, economic inequality, youth and women who are politically marginalised and a mismatch between the skills taught in education and the skills needed on the labour market. There are two conditions to be economically empowered. First there needs to be the ability to advance and succeed. In this condition, the proper skills are required. Second, a person needs power to make economic decisions. Therefore it's necessary to have some power (and or agency) to make these economic decisions. A lot of women in Jordan don't have this economic empowerment. There are several programs to engage women in achieving skills and learning how to gain this economic empowerment. The women in Jordan experience several aspects of the labour market barriers like lack of safety, pay gaps and high responsibility in the household. The political participation of women in Jordan is low. There is recurring evidence that targeting barriers in politics can facilitate an environment of opportunities for women to develop within. These barriers could be: lowering the cost of campaigns, providing honest and reliable information about the system of elections, preventing violence and harassment…

Female leadership in areas of security and peace, must be included to make these more sustainable and long term. Women in Jordan play a key-role in keeping the current peace in a region with conditions that are unstable. There has been some progress in terms of rules and law, for example the freedom for a woman to keep her own last name. Still women do not have equal access to justice. They are underrepresented in positions of legal authorities.

1.2. Public space

Plainly, a public space is a place that is generally open and accessible to people. Public spaces in the form of squares, parks and streets are vital elements of cities. Indeed, they largely define the identity of cities. Think of the Grote Markt in Brussels, De Dam in Amsterdam or the Champs Elysées in Paris. Even more locally, everyone who lives in a city can think of a public place that really characterises their neighbourhood. They are representative in the sense that people read the quality of a neighbourhood or district largely from the quality of these public spaces (Burgers et al., 2012).

Next to the role of defining the quality of cities and neighbourhoods, modern architects and urban designers often wish to attribute another role to urban public spaces: that of a 'gathering place' where social interaction can take place (Rasoulpour, 2019). Researcher Kostrzewska (2017) stated that:

> The distinctive feature of contemporary large cities is the disappearance of local, neighbourly relations, and the consequent loneliness, alienation, and atomization of the residents. Thus, the design of public spaces should be an expression of the values of social inclusion and integration.

This is a philosophical enlargement of the term public space where it is often enhanced to a social space where political and philosophical views are shared and discussed. Public spaces have often been valorized as democratic spaces of congregation and political participation, where groups can vocalise their rights. Historically for example with the 'Agora' of ancient Greece and Rome (where, however, women were not expected to speak) (Rasoulpour, 2019).

1.2.1 Public space in scientific studies

The urban public space is a topic on which a lot of scientific studies have focused over the last decade. A lot of these studies focus on the needs of the users (the residents) and how architects and urban designers can materialise those needs in the designing and creation of those public spaces. A gap in those studies is perhaps the way in which cleverly designed public spaces can function as activators for physical activities. Kostrzewska (2017) argues that:

> A properly designed urban space would encourage people to leave their homes and integrate, also by undertaking different forms of physical activities. This, in turn, can lead to raising the quality of the space, especially in the context of its "familiarisation" and "domestication".

1.2.2 Public space in Amman

As written earlier, Amman is a city with a very diverse population due to the large number of refugees that grew over the years. Also, the city of Amman grew very rapidly over the past decades because of the general trend over urbanisation where people left the rural areas to find work and residence in the city. Thereby, because of its interesting geographical location and because of urbanisation, a lot of foreign money and work forces were invested in the fast-growing city (Aljafari, 2014). This is why the population in Amman differs not only in nationality but also in parameters such as socio-economic status, religion and education (Aljafari, 2014; & Fraikin, 2020). The recent history of Amman is seeped in with the recent neoliberal economic trend. Which led, like in the western countries, to growing privatisation of public spaces (Aljafari, 2014). This is one of the reasons why Amman has a rather exceptional situation of public space. Amman has a lot of so-called 'semi-public spaces'. This means a space that seems public but actually is private, like the space around a shopping mall for instance. This can more easily be undemocratic and/or exclusive.

With the existence of these semi-public spaces there is a lack of public parks (Fraikin, 2020). In addition to this lack of open public space comes the traffic situation. There is only a little space for pedestrians to interact due to the unsafe and heavy traffic (Fraikin, 2020). Aljafari (2014) claims that Amman has a lot of varieties, but it lacks a global level of planning for spatial sustainability. Designing safer interaction space in the city will in turn have a positive impact on the economic, social and environmental prosperity of the city (Aljafari, 2014). Another challenge that Amman has been facing as it has grown faster and larger, is the social structure of the city that has dramatically changed towards heterogeneity. Across most of the city parts polarisation took another spatial dimension tearing Amman into two cities of East and West Amman that are characterised with visible socio-spatial disparities (Aljafari, 2014).
In conclusion, Ajafari (2014) has found that

> With the domination of the market-based paradigms, privatisation has encouraged social stratification and social division. Each social strata resulting from this divide has different sets of characteristics, interests and powers. Thus, social tension is created between different groups, the ordinary and elite, natives and immigrants, different immigrant groups, males and females. All of these social inequalities became manifest in shaping the character and use of public open space. The lived space in Amman is consequently divided by social gender relations, producing gender appropriated space or gender-based spatiality.

We can conclude that social division in an extremely diverse city as Amman (both in social class as in ethnic background) together with unsafe public space and traffic caused by poor urban planning and privatisation of the public areas due to the influence of a neoliberal global trend are the biggest challenges that an organisation such as 7Hills must face if it intends to improve the public space conditions in Amman.

1.3. Sport for development

Sport For Development (SFD) has recently received increasing attention from policy makers (Fraser-Thomas et al., 2005). Since the 1980s, most Western European welfare states, under the stipulation of neoliberalism, began to outsource social state affairs to civil society (Debognies et al., 2019). In this process the added value of sport and sports organisations was widely recognised.

Indeed, research showed that sport can enhance social inclusion, social participation and active citizenship among socially vulnerable youth (Beulens et al., 2017). Participation in sports activities stimulates physical, emotional, social, and cognitive development for young people and can thus build (bonding) social capital and human capital, which enhances the overall development and social inclusion of young people (Haudenhuyse et al., 2015; Beulens et al., 2017). As such, Sport is increasingly used in social policy strategies as a means to address other policy problems in areas

ranging from health to social (and even economic) development (Coalter, 2007; Vandermeerschen et al., 2015). This has led to a variety of sport-based community practises that aim to reach groups not engaged in other, more classical activities (Debognies et al., 2019). Indeed, sport appears to be more effective in attracting young people from diverse socio-economic backgrounds than other socio-cultural organisations (e.g. youth movements, youth clubs, etc.) (Haudenhuyse et al., 2015).

Sport organisations are more likely to be able to reach and engage socially vulnerable young people in an organised context (Haudenhuyse et al., 2015), which also makes them an interesting study subject within the SFD research field. This leads to increased interest and investment in sport-for-development programmes as part of civil society (Fraser-Thomas et al., 2005; Super et al., 2017; Buelens et al., 2015).

1.3.1 The importance of coaches as role models

Research shows that coaches play a decisive role in the development of young people in a sports setting (Buelens et al., 2015). However, this must be placed in a certain context. Most coaches at local sport organisations are not all adequately trained to fulfil this social role. "Most youth care workers are paid professionals who work during the day, while sports coaches and leaders of community sports clubs largely work for their clubs on a voluntary basis in the evenings or at weekends. Nevertheless, both organisations can benefit from coordinated action. It can make it easier for youth care workers to increase sports participation among socially vulnerable young people and provide sports clubs with a platform to fulfil common ambitions and find new members." (Hermens et al., 2017).

For the proper development of youth (even more so for socially vulnerable youth), a good relationship of trust with the coach is essential (Super et al., 2017). Research by Hermens et al. emphasises the importance of this relationship of trust because it gives coaches access to very valuable information, which youth workers can then take on further as professionals. A good relationship between youth workers and coaches in a sport-for-development program is therefore indispensable (Hermens et al., 2017).

1.3.2 Sport participation in public space

Public space also includes the 'playground' character that increasingly characterises contemporary cities in general. Public space offers the opportunity to be active, to play and to practice sports. Street furniture fulfils an important role in this respect. It offers children and adolescents, in particular, the opportunity to show off their skills and talents to a wider public. At the same time, these activities are often regulated by means of physical constructions such as 'football cages' and by specially appointed managers or - in an informal way - by spectators (Burgers et al., 2012). Indeed, the quality and equipment of urban public space plays an important role in promoting physical activity among people. The quality of public space – its architecture, equipment, design, as well as its level of accessibility and openness to the different needs of the residents – has a direct impact on the number of its users and on the quality of life in the city. Therefore, it's features can have an effect on the residents' activation (Kostrzewska, 2019).

Sport and physical recreation are an important social phenomenon. Physically active residents are very visible in urban public spaces, because contemporary forms of physical activities are becoming more and more detached from typical sport facilities (Kostrzewska, 2019). At the same time, By moving in urban spaces, people achieve a better understanding of urban life (Lin, 2019).

Skateboarding in public space

In her study about skaters in the public space Lin (2017) states that skaters are often considered as 'disruptors' in public spaces. "Often, city managers and those who do not engage in skateboarding or roller-skateboarding argue that such leisure activities are incompatible with urban life and proper use of urban spaces—and even affect other people's rights when using these spaces'' (Lin, 2019, p.2).

Architects now go so far as to design prohibitive features, designing non-skateable spaces to further prevent skateboarders from inhabiting urban spaces (Glenney & O'Connor, 2019).

In their paper, Glenney & O'Connor (2019) emphasise the way skateboarding skateparks and the skateboarding culture could benefit the cities in making them more adapted to the diverse different users of the urban public spaces. "Unlike ballparks and playgrounds, skateparks are hybrid, remaking urban elements such as stairs, rails, kerbs and barriers to re-create a simulacra of the natural built environment. This enhances the interaction between the city and its citizenry, demonstrating not only the influence of skateboarders in the city but the interactivity of skateboarding's use of urban space. Unlike other zones of the city, the skatepark is a place designed through subcultural practice, through the creative re-imagining and colonisation of space by urban youth." (Glenney & O'Connor, 2019, p.1)

Making urban areas more skateable can also promote a more balanced and healthy lifestyle. Indeed, with smart urban designing including skateboarding areas, it is possible to reimagine healthy, diverse and accessible urban spaces. Even the Centre for Disease Control in the USA is supporting these activities to encourage an active and healthy generation of young people (Transworld 2014 in Glenney & O'Connor, 2019).

Even though there is an increase in skateparks planned and built by city boards, this shows another problem for the skateboarding community: the policy makers often try to seclude the skaters and their activities as it is not always seen as compatible with a balanced urban life (Lin, 2019). According to an article about the hybridity of skateparks by Glenney & O'Connor (2019, p.10), city planned skateparks are not always unanimously appreciated by skaters:

> In some ways they represent the institutionalisation of skateboarding and can be understood as 'sportscapes', like football pitches and basketball courts . Skateparks are often seen as a place of containment and an obstruction to the creativity, exploration and movement at the heart of skateboard culture.

Skateboarding is a culture, skateboarders have specific values that they will not compromise (Glenney & O'Connor, 2019).

This concludes that there is an increasing recognition of a need for cities to incorporate skateable features in urban space to include skateboarders in the community and give them access to moving around their city as a form of citizenship.

1.4 Gender (in)equality

The following part contains more information about the subject of gender (in)equality. First is given an introduction, afterwards a definition and later more information is given about gender (in)equality in skateboarding as well as in the public space in general and in Amman, Jordan. Besides that, two strategies will be discussed about gender (in)equality in skateboarding.

From a gender perspective, sport embodies a social and cultural process in which the social construction of femininity and masculinity plays a key role in influencing behaviour and methods (The European Institute for Gender Equality, 2017). However, sports can also be used as a means to achieve gender equality by establishing universal values such as fair competition, non-discrimination and teamwork as well as a highly competitive and sometimes confrontational spirit (The European Institute for Gender Equality, 2017). If local conditions and gender relations are taken into account, it can also be used to increase girls' opportunities. Sports can allow women and girls to enter public spaces, where they can gather, develop new skills, gain support from others and enjoy freedom of speech and movement. It can promote education, communication, negotiation skills and leadership, all of which are essential for women's empowerment (The European Institute for Gender Equality, 2017).

The difference between women and men is most pronounced in the younger age group: 74% of 15-24 year old men exercise or participate in sports at least once a week, compared with 55% of women in the same age group (The European Institute for Gender Equality, 2017). In many sports, the number of representatives of female coaches is much more sporadic than the overall figures show. This means that even in female-led sports, many men are mentoring women and girls, and very few women are mentoring men (European Commission, 2014). Gender-friendly guidance and counselling

can reduce the high dropout rate of girls and women from sports, while also addressing gender stereotypes in sports and creating a positive social and educational atmosphere for everyone (European Commission, 2014). In part 3.1, more has been written about the importance of these role models.

1.4.1 What is gender inequality?

Gender inequality is defined as followed by the International Labour Office in a catalogus about gender strategy in Jordan:

> The equal rights, responsibilities and opportunities of men and women and implies that the interests, priorities and needs of both are taken into consideration equally." Equality does not mean being the same, nor equal numbers of men and women in all activities, nor does it mean treating them in the same way. Everyone should have equal opportunities and live in a society in which men and women are able to live equally fulfilling lives (International Labour Office, 2018, p. 5).

1.4.2 Gender inequality in sport (skateboarding)

Leisure spaces are not easily occupied by girls and women (Caudwell & Browne, 2011; Scraton & Watson, 2000; Skeggs, 1999 in Bäckström & Nairn, 2018).

Men are not held accountable for their part in contributing to, or at least benefiting from, an assumed heterosexual male gaze, which objectifies and sexualises women (Valentine, 1993). On the contrary, women cannot take it for granted that they have the right to enjoy public space and are often accused of being in the wrong place at the wrong time (Bäckström, 2013; Listerborn, 2016; Valentine, 1992)

Skateboarding, like snowboarding, surfing, rock climbing and mountain biking, has been classified as action, extreme and alternative sports (Rinehart & Sydnor, 2003; Thorpe & Olive, 2016; Thorpe & Wheaton, 2013 in Bäckström & Nairn, 2018, p. 1). Recently, these movements have been recognized as potential tools to promote gender equality and peaceful development (Thorpe & Wheaton, 2013 in Bäckström & Nairn, 2018).

Strategies

The premise of strategic visibility is to make girls a special case, separated from boys and therefore highly visible. Another intervention that goes beyond gender restrictions and aims to realise strategic entitlement and takes girls' participation and abilities for granted (Bäckström & Nairn, 2018).

Strategic visibility

This part explains the strategy of 'strategic visibility'. The premise is to make girls a special case, separate from boys and therefore highly visible. Strategic visibility creates conditions for strategic rights, which assume that girls have the right to participate in skateboarding without special treatment and separate regulations (Bäckström & Nairn, 2018).

For some young women, visibility means they feel censored in public, which complicates the fun of skateboarding, while others enjoy recognition and benefits. Young women often move back and forth in the continuous contradictory experience between feeling "visible and recognized" and "visible and carefully checked"; their position in the continuum does not match their skateboarding skills or age (Bäckström & Nairn, 2018).

Strategic entitlement

A strategy, which we call a strategic right, takes girls' participation and abilities in skateboarding for granted, and at the same time strives to build an ideal world where girls feel that they have the right to skate in public spaces instead of being relegated to a different space and time. Strategic rights construct the space and time for girls to skateboard and are also common and indistinguishable as boys. This way of thinking opens new horizons for gender equality strategies in sports and leisure, because gender is no longer affected by gender as a limited factor. The concept of strategic rights is an important intervention for us to think about and talk about girls and women's leisure styles, because usually girls and women feel that they have no rights to own public space and/or time (Listerborn, 2016; Scraton & Watson, 2000).

Strategic rights introduce a new way of thinking about girls and women's skateboarding rights in space and time. It is a useful term to describe the different types of interventions that we have identified in this research. Strategic rights intentionally positions women as skateboarders, not as their biological sex. In order to transcend the limitations of arbitrary boundaries, gender is degraded and unstable in the natural gender order in which men dominate in skateboarding (Listerborn, 2016; Scraton & Watson, 2000).

1.4.3 Gender and public space

The eradication of gender inequalities and the empowerment and participation of both sexes in all spheres of public life are a global concern (Walby, 2005). The ability to safely use the urban public realm has a profound impact on people's well-being. Different studies illustrate the benefits of public space utilisation including strengthened social inclusion, reinforcing feelings of belonging and improved mental health. (Anderson, Ruggeri, Steemers, & Huppert, 2017; Cattell, Dines, Gesler, & Curtis, 2008).

According to Ratnayake (2013), concerns about personal safety not only have harmful psychological effects, but also restrict a person's freedom and choice of activities in public space, thereby, reducing their use. Women as a group occupy a prominent position in the literature on this subject, because some people believe that they face particularly serious safety problems when entering public places. Blöbaum & Hunecke (2005) believe that women's concerns about personal safety may cause them to be excluded from outdoor sports and leisure activities, leading to reduced use and quieter urban life. Therefore, people often find that concerns about personal safety prevent women from being able to fully and meaningfully integrate into public spaces, thereby, limiting the opportunities to effectively gain well-being from entering the public space.

1.4.4 Gender and public spaces in Amman, Jordan

Muslim majority countries (MMCs) face challenges of social justice (or lack thereof) and gender inequality (Metcalfe, 2008). There are signs of increased entrepreneurial development amongst women especially in Jordan, Egypt and Bahrain (Basma, 1999; Carter and Weeks, 2002; Tzanntos and Kaur, 2003 in Metcalfe, 2008). Women's equality and empowerment of equality is an important aspect of the Sustainable Development Goals. Gender equality by 2030 requires urgent action to eliminate the many sources of discrimination that still limit women's rights in the private and public spheres. Women and girls all over the world must enjoy equal rights and opportunities and be able to live without violence and discrimination (UN WOMAN, z.d.).

Cities are not planned for everyone. This is not only an organisational problem, but also a structural problem. Cities around the world have been and will continue to be mainly planned and built by men who jointly plan and build bodies and experiences, wrongly assuming that urban planning is gender-neutral or gender-blind, which means that the male body is considered universal and normative (Keuss, 2020).

In order to make Amman's public spaces more suitable for men and women to live in, or in other words, a more gender-inclusive city, builders need to learn more about how men and women experience the city in different ways (Keuss, 2020). In general, women in Amman are more willing to stay at home than men, or go through private, usually commercial areas for safety and comfort. Street harassment makes women's use of public space very unpleasant and may evolve into personal safety issues. Women do not only face challenges with regard to comfort and safety, but it's also more difficult for women to access their public spaces of interest (Keuss, 2020).

1.5 Conclusion

As described by the above literature, 7Hills focuses on breaking down various inequalities in the community. The organisation does this by using the skateboard ideology as well as creative work methods such as arts & crafts. The impact the organisation wants to make is to reduce inequality, focus on social cohesion through public space and youth empowerment. The international literature taught us that Jordan has a strong inequality regarding gender, as evidenced by the Global Gender

Gap in which Jordan is ranked 138 out of 149. Consequently, there is a great income inequality and education for women is often not adapted to the labour market (World Economic Forum, 2018).

From an initial review of the literature, an exploratory discussion with Kas and the descriptive model, the focus of this paper is decided on gender equality within the public sphere as a topic for this theory-based evaluation. More specifically, interviews with team members are used to explore how 7Hills is deploying/ has already deployed on this topic but also to explore how the team members view gender equality in the public space.

An important point to consider is that any project in any region of the world is embedded within a specific cultural, political, juridical, economic and social setting. What makes sense for one target group will not necessarily bear out in another place (Meier, 2005).

1.6 Descriptive model

1.6.1 Context

Migration

In Jordan, there is a significant increase in population due to the refugee crisis. Jordan has been the host country for refugees and migrants for several years. They come mainly from Syria, Palestine, Iraq & Yemen because of the political instability in these countries (De Bel-Air, 2016; Sweidan, 2018; Fraikin, 2020). 1/3th of these migrants go to Amman because it provides the most work opportunities (Sweidan, 2018).

Public space

Public spaces define the identity of the city and are a gathering space for social interaction (Rasoulpour, 2019). From the population in Amman, 70% is younger than 30 years old, but there is rarely a public place for them to create and learn (7Hills, z.d.-c).

Gender equality

In the Global Gender Gap Report of 2018, Jordan is the 138st of the 149 countries due to high rates of unemployment, economic inequality, youth and women who are politically marginalised and mismatched between skills taught and need (World Economic Forum, 2018). As said before, women in Amman are more willing to stay at home than men, or go through private, usually commercial areas for safety and comfort (Keuss, 2020).

Skateboarding

Skateboarding isn't really well known in Jordan. Therefore skateboarding has a very positive instead of negative meaning in Amman. Because it wasn't known in Amman and it was more seen as a game than a sport, girls could also go there and enjoy skateboarding (K. Wauters, personal communication, 2021).

1.6.2 Input

Staff members

The team consists of two male program managers, multiple youth leaders and several (international) volunteers (7Hills, z.d.-c).

Input (financial)

7Hills receives financial resources from different stakeholders. They do fundraisings and crowdfunding, in Jordan and internationally. Besides that they receive worldwide donations and through their collaboration with partners, they also receive resources.

Social media

7Hills manages a website and a Facebook & Instagram page. On one hand they use social media to attract youth to their programs and make their organisation visible. The visibility of the organisation is also interesting for receiving (international) financial resources. On the other hand, 7Hills uses social media, more specifically Instagram, as a way to communicate privately with youth.

Infrastructure

7Hills manages several spaces (7Hills, 2021a).

- The 7Hills skatepark: this was built in 2014 by local and international volunteers.
- The Al Noor Park: This is a new skatepark situated in Qweismeh; East Amman. This is a vulnerable area with lots of people from lower socio-economic backgrounds. Here are very few opportunities for the youth (7Hills, 2021b).
- The Hub: Here is situated the organisation's offer of informal education such as the arts and crafts workshops.

Besides the spaces, 7Hills also has skate material (helmets, boards…) that can be used by their participants.

1.6.3 Activities

7Hills has a wide range of activities. All activities are free (K. Wauters, personal communication, October 19th 2021).

1) Weekly **skate lessons =>** every week there are skate lessons:

- Three times a week there is a lesson in cooperation with NGO and civil society organisations
- Two times a week a "drop in" session for the people who are interested to join
- In the creation of the park, girls didn't really feel safe. That's why 7Hills started with Girls Only Classes (7Hills, z.d.-d).

2) 7Hills developed a **Youth Leadership Programme** to train local inhabitants and refugees to become teachers. They trained them leadership skills and promoted social cohesion (7Hills, z.d.-d).

3) **Skate outreach** programme: 7Hills organises outreach sessions outside the capital city in vulnerable neighbourhoods and refugee camps. Here they promote for example the inclusion of girls and minority groups.

4) 7Hills offers a space for **informal education**. These are for example the arts and craft workshop. Besides skateboarding, kids can learn how to build a skatepark, how to film and how to montage. Their creativity is being stimulated. This is rather limited in the traditional education of Jordan. 7Hills also creates job possibilities, which is really important because the unemployment rates are very high in Jordan (K. Wauters, personal communication, october 19th 2021). Members of the organisation can become a coach/youth leader but the organisation also hires people.

5) 7Hills focusses on **place making and public space development:** one of the aims by doing this is improving the accessibility of public space in Amman. There are for example several building projects in cooperation with the local community. This would promote self esteem. Also community building is an important aspect of the organisation. Several events are hosted to connect the local community such as a barbecue or the presentation of a film.

1.6.4 Outputs

(7Hills, 2021c)

- Working with 250 youths per month
  - The participants are:
    - 35% between ages 6 - 12
    - 40% between ages 13 - 19
    - 20% between ages 20- 25
    - 5% between ages 26-35
    - 45% female participation
    - 60% refugee participation
- 7Hills organises weekly skate sessions in the east and west of Amman.

- 2 Skateparks of public space converted into a skatepark with help of volunteers in Amman: - 600m² located in Samir Al Rifai Public Park in Central Amman - in the heart of a densely populated residential commercial zone - 650m² in Al Noor Park in East Amman's industrial residential Qweismeh district.
- Informal Education and Arts & Crafts Youth Hub: "recycled woodwork and carpentry workshops to silkscreen and lino manual printing, sewing and pattern cutting and a media lab."
- Skateboarding and Arts & Crafts Programs: "Outreach programs that serve and activate youths from different geographic zones - with a focus on youth living outside the capital, urban refugees and youths in refugee camps, children with disabilities and females."
- Thanks to the broadness of activities, 7Hills made several partnerships like 'Sawiyan', 'Reclaim Childhood' , 'Collateral Repair Project' etc.

1.6.5 Outcomes

Skills

Besides the gained skateboard skills the participants develop, there are other skills the 7Hills program has to offer. The organisation has an informal education program. One of the focusses in this program are the Arts& Crafts workshops (7Hills, 2021c).

Sport participation in public space

7 Hills has an outreach program wherein they activate youth from cities outside of Amman. Their focus lies on several groups such as youth outside the capital city, children in refugee camps and children with disabilities (7Hills, 2021c).

Youth participation and empowerment

Through the training of the Youth Leadership Program, they teach kids an active engagement in their community, to be a role model and to take responsibility (7Hills, 2021c). 7Hills creates role models as well as men and women, which helps to attract youngsters (K. Wauters, personal communication, 2021).

Sustainability

All the programs and activities created by the organization are done including local community and youth leaders. With this participatory approach they teach their participant the skills and capacities to make the program their own (7Hills, 2021c).

Socialisation

The aim of 7Hills is to give children and youth of Amman and their parents a public space where they can participate in sport, be safe and loosen up. Also for people who struggle with social barriers the public space the program provides, is an open and democratic environment to socialize and get in touch (7Hills, 2021c).

Experiencing the local community

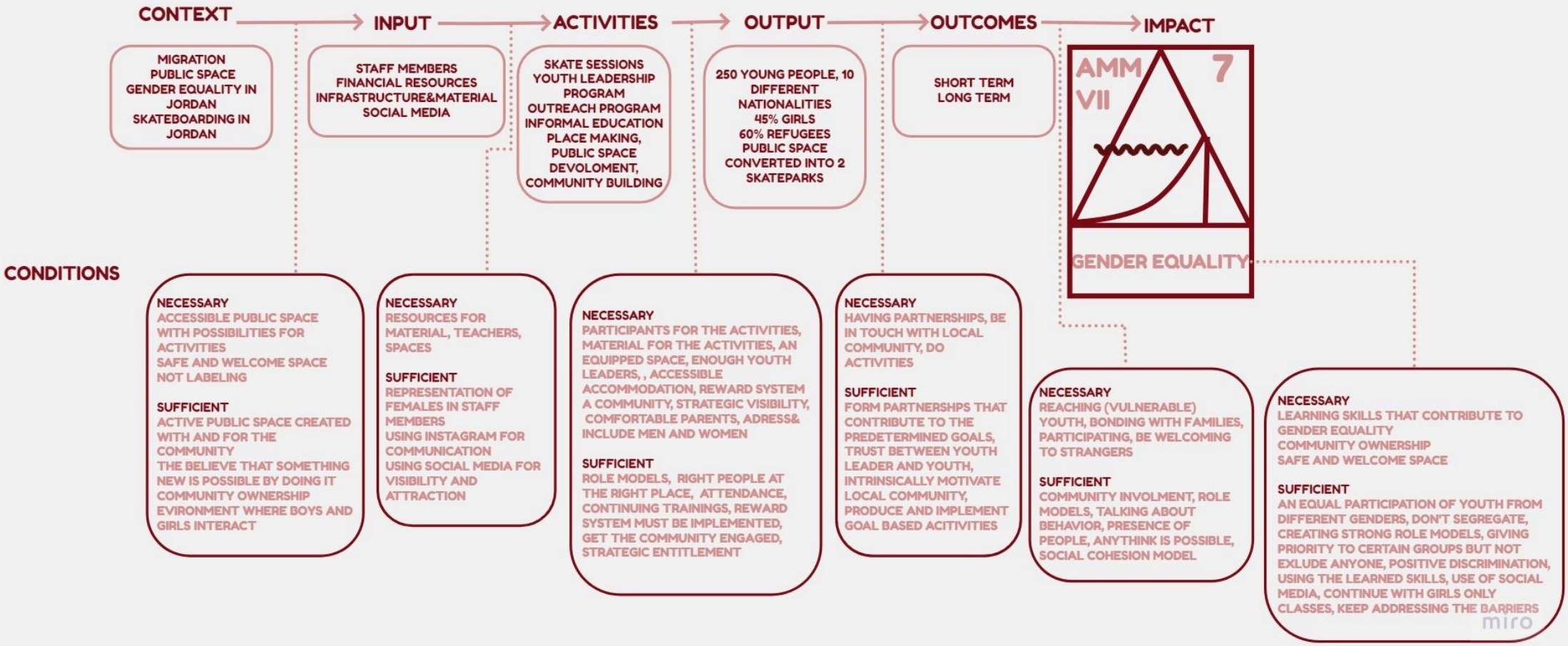
The 7Hills project attempts to enhance the local public space. After building a space, they establish recognisable and friendly faces together with consistent programming. This presence and stability makes the space a safe space of commitment and trust (7Hills, 2021c).

1.6.6 Impact

As mentioned before, 7Hills strives to support social cohesion and youth empowerment through skateboarding ideology. Besides that, the organisation believes it creates an open, democratic environment for everyone in Amman, struggling with social barriers. They aim to bridge the gap between cultures, social and racial backgrounds, religions, gender and age and by using tools such as skateboarding and arts & crafts, to shut out inequalities (7Hills, z.d.-a).

1.7 Analytical logical model

Hereunder is a one page visualisation of the analytic logical model. Under the one-pager a detailed explanation of each topic is described.



CONTEXT

MIGRATION

- Jordan is the host country for many refugees and migrants
- Mainly from Syria, Palestine, Iraq& Yemen because of the political instability in these countries
- 1/3 of the migrants in Jordan are located in Amman (=capital city) because of the work opportunities

PUBLIC SPACE

- Public spaces define identity of the city and are a gathering space for social interaction
- 70% of population in Amman< 30 years
- There is a lack of public space for youth, many of the public spaces that exist are empty and abandoned
- In the existing public spaces, girls and boys or men and women do barely have interaction or contact with each other

GENDER EQUALITY JORDAN

- Global gender gap report 2018: Jordan is the 138st of the 149 countries due to high rates of unemployment, economic inequality, youth and women who are politically marginalised& a mismatch between skills taught and needed

SKATEBOARDING IN JORDAN

- Skateboarding isn't known in Amman (it is seen as a game instead of a sport), therefore girls can also do it

CONDITIONS

NECESSARY: what is necessary to implement the program?

- A strategical location and the process of time to create an accessible public space where there are possibilities for activities
- Provide a safe and welcome space and community
- Don't label youth using the public space as a meeting place (not to skate) so they can slowly be included in the community and the program

SUFFICIENT: what is necessary to achieve the wanted impact, gender equality?

- Creating an active public space in a creative way together with and for the local community
- The believe that something new is possible by doing it
- Community ownership to engage people in the development of the public space, make it sustainable and make them accept new concepts like skateboarding or gender equality
- Create an environment where boys and girls interact with each other, in all other spaces boys and girls are separated so they don't know how to act around each other what makes them exhibit problematic behavior

EXAMPLES:

IF 7Hills gives the community ownership THEN it will be easier for the community to accept new concepts like gender equality.

IF 7Hills creates a place where boys and girls interact with each other THEN they can build relationships and gain better understanding of each other.

INPUT

STAFF MEMBERS

- 2 male program managers, multiple youth leaders and (international) volunteers

FINANCIAL RESOURCES

- Donations, fundraising, crowdfunding and partners

INFRASTRUCTURE AND MATERIAL

- 7Hills skatepark (since 2014), Al Noor skatepark (new skatepark), The Hub (place for informal education like crafts& arts workshops), skate material (helmets, skateboards…)

SOCIAL MEDIA

- Facebook, website, Instagram

CONDITIONS

NECESSARY: what is necessary to implement the program?

- Resources to provide skate teachers, skate material, spaces…

SUFFICIENT: what is necessary to achieve the wanted impact, gender equality?

- Representation of females in staff members (positive discrimination)
- Using Instagram as a way to communicate privately and ask questions to 7Hills
- Using social media to make girl programs visible and attract more girls in this way

EXAMPLE:

IF there is a representation of females in staff members THEN there are role models for the girls.

ACTIVITIES

All activities organized by 7Hills are free. They organize:

WEEKLY SKATE SESSIONS

- 3 times a week there are courses given in collaboration with NGO- and civil society organisations
- 2 times a week there is a drop-in session for people who want to try
- Girls only classes

YOUTH LEADERSHIP PROGRAM

- To train locals and refugees to become youth leaders by learning them leadership skills and promote social cohesion. In this way 7Hills also wants to create job opportunities because there is a high unemployment rate.

SKATE OUTREACH PROGRAM

- 7Hills organizes outreach workshops in vulnerable neighborhoods/ refugee camps around Amman. In these sessions they focus among other on inclusion of girls and minority groups.

INFORMAL EDUCATION

- Besides the skateboarding, 7Hills also organises workshops with lessons about filming, editing, building a skate park, photography… In this way the creativity of the members is stimulated, which doesn't always happen in schools.

PLACE MAKING, PUBLIC SPACE DEVELOPMENT, COMMUNITY BUILDING

- 7Hills wants to make public spaces in Amman more accessible for everyone. Together with the local community, they start multiple construction projects. These public spaces are also used for events like movie nights or barbecues

CONDITIONS

NECESSARY: what is necessary to implement the program?

- Participants for the activities
- Material for the activities
- An equipped space: at the moment 2 spaces are build together with the community
- Enough youth leaders to give skate sessions
- Enough youth leaders wanting to follow the youth leadership program
- Accessible accommodation
- Reward system: if the members achieve an amount of points, they can win a skateboard. In this way the members stay engaged
- A community
- Strategic visibility: In the beginning it was necessary to start with Girls Only classes because girls didn't feel safe and it that way 7Hills could attract girls and lower the barriers.
- Make parents comfortable so they allow their children to skate
- Address and include men and women in the programming, decision making and the construction of the place

SUFFICIENT: what is necessary to achieve the wanted impact, gender equality?

- Role models lower the barriers for girls to start skateboarding and make the public space less intimidating
- Right people at the right place: trained youth leaders giving skate lessons
- Attendance of participants, youth leaders, managers
- Continuing trainings
- Reward system must be implemented
- Get the community engaged
- Strategic entitlement

EXAMPLE:

IF there are role models THEN the barriers for girls to start skateboarding will be lower.

OUTPUT

- 7Hills reaches 250 young people per month. Most of this youth is between 6-19 years old
- They reach youth of 10 different nationalities
- 45% girls
- 60% refugees

- Weekly skate sessions in East and West Amman, informal educations and Arts& Crafts Youth Hub, outreach sessions, youth leadership program

- Thanks to the broadness of activities, 7Hills made several partnerships like: 'Sawiyan', 'Reclaim Childhood' , 'Collateral Repair Project' etc.

- Public space converted into a skatepark with help of volunteers in Amman:

  → 600m^2 located in Samir Al Rifai Public Park in Central Amman, in the heart of a densely populated residential commercial zone

  →650m^2 in Al Noor Park in East Amman's industrial residential Qweismeh district

CONDITIONS

NECESSARY: what is necessary to implement the program?

- Having partnerships
- Connections with the local community
- Do activities

SUFFICIENT: what is necessary to achieve the wanted impact, gender equality?

- Form partnerships that contribute to the predetermined goals
- Trust relationship between youth leaders and youth because of the benefits for the development of the youngster and it sustains the involvement of youth
- Intrinsically motivate the local community
- Produce and implement goal-based activities

EXAMPLE:

IF there is a trust relationship between youth leaders and youth THEN it will be beneficial for the development of the youngster.

OUTCOMES

SHORT TERM

- Giving youth a meaningful leisure time by reaching them
- Learning youth how to skate

LONG TERM

- 7Hills creates opportunities for freedom, empowerment and solidarity
- Social and personal skills: leadership skills, empowerment, self-esteem, responsibility, being a role model
- Youth participation and empowerment: active engagement in community, social and personal skills
- Sustainability: including the community
- Socialisation: community building, safe gathering space
- Sport participation in public space: outreach program
- Participatory approach: teach members the skills and capacities to create a program of their own
- Accepting skateboarding as a sport (for girls)

CONDITIONS

NECESSARY: what is necessary to implement the program?

- Bonding with families so youngsters are allowed to come
- Participating in the activities
- Reaching vulnerable youth
- Be welcoming to strangers

SUFFICIENT: what is necessary to achieve the wanted impact, gender equality?

- Community involvement to become sustainable
- Role models because children adapt their behavior to gender norms in their culture (gender schema theory)
- Talking with boys about behavior towards girls
- Presence of people by participating in activities, building the park… causes people get to know each other and the place becomes a safe space for commitment and trust
- Imagination that anything is possible
- Social cohesion model: Boys and girls try together, fail together and learn together

EXAMPLES:
IF youth participates THEN they develop social and personal skills.

IF youth participates in the youth leader program THEN they learn to take responsibility.

IMPACT= GENDEREQUALITY

NECESSARY CONDITIONS: what is necessary to implement the program?

- Learning skills that contribute to gender equality
- Community ownership to make them accept new concepts like gender equality
- Safe and welcome space for everyone

SUFFICIENT CONDITIONS: what is necessary to achieve the wanted impact, gender equality?

- Don’t segregate
- Create strong role models for young people (boys and girls)
- Continue with girls only classes, do not exclude anyone but give priority to certain groups (holistic view)
- Positive discrimination towards girls
- Use of social media to attract girls and communicate privately
- Equal participation of youth from different genders
- Use the learned skills in public spaces
- Keep addressing the barriers

1.8 Theoretical substantiation

The sufficient and necessary conditions, as written in the analytical logical model, need to be examined. This can be done in two ways: with experiences and based on scientific theories. In the interviews both will be questioned.

The experiences and observations of the coaches and programme managers are examined in the interviews. How do they experience gender equality and public space, what does gender equality mean for them, which steps does the organisation take towards gender equality…

1.8.1 Gender

Besides the experiences there is a focus on scientific theories. The first scientific theory is the **intersectional theory**. Intersectional theory combines critical race theory, gender conflict theory, and critical components of Marx's class theory. Kimberlé Crenshaw describes it as a "prism for understanding certain kinds of problems." (Lumen Learning, z.d.). This theory overlaps with the theory of 'strategic entitlement' as addressed in the literature.

Intersectionality is a social framework that clarifies the unique form of plural discrimination anybody can experience based on their social identity. Our social position is determined by different people with different aspects such as gender, nationality, ethnicity, religion, age, .. All these factors influence and strengthen one another whereby experiences of discrimination can occur (RoSa vzw, 2021). This way of thinking is important because our society is organised by more than one 'order principle'. Intersectionality has attention for the interaction between different forms of oppression and teaches us more about structural and underlying structures. The theory takes individual experiences and structural discrimination into account, a condition for social equality (RoSa vzw, 2021).

This theory goes beyond the 'thinking in boxes'. By questioning the strategies that 7Hills is using, it can be seen if the theory is relevant for the organisation. In the interview these are the questions about what they did in the past to encourage gender equality in public space, the strong and weaker points of their used strategies and possible strategies for the future. Besides that, we will ask what they think about gender equality and how they experience it.

The second theory used is **symbolic interaction theory.** The theory aims to understand human behaviour by analysing the key role of symbols in human interaction. This is of course related to the discussion of masculinity and femininity (Lumen Learning, z.d.)

In the interviews this theory is questioned by asking if the respondent thinks that there is a difference in the experience of being in the public space between men and women. Another question is about their view on skateboarding and if it's influenced by the context of Amman. These views and the meaning that the respondent gives to sport and public space is a social construct. By asking about this meaning the study gets insight at how the respondents experience gender inequality and how they think about it.

The third important theory about gender inequality is the **gender schema theory**. This theory was put forward by psychologist Sandra Bem in 1981 and claimed that children learn about male and female roles from the culture in which they live (Lumen Learning, z.d.).

The gender schema theory gives insight into the importance of role models for children. From an early age they adapt their behaviour to the gender norms of their culture. This role-model insight can also be found in the intergenerational contact theory in behavioural sciences saying that the contact that occurs between adults and youth can be capital for the evolution of youths. Adults are role models for youth and therefore have an important role in promoting positive development(Blakemore, 2003). These adults can be neighbours, teachers, family members and, in this (7Hills-) case example, the sports coaches.

The gender schema theory is addressed when interviewing the organisation. The interview asks about the role of girls and women in the park and if they see themselves as a role model. The importance of a role model is also questioned.

1.8.2 Social cohesion

Another thing we question in our interviews is the use of public space by the interviewees and how they experience social cohesion.
There are a lot of definitions for the terms 'social cohesion' and 'public space' as they can be interpreted in different ways.

Social Cohesion, broadly, is an indicator of the well-functioning of a society in how well people form an effective and meaningful whole. This feeling of unity, according to an article by Aelbrecht et al. (2019) is under pressure from the current context of a growing culture of fear, intolerance and distrust of strangers, which is being evidenced in our everyday public spaces. Reasons mentioned this growing distrust are, among others: extended diversity, ethnic conflict, austerity and terrorist attacks. This is why experts are urging for an increase in investments in social cohesion policies including urban design. This in itself would not be enough as many scholars argue that the design of public space in itself is contingent and its success in enhancing social Cohesion is dependent on the users of that space, which act as its conscious agents and define its outcomes.

The public spaces are often referred to as accessible, inclusive places and that is why it is often regarded as the place to invest in when there's talk about enhancing social cohesion. The two terms are easily linked to one another as different cultural, ethnic, gender and age groups express and attribute different roles and meanings to public spaces through their different uses, perceptions and behaviours.

There are two theories, however, that emphasise the importance of the 'people-place' relation in enhancing social cohesion. The first theory that does so is **'symbolism'.** It is the glue that bonds people to place and to each other. It became recognized as the symbols in the urban fabric that tell a narrative about the self and the self's belonging. This bond then forms the basis for designing public spaces that are socially cohesive, given people's longing for arrangements that maximise congruence between place- based meanings, place attachment and collective identity (Aelbrecht et al., 2019).

The quest for meaning, sense of belonging and sense- making is a biological obsession for the human. This drive for social relationships, such as forming and maintaining social bonds, reflects an innate tendency that is adaptive and crucial for survival. In this process, public spaces have an important role. They are recognized as the physical manifestations of symbolic values, collective memory, association, celebration and conflict. It is therefore important to understand the relationship between these qualities and urban form if we are to create public spaces that are socially inclusive and cohesive (Aelbrecht et al., 2019).

A second theory that emphasises the importance of place and public space in contributing to thriving social cohesion is the need for a **'sense of belonging'**. In short it states that "People's attachment to place is the driving force to getting involved or invested in social activities." (Aelbrecht et al., 2019). The ties people develop towards spatial locations signify an important source of strength, recognition and stability. sense of belonging is a major socio- cultural dimension of social cohesion, as it signifies sharing values and a sense of being part of the same community. The feature of space is regarded as a facilitator to provide social integrity and foster a sense of belonging in people (Aelbrecht et al., 2019).

PART 2: DATA COLLECTION

In the beginning, the information used came from the brochures, the site and so on. In order to obtain more information for the data collection, Kas was contacted. He and his team had the best view of who potential candidates could be to interview. This resulted in 6 interviewees of which one decided on the day of the interview not to participate anymore. The subgroup of data collection met a total of 4 times to draft and adapt the interview guide, this was done in consultation with the whole group and Kas. The questions were drafted from the literature and documents provided by 7Hills. The interview guide can be found in the appendix.

From Kas came the request to send this questionnaire to the rest of the 7Hills organisation. By taking a critical look at this, we decided not to do so, as this could lead to socially desirable answers and the questions could then also be overlaid. The first respondent was Kas, who acted as a pilot study. This was decided as there was already a certain bond with him and the interview could also be conducted in Dutch. The questions changed a little after this.

Two team members were always present during the interviews, one who took the lead and asked the questions, while the other one took notes. They asked orally if it was okay to be recorded. Preferably these 2 team members were from the data collection and data processing groups. If the interviewee was a woman, one of the two students was also female. This was important because the main theme of the research is gender equality and the cultural context in Jordan is also different.

After the interviews were conducted, there was feedback to the data processing group and the visual model to share the findings.

PART 3: DATA ANALYSING

The following paragraphs contain interviews with various people involved in 7Hills. Each interview was reported according to the topics: context, gender-equality, public space and evaluation

3.1 Respondent 1

3.1.1 Context

7Hills started for Respondent 1 as an international internship for his Belgian social work studies. He started skateboarding at 12 years old and wanted to combine his passion for skateboarding with youth work in an international setting. He contacted the organisation that built the 7hills skatepark and got the assignment to start a program for the new skatepark. Afterwards the program became a non-profit organisation where Respondent 1 played a leading role in the development and in creating a sustainable organisation.

The goal of his assignment was to make the park more active and to attract young people to the skatepark. In Amman live a lot of young people, vulnerable youth, refugees and poor people. The idea was to use skateboarding to bring people together and to bring some brightness into their lives. Personally, it was Respondent 1s' motivation to share his passion for skateboarding with people who live in difficult situations. For Respondent 1 it's important that people can do things they like and that they have an intrinsic motivation. He likes to work in the function of other people, a way of working he saw with his parents who also worked in the social sector. The internship, where he could combine the social goals with his passion for skateboarding, was a very positive experience.

After his internship he became the founder of a Jordan non-profit organisation, founding an organisation was not easy in Jordan. His role was program director. Afterwards he also started a Belgian non-profit to raise funds and to be able to work officially for the organisation under Belgian regulations. At this moment his function is fundraising director, working mostly from Belgium. On the one hand he has the feeling that after 5 years the local team is capable of managing the programs themselves (which was always the goal), on the other hand he personally feels that the time of 'living from his suitcase' is over. Today, Respondent 1 is mainly responsible for exchanges, collaborations, raising funds and material.

Amman is a special context to create a skateboarding programme. Skateboarding wasn't well known in this region and so was neither the negative connotation skateboarding has in the West. This meant they could create a new local skate culture. Therefore skateboarding has a very positive meaning in Amman. People were very interested from the beginning and they didn't see it as a sport (would be

more difficult for girls) but more as a game and the skateboard as a toy. Parents didn't know the sport, so girls started doing it and became role models.

3.1.2 Gender equality

The situation between boys and girls in the 7Hills skatepark changed a lot through the years. In the beginning it wasn't good, there wasn't a safe feeling for girls. That is why they started with Girls Only classes. Honestly he has to admit that there has always been a bit of a gender mix. He is against a strong separation between girls and boys. In the beginning there was some harassment of the boys towards the girls, they didn't know how to interact with girls because they weren't used to it. It became better with time and now the skatepark is a unique place in the city of Aman where interaction between girls and boys is normal. This is also an important reason for young people to come to the park. Girls are claiming their space, it's getting more equal but the end goal is not yet reached.

Respondent 1 sees the Girls Only approach as one of the ways to attract girls, to lower boundaries but it is clearly more a beginning than an end. That is also why it is possible that sometimes boys participate in classes who were normally Girls Only, or the skate-teacher of the Girls Only classes can sometimes be a man. It is not strongly regulated to only girls, but the focus is on attracting girls and giving them a safe feeling . They try to create role models to achieve that goal. The end goal is 50/50 gender mixed classes.

He mentions an anecdote about some classes in a Palestinian refugee camp. They had been told that it wasn't possible to mix gender during activities. But they started to work like they always did and there wasn't a problem. Parents seem to be very chill about it. Only very conservative families with older daughters might sometimes be a problem. When they get older, expectations change in these circles and sometimes they need to stay home, work a lot at home or have high academic expectations. But respondent 1 his experiences aren't that negative at all. He mentions that all partner organisations start accepting their way of working.

To give girls/ women a structural place within the organisation they work with feminine youth leaders, who are also role models. It has been a purposeful choice and they work on topics like development of the organisation, important dossiers and reports to the government, policy work. Through this way women get an important voice within the organisation, from field worker/youth worker to policy officer.

Through all their programs they try to integrate the opinions of the participants or community. They try to do this in a very informal way, for example by conversations during activities or after activities. During these conversations they always try to involve the opinion of girls. Local ownership and creating activities for and from the participants is key for 7Hills. Train the trainer sessions, where older trainers train younger trainers are for example an important learning process in the organisation.

The most important quality of a youth leader is having commitment to the organisation. Showing commitment by taking care of the park, helping younger skaters, and getting involved in activities is more important than skateboarding skills. In the beginning they gave away free skateboards, but this was not very empowering. Now they can earn their skateboard. If there is a lot of interest to become a youth leader, the boundaries get higher. In general the boundaries for girls are lower to become a youth leader, especially when it comes to skateboarding skills.

Respondent 1 seems to be very happy about the gender equality that is already achieved within the organisation. There are still more boys (they easily get free time and are often more passionate about skateboarding) but 45% of the participants are girls and this number is high even for regions like Belgium or the United States.

3.1.3 Public Space

7Hills held surveys to know what the locals think of the skatepark and the skate programme. For example 90 to 95 percent of the girls feel safe in the public space. Respondent 1 mentions that the surveys are important because he as a man and as an expat can never have the same experiences about public space like for example feminine participants.

Respondent 1 mentions that the public skate park has changed extremely. From an abandoned place full of trash to a place where families and young people gather and where they can participate in activities like skateboarding, basketball, urban gym, playground, boxing and some spots to chill underneath the trees. to get to this point they worked intensively with the community to know what the needs and wishes were.

The organisation is still searching for new ways to interact with the local community and give the participants a voice in the organisation. It can be about small questions and propositions but also about severe complaints. At this moment there is not a formal or physical place where you can go with your complaints. They tried it in the past with a sort of mailbox and forms, but that wasn't really working. Now it's going more organic through informal personal interactions. They don't ask about complaints but try to bond and have fun. They try to rely on the connections that have been created with the locals through the years. The social control in the park is strong because they really work bottom up with local ownership, it's key for sustainable community development. A lot of NGO lack this vision and so lack sustainability, says Respondent 1.

The public space is very important to bring people together, to let them interact, let them know each other and teach them how to live together. It's an antidote to a segregated society. When people are social and there is social control, this helps for gender equality.

Gender equality in the public space remains a very important topic for the organisation. There needs to be a safe space but not a segregated space. About this theme Respondent 1 is very critical of the more classical NGO work, which is too much segregated for him and perpetuates gender inequality. He thinks, when possible, activities for girls and boys should go together. Gender equality in the public space is an important mission but must be achieved by involving everyone.

To make this mission for gender equality in the public space sustainable, he mentions different aspects. Strive for a healthy mix of genders, don't segregate, create strong role models for young people (boys and girls). Continue with the girls only classes, do not exclude anyone but give priority to certain groups. Do not refer to objectives as a problem.

3.1.4 Evaluation

It is striking in this interview that Respondent 1 talks about a Girls Only programme, which actually turns out not to be just for girls. The concept of Girls Only programs is chosen to lower the barrier and to reach girls, once these girls have been reached, a switch is quickly made to regular programs with boys and girls. The objective to increase the reach of girls within the organisation and to reach a gender mix of 50 percent is seen as ideal here. From then on, the approach of boys and girls seems to be the same within the organisation. From then on, the emancipatory aspect must be the result of working with a good gender mix and good role models in a safe environment, but from then on we will no longer find clear emancipatory objectives.

Respondent 1 emphasises several times the importance of community involvement and bottom-up work to achieve a sustainable organisation and social control in the neighbourhood. This is very important to him because he wanted to become less locally involved in the 7Hills skatepark, so there needed to be a good (social) structure to rely on.

3.2 Respondent 2

3.2.1 Context

Respondent 2 was a volunteer at the 7Hills programme and is a passionate skateboarder. He is a flight engineer and tends to answer our questions in a very philosophical way. His answers are also full of interesting anecdotes and metaphors. For Respondent 2, his passion for skateboarding is the main reason why he got involved in 7Hills but meanwhile he also developed his own vision on public space, gender equality, community development and youth work. He, being a member from the first hour, knows a lot about the history of the 7Hills organisation and the 7Hills skatepark.

3.2.2 Public spaces

At 7Hills they do more than just skateboarding, there is also a vision for the development of public space. They try to create an active public space in a creative way together with and for the local community. Respondent 2 mentions that the imagination is important for that, the idea that something new is possible. This belief seems to be an essential part of 7Hills, they created a skatepark, they made skateboarding a popular sport and created programs with 60% girls involvement.

Respondent 2 explains that there are two important factors to create an accessible public space. A strategic location and the process of time, like he calls it. He speaks about the importance of community ownership to engage people in the development of the public space and to make them accept new concepts like skateboarding and gender equality.

7Hills played a major role in the acceptance of new things. They initiated the process of change and with their way of working and strategy they set the example for the community. Like Respondent 2 said:

> If you want to change something, you need to do it indirectly. You have to plan or plant it. If you are nice to kids, they will be nice. But if you tell them to be nice, then you show them you are the good guy and they are the bad guys. […] Giving a good example. When children behave better, people will be glad about the program. People come and thank us, because they feel safe.

Well organised public spaces are rare in Jordan. A lot of public spaces are empty and abandoned, activities are not possible there. Some public spaces have a curfew. 7Hills skatepark has none of that, it is an active and free skatepark with also a basketball field, callisthenics installations and proper seating, lighting and shadow. It provides something for everyone to do. The programs of 7Hills also create social control. The community itself is taking over the programmes, they take care of the place, create peace and make people feel welcome. The programmes of 7Hills, in combination with the community ownership, create an accessible and free environment where everyone feels welcome.

3.2.3 Gender equality

The first mission of the 7Hills programme was to make the 7Hills skatepark a safe and welcome space for everyone. Given the context of Jordan, the fight for gender equality was from the beginning part of the project.

During the interview we see a double strategy returning. The first one refers to the ideal idea he has about society or how society should be. An equal society with 50/50 involvement of both genders who interact with each other. The second one refers to the reality and the daily struggles to get to

that ideal. In this strategy we see the Girls only program, quota for girls and sometimes ways of positive discrimination towards girls.

Skateboarding for girls is now accepted in the 7Hills skatepark but it hasn't always been like this. In some families there are religious traditions which do not correspond with the vision of the organisation. When this happens they try to get people to feel comfortable by bonding with the families, creating community involvement, letting other girls give the skate training so they can be a role model for the other girls and by talking with the boys about their behaviour towards girls.

Social media (Instagram) plays a big role in the involvement of girls. Girls can communicate privately and ask questions to the organisation. By posting pictures the organisation makes their girl programs visual and that attracts more girls.

3.2.4 Evaluation

In the interview with Respondent 2 and Respondent 1 there are some similarities, like the creation of exclusive emancipatory projects that should aim to lower barriers for girls (Girls Only program) and lead to an inclusive operation with a 50 percent gender equality. Respondent 2 also talks a little more extensively about public space in Amman. The 7Hills skatepark turns out to be a unique place with many more options than other places in Amman. For Respondent 2, skateboarding and especially the skateboarding programs have been an important motor in making the skatepark the pleasant place it is today with a much more extensive range of possible activities and a good social atmosphere.

3.3 Respondent 3

3.3.1 Context

Within 7Hills, Respondent 3 is in charge of sustainability and development pertaining to finding funds, designing collaborations, applying for funds, follow-ups with donors and maintaining relationships with the government. For the partners and the government it's important that she tracks targets and monitors evaluation. Furthermore she's in charge of developing strategies and mechanisms to obtain revenue on a smooth and efficient basis.

When asked if she explicitly aims to recruit girls within 7Hills she confirms the question. "Skateboarding was inspired by a globally male-oriented culture, but we were able to find a language to localise it and translate it in a way that really looks like Jordan, and really looks like our people". She explains that when she became a part of 7Hills about 6 years after the organisation started, gender wasn't the main and only goal anymore. "… we try to be as holistic as possible. By the time I arrived we were at 40 % female participation across all Arab programmes." By this she explains that in their main programmes they don't focus on girls only classes anymore. They've already established that 40% participation rate. "In order to develop you integrate not segregate. We target in our program specific segments, but also we kind of serve the community as it is. So we don't try to segregate to get an impact." Respondent 3 further elaborates and explains that sometimes they will do female only classes in certain areas outside the capital to make families more comfortable.

> We should also be intrusive in whatever community we work in. We try to serve them in ways that look like both us and them. And then we slowly develop it in a way that we grow together within the region. So we try not to impose and it's hard to impose because we are local. … Youth serves youth and Arab serve Arab. I would say that it feels more comfortable for them. This is also when you start from girl to girl skate lessons.

3.3.2 Gender equality

Talking about the relationship between boys and girls in the skatepark, Respondent 3 explains that she never experienced any hate speech or gender based violence within the programmes running in Amman. Nowadays it's just small accidents. But it took a long time to get to this point. And in the outreached programmes this still isn't the case. When asked about how she thinks she can spread the vibe of Amman in the outreach program she brings up the social cohesion model. "The main philosophy is the more you try, the more you fail, the more you learn." Respondent 3 explains that the social cohesion model is their utopia.

> The more localised it is, and the more you have engagements from the local community, that's when you achieve sustainability. The people running their own program, designing it with us in the ways they see fit for us to serve them.

And talking about the outreach program, Respondent 3 explains that in the early stages the boys and girls from the project in Amman come together to help introduce the concept to the people. Respondent 3 goes on and explains that she especially loves skateboarding as a means to tackling social issues like gender equality because skateboarding is a community.

> That's really lovely about skateboarding. … It's a community because it comes with its own ideology of gender equality, breaking racial barriers, of doing sports in public spaces and reclaiming public space and mobility, of the do-it-yourself culture. Building your own stuff, doing your own things, being imaginative, and enhancing your skills.

3.3.3 Public spaces

Regarding accessibility to public spaces in Amman, Respondent 3 tells us that they experience various barriers. Some are connected to the government and others come from public bodies like construction within the public sector. She goes on to explain the situation in Amman: "it needs a lot of time investment to create a public space, because public space isn't hospitable in general, you know what I mean?". She further clarifies "When you zoom in on youth it's worse. And then when you zoom in on females and all the marginalized gender, you know regardless if you're queer or … it gets even worse."

While talking about barriers for women and minority groups in the public space, Respondent 3 explains her view on men in private spaces. "Interestingly enough, men, young boys are very marginalised in private spaces. Because they're assumed to be a threat." To clarify this statement, she gives the following example

> They face trouble going into the mall because they're boys. The guy wants to go into the shop. And the co-workers sometimes do drama for him when he wants to go and cash his check. I mean a 27 year old grown man who can't just go in and cash a check.

3.3.4 Evaluation

In the evaluation phase of the interview, Respondent 3 explains that 7Hills' investments of time and gaining trust is a big part of how they achieve sustainability targeting women. "but also not in a restrictive way because we merge and this is something that's really huge because usually a very big majority of women empowerment programs actually end up marginalising men." She goes on by clarifying that the organisation is at times really focused on breaking barriers and then after a certain point they actively behave as if the barriers are no longer there. "You know what I mean so you don't keep addressing it. … After a certain point, after we've established, we stop acting like it's an issue and that actually helps with it not being an issue."

3.4 Respondent 4

3.4.1 Context

Respondent 4 is the general director of 7Hills, behind the general workings of the organisation, leads the team and is also one of the founders. Initially, Respondent 4 expressed that they had no intention of starting an organisation. It started from a desire within the local skateboarding scene to have more public skate parks. The only options were skateboarding in the streets, which was dangerous. Respondent 4, being a passionate skater himself, understood this need and decided to act. The idea then developed to create a space for the community, which resulted in the skate park being built in 2014. This underlines the grassroots elements of the organisation. Respondent 4 describes the early beginnings as a "community movement" that built a skate park for themselves. Through opportunity and adaptability, it evolved into skate programs, growing slowly towards the 7Hills we know now. He underlines the importance of his own personal need for a skate park, which fuelled the bottom-up approach of the project.

3.4.2 Gender equality

Respondent 4 describes the general atmosphere of the skate park as friendly and welcoming. There is a sense of community, and although it is not without problems or disagreements, there is a hospitable and supportive feeling present. Users of the park are welcoming to strangers, something he attributes to the Youth Leadership Program. Since participants receive peer to peer education, instead of adults teaching kids. Additionally, Respondent 4 explains the conscious measures towards gender equality that were taken helped create a "more balanced public space".

When it comes to gender equality, Respondent 4 has issues with the approach that foreign countries take in his community. It is an approach that is taken from a Western context and implemented into Middle Eastern countries, without taking into account the cultural differences. He focuses on local problems, such as women and girls feeling uncomfortable in public space due to street harassment, and tries to look at the root of the problem. According to Respondent 4, in order to implement a gender equality program, men must be addressed and included. He further notes that young Arab men and boys are rejected from public space and labelled as troublemakers. Policies such as the "couples only policy" refrain them from entering certain spaces. They feel rejected by a society who demonises them, so in turn they act out.

> Of course, there's like violence against women. I'm not saying all these problems don't exist, but we cannot address a problem by only addressing one side of the community. We have to address the entire spectrum of the community by including these young boys in the programming, the decision making and in the construction of the space itself.

These young people live in a society where boys and girls are segregated. This limits interactions between the groups and alienates them from each other. According to Respondent 4, this is where a lot of the problems stem from.

> Then they see them on the street, and they don't know how to act around the girls. They start calling names, all these other problematic issues. Once you stop labelling them as bad kids and look at the environment that is pushing them in that direction. So let's fix the environment that's causing the problem.
>
> When people ask if I was worried that I would build something the community did not want I reply; I wanted to build a skate park in this community, in this park. I am the community, you know? And so it's like a bottom up approach

When young girls become part of a community such as 7Hills, where boys and girls interact with each other through participating in the programmes, they build relationships and gain a better understanding of each other. When it comes to empowering young women and girls, the Youth Leadership programme is an important factor at play. Having female teachers can lower the barrier for girls who want to start skateboarding. Respondent 4 understands that coming into this established community that is also in a public space can be intimidating. By having female youth leaders that barrier is lowered. "What we mainly do with 7Hills is we try to have a quick turnover of failure and learning. It's the same as skateboarding, really."

3.4.3 Public spaces

The park being a public space comes with unique challenges. One such challenge is the idea of "outsiders" who have no interest in participating in the programmes 7Hills offers, and finding ways to integrate them as users of the space. An example of this is teenagers who use the park as a meeting ground, but don't want to skateboard. This can cause friction, as often happens when sharing a space. Respondent 4 says it's important not to label these teenagers as 'bad kids', as it is possible to slowly include them into the programme and community.

> If you provide seats for people, people are gonna sit. [...] This is how humanity works. If you provide the space for the people, they are going to use this space and if you provide a community for the people, they are going to join the community.

In many ways, Respondent 4 considers 7Hills to be a safe space. There are very few public spaces offering free programming in Aman, a city that is very expensive and socially segregated. The park welcomes everyone, resulting in a mix that is very representative to the city. He notes that in general, public spaces are exclusive, segregated and inaccessible. The initial idea of building a skatepark helped Respondent 4 to notice the importance of public spaces in cities and how they can be a tool for community building. He provides an example of how the park became a vital place for the Sudanese community, a lot of whom are refugees living in different parts of the city. By using the public space of the park different families are able to come together. "Mothers are meeting each other and hanging out with each other. They bring their products to sell and there is this small micro economy that's happening in the park. The public space is evolving, the space is growing, the perception of the public spaces is shifting all the time."

3.4.4 Evaluation

In evaluating the approach 7Hills has towards promoting gender equality and strengthening community ties, the focus lies on sustainability. "It's about involvement at all times. [...] You have to always involve people, you can't come in and drop something onto an area and expect it to solve the problem." As Respondent 4 notes, it started with including the community in the construction of the space, giving them ownership. Additionally, the free skate programming makes them active participants in the park, "so it belongs to them, and they built it. [...] That sense of ownership is very important to sustain the thing." By continuing to re-evaluate, you have to keep being observant and keep an open spirit.

3.5 Respondent 5

3.5.1 Context

Respondent 5 is one of the female youth leaders within 7Hills. She joined the skateboarding organisation at 14 years old: "I didn't know anything about skateboarding. It was the first time hearing about this kind of sport." She starts the interview by explaining what that first time in the

7Hills skatepark felt like. "It was kind of a weird feeling because this was my first time doing something like this. You know, here in the Middle East we don't have these kinds of things for girls, especially for girls." She explains that at first she felt a little scared to try.

"I was scared the first time and I fell down many times and I was crying. After a month I felt like I had wings but I didn't know how to use them. At the end you just find this light which taught you how to use your wings."

After a while in the organisation one of the founders of 7Hills asked her if she wanted to try to teach others and that's how Respondent 5 became a youth leader in 7Hills. When asked about why she wanted to become a youth leader she responds:

"[...] I remember myself the first time I came to 7Hills. I was in the same situation. I feel like I need to help them." She goes on by saying "I like to make them smile and when I see them excited and happy because they do tricks and they start laughing, I feel so happy because I help them do this. "

3.5.2 Gender equality

Going into the topic of gender-equality Respondent 5 wasn't sure of the meaning of this term and asked for an explanation. After that she gives her insight on the general view of gender-equality in Jordan. "For the Jordanian people, they treat us girls differently than how they treat the boys." She elaborates by giving the example of trust that is given to boys in comparison to girls. "Boys can do whatever they want. They [referring to the adults/parents] always talk to them as if you can do what you want, you can go out. Nobody will ask … But for us it's different." She does feel like there's been a slight change happening within the last couple of years. "This year and the last year it's better for us [meaning girls] because some parents in Jordan give the same … they make the girl feel like she can do what she wants, but will put a circle around you." Furthermore, Respondent 5 explains that she experiences the same tendencies within 7Hills:

"To be honest sometimes when I have the children skateboarding there, there are some parents who come to me and ask me why I'm alone, why I'm a girl and at the same time a leader and why I'm a girl and doing this kind of sport. They would start talking and talking to me like skateboarding is dangerous for girls."

She explains that the parents will tell her that this is not a place for her. "Sometimes I feel a little bit mad about this but I just remember that this is my environment."

Talking about the other girls in the skatepark, Respondent 5 explains that she will give them the same advice that one of the 7Hills founders gives her.

"This is the advice that changed my personality from how I was to how I am right now. … I would give them the same advice that Kas was saying to me because I know it will make their life different."

When asked about this advice she explained "... like you are strong. You can do this. You know they [Kas and Zakaria] are the ones who just give all the trust to all the girls. They always support them."

3.5.3 Public spaces

When Respondent 5 talks about 7Hills as a public space she describes the place as following: "7Hills means everything to me. I feel so comfortable and the other people are just like my family. They help you to do what you want." When talking about her feelings and emotions pertaining to the skatepark she says "Most of the time I feel so happy and like I'm powerful. I'm interested in doing new things."

In comparison to other public spaces in Amman, Respondent 5 says her feelings are different. "In a different public space I feel like it's new for me and I feel nervous most of the time. … The people are different there and I don't know them like in 7Hills." Regarding the meaning she associates with public spaces and if it changed after joining 7Hills Respondent 5 explains that she wasn't really going outside much before:

I told you before that I have become a different person. At first I was an introverted person. I was going outside from my house only one day in the whole week. I didn't like to go out with anyone because I didn't really have good relationships with other people. So I used to stay home with my family.

Respondent 5 goes on by explaining what 7Hills changed in that perspective for her:

After 7Hills, like you know I told you before, they make me feel more powerful and they support me too and makes me feel more comfortable when there are many people around me. That's why I feel like I changed my mind about public spaces.

3.5.4 Evaluation

When talking about the strengths in the 7Hills approach to promote gender equality Respondent 5 explains that the organisation also focuses on trying to make the parents feel comfortable. "... maybe their parents will make a problem for them and they will not allow them to play [meaning skate] again so we try to make them and their parents comfortable and support them." When it comes to areas of improvement Respondent 5 says that the park occasionally gets too crowded and things get a little out of control:

Many people come into skateboarding right now. We cannot help them all at the same time. … Sometimes things go out of control for us as young leaders and they are adults. People there who try to play [meaning skate] and we're teenagers so we cannot, you know, handle this problem.

PART 4: DISCUSSION AND CONCLUSION

4.1 Reflection

In October, we were immersed in the world of Sports for Development. During an intensive week of classes, we learned about the descriptive model, the analytical model and the Theory of Change. After the intensive week of classes, we were challenged to work on our own with a practical case. We got the case of 7Hills, a skateboarding development organisation in Amman. During the week we were expected to brainstorm thoroughly. By the end of the week, we formed four subgroups. In addition, we created a Facebook group to facilitate contact.

Because the content of the task can highlight different themes, it was difficult in the beginning to find a concrete focus. We created a shared "google drive" with our contact person, Kas Wauters, and brainstormed together. We felt that Kas opted for a broader focus but this did not seem feasible to our group in the limited time we had. We finally chose to narrow it down to the issue of gender (in)equality in the public spaces of Amman. This was communicated to Kas in a subsequent meeting and accepted by the project originator. The demarcation of the theme therefore took longer than planned but once it was there, the literature study team could get to work. At the time of our mid-term evaluation we originally wanted to have started with the interviews. Due to some miscommunication this was delayed. The data collection will be discussed later.

4.1.1 Subgroup 1: Literature

The team of literature searched for more information around the appropriate methodology needed for the descriptive model established during the week of classes in October. We pictured different concepts and themes in the literature review. First of all, we described the context of Jordan, where the 7Hills organisation is located. An important point to consider is that any project in any part of the world is embedded in a specific cultural, political, legal, economic and social environment. What is meaningful to one target group, may not be applicable in another place (Meier, 2005).This is why, as the literature review group, we tried to grasp a firm knowledge on the demographic and socio-political background of the area within our research. However, as architects of systemic change adult scientists, we must realise that we never take a neutral attitude. In addition, themes such as gender

equality and sport for development received attention in the literature review as they were directly connected to our theme for this paper. Finally, public space is also an important topic as 7Hills wants to increase its focus on this broader issue in the future. The challenging aspect of our broad concepts is to describe them correctly. The literature writing was too descriptive in the beginning, which forced us to add analytical aspects later, and by that, wasted some time.

4.1.2 Subgroup 2: Data-collecting

During the whole process we were flexible both with our respondents as well as with our group members. For the interviews we let the respondents decide when the interview could take place. Because of that we did some interviews on Sundays. Due to the busy schedules of the people from 7Hills we were in contact with, we didn't manage to plan every interview in time. When a respondent cancelled his/her interview last-minute, we couldn't reschedule it. We were flexible towards our group members over the course of the whole project. We were always open to new insights (from literature) which we then incorporated into the interview schedule.

We are satisfied with almost all of our interviews. The interview with the youth leader went less smoothly. Even though before the interview, our group had thought a lot about how we could tailor our questions (in terms of vocabulary and difficulty) as much as possible to our respondent. In other interviews sometimes it occurred that the respondent gave a lot of positive answers and found it more difficult to look critically at the project. These minor issues during the interviews may be due to the fact that we are not accomplished interviewers.

All in all we feel like we did a good job in the way we drew up our interview schedule as well as in the way we executed the interviews. We managed to find a good balance between sticking to the interview schedule and responding to what our respondents said.

4.1.3 Subgroup 3: Data-analysing

The way in which we approached this cooperation within the data-analysing group was by working closely with the data-collecting group. We decided upon attending an interview or two each. During those interviews we were present to observe, take notes, and ask additional questions. Considerations of being present during the interview, rather than viewing it at a later moment, were made. In the following section, the results per interview topic will be discussed.

Gender

Throughout the interviews, we found that the concept of 'girls only classes' kept coming up, although in practice these classes are not exclusively for girls. The impression arises that these 'girls only classes' are mainly used to attract girls to participate in their activities. However, this raises the question of whether an organisation is actually working on gender equality if gender equality is limited to the reaching/ participation of girls.

In several interviews, it was mentioned that after reaching enough girls, gender equality was no longer an issue. The motivation behind this was to counteract the stigmatisation of differences between boys and girls. However, just because people stop acting like it's an issue, doesn't mean it is not an issue anymore. Here it seemed that they were mixing an attitude of action with a societal analysis. As an attitude of action, it is indeed better not to have people feel like they have problems, as that does not necessarily solve them. And this does not have to be a contradiction either and can exist within the organization together. The problem also does not have to result in a victimization but can become a sign of struggle and strength from a social-emancipatory perspective.

We note there to be a lack of critical thinking within the organisation on the current approach towards gender equality. Seemingly the output is limited to numbers of participation (45%) but what happens after reaching these girls and engaging them in participation of activities? We hoped to retrieve inside

information from the youth leaders, who are the ones with actual lived experiences on gender issues. Unfortunately we could only interview one of the youth leaders, and this one interview provided us due to circumstances only with little useful information on the topic.

Public space

A number of different narratives emerged in the interviews regarding 7Hills as a public space. On the one hand, 7Hills was described as somewhat of a safe public space for girls. This narrative was mostly found within male interviewees. This in contrast with the female interviewees who experienced different levels of safety. Furthermore we have noticed a difference between perception of safety within Hills as an organisation and 7Hills as a public space. These experiences of safety can vary because of a number of factors (time of day, day of the week...).

Concerns and critical remarks

After the completion of the interviews and analysing of the data, we came together as a group and discussed a few of our concerns and critical remarks on the process. Some of the information brought forth in the interviews was not usable because of suggestive questioning. Furthermore we missed out on a lot of data because we could not guarantee our interviewees anonymity within our research. Kas reads our research which could result in employees having the feeling they could not speak freely about certain topics knowing their superior has access to what they say during the interview. Lastly we found there to be language barriers in certain interviews which resulted in a loss of nuance in the retrieved answers.

4.1.4 Subgroup 4: Visualisation of the analytical model

Because of a drop-out of one of our team members, subgroup 4 consisted of just one team member. Luckily the other subgroups supported me as I could work closely with them. The making of the analytic logic model had to happen at the end of our process, when all the data was collected. The analytic logic model brings together all the information so I started with reading the literature review and the written interviews. After that I came together with the subgroup of literature to discuss their key elements of the literature and the questions I had. The same was done for the interviews with the subgroups of data-collecting and data-analysing. I brought all this information together starting from the descriptive model. I complemented the existing descriptive model by formulating necessary and sufficient conditions, based on theories of the literature and information of the interviews. This was done for each 'topic' of the logic model. This is all bundled in a one page visual scheme. After that was done, I asked the other team members to look critically at the whole model and complement where needed. Although I was alone responsible for the analytic logic model, I felt I got help from the other team members to make the model complete.

4.2 Conclusion

It became clear through this research that 7Hills genuinely sets out to do what it claims to be doing. They create safe public spaces through their skateboarding activities and with that, establish youth empowerment programmes for the youth in Amman. Also, regarding this researches' focus, namely the efforts the organisation provides regarding gender equality, 7Hills seems to deliver on its promises. The different interviews we took with the diverse set of respondents, who were all participants and/or members of the 7Hills organisation, have shown that 7Hills seems to be reaching out to girls. This includes striving for an equal (50%) gender participation record, creating female role models through their 'leadership programmes', lowering barriers for girls and women and if necessary, positive discrimination.

It is, however, important to keep a careful and critical eye out for generalising the project's achievements. It transpired from the conducted interviews that, apart from the skateparks where

efforts are made to change the perception around gender (in-)equality, there is still very little integration from women in the daily life of Amman. Although the positive influence that emanates from the 7Hills skate parks can possibly spread into other public places in Amman (However, making such predictions certainly requires further research), it is important to recognize that the impact measured is quite local. A sport for development program like the one from 7Hills, although having a measurable local impact, is not big enough to tackle a problem as broad as 'gender (in-)equality in the public spaces' in its generality. As the perceived ideas and culture around gender at the skate parks are very different than in other places in Amman.

Starting from the contrast in cultures between the skatepark and other public places, the need arises for more emancipatory and tailored social work, which is now being phased out quickly after the 'girls only classes'. There is an interesting possibility to question girls and women specifically about this in the future, or to set up (youth) projects where their voice can take centre stage. These actions however must be in line with the vision of the organisation.

In conclusion, the activities seem to have a positive influence on gender equality in and around the 7Hills skatepark, and thus within its surrounding public spaces. This remains however quite local. Understanding the influence that the programme has on the rest of the Jordan society requires further research. Further action measures from the 7Hills organisation can be taken in light of a broader impact on gender equality in the public spaces of Amman.

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PART 6: ANNEX

6.1 Interview guideline

Female youth leaders:

CONTEXT:

- How did you get into contact with skateboarding? How did you end up at 7hills?
- What is your role within 7hills? Why did you decide to become a youth leader?
- How would you describe the role of a youth leader/skate teacher?
- Were there requirements to get enrolled in the leadership program?
- How do you become a youth leader?

GENDER EQUALITY:

- How do you experience the group cohesion between the skaters in the skatepark?
- How do you experience cohesion between boys and girls in the skatepark?
- What does gender equality mean to you? (How would you describe it?)
- How important is gender equality for you & why? (1-5 schaal)
- Does 7Hills contribute to gender equality? Why? Why not? Can you give any examples?

- Do you feel that your voice is heard equally within the organization? Why do you feel so?
- Are any measures taken to enable girls to find their place in the organization? In what way is attention paid to this?

PUBLIC SPACES:

- How do you feel **in a public space like 7Hills skatepark**? Is there a difference with other public spaces/parks? How come?
- How do you experience the accessibility to public spaces in Amman? Do you experience barriers?
- Do you think there is a difference in the experience of men and women?
- Did the meaning you give to a public space change before and after joining 7Hills? What changed?
- Have you noticed any change in the way you use the park?
- Is your feeling about the 7Hills skatepark influenced by the way people of Amman think about skating?

EVALUATION:

- We saw on the website we found that 7Hills wants to invest in gender equality. Does 7Hills enhance the role of girls and women in the park? And give everyone the space to enjoy it? If so, how?
- What are strengths in the 7Hills approach to promote gender equality? Why do you see these as strengths? What is needed to make/maintain these strengths sustainable?
- What can 7Hills do better to promote gender equality? Host gender equal activities? Why do you see these as areas for improvement? What is needed to turn these areas of improvement into strengths?

Other members of the team:

CONTEXT:

- What were your motives for founding the organization 7hills?
- **What** is your role within 7hills?
- **Do** you explicitly aim to recruit girls?

GENDER EQUALITY:

- How do you experience the relation between the skaters in the skatepark?
- **How** do you relation between boys and girls in the skatepark?
- What does gender equality mean to you? (How would you describe it?)
- How important is gender equality for you & why? (1-5 schaal)
- Does 7Hills contribute to gender equality? Why? Why not? Can you give any examples?
- **Do** you feel that your voice is heard equally within the organization? Why do you feel so?

- Are any measures taken to enable girls to find their place in the organization? In what way is attention paid to this?

PUBLIC SPACES:

- How do you feel **in a public space like 7Hills skatepark**? Is there a difference with other public spaces/parks? How come?
- **How** do you experience the accessibility to public spaces in Amman? Do you experience barriers?
- Do you think there is a difference in the experience of men and women?
- Did the meaning you give to a public space change before and after joining 7Hills? What changed?
- Have you noticed any change in the way you use the park?
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EVALUATION:

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- What can 7Hills do better to promote gender equality? Host gender equal activities? Why do you see these as areas for improvement? What is needed to turn these areas of improvement into strengths?

6.2 Records of reported meetings

11/10/2021

Onderwerp: opstellen van beschrijvend model

Verslag: we zijn gestart met de eerste stappen van onze taak. Hiervoor dienden we een beschrijvend model op te stellen. We verdeelden de taken onder de groepsleden en Erika maakte een visueel model hiervan.

14/10/2021

Onderwerp: presentatie voorbereiden voor vrijdag.

Verslag: We kozen samen deadlines en iedere subgroep maakte zelf een overzicht van hun planning. Hierin vermelden we onder anderen welke literatuur we zoeken, hoe we data willen verzamelen maar ook hoe ons visueel model er uit zou kunnen zien. Zelf haalden we deze informatie voornamelijk uit de bronnen van Canvas gezien we nog geen contactmoment hebben gehad met Kas, de Coördinator. Op vrijdag vond de presentatie plaats.

19/10 /2021

Aanwezig: Edgar, Redouane, Emma, Pauline, Elien, Elise, Joaquim, Erika, Sien en Noor

Onderwerp: Vragen voorbereiden + eerste contactmoment met Kas (coördinator 7 Hills)

Verslag:

Eerst hebben we samen de vragen overlopen die we hebben gemaakt tijdens de laatste les. Hierin werd de feedback van professor Theeboom verwerkt. We besloten om tijdens dit eerste contactmoment nog niet te focussen op de doelgroep van de organisatie maar wel op de werking, doelen, en stakeholders van de organisatie.

19/10/2021

Aanwezig: Edgar, Redouane, Emma, Pauline, Elien, Elise, Joaquim, Erika, Sien en Noor

Onderwerp: Eerste contactmoment met Kas

Verslag:

Over **Kas**

1. Kan u ons wat meer vertellen over 7 Hills, het ontstaan, de werking nu en wat de exacte doelstelling zijn die jullie voor ogen hebben?

Ontstaan in 2014, dan is er contact gemaakt met de local skaters in Jordanië en Make Life Skate Life (Duitsland). Skatepark bouwen en babbelen met de mensen in Jordanië. Werken vanuit een nood. Mensen die al aan het skaten zijn maar niet de middelen hebben om een park te bouwen. Ongeveer 20 internationale vrijwilligers in 2014 naar daar gedaan en op 18 dagen skatepark gebouwd. Belangrijk dat lokale neighbourhood ook erg betrokken. Belangrijk geweest voor 7 Hills. Stimuleren van local ownership.

Ik ben in 2016 gaan zoeken naar een stage. Zocht iets met jeugdwerk en skaten. Via buitenlandse stage in contact gekomen met 7 Hills. Stageopdracht: start een skateprogramma in Jordanië zodat er meer kwetsbare jongeren en vluchtelingen betrokken geraken. Eerste keer voor 4 maanden naar daar. Samenwerken met lokale NGO's. Van daaruit niet meer gestopt, steeds teruggegaan. Persoonlijke keuze om er mee verder te gaan.

Door de jaren heen meer lesjes. Ook een tweede skatepark gebouwd in samenwerking met UNICEF Jordanië.

We hebben recent ook een creatieve hub geopend voor creatieve educatie: bv fotografie. Ook omdat skaten een creatief platform is, meer dan skaten alleen. Makkelijk te linken aan heel wat andere dingen. Vooral omdat creativiteit ook weinig wordt gepromoot. Educatie is erg traditioneel. Ook families, stereotype doorgroeien beroep ouders. De afgelopen jaren via lessen die we organiseren ook job mogelijkheden kunnen creëren.

Joaquim: Heb je het over jongeren die dan coach worden?

Enerzijds onze skatelessen en anderzijds ons youth leadership program: jongeren betrekken binnen de hele werking. Training om ze mee de lessen te laten geven. Voor hun inzet verdienen ze credits waarbij ze skateboards kunnen verkrijgen. Een soort bibliotheek van skateboards (gratis), maar zij krijgen er een mee.

Nu zijn alle lessen door hen gegeven. AF en toe maken we ook een cv of werken we mee aan hun sociale media.

Af en toe nemen we ook echt iemand aan. Bijvoorbeeld Hakim, eerst youth leader die lesjes runde. Nu ook echt aangenomen binnen werking. Belangrijk dat ze ook zien dat ze werk kunnen doen dat ook aanleunt bij hun interesses. Dit is bij ons ook nog maar een recente trend.

Nog een belangrijk aspect van de organisatie. Doorheen de jaren is onze grote visie verschoven. Begonnen met skaten toegankelijk maken en ook voor kwetsbare jongeren. Nu toegankelijk maken van publieke ruimte. Alles is geprivatiseerd, etc. Er is weinig sport/recreatie voor jongeren. We willen vertrekken van het skatepark dat de community bouwt. Van daaruit vertrekken wat willen we nog

bouwen in de publieke ruimte, wat mist er nog. De samenwerking met de overheid is heel moeilijk om dingen gedaan te krijgen.

2. Wat houdt de skateboard philosophy juist in?

Duidt een beetje op wat skateboarden teweeg brengt bij jongeren. Dat jongeren die skaten zich gaan identificeren met wat ze leuk vinden, het skaten. En niet als jongen/meisje/vluchteling. Zeker bij meisjes is dat belangrijk in Jordanië. Sporten niet zo vanzelfsprekend in Jordanië. Zelfs meest conservatieve ouders laten hun meisjes skaten omdat ze het niet kennen. Zien het als spelen.

Ook het gegeven van falen, opstaan en opnieuw proberen. We willen meegeven dat je mag falen en beter worden.

Staat ook in een van de documenten. De achterliggende dingen wie wij bij het skaten zien.

Over de organisatie

1. Wat is sociale Cohesie? Hoe definieer je dat? Wanneer is dat voor u organisatie behaald? Hoe gaat u dit meten? - waarom dit als doelstelling? Waarom is dat belangrijk voor de org

Start een beetje vanuit dat Jordanië een heel divers land is waar heel wat nationaliteiten samenleven. Heeft te maken met vluchtelingenstroom. Het is een beetje een safe haven waar ze terechtkomen. Grenzen zijn redelijk open. Anderzijds is er ook een enorme kloof tussen Oost en West Amman. Mensen leven echt apart. Gaat over nationaliteiten, vluchtelingenkampen, ook het sociaal-economische. De mensen leven in totaal andere realiteiten. Via het skaten willen we ze samenbrengen binnen de publieke ruimte. Skaten kan iedereen aantrekken. Er zijn niet echt andere plekken waar dat gebeurt binnen de stad. Dat is voor de sociale cohesie versterken. Hierdoor kunnen een beetje de sociale verschillen verdwijnen. Het gaat dan ook over jongens-meisjes. Er zijn weinig mogelijkheden waar ze wel kunnen samenkomen. Ook omdat we met veel meisjes samenwerken zien ouders dat dit wel een veilige ruimte is.

2. Wat voor projecten hebt u in het verleden al gedaan (in het kader van de impact doelstellingen)? Met welke organisaties? Wat waren daarbij de succesfactoren? -Wat heeft minder gewerkt? Wat heeft u hieruit geleerd/ aangepast?

3. Worden jullie projecten geëvalueerd? Zoja, op welke manier? Hoe evalueren jullie de projecten bij jullie doelgroep (jongeren). Hoe wordt bij de kinderen het welbevinden/ de ontwikkeling gemeten (tests, bevraging,...) ? - Evalueren jullie überhaupt? Hebben jullie daar eventueel de middelen/ kennis voor?

Met groter te worden, doen we dit meer en meer. We hebben aanwezigheidslijsten (leeftijd, gender, nationaliteit). Ook focus group discussions (veiligheid, nieuwe vrienden, leer je bij, voel je u beter?). Gebeurt permanent en hangt ook samen met projecten.

Het team groeit elke dag, maar we komen tijd tekort. Vraagt veel tijd.

(zal zoeken naar de korte surveys)

Emma: wie doet die surveys?

Ons team vooral. Het is belangrijk om een soort vertrouwenspersoon dit te laten doen. Vooral de jongeren die lessen doen. Daarbij is het belangrijk om te focussen om een meisje de surveys te laten doen als meisjes bevraagd moeten worden. Soms ook vrijwilligers. Nu hebben we iemand die in staat voor evaluation doe soms ook meegaat.

Soms wel iemand extern, maar dan zijn we minder betrokken bij wat die onderzoekt.

4. Wordt er samengewerkt met externe partners? Hoe?

ER zijn ook bepaalde waar we nu niet meer mee samenwerken. We maakten eerst contact met organisaties die samenwerkten met de jeugd. We vertelden dat we aan de slag gingen met de jeugd en vroegen om ze naar ons te sturen om te gaan skaten. We begonnen met een organisatie Sawian

(??) waar eerst weinig aandacht naartoe ging. De aandacht lag op Syrische vluchtelingen, terwijl er ook andere vluchtelingen zijn waar weinig hulp naartoe ging. Een Soedanese community die we zijn gaan integreren in het park. Mensen die amper naar buiten kwamen omdat ze veel met racisme te maken kregen. Elke week kwamen er meer. Ook de familie kwam mee naar het park om te picknicken. Zo creëerden we een veilige plaats.

Het park is trouwens niet afgesloten waardoor iedereen binnen kan. Ouders vanuit de verschillende community 's maakten ook contact.

(zal ons een lijst bezorgen)

Anderzijds met UNICEF gaat over grotere projecten. Een plaats waar veel gezinnen wonen, maar waar er niks is. Nog een park gebouwd. Nog steeds in onderhandeling met de overheid dat ze het park accepteren.

Ook met een andere grote NGO een project waar we het park gaan renoveren: meer zitbanken, meer groen.

Ook een soort outreach project: een mobiel park.

5. Hoe worden de verschillende Projecten gefinancierd?
- Bent u afhankelijk van financiering van buitenaf? Hebben die financierders dan verwachtingen?

We zijn zeker afhankelijk van funding van buitenaf. Heel Jordanië runt op geld dat van buitenaf komt. We zijn wel aan het proberen het hele economische model wat duurzamer te maken. Vb: rijkere families privélessen, geld gebruikt voor de gratis lessen. Ook zo met de arts en crafts, rijkeren mensen maken donaties. Dit is een ideaal beeld waar we naartoe willen. Het duurt even tot we dit duurzaam kunnen maken.

We zijn afhankelijk van subsidies die we vinden in Jordanië, maar met een funding van buitenaf.

Anderzijds doe ik ook fundraising hier (BE) mensen die willen steunen en de werking draaiende willen houden.

We hebben geluk dat skaten heeft een groot netwerk. Voor funding van buitenaf.

Emma: iets tegenover?

Hangt heel erg af van donor tot donor. Gaat vaak over content op sociale media waar zij een verhaaltje aan kunnen binden en dan kunnen posten. We bieden ook aan dat ze met hun logo op de banner komen op de website of in de nieuwsbrief.

Ook targets, zoveel jongeren kunnen bereiken per week. Aimen op 50% meisjes. Ook surveys gaan doen over hoe ze zich voelen (veiligheid, vrienden).

6. Structuur: Zijn jullie vzw? NGO ...?7. Zijn er vlakken waarop de organisatie nog kan groeien? Zo ja, dewelke?

Vragen over de samenwerking

8. Wat verwacht jij te halen uit onze samenwerking?

Best wat uiteenlopende dingen. Skaten uitgegroeid ook naar creatieve educatie ook ontwikkelen van publieke ruimte. Te breed misschien. Misschien beter om te focussen op het skaten zelf. Welke sociale impact we hen kunnen bijbrengen.

Rond probleemstelling, de factoren die kunnen betrokken kunnen worden: sport niet toegankelijk, ook meisjes, weinig plekken om gratis te sporten, financiële verhindert mensen van sport en recreatie. Anderzijds het skaten dat jongeren van verschillende achtergronden samenbrengt. Kan jongeren persoonlijk helpen van afstand te doen van bepaalde zaken, een soort therapeutische invulling.

…… (heb een stukje gemist wat Joaquim zei)

Jullie kunnen ook wat calls doen met de rest van het team. We kunnen ook onze jongeren jullie vragen te laten aftoetsen.

(samen een google docs maken)

9. Wie kunnen wij voor ons project bereiken om te betrekken in onze evaluatie van de organisatie? (Vrijwilligers, medewerkers, beleid…)

8. Op welke manier wil je het project kunnen gebruiken in de organisatie?

9. Hoe contact houden? Hoe op de hoogte blijven? Hoe vaak meeting? Week voor tussentijdse afspreken (15 november)

Bereikbaar via mail. Flexibele agenda. Indien iets dringends mag je bellen.

24/10/2021

Bespreking: probleemstelling

- Focus op sociale cohesie want dat is hun grootste impactdoel volgens de website en wat we uit het analytisch model halen
- Elke van ons had hiervoor nagedacht over een probleemstelling
- Evalueren van de sociale cohesie tussen jongeren onderling, sinds het deelnemen aan de activiteiten van 7 Hills.
- interviews coaches, deelnemers (is dit mogelijk?)
- Plan B: gendergelijkheid. indien we deelnemers niet kunnen bevragen.

Probleemstelling: In welke mate/hoe draagt het project van 7 Hills bij tot gendergelijkheid binnen de organisatie?

- Welke maatregelen treffen ze om het doel van 50% meisjes te bereiken?
- skaten-gendergelijkheid
- Mail met deze info verstuurd naar Kas

24/10/2021

Onderwerp: probleemstelling

Verslag:

Kas antwoordde op onze mail dat hij ons voorstel te beknopt vond. Daarnaast kregen we informatie rond de datamethode. Voor hem leek het mogelijk om de coaches te interviewen maar dat hij surveys ook een goede methode vindt. Daarnaast werd er de afspraak gemaakt om samen in een google doc te werken en alles in het Engels te zetten.

Tijdens de meeting:

- Beide doen: interviews met coach en survey opstellen maar niet zelf afnemen
- Beargumenteren waarom we toch voor de gendergelijkheid willen gaan en dat we voor een specifieke focus moeten gaan gezien de tijd

Problem statement

- First ideas after brainstorming:
- Evaluate the accessibility of 7Hills? (financial, accessibility, girls/boys, social cohesion/inclusion ...)
- Evaluate the therapeutic content/input that the organisation believes is present in its activities?
- Evaluating the outreach actions to the target group?
- Evaluating one of the existing programmes: outreach or leadership of arts & crafts programme?
- Evaluating the social cohesion among young people since taking part in the activities of 7 Hills?To what extent/how does the 7 Hills project contribute to **gender equality** within the organisation?
- Analyzing the **importance of public spaces** in the context of a city like Amman + How the organisation is trying to tackle this problem?

As we are limited in time and resources, the group decided to focus on a specific goal of the organisation. This is why, as a group, we would like to focus on the last option of the above, namely the gender-equality themed problem statement.
The 'gender-equality'-objective comes back repeatedly in the 7 Hills communication. They strive for a clear and tangible target with regard to this objective, as the aim is to reach 50% of girls participation by the end of 2021 (source: website 7hills). In this regard, it would be interesting for us to analyze the actions that are taken by the organisation in order to achieve this goal.

In the meantime we contacted Kas about our plans to address the theme of gender equality. First, he felt like the problem statement was too narrow and that we would leave out a lot of stakeholders seeing as the public of the organisation is extremely diverse.
He also insisted on the importance of the public space issue, as described thoroughly in the new brochure and on which the organisation will focus more and more in the future.
(We added the extra problem statement to keep this as an option, even though this seems to be too large a theme to address in the limited time we have).

Outline of the research plan

- Plan of action:

1. interviews with coaches and workers. (Interesting to start with, in order to gain insight in the target group's concerns)

- Mohammed Zakaria: Program manager (founder)
- Kas Wauters: Program manager (skate boss)
- Tamer Bangaein: Youth coach (skate manager)
- (Walker Ryan: 7Hills ambassador)

2. Develop a survey that the organisation (coaches) can use to question their participants.

(to be further developed)

2/11/2021

Aanwezig: Sien, Pauline, Emma, Elise, Edgar en Elien

Onderwerp: Meeting met Kas voorbereiden

Verslag:

- Interviews effectief afnemen met de coaches om een inzicht te krijgen in de werking en de noden van de jongeren en van hun
- Kwantitatief luik voorbereiden maar zelf niet afnemen
- Tegen tussentijdse evaluatie: deadlines stellen wat we dan al hebben
- Deadlines opstellen: vanaf wanneer interviews afnemen? -> vanaf 15/11
- Tijdens tussentijdse: feedback vragen op interviewleidraad en tegen dan ook de afspraken maken voor de interviews vaststellen
- Aan Kas vragen wie we best bevragen van de youth leaders

Deadlines**:**

- 10 november: probleemstelling
- 12 november: interviewleidraad opstellen
- 12 november: meeting om de tussentijdse evaluatie te maken en interviewleidraad te bespreken
- 15 november: 8u45 samenkomen om de presentatie te oefenen

4/11/2021

Aanwezig: iedereen

Onderwerp: Meeting met Kas

Verslag: Deze meeting is niet doorgegaan, Kas kon helaas niet aansluiten.

11/11/2021

Aanwezig: Edgar, Redouane, Pauline

Onderwerp: Meeting deelgroep 2 => Interview guideline opstellen

Verslag: In deze vergadering werden interviewvragen opgesteld.

15/11/2021

Aanwezig: Emma, Sien, Redouane, Edgar, Joaquim, Elise, Noor, Elien en Pauline

Onderwerp: tussentijdse evaluatie

Verslag:

Tijdens deze meeting maakten we samen de powerpoint op voor de tussentijdse evaluatie. Hierbij dienden we een plan van aanpak te maken en we concretiseerde ook verdere deadlines en verdeelden verdere taken.

17/11/2021

Onderwerp: interviewvragen overlopen met Kas

verslag:

Emma: *Meer inzetten op skaten als sport en de publieke ruimte?*

Kas: *Niet enkel de klassieke sports for development in ruimte te bekijken. Toch een beetje buiten het kader treden. De literatuur vanuit skaten zelf is net iets meer toegepast op wat wij doen. Is maar een suggestie. Je moet maar zien wat haalbaar is. Het algemene kader is sowieso goed. Dan kun je misschien wat inzoomen en zien wat de gelijkenissen en verschillen zijn.*

Edgar: *(overlopen vragen Engels)*

Kas: ***Context** leadership development program. Dit is heel open. We houden de instroom zo laagdrempelig mogelijk. Het enige dat we verwachten is dat ze gemotiveerd zijn. Het is niet dat ze een bepaalde leeftijd moeten hebben. Het kan ook gewoon zijn dat ze aanwezig zijn tijdens de lessen, mee helpen opruimen na de lessen, mee het park helpen opruien.*

Gendergelijkheid. Emma: *Marc zei dat we eerst moeten vragen of het belangrijk is, maar dat is dan toch ook geen waardevrije vraag?*

Edgar: *Heb het toen niet letterlijk gevraagd, maar misschien moeten we eerst toch misschien een inleidende vraag stellen.*

Kas: *Wat ik voorstel is dat ik het documentje straks nog eens overloop met het team. Zodat de finale vragen ongeveer klaar zijn tegen morgen.*

Redouane: *Misschien niet interessant om de vragen door te sturen naar het team op voorhand.*

Kas: *Oké dan zal ik het op mezelf doen vandaag. Is goed, dat is een goed punt.*

Public spaces.

Kas: *Misschien "How do you feel in a public space?" en niet "park". .... Deze vragen zou je die aan alle mensen stellen?*

Edgar: *Ja, voor iedereen.*

Kas: *Keigoed. Nog kort, ik heb jullie ook wat surveymateriaal doorgestuurd.*

Edgar: *Mailtje is zeker doorgekomen, maar we hebben het nog niet opgenomen. We zijn nog van plan ook de literatuur aan te passen aan de interviewvragen.*

Kas: *Oke, er is dus nog wat plaats om te finetunen.*

Edgar: *Klopt.*

Kas: *Wat bedoelen jullie met "THE approach to gender equality?" Meer de aanpak om tot gender equality te komen dan?*

Edgar: *Ja. … Voor de founders zijn er dan nog een aantal andere vragen. (overlopen)*

Kas: *Ik heb het ook aan Jude gevraagd zodat jullie zo snel mogelijk kunnen beginnen. Kunnen jullie ook in het weekend?*

Pauline: *Nog een vraagje. We wilden eigenlijk met 2 aanwezig zijn tijdens het interview. Kan dat of?*

Kas: V*oor Jude en Zakaria is dat zeker geen probleem. Voor Nasaq en Nafahat zal er ook een vertaler bijzijn om ook een beetje een veiliger gevoel te creëren. Misschien kunnen zij ook het interview samen doen? Ik weet niet of daar bepaalde regels voor zijn? Er is misschien ook nog een ander meisje dat beter Engels kan dat misschien ook kan meedoen?*

Redouane: *Ik weet niet of dat samen interviewen zo een goed idee is. Misschien kunnen ze elkaar beïnvloeden in hun antwoorden. En mogen we de interviews opnemen?*

Kas: *Natuurlijk. Wat is jullie planning, wanneer willen jullie beginnen?*

Redouane: *Eind deze week misschien al.*

Kas: *Jude: kan: zaterdag 11-14u, zondag 16u30-18u, maandag 16u30-18u . Kas: maandag of dinsdag. Zal mail sturen met e-mailadressen en beschikbaarheden.*

Kas: *Gaan jullie in het Engels of het Nederlands schrijven? Lukt dat? Ja, voor de organisatie is dat echt een grote meerwaarde.*

Joaquim: *Bedankt voor de bronnen. Als je nog dingen hebt, shoot.*

Kas: *Is goed, ik stuur ook nog de mail dan. Ik bel hun straks nog voor de beschikbaarheden en vraag ook voor Nafahat en Nasaq en voor dat andere meisje dan.*

Redouane: *Antwoorden ze snel? (Nafahat en Nasaq)*

Kas: *Mail gaat waarschijnlijk niet, eerder Jude zal checken en laten weten. Dat wij er nog tussenin zitten. Wat is de deadline voor de interviews?*

Sien: *Laatste dag november.*

Kas: *Perfect, dan gaat dat zeker lukken. Willen jullie nog meer mensen interviewen of is het goed zo met 6?*

Edgar: *Ik denk dat het zo goed en het meest realistische.*

Kas: *Goed. Redouane misschien maak er een google docs van maken en er opmerkingen toevoegen.*

Emma: *Al een meeting plannen voor opvolging?*

Kas: *Misschien best plannen na het afnemen van de interviews.*

Elien: *Mogen we ook het impactmodel nog doorsturen?*

Kas: *Geen probleem. Misschien 8 december (10u) best afspreken, dan ben ik in Jordanië.*

18/11/2021

Aanwezig: Redouane, Edgar en Pauline

Onderwerp:Guideline aanpassen

Verslag: In deze vergadering hebben we samen de literatuur overlopen. Wat kunnen we nog mee nemen in onze vragen verbonden met de literatuur? Ook had Kas nog aanpassingen gedaan die wij dan ook samen hebben verwerkt. Dit stond wel nog allemaal in het Nederlands.

22/11/2021

Aanwezig: Redouane, Edgar en Pauline

Onderwerp: Guideline aanpassen

Verslag: In deze meeting hebben we onze interviewguideline nog verder aangevuld met feedback die Kas had gegeven. We hebben nogmaals de vragen overlopen en hierbij ook vertaalt in het engels.

23/11/2021

Aanwezig: Edgar en Pauline

Onderwerp: Interview met Kas

25/11/2021

Aanwezig: Redouane, Pauline en Jonas

Onderwerp: Interview met Ghassan

28/11/2021

Aanwezig: Edgar en Noor

Onderwerp: Interview met Jude

01/12/2021

Aanwezig: Emma, Elien en Joaquim

Verslag:

- Linken met theorieën en interviewvragen grondiger uitschrijven
- Brainstorm aanzet analytisch model
- Nalezen literatuur
- Overlopen huidige literatuur

6/12/2021

Aanwezig: Edgar en Redouane

Onderwerp: Interview met Zakaria

8/12/2021

Aanwezig: Iedereen

Onderwerp: Meeting met Kas

- Tussentijdse rapportering: check-in met Kas + feedback

12/12/2021

Aanwezig: Noor en Redouane

Onderwerp: Interview met Nafahad

16/12/2021

Aanwezig: Emma, Elien en Joaquim

Verslag:

- Literatuur bundelen in 1 document
- Structuur brengen in paper
- Taken verdelen
- Eindpresentatie bespreken
- Kritische reflectie bespreken

21/12/2021

Aanwezig: Elise, Sien, Edgar en Pauline

Onderwerp: Terugkoppeling tussen het groepje van dataverzameling, data-analyse en het visueel model

Verslag:

In deze meeting werden bevindingen tussen de verschillende groepen gedeeld. Dit was voornamelijk belangrijk voor groep 4 om aan het analytisch logisch model te kunnen

21/12/2021

Aanwezig: Sien, Emma, Elien en Joaquim

Verslag:

- overlopen analytisch model
- literatuur overlopen
- Kas mailen voor feedback rond literatuur

29/12/2021

Aanwezig: Edgar, Redouane en Pauline

Verslag:

- Deeltje dataverzameling schrijven
- Kritische reflectie schrijven

29/12/2021

Aanwezig: Eise, Noor en Jonas

Verslag:

- Overlopen van analyses interview: coherente en consistente lay-out, taalgebruik,..
- Brainstormsessie: wat moet er in onze kritische reflectie staan? + kernwoorden neergeschreven, Noor gaat het verder uitschrijven
- Anonimiteit van respondenten: consistent naar hen verwijzen → respondent 1, 2, 3,...

30/12/2021

Aanwezig: Iedereen

Verslag:

- Overlopen van paper + wat nog aan te passen
- Overlopen van eindpresentatie + wat nog aan te vullen

03/01/2021

Aanwezig: Iedereen

Verslag:

- Overlopen paper + opmerkingen oplossen