




Sport for Protection Toolkit


Programming with Young People in Forced Displacement Settings



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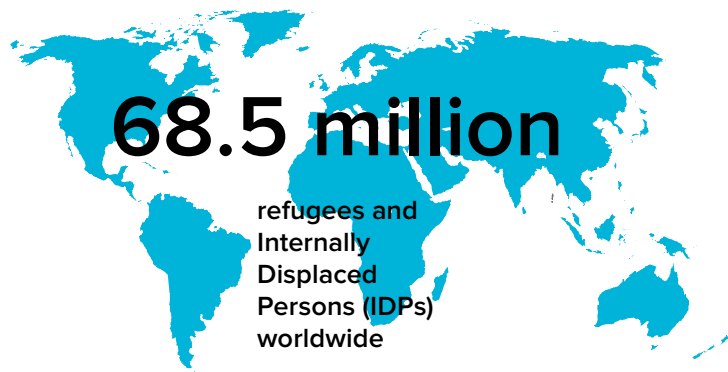
1. The Warm-Up

What is this toolkit about?



I. The Warm-Up: What is this toolkit about?

Over the past decade, millions of people have fled, and continue to flee, their homes in search of safety from conflict, violence, persecution and human rights violations. Amongst these, refugees cross international borders, arriving in dedicated refugee camps or, more frequently, remote rural communities, small towns and urban centres, many of which are already struggling with poverty and other development challenges. Others are uprooted within their own countries and become internally displaced.¹



Young people—comprised of adolescents (aged 10–19 years) and youth (aged 15–24 years)—make up a large proportion of the more than 68 million refugees and Internally Displaced Persons (IDPs) worldwide. They remain underserved largely because (a) they fall between the gaps in programmes aimed at younger children and adults, and (b) their needs are often poorly understood. In addition to the numerous inherent challenges related to the journey from childhood to adulthood, many of these young people live with the additional stress and anxiety that come with being forcibly displaced, including: violence and neglect; deep personal loss; disruptions to their educational, economic and social activities; and the daily challenges of adapting to new and often increasingly difficult lives.

When large numbers of people are forced together through circumstances beyond their control such as war and conflict, it is common for both displaced and host communities to face increased personal conflict, psychological distress and isolation. It is now widely believed that sport and physical exercise can play an important role in combating some of the challenges of forced displacement by enhancing the protection, well-being and social develop-

ment of young people from both communities. This belief has led the United Nations High Commissioner for Refugees (UNHCR), the International Olympic Committee (IOC) and Terre des hommes (TdH) to collaborate on the following *Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings*.

This toolkit represents the next step in an ongoing collaboration that aims to better understand the role that sport can play in the protection and well-being of refugee and internally displaced young people. It builds on more than 20 years of work between UNHCR and the International Olympic Committee to bring sport to some of the world's most disadvantaged young people. In September 2017, the IOC, supported closely by UNHCR, launched the Olympic Refugee Foundation. The goal is to harness the power of sport to strengthen the protection, development and empowerment environments for vulnerable children and youth.

This *Sport for Protection Toolkit* will guide the work of the Olympic Refugee Foundation and will be used by a broad cross-section of organisations and stakeholders to better understand and implement effective Sport for Protection programming.

The toolkit is informed by four threads of research gathered between November 2016 and May 2017:

1 An extensive literature review;

2 Surveys conducted with practitioners and forcibly-displaced young people;

3 Key informant interviews; and

4 Field research conducted in global, forced displacement contexts.

The toolkit's development has also benefited from the input of an expert advisory group that has provided support throughout.



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The approach adopted in this toolkit features evidence-based elements from three different sectors to create what we now refer to as ‘Sport for Protection’:

- **Child protection**, which seeks to strengthen young people’s protective environments and reduce their risk factors for abuse, neglect, exploitation and violence;
- **Youth empowerment**, which identifies and encourages the use of young people’s assets and potential;
- **Sport for development and peace**, which provides an efficient, flexible and cost-effective way of promoting peace and development across societies.

The young people referred to in this toolkit, unless otherwise stated, are forcibly-displaced adolescents and youth who are either:

- Refugees (those displaced outside their countries of origin) or
- Internally Displaced Persons (those displaced within their own countries).

While designed for use in forced displacement settings, the toolkit can also be used in other humanitarian contexts such as natural disaster settings.

The practices presented in this toolkit provide strategies for achieving the [UN Sustainable Development Goals \(SDGs\)](#)² and the [Core Actions for Refugee Youth](#)³, and they reflect the principles of society-wide engagement and collaboration championed by the [Comprehensive Refugee Response Framework](#)⁴ and the [Global Compact for Refugees](#).⁵

Sport for Protection builds on the unique ability of sport to actively and meaningfully engage young people. Although there are many protection outcomes that Sport for Protection could aim to achieve, this toolkit focuses on three key protection outcomes that are further explained in [Section 2.2](#):

1. Social inclusion;
2. Social cohesion; and
3. Psychosocial well-being.

It is hoped that as young people from different backgrounds experience positive growth and change through Sport for Protection programming, their peers, families and the broader community will feel the ripple effects.



Note: This toolkit is a work-in-progress. In the coming months, the toolkit will be piloted in different contexts and cultural settings. User feedback (e.g. experiences, recommendations, resources, training materials and local modifications) is highly encouraged via the [e-version](#) of this toolkit and accompanying on-line forum. The feedback obtained—from service providers, young people engaged as participants, and members of the pilot communities—will be incorporated into future revisions.

Box 1.1 Good Practice Example: Sport for Protection Case Study, Za’atari Camp, Jordan⁶



Mohammed is a 16-year-old Syrian youth who has lived in Za’atari refugee camp for three years. He has been studying taekwondo for two and a half years and now instructs younger students. He had dropped out of school, but he was planning on completing his high school diploma through a special sport/education project introduced in Za’atari’s taekwondo centre when interviewed. In Mohammed’s words:

“My involvement in taekwondo has given me a sense of inner strength and a new community. Taekwondo is more than a sport, it is a way of life, and our dojo (centre for practice) has become a place where I’ve found a new family, as well as a space where I can find inner peace and stillness and a foundation for practicing self-discipline. When I first came to this camp from Syria, everything was completely chaotic and my family and I had to fight for a place to stay and resources to survive. I first came to taekwondo thinking it would teach me to be strong, tough and better able to protect myself. I have learned self-defence skills and feel more confident as a result. However, its deeper teachings show one how NOT to use violence, how to move with others in pro-social ways and how to find inner peace and spread this peace in our outer world.

Now my little sister also practices taekwondo and we have students of our own. My father initially refused to let my sister come to the dojo and practice. Slowly he became convinced that this was a good sport for girls as well, and now he is a strong supporter.”



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This Sport for Protection Toolkit builds on over 20 years of collaboration between UNHCR and the International Olympic Committee as they have worked to bring sport to some of the world's most disadvantaged young people.

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1.1 Who is this toolkit for?

Are you a field worker in Burundi using sport activities to tackle gender inequality? Are you a football coach in London working with young refugees? If you believe sport can have a positive impact on young people and/or you are engaged in youth sports leagues, child protection, youth empowerment or Sport for Development programming, this toolkit is for *you*.

The approaches and practical guidance in the following pages will benefit anyone working with adolescents and youth through sport including:

- UN agencies;
- International non-governmental organisations (INGOs);
- Local non-governmental organisations (LNGOs);
- Government departments;
- Community-based organisations;
- National Olympic committees;
- International and national sports federations; and
- Any other sports-focused organisations aiming to implement a Sport for Protection programme.

Organisations generally work with young people through one of two main approaches:

+Sports - These are organisations dealing mostly with social issues that use sport as a vehicle to engage young people in other activities such as education, child protection, and youth engagement or employment skills development.

Sports+ - These are sports organisations, such as competitive sports teams, that believe in sport as a professional activity, and the power of sport to support young people's development and invest in sport as their core activity.

For *+Sports* organisations, achieving protection outcomes is the primary focus, and sport is one of many tools used to achieve these outcomes. For *Sports+* organisations, on the other hand, developing interest and skills in sport is the main objective, although their mission statements, codes of conduct and additional activities may also promote sport's potential to support protection outcomes.

Regardless of where on the sports+ to +sports continuum an organisation falls, these principles and tools offer helpful guidance on integrating the benefits of participating in sport with the protection of young people.



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If you believe sport can have a positive impact on young people, this toolkit is for 'you'.

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1.2 How do I use this toolkit?

This toolkit has been developed as a practical guide for Sport for Protection programming. As such, each section builds upon the one before it.



- **Section 1:** The *Warm-Up* introduces the purpose of the toolkit.
- **Section 2:** The *Method of Scoring* outlines the theory of change, the protection outcomes Sport for Protection programmes can achieve and essential guidance on the safeguarding of young people.



- **Section 3:** The *Court*, or *play space*, provides information on the theoretical foundations for Sport for Protection programming and their practical application.



- **Section 4:** The *Game Plan* offers step-by-step guidance and practical tools for project cycle management, e.g. designing, managing and evaluating a Sport for Protection programme.

There are two ways in which this toolkit can be used to facilitate Sport for Protection programming:

1. For those who are new to Sport for Protection, we recommend that you read through the entire manual. This includes both Sport+ practitioners who are incorporating protection outcomes into their programme for the first time and +Sport practitioners who are new to sport as a protection tool.
2. For experienced Sport for Protection practitioners, we recommend reviewing [Sections 1 and 2](#) on the introduction and theory of change before using the [Table of Contents](#) to identify the most relevant questions, topics and resources for their particular situations.

Within the toolkit, there are also links to additional resources and tools that cover topics in more depth. Key resources are also listed by section and topic, following the Annexes. If any topics are unfamiliar or require more explanation, the links should provide the additional information needed.



Note: Throughout this toolkit—either within the Section concerned or in the referenced Annex—there are **checklists and practical tools** for use in Sport for Protection programming. **These tools should never be used as is.** Every context is different, so the tools should be adapted to reflect local realities (based on a [situation analysis](#)) and in support of everyone's safety and well-being.



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When engaging in Sport for Protection programming, be sure to adapt your tools and resources to your particular context.



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2. Method of Scoring

How do we protect young people through Sport for Protection?

2. The Method of Scoring: How do we protect young people through Sport for Protection?



Introduction: Every sport has its own set of rules and regulations that players agree to follow. In order to participate, players must understand the objective of the game and how to accomplish it. Sport for Protection is no different. The objective is the protection and well-being of young people; how we do it is by following our Theory of Change. A *Theory of Change* describes the process by which a project, programme or intervention hopes to achieve positive and lasting impact.

The protection and well-being of young people can only be achieved through the meaningful [involvement of adolescents and youth](#). When given meaningful opportunities to participate, young people have an incredible ability to use their energy and creativity to initiate positive change in their lives and communities.

The more they engage with their society, the greater their ability to influence decisions, policy change and social values/structures. This model, the **Youth Involvement** approach, should be used in combination with Lerner's **Positive Youth Development (PYD)** model, which focuses on identifying and building young people's strengths rather than emphasising their shortcomings.⁷

According to the PYD model, three key steps are essential to the success of youth development interventions:

- 1. Capacity building and asset development.** Programmes should help young people develop necessary skills and resources.
- 2. Meaningful engagement and leadership experience.** Programmes should support young people to use their skills to contribute to the community.
- 3. Mentoring.** Programmes ensure that young people receive support and guidance through a positive and sustained relationship with at least one significant adult.

Safe and supportive environment



Capacity building & asset development



Meaningful engagement & leadership experience



Mentoring



2.1 What is the Theory of Change for Sport for Protection?

The purpose of Sport for Protection is to provide all young people with:

- A safe and supportive environment;
- Opportunities to build their individual skills, capacities and resources;
- Meaningful engagement in, and leadership of, Sport for Protection activities; and
- The positive and sustained support and mentoring of peers, coaches and other significant adults.

...So that young people will be able to:

- Experience enhanced protection and well-being (as evidenced by greater degrees of social inclusion, social cohesion and psychosocial well-being).

...To such a degree that they will:

- Bring about positive changes in their lives and in the lives of others; and
- Develop an increasingly safe, rights-based society.

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Sport inherently emphasizes skill development and teamwork and includes mentorship figures like coaches and trainers. It's easy to see, therefore, how Sport could lend itself to more intentional Sport for Protection programmes.

A supportive coach who trains diverse groups of young people to work together through sport can achieve basic protection outcomes in the areas of [social inclusion](#), [social cohesion](#), and [psychosocial well-being](#). A carefully-planned and executed Sport for Protection programme can produce even greater outcomes by deliberately and strategically enhancing young people's capacities and assets, giving them leadership experience and opportunities for meaningful engagement, and providing them with capable, trustworthy mentors.

For the greatest impact, this model should be grounded in a conducive policy framework, adequate funding, a commitment to changing harmful practices and social norms, effective safeguarding measures and access to essential services and opportunities. In such a context, Sport for Protection can truly inspire young people to be positive actors in their own lives and communities.

2.2 What are the expected protection outcomes?

This toolkit focuses on three protection outcomes that can be achieved through Sport for Protection programmes: [social inclusion](#), [social cohesion](#) and [psychosocial well-being](#).

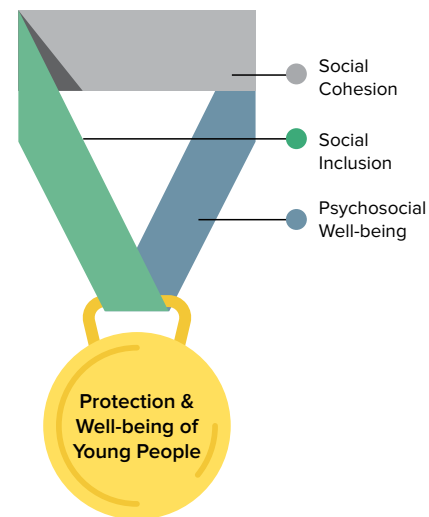
These interrelated outcomes were identified as a result of the **field research, surveys, key informant interviews and literature review carried out during 2016 and 2017**. They are at the heart of the Theory of Change and define the impact of Sport for Protection programmes.



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These protection outcomes are achieved by addressing some of the most common issues that young people face when they are forced to leave their homes, especially in conflict settings:

- Internally-displaced and refugee youth often find themselves disconnected from friends, family and other support systems, like school. Especially for marginalised young people, such as young people with disabilities, [social inclusion](#) is a key protection tool.
- Forced displacement can bring people from diverse ethnicities, religions and backgrounds into extremely close contact under difficult circumstances. This can heighten existing inter-group tensions, increase competition for scarce resources and create a distrust of what is new and unknown. A lack of [social cohesion](#) arises as people struggle to build trust and understand how they will survive in their new situation.
- The combination of social disconnection and disorder, new protection and survival challenges and multiple stressors negatively impacts young people's sense of self as well as their sense of safety and frequently leads to reduced [psychosocial well-being](#).



While these protection outcomes are relevant for all young people, particular attention should be paid to identifying and including those who are marginalised or excluded. Young people face different protection concerns due to their age, gender, sexual orientation, ability/disability, religious beliefs, ethnicity, refugee or documentation status and/or living arrangements, amongst others. We must also consider how these characteristics intersect to increase/decrease their vulnerabilities and risk factors. For more information on identifying vulnerabilities and risks, see [4.2 Situation Analysis](#).

The following sections provide a brief description of each of the three protection outcomes and why they are important for young people. More guidance on how to achieve these outcomes is provided in [Section 4: The Game Plan](#).

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Note: Throughout this document, various references will be made to ‘[psychosocial well-being](#)’ and ‘[psychosocial support](#)’. The first is an *objective*, a state of emotional, mental and spiritual health. The latter is the *means to reach* the objective, a methodology that addresses the emotional, mental, and spiritual needs of young people.

2.2.1 Social Inclusion

“Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.”⁸

Adolescence is already a stage of life in which people often find it difficult to participate fully in the economic, social, political and cultural lives of their communities. When young people are forced to leave their homes, they experience a disruption of the routines and relationships that connect them to their peers, families and communities. This disruption can lead to increased marginalisation and disengagement (referred to as *social exclusion*), which in turn can contribute to making young people more vulnerable to abuse, exploitation and neglect.

Social inclusion is, therefore, one of the leading protection outcomes that Sport for Protection programmes can achieve for young people in forced displacement settings. By engaging them and creating leadership opportunities through sports, Sport for Protection programmes can be the vehicle for young people to become empowered and identify and claim their rights, ensuring that they can positively contribute to their communities, access the services they need and participate fully in the processes that concern them⁹.

 See 4.1.1 for more guidance on promoting the [Participation of Adolescents and Youth](#).

Specific groups of young people are even more vulnerable, and special attention should be paid to their situations. **Adolescent girls and young women, LGBTI young people and young people living with disabilities** are frequently marginalised before, during and after forced displacement. Individuals who identify with more than one of these categories face increased protection risks and vulnerabilities. For example, adolescent girls with disabilities who live in extreme poverty face three to four times the risk of sexual violence than those without these characteristics. In these cases, the impact of social inclusion can be particularly transformative.

Below are some examples of how Sport programmes can be tailored to more specifically engage marginalised groups to promote social inclusion.

Adolescent Girls and Young Women

Adolescent girls and young women’s involvement in sports may foster family or community resistance, so mitigation strategies should be used, such as:

- Hiring female coaches;
- Conducting home visits to parents; and
- Dialoguing with key decision makers in culturally-appropriate ways.



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Box 2.2.1.1 Good Practice Example: [PeacePlayers International, Middle East](#)¹⁰—Recruitment Strategies to Encourage Gender Inclusion

In Jerusalem, PeacePlayers International, Middle East targets participants from a range of socio-economic and religious backgrounds. To increase girls’ enrolment among communities where female participation in sports is less common, certain considerations and aspects of programme design are emphasised:

- Providing sports equipment and culturally-appropriate apparel for girls and young women;
- Ensuring private playing space (out of view of men and boys);
- Recruiting younger girls (older adolescents have higher sport drop-out rates); and
- Increasing family buy-in by engaging them in the process (home visits, etc.).

These changes in recruitment strategy significantly increased girls’ enrolment in the programme.

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LGBTI

Lesbian, Gay, Bisexual, Transgender, and/or Intersex (LGBTI) young people face high levels of stigmatisation in most parts of the world, including in forced displacement settings. Some LGBTI young people may be displaced *because* of their gender identity. *Sensitising coaches to the challenges that LGBTI issues* young people are facing and teaching them to create safe spaces for self-identification and meeting peers is essential for LGBTI young people to access the support that they may need. In settings where identifying as LGBTI could endanger young people, consider the following mitigation strategies:

DO NOT:

- Ask young people to self-identify. If a young person voluntarily self-identifies, keep the information confidential.
- Designate programmes, activities or spaces specifically for LGBTI.

DO:

- Keep all conversations confidential.
- Initiate discussions that foster respect for people's differences. Begin with low-pressure, humorous topics such as favourite foods or colours and gradually move to more serious topics with the goal of understanding another's perspective without making value judgements on that person.
- Become familiar with local resources that can assist LGBTI young people who are facing daily challenges

Disability

The term 'disability' covers a wide range of challenges: physical, cognitive, mental, developmental and psychosocial. Disabilities may be permanent or temporary. Regardless, each type of disability can create unique barriers that prevent young people from fully integrating into their peer group and the community at large.

Sport for Protection programmes have the potential to increase levels of social inclusion, physical health and empowerment for young people with all kinds of disabilities. However, the physical and social barriers in many forced displacement settings often exclude people with disabilities from sport and other community activities. These barriers can be overcome by:

- Training coaches to include young people with disabilities;
- Adapting sports and games to be inclusive (See [4.3.5 Developing Sports and Recreational Activities](#) for more information and [Annex 3.5 Tools for Social Inclusion](#) for tools);
- Supporting peer-to-peer engagement and encouragement;
- Involving people with disabilities in all aspects of sports programming, including leadership; and

- Conducting education programmes to sensitise the community to the needs of people with disabilities.

Box 2.2.1.2 Good Practice Example: Training Coaches and Adapting Sports and Games are Key to Successfully Integrating Young People with Disabilities

Cedra was a female coach in Azraq Camp, Jordan at a 'girls only' Makani Centre that used multi-sport activities and arts. Her training in disability inclusion helped her to engage and include young people with disabilities. She shared the story of a 13-year-old girl with a visible disfigurement:

"At first she would only sit inside and never participate. I engaged her myself, sitting and talking with her every day, and this encouraged the other children to participate with her—she loved drawing and dancing. She was feeling isolated and these activities helped her feel included, having people around her. The other children came to know she is one of them. This helped her overcome her challenge of isolation."

Other hard-to-reach young people

Young people can live in hard-to-reach locations in cities and urban settlements or remain unseen in large refugee or displaced persons camps. They may live far from services or may work or care for other family members. Sometimes their family members 'protect' them by keeping them at home and away from school and other social activities. These young people can also benefit from Sport for Protection programmes that focus on inclusion. Programmes should try wherever possible to accommodate the needs of these groups.

Cross-cutting: Social norms and harmful practices

Some social norms and harmful practices (e.g. early marriage, child labour, racial or religious prejudice, gender inequality, etc.) serve to isolate and marginalise young people. The protection of young people depends upon changing the attitudes and behaviours arising from harmful and oppressive norms and stereotypes. Sport for Protection interventions have the potential to deliver positive, lasting change. These efforts require concurrent engagement at all levels: individuals (including young people), families, friends, communities and society at large.



For more information, see [4.3.5.2 Planning Activities to Promote Social Inclusion](#).



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2.2.2 Social Cohesion

“Social cohesion refers to the ties which hold people together within a community (including the degree to which they interact; share common cultural, religious or other social features and interests; and/or are able to minimise disparities and avoid marginalisation).”¹¹

War, armed conflict and other emergencies create large movements of people, looking for safety. Wherever these people end up settling, the surrounding ‘host community’ may have a different national, ethnic, cultural and/or religious make-up. Stereotyping, lack of trust, and fear of difference can become common problems in these high-stress situations that are often marked by a lack of reliable information and scarce resources. When individuals or groups of young people are excluded from—or specifically targeted by—members of a community, their potential to contribute positively to the community is negatively impacted.

Research conducted with refugees and others in resettlement contexts reports that sports programme participants felt an increased sense of belonging.¹² A sense of belonging helps adolescents and youth face challenges in a positive way and may also impact young people’s integration by facilitating language acquisition and expediting access to services.¹³ Field research indicates that sports programmes can even impact social systems at the family and community levels.

Box 2.2.2.1 Good Practice Example: Using Sport to Reduce Inter-Ethnic Conflict

Participatory research with youth from different ethnic groups engaged in **PlayOnside (PO)**¹⁴ activities in Northern Thailand highlighted the success of cooperative skill-building in contributing to reduced inter-ethnic conflict. The success was achieved by encouraging special social cohesion skills such as:

- Ensuring teams were composed of multiple ethnic groups; and
- Requiring youth to pass the ball a minimum number of times (e.g. to members of their own team, often from different ethnic groups) before shooting.

Change is not immediate. It is important to allow time for relationships to form and prejudices to shift. Consistent, purposeful sports that aim to engage *all* young people may create significant positive impacts on families and communities by:

- Facilitating cultural exchange;
- Promoting peace-building principles;
- Building capacity of young people and others to reduce inter-ethnic conflict between participants through conflict resolution training and other resources;
- Increasing social engagement between hostile communities (e.g. during practice, games, etc.); and
- Transforming mutual perceptions.



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In contrast, imposing peace-building strategies from the ‘outside’ may prove harmful or ineffective. For example, simply placing individuals from different groups on the same team will not automatically ensure social cohesion. On mixed teams, girls and other marginalised players are often placed in positions that are considered ‘inferior’, like defence, while boys play the ‘important’ positions, like forward and midfield. This only perpetuates existing power imbalances. It’s important to consider these challenges when designing a programme and be vigilant for any imbalances during implementation. Employ strategies such as:

- Engaging adolescents, youth and other stakeholders in identifying and strengthening local strategies for creating peace and handling conflict and adapting these strategies to the sports context;
- Ensuring all participants rotate through each position over the course of the programme;
- Distributing roles on teams evenly; and
- Identifying each player’s strengths and acknowledging them before the team.



For more information, see [4.3.5.3 Planning Activities to Promote Social Cohesion](#).



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2.2.3 Psychosocial Well-Being

“Psychosocial well-being is the positive state of being where an individual thrives. It is influenced by the interplay of psychological and social factors. Psychological dimensions include internal, emotional and thought processes, feelings and reactions. The social-interactive domain also includes relationships, family and community networks, social values and cultural practices.”¹⁵



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Young people’s levels of social inclusion and social cohesion, along with many other factors, impact their psychosocial well-being. Exclusion and conflict put stress on adolescents and youth, especially in forced displacement settings, and the impact can be very profound. The cumulative effect of stressors such as exposure to violence, flight from their home and lack of security can become toxic, even to the point of altering the structure of the brain.¹⁶

Sport for Protection offers a unique combination of supportive relationships and physical exercise that can support young people’s psychosocial well-being by improving mood, concentration and self-confidence, thereby mitigating the effects of stress and depression.

Resilience

One measure of young people’s psychosocial well-being is their *resilience*, or their ability to ‘bounce back’ from setbacks and personal difficulties. Many factors contribute to making a person more or less resilient within their immediate and extended environments, and resilience varies greatly from individual to individual. It may seem obvious, but it is easy to forget: Young people are not all alike. Their stage of life, their individual neurobiological development, their degree of

exposure to toxic stress¹⁷ at sensitive stages, the degree of support they receive and from whom, the community supports available and the societal expectations of diverse groups of young people will all affect their resilience in any particular moment. Those who experience greater marginalisation or face chronic adverse events, such as sexual violence, bullying or harassment, will also face greater risks of depression, anxiety and other mental and physical concerns.

Four core factors can enhance young people’s resilience:

1. The presence of at least one supportive relationship with a trustworthy (significant) adult;
2. A realistic sense of self-efficacy (i.e. confidence in their ability to accomplish goals and influence the direction of their life);
3. Opportunities to develop practical everyday skills and self-control; and
4. Connection to sources of faith, hope and cultural traditions.

Sport for Protection programmes can proactively create opportunities in these areas to strengthen young people’s resilience.

Box 2.2.3.1 Good Practice Example: Combining Sport and Culture to Strengthen Psychosocial Well-Being

“Soccer helps us find physical release, stay in good health and make friends. We then use some of these physical skills in our Karen dance programme where we can connect with our Elders and learn cultural strengths from our heritage. Sport, social media and our traditional culture make a powerful combination.”
(Karen girl, 16, focus group discussion, Thailand)¹⁸

Resilience can be strengthened at any age but especially during adolescence. Confronting young people with small, manageable challenges (e.g. learning to dribble a basketball) bolsters their resilience and prepares them to successfully weather greater challenges or stressors. Similarly, when young people connect with coaches and other trustworthy adults with whom they can create stable relationships, it provides them with the emotional support they need on and off the field of play. All of this supports young people’s psychosocial well-being.

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Sports-related activities have a number of characteristics that inherently support young people's psychosocial well-being:

- **Regular physical exercise.** Sport promotes psychosocial health by increasing attention span, developing awareness of oneself and others, sharpening decision-making skills and building one's mental and emotional flexibility.
- **Development of physical skills.** Success in physical activities strengthens body and mind and builds confidence. Self-confidence and self-efficacy are both key to resilience and psychosocial well-being.
- **Stress-reduction practices.** Sport activities such as yoga and martial arts include an emphasis on 'mindfulness', a non-judging awareness of

moment-to-moment existence. These practices help young people reduce stress, develop sustained attention, engage in less reactive behaviours and demonstrate more reflective decision-making skills.

- **Programmes that actively build executive function and self-regulation skills.** Sport of any kind heightens self-awareness, self-regulation and the ability to assess and adapt to situations. *Sport for Protection* also cultivates executive function (the mental skills required to accomplish tasks) by including young people in goal-setting, planning and monitoring activities.

 For more information, see [4.3.5.4 Planning Activities to Promote Psychosocial Well-Being](#).



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2.3 Protection Principles & Safeguarding: How do we keep young people safe?

The theory of change is built on the concept of a **safe and supportive environment**. This includes creating an environment that is both physically safe (providing young people with accessible, danger-free routes to and from sporting activities) as well as psychologically safe (e.g. ensuring there's no bullying). Facilitators and coaches should be trained on basic first aid in case of minor injuries as well as on how to effectively communicate with young people. To establish such an environment, toolkit users must begin by applying *protection principles* and by *safeguarding* young people from harm.

Note: *Protection and safeguarding are not the same thing. Protection is about supporting young people's rights and well-being. Safeguarding is about keeping young people safe while they interact with your organisation. Both are essential elements of Sport for Protection programmes.*

A **safe and supportive environment** should also ensure the positive engagement of young people with the other stakeholders within the wider society. This is why coordination and advocacy with the humanitarian community are also important.

 For more information, see [3.3 Protection Systems Strengthening Approach](#).



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2.3.1 Guidance on Protection Principles

Protection is concerned with the safety, dignity and rights of people affected by armed conflict and disaster. It is central to all humanitarian action, because it helps people avoid or recover from violence, coercion and deliberate deprivation. The 2018 Sphere Standards¹⁹ focus on three protection principles: *Prevent*, *Respond* and *Remedy*, briefly described below.

Prevent: Enhance the safety, dignity and rights of young people and avoid exposing them to further harm. Some examples of activities under this principle include:

- Providing an adequate number of coaches and facilitators and training them on recognising the risks some young people are exposed to because of their race, gender, age, religion, disability, sexual orientation, social background and/or culture;
- Training young people on how to keep themselves and others safe, handle difficulties, and evaluate current and future threats in a positive and realistic manner;
- Teaching young people about their rights and about sources of help if they have concerns; and
- Conducting activities in safe and secure spaces, ensuring that the activities are safe for all participants and taking injuries, health issues, psychosocial well-being, weather conditions and infrastructure into account.

Respond: Reduce the impact of harm from violence, coercion, deliberate deprivation and other threats. Some examples of activities under this principle include:

- Setting rules for participation with young people;
- Establishing a process for dealing with complaints in a fair and transparent way that includes an appeals process; and
- Developing a referral system for participants that may need additional support.

Remedy: Assist young people to claim their rights and access appropriate remedies. Some examples of activities under this principle include:

- Establishing clear procedures with step-by-step guidance on actions to take if there are concerns about a young person's safety or well-being, both within the organisation and externally;
- Establishing systems that support young people, volunteers and staff during and following an incident, allegation or complaint;

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- Developing contacts with relevant youth and child protection agencies, NGOs and community groups that provide support on youth development and child protection at national and/or local levels; and
- Educating young people and their families about the aftermath of a disclosure in an easily-understood format and language.



For additional guidance, see [Annex 2 Applying the Protection Principles](#).

2.3.2 Guidance on Safeguarding

Sport provides a context that can enhance the overall protection of young people. Coaches and other supporting adults have the potential to develop young people's sense of trust and security and to meet critical emotional needs.

At the same time, the power differential²⁰—or the imbalance of power—between the adults delivering the programme (e.g. coaches) and the young people participating in it can expose adolescents and youth to risks of violence and abuse. Violence and abuse in sport can result from a number of factors in addition to the power dynamics, including:

- The character of those involved in sports (particularly coaches);
- The vulnerability of the young people concerned;
- The coach-athlete relationship;
- The culture of sport; and
- The institutions that oversee and regulate sport (i.e. sports clubs or federations).

To avoid and mitigate violence and abuse of young people in Sport for Protection programmes, safeguarding policies must be carefully developed and followed. These policies must address:

- The vetting and hiring of personnel (i.e. coaches and other staff that have contact with young people);
- The design and implementation of the programme itself; and
- The procedures for reporting and addressing any breaches in young people's safety.

All programme staff, volunteers and partners must understand the safeguarding policies and affirm their commitment to them in writing. Most forcibly-displaced young people have already experienced extreme adversity and exposed to multiple risk factors. Those who deliver Sport for Protection programmes must be dedicated to posing no further harm to them.

Tool 2.3.2.1 Checklist for Safeguarding

- **Involve young people** in developing safeguarding policies and procedures using adolescent/youth-friendly language.
- **Involve young people** in sharing safeguarding policies and procedures with peers.
- **Consider the risks facing your organisation.** Organisations implementing a sport programme—especially a Sport for Protection programme—must develop and enforce a safeguarding policy to address risk factors. Are there potential risks that you have not yet identified or fully acknowledged? What risks might lie on the horizon? Consider these questions in light of the needs of young people and your organisation's existing culture, capabilities and resources.
- **Develop your policy.** The time and attention required to write organisational policies dealing with prevention and response to abuse are well worth it. The worst thing that can happen to an institution is to have a crisis—a complaint of active abuse in the organisation—and have administrators scrambling for a way to respond.
- **Develop procedures for responding to safeguarding concerns.** A protection policy for young people should outline how the organisation intends to deal with complaints.
- **Promptly respond to all complaints.** Follow these good practices when responding to an allegation of abuse:
 - **Direct the person to a designated staff contact** with the experience and training to handle a complaint.
 - **Presume the person is telling the truth.** Listen respectfully, take good notes and get contact information. Explain what will happen next: There is a policy, and it will be followed.
 - **Report.** All referrals for investigation—whether to law enforcement or child protective services—should be documented by your organisation.
 - **Investigate.** Typically, an investigation of abuse should be handled by the proper authorities.
 - **Remove the accused,** at least temporarily, while a credible accusation is investigated by the proper authorities.
 - **Act with confidentiality.** Do not share information unnecessarily. The privacy of the person making the complaint, as well as the privacy of the accused, are both on the line.
 - **Prepare to deal with the public.** Not every complaint will result in a media inquiry, but consideration must be given to the need for a public response.



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Box 2.3.2.2 Safeguarding Young People in Sports— Key Resources

- [The International Safeguards for Children in Sport](#)²¹ includes guidance on the step-by-step process of developing, enforcing, and monitoring safeguarding policies with accompanying tools. We highly recommend that organisations follow this guidance, downloadable [here](#) in 11 languages.
- [Keeping Children Safe](#)²² offers training materials on safeguarding for organisations and supports organisations to strengthen their safeguarding measures.
- [UNICEF UK](#)²³ has taken the lead in coordinating a group that is working to make sport safer for children all over the world.
- [The Child Protection in Sport Unit \(CPSU\)](#)²⁴ is a partnership between the NSPCC, Sport England, Sport Northern Ireland and Sport Wales.
- [Toolkit for International Federations and National Olympic Committees Related to Creating and Implementing Policies and Procedures to Safeguard Athletes from Harassment and Abuse in Sport](#)²⁵ aims to place athletes at the heart of the Olympic Movement and assist National Olympic Committees (NOCs) and International Federations (IFs) in developing policies and procedures to safeguard athletes from harassment and abuse in sport.

- **Follow up** with the presumed victim, the accused and other stakeholders to communicate next steps.
- When the matter is concluded, **debrief with key staff and counsel** for lessons learned. Be prepared to evolve and revise, re-screen and re-train.
- **Communicate compassionately with victims and the wider community.** A large majority of abuse complaints have some basis in fact. Policies should therefore be written and implemented with the assumption of the alleged victim’s truthfulness.
- **Focus on prevention and education.** Prevention raises barriers to abuse by focusing on the recruitment and training of staff and volunteers who serve young people, creating awareness of the need to safeguard and protect young people participating in sports, encouraging reports to agency officials and public authorities, and holding everyone accountable for creating and maintaining a safe environment.
- **Work with partners.** Working with partners on safeguarding ensures that there is a coordinated approach to safeguarding young people.
- **Monitor and evaluate.** Organisations need to recognise patterns of risk, know if safeguarding is effective, and identify areas for improvement and adaptation.

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Effective protection and safeguarding policies and procedures enable sport to enhance the overall well-being of young people.

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3. The Court

What are the approaches that underpin Sport for Protection programmes?



III. The Court: What are the approaches that underpin Sport for Protection programmes?



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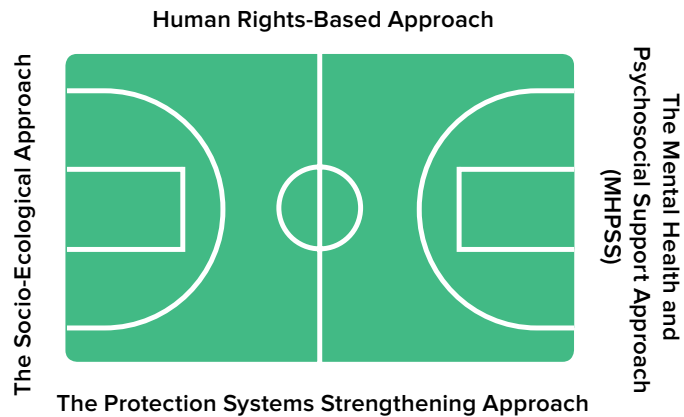
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Like the four sides of a court or sports pitch, Sport for Protection programming is framed by four underlying approaches:



- The **Human Rights-Based Approach** acknowledges that all young people—regardless of age, gender, ability, religion, race, political views, or documentation status—are endowed with rights by virtue of their humanity and deserve to have those rights affirmed and protected.
- The **Socio-Ecological Approach** considers the various forces—people, institutions and norms—that interact with young and influence their well-being, either positively or negatively.
- The **Protection Systems Strengthening Approach** identifies formal and informal systems that serve to protect young people from harm and looks for ways to connect them.
- The **Mental Health and Psychosocial Support Approach (MHPSS)** supports psychosocial well-being by coordinating actors to provide the full range of supports for young people.



Note: The **Protection Systems Strengthening Approach** and **Mental Health and Psychosocial Support Approach (MHPSS)** are similar in that they both utilise formal and informal protection systems to enhance young people’s general well-being. However, the MHPSS places significant emphasis on the mental health of young people and the unique services required to support it, while the former is concerned with strengthening the capacities of, and linkages between, the different actors and entities that promote protection outcomes.

3.1 Human Rights-Based Approach

According to the Human Rights-Based Approach, all people are entitled to minimum standards of well-being that are expressed in human rights agreements. This approach recognises that people are active rights-holders and that States are the primary duty-bearers against whom claims can be held.²⁶

To understand the Human Rights-based Approach, it is helpful to consider ‘fair play’ in sports. According to the [Declaration of the International Fair Play Committee](#), “Fair play is much more than following the rules of the game; it’s about the attitude of the sportsperson. It’s about respecting your opponent and preserving his or her physical and psychological integrity. Sports people that empathize with their opponents play fair”.²⁷ In other words, fair play is the foundation upon which sport is built.



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Fair play is much more than following the rules of the game; it’s about the attitude of the sportsperson.

In a similar way, the Human Rights-Based Approach provides a guiding vision for Sport for Protection—the minimum standard of well-being—and the programming tools (preventative, responsive and remedial) required to achieve it. Processes—what you do—and outcomes—what you achieve—are equally significant when applying a rights-based approach.

Some examples of how you might apply a Human Rights-Based Approach to Sport for Protection programmes include:

- Introducing coaches, young people and their communities to human rights principles through play and sport with peers.
- Supporting adolescents and youth to identify ways in which human rights influence how they play sports and live in community and discuss how they can assess/adjust their actions according to those principles.
- Using sport as a mechanism for justice and social change. For example, encourage young people to use sport to challenge discriminatory and exclusionary social norms (i.e. identifying groups of young people that are not participating, determining causes, and finding safe and fun ways to integrate them).
- Using sporting events as a platform to advocate for human rights (e.g. performances by young people that promote gender equality and disability inclusion).

Box 3.1.2 Good Practice Example: Adapted from *Because I am a Girl*²⁸

Through access to education and Plan International-supported peer groups, adolescents are learning about their rights. Plan's programming encourages group discussions and other activities to help break down gender stereotypes, bolster confidence and empower adolescent girls to challenge conventional norms. One participant, Keya, has found karate to be a tool for both self-defence and empowerment: Keya is inspiring other girls to stand up for their rights and is working with local leaders to help end child marriage in her community. As a result, authorities now respond to reports of child marriage.

Tool 3.1.1 Checklist for Applying the Human Rights-Based Approach

- Adopt a participatory approach to project design, implementation, monitoring and evaluation.
Conduct the situation analysis:
 - Examine the rights of adolescents and youth in order to understand their unique situation.
 - Focus on the protection outcomes to be addressed: social inclusion, social cohesion and psychosocial well-being.
 - Analyse the role that sport plays in strengthening the realisation of young people's rights.
- Provide age- and developmentally-appropriate guidance:
 - 10–14 years old: Introduction to human rights principles, play and sport with peers, and creating healthy communities.
 - 15–17 years old: Application of human rights principles, support for adolescents and youth to identify ways in which human rights influence how they play sports and live in community and to discuss how they can assess/adjust their actions according to those principles.
 - 18 years old and above: Utilisation of sport as a mechanism for justice and social change. For example, encourage young people to use sport to challenge discriminatory social norms by including young people from excluded groups (e.g. identifying groups of young people that are not participating, determining causes, and finding safe and fun ways to integrate them).
- Train all involved in programme development and design (e.g. coaches, trainers, volunteers, young people) on the rights of adolescents and youth.
- Encourage all young people to apply a rights-based approach to their daily lives.
- Use sporting events as a platform to advocate for human rights (e.g. performances by young people that promote gender equality and disability inclusion).

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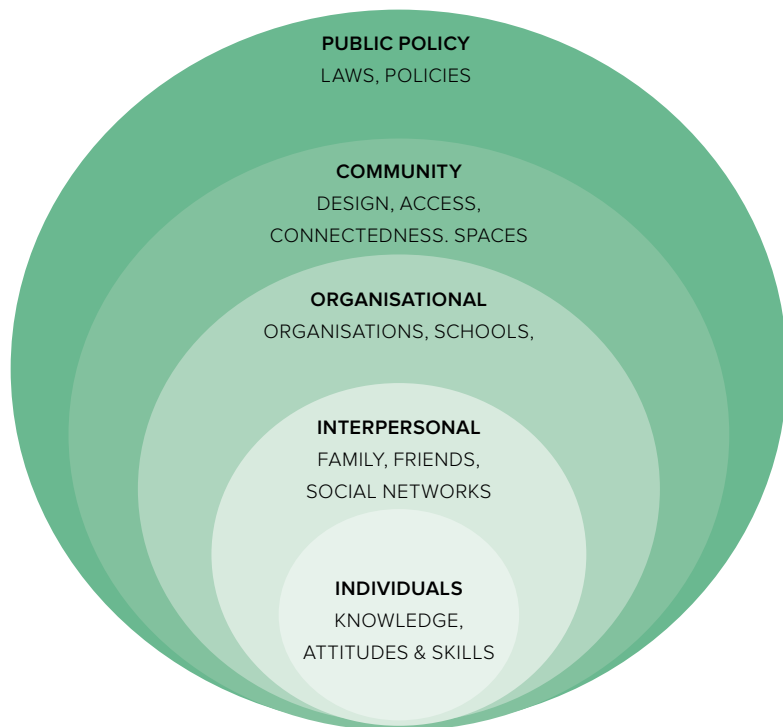
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3.2 Socio-ecological Approach

A Socio-Ecological Approach considers the complex interplay between individual, interpersonal, organisational, community and public policy. It allows us to understand the range of factors that put young people at risk or protect them from harm. The overlapping rings in the model illustrate how factors at one level influence factors at another level.²⁹

Imagine an adolescent refugee girl. She loves to run and is naturally gifted. For her to compete at a professional level will take more than skill and passion, however. The support—or lack thereof—that she receives from her family, the opportunities for competition—or lack thereof—in her school, the community’s view of girls in sports and the greater public policies surrounding girls, athletics and employment will all impact whether she ever gets a chance. This is the Socio-ecological Approach in action. As you can see in the diagram below, this approach recognises that people’s ability to succeed depends on various levels of influence and seeks to understand and impact each of those layers.



Some examples of how to apply the Socio-Ecological Approach include:

- Designing sports programmes that also include lifeskills-building activities and considering the specific needs of girls and other marginalised groups when planning;
- Engaging caregivers in all aspects of the programme (e.g. by conducting household visits), particularly in settings where girls and other marginalised groups are not typically encouraged to play sports;
- Engaging community members and leaders in all aspects of programming (e.g. by creating a local advisory group of leaders and young people to advocate for supportive policies for young people); and
- Using sport as a vehicle for opposing negative policies (e.g. between half-time, have a group of young people perform a short play challenging discriminatory policies).

Socio-ecological Approach Example

Let us imagine you’re trying to address bullying within a sport team. It is not enough to ask “why are these young people bullying others”, as that question does not take into account all the layers of influence. One must examine how the socio-ecological environment exposes adolescents and youth to bullying and other forms of violence and what protection mechanisms need to be strengthened at each level to protect young people from either being bullied or bullying others. This process requires the direct participation of young people.

The Scorecard is one example of how to use the socio-ecological model to ensure greater protection outcomes in targeted communities. It is a participatory tool that helps coaches and practitioners work together with young people to help identify existing protective factors that can be strengthened to reduce risk factors on a team.


 The Scorecard tool can be found in [Annex 1.2 Socio-Ecological Approach](#).

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Tool 3.2.1 Checklist for Applying the Socio-Ecological Approach


- Identify risks and protective factors** in assessments.
- Mitigate the risks and strengthen the protective factors** identified in the assessment (e.g. create opportunities for young people and supportive adults to play together).
- Design sports programmes with concurrent lifeskills-building activities.** Be sure to consider the specific needs of girls and other marginalised groups when planning.
- Engage caregivers** in programme design, development, implementation, and evaluation. Conduct household visits, particularly in settings where girls and other marginalised groups are not typically encouraged to play sports).
- Encourage peer-to-peer relationship-building:**
 - Create peer or group systems that meet regularly.
 - Train older young people to mentor younger ones.
 - Tailor games and activities to promote social cohesion, team-building, communication skills, etc.
- Engage community members and leaders** in all aspects of programming:
 - Hold stakeholder planning and evaluation meetings with local government leaders, NGOs, faith leaders, adolescent and youth leaders and others.
 - Create a local advisory group of leaders and young people to advocate for supportive policies for young people.
- Examine the physical environment:** Identify, assess and modify available sporting spaces for safety and inclusivity.
- Ensure organisational support** by including child protection and human rights representatives in trainings of staff/coaches.
- Advocate for rights-based policies:**
 - Dialogue with stakeholders (including young people) to identify policies that violate human rights principles and consider ways to advocate for change.
 - Use sport as a vehicle for opposing negative policies (e.g. between halves of a match, have a group of young people perform a short play challenging discriminatory policies).

“Building youth protection through sports goes beyond skills learned on the football pitch and involves developing trusting relations with parents, engaging local community leaders and helping strengthen local public policy.” (Municipal Sports Manager, Key informant interview, Medellin, Colombia).³⁰



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The Socio-Ecological Approach considers the complex interplay within and between individuals, organisations, communities and states.

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3.3 Protection Systems Strengthening Approach

The Protection Systems Strengthening Approach involves any actions to strengthen informal and formal systems that protect young people—through their components, functions, and interactions—with the aim of maximising the quality and impact of these efforts.³¹

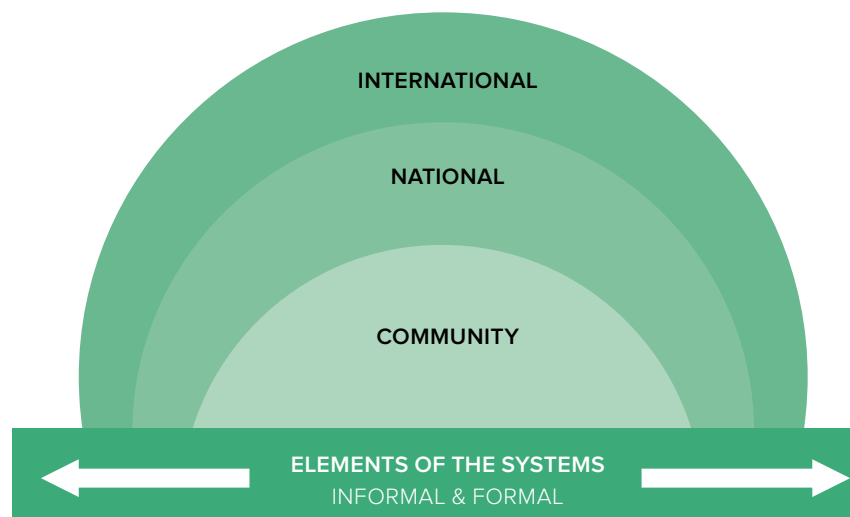
To understand the protection systems strengthening approach, we can compare it to a team sport. We have certain minimum *components*: players, equipment, playing space. Each of these individual components has value, but it is only when they interact to achieve a specific goal—to win the game—while following a prescribed set of rules that they become a *system*, a team sport.

Protection systems work on the same principle. The minimum ‘components’ might include:

- Legal and policy frameworks;
- Prevention and response activities;
- Human and financial capacities;
- Advocacy and awareness-raising;
- Coordination; and
- Knowledge and data.

The functions and interactions of these components differ in each context, so Sport for Protection programmes or projects must be carefully tailored to the existing context to best protect young people. Protection systems are complex in nature, with many interacting parts that are all capable of influencing the outcomes.

‘Formal’ protection systems are often government-led and include social welfare, justice and other programmes to protect young people. It’s important to remember, though, that these are not always accessible to forcibly-displaced people, including young people. ‘Informal’ protection systems are rooted in communities and include community and religious leaders, teachers, parents and coaches; they may or may not be connected to formal protection systems. As highlighted in the diagram below, and described in the example of a team sport, the systems work best when they work together or build on each other.



Sport for Protection programmes should come from the community and, wherever possible, collaborate with and promote the use of formal systems services. **When connecting formal and informal protection systems**, ask yourself:





- How well do formal aspects of the protection systems—for example, government laws and social welfare actors—fit the local context? Do they build upon the social systems and local people that already serve as protective factors for young people?
- Do people actually use formal means when severe cases of violence occur, or do they rely more on family and community supports?

Some examples of how to apply a Protection Systems Strengthening Approach include:

- Understanding the systems—both formal and informal—within which the Sport for Protection programme will exist and how it will relate to these;
- Identifying adults from formal and non-formal protection systems whom young people respect, providing them with basic training in psychosocial support and mobilising them to volunteer for the programme; and
- Strengthening the connection between the formal and informal parts of the protection systems (e.g. provide local coaches with training on formal referral systems, key contact personnel, etc.).



For a case study on this approach, see [Annex 1.3 Protection Systems Strengthening Approach](#).

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Tool 3.3.1 Protection Systems Strengthening Approach Checklist





Adapted from: [Adapting to Learn, Learning to Adapt](#).³²



- Know and understand the context and any systems within the context.**
 - What systems exist for preventing and responding to the protection risks faced by young people—the young people themselves, family, community, NGO, State-level responses?
 - Who are the leaders?
 - What are the goals of those protection systems? How do they interconnect?
 - What funding exists for protection promotion, prevention and response?
 - How do socio-cultural norms affect perceptions of different ethnic, racial, social, political, economic, religious, linguistic, gender or other marginalised groups?
- Recognise, acknowledge and understand the full range of actors.**
 - Are the needs of diverse young people recognised in this setting?
 - How do young people perceive and respond to the risks, threats and protection concerns they face? To whom do they go?
 - How do families and communities avoid, prevent or respond to protection risks related to their young people?
 - Who accesses protection systems and how? Are some young people excluded or less well-served?
 - How do protection systems link with others (e.g. education, health, food, etc.)?
- Examine the position and role of your agency and of other actors within the systems.**
 - What is the role of humanitarian actors? How may they strengthen or weaken the system?
 - What is the role of Sport for Protection programme staff and coaches in protection systems?
 - What do others expect of your organisation and coaches?

- Take a more systems-led approach.**
 - How can a Sport for Protection programme connect with and strengthen existing protection systems?
 - What actions can prevent future protection concerns from arising? How does Sport for Protection, in particular, accomplish that?
 - Do monitoring, evaluation, accountability and learning mechanisms of the systems have a long-term perspective?
 - Are Sport for Protection programmes aligned with these mechanisms?
 - Are there complaint and feedback mechanisms in place that reach all levels in all systems? Are the Sport for Protection programmes connected to them?
 - Can your organisation take an iterative learning approach to implementation?



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3.4 Mental Health and Psychosocial Support Approach

The term *Mental Health and Psychosocial Support (MHPSS)* is used to indicate all activities aiming to protect or promote psychosocial well-being and/or prevent or treat mental health conditions through coordinated local or outside support.³³

When we implement Sport for Protection programmes in forced displacement settings, we interact daily with young people who are experiencing psychosocial distress arising from violence, loss, separation, fear and uncertainty. This stress can negatively affect young people's ability to function normally in a variety of settings, including home, school, work and social situations.

MHPSS uses proven strategies and resources to address the causes and the symptoms of mental and psychosocial distress. MHPSS identifies interventions according to four levels of need:

- Level 1: *Basic services and security* (provided by safety, access to basic services, etc.);
- Level 2: *Community and family supports* (for those able to remain functional with help from family and community supports);
- Level 3: *Focused, non-specialised supports* (provided by non-mental health specialists with some training); and
- Level 4: *Specialised services* (provided by mental health experts).

All services and supports should be provided in ways that are safe, that respect dignity for all and that strengthen personal and social coping mechanisms. All humanitarian assistance—including Sport for Protection programming—should be implemented with the goal of supporting the mental health and psychosocial well-being of young people in a coordinated fashion.

Note: Including young people with mental health conditions in Sport for Protection programmes can be beneficial for their well-being, but it should never be seen as 'treatment' or a replacement for more specialised services and support. In complex or severe situations, the involvement of a mental health specialist will be required.

Some suggestions for how to apply a Mental Health and Psychosocial Support Approach include:

- When conducting a baseline, include an assessment of the psychosocial well-being of adolescents and youth in order to understand their unique psychosocial strengths and needs;
- Consider holistic well-being—social, emotional, physical and mental—when developing objectives and outcomes for activities; and
- Train coaches on psychosocial support, psychological first aid and/or related skills even where there is a strong emphasis on competition.



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Consider holistic well-being—social, emotional, physical and mental—when developing objectives and outcomes for activities.

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Tool 3.4.1 Checklist for Applying a Mental Health and Psychosocial Support Approach

- ❑ Use the current Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial support in emergency settings guidelines (2007), and adapt to specific programmes and contexts.
- ❑ When conducting a baseline assessment, include exploration of psychosocial well-being of adolescents and youth in order to understand their unique psychosocial strengths and needs.
- ❑ Train leaders, coaches and facilitators in basic psychosocial support principles such as human rights and equity, participation, do no harm, building on available resources and capacities, and integrated and multi-layered supports.
- ❑ Train coaches and facilitators to recognise and use referral systems.

Suggestions specific to +Sports organisations:

- ❑ Consider holistic well-being—social, emotional, physical and mental—when developing objectives and outcomes for activities.
- ❑ Provide older youth with psychosocial training and encourage them to mentor younger peers and refer where necessary.
- ❑ Use and adapt existing manuals that promote the use of sports and games to achieve **psychosocial outcomes**.

Suggestions specific to Sports+ organisations:


- ❑ Coaches should receive training on psychosocial support and related skills even where there is a strong emphasis on competition.
- ❑ Develop older youth as junior coaches, providing opportunities for leadership and volunteering. Include training on psychosocial support and related skills.
- ❑ Consider the wide range of motives of young people for participating in sport when designing training and sport programs (e.g. love of competition, desire to be healthy, enjoyment in being part of a “team”, attempt to escape daily concerns, etc.)³⁴



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“Sports is more important in the camp because it relieves stress because of our situation. In Burundi, sure sport was important, but it was just to relax and have fun. Here if you don’t do anything, you get lazy, you just think about your situation here and what we left behind in Burundi, like our family. Here we always think about the hardships of life and that’s when we get in a bad situation. When we play, we think of players as your family, sport helps to relieve these burdens.” (21-year-old male from Burundi, living in Mahama Camp, Rwanda)³⁵

 For more information, see [Annex 1.4 Mental Health and Psychosocial Support Approach](#).

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4. The Game Plan

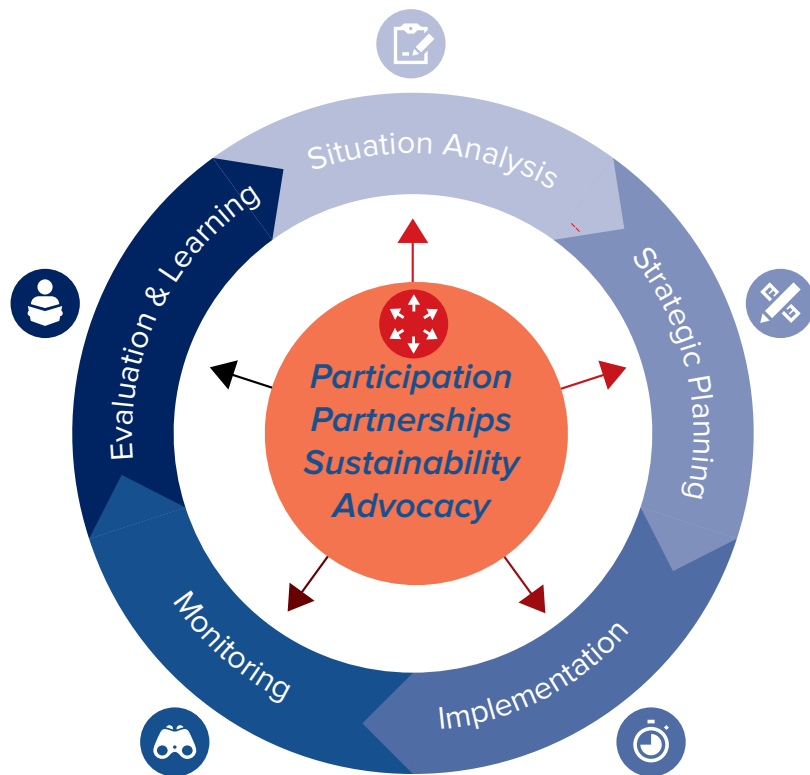
What are the practical steps for Sport for Protection programming?

4. The Game Plan: What are the practical steps for Sport for Protection programming?



Introduction: The Game Plan includes the fundamental strategies that a team uses to adapt to any tactical situation during a game. They consist of concepts that coaches use to focus their team's objectives and to evaluate their players' on-field performance.

Likewise, Sport for Protection programming relies upon the steps of the project management cycle—[Situation Analysis](#), [Strategic Planning](#), [Implementation](#), [Monitoring](#), [Evaluation and Learning](#)—to fulfil the same purpose.



- [Situation Analysis](#) provides information on the context (cultural, political, social, etc.). Gaining an understanding of a situation in order to identify the problems, their sources and consequences



- [Strategic and Operational Planning](#) uses the information gathered to define what you want to accomplish (often presented as a logical framework), refine methodology (how will you accomplish it) and select the duration of the intervention (when you want to accomplish it).



- [Implementation](#) is the phase when you put your plan into action and conduct the activities related to the project interventions.



- [Monitoring](#) involves ongoing data collection and analysis to determine what adjustments, if any, need to be made. It also includes



- the [Evaluation and Learning](#) of the ongoing or completed project or programme



Four key themes should influence each of the programming steps outlined above and are therefore considered **cross-cutting principles**. These are:

- The meaningful [participation](#) of adolescents and youth;
- [Partnerships](#) with a variety of formal and informal actors;
- A focus on the financial, social and political [sustainability](#) of the protection outcomes (and the programme); and
- [Advocacy](#) for policy and social change.



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Because they are fundamental components of every step of project management, these four cross-cutting themes will be explored in this section before examining the programme cycle management steps.

The programme cycle steps must always incorporate the principles and approaches outlined in the [theory of change](#), [protection principles](#) and [safeguarding measures](#) and the four development [approaches](#). Protection outcomes of [social inclusion](#), [social cohesion](#) and [psychosocial well-being](#) are achieved through applying all of the above and ensuring:

- A safe and supportive environment;
- Opportunities to build young people’s individual skills, capacities and resources;
- The positive and sustained support and mentoring of peers, coaches and others; and
- Meaningful engagement and leadership of young people in Sport for Protection activities.

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4.1 Cross-cutting Principles

4.1.1 Ensuring Meaningful Participation of Adolescents and Youth

Theory of Change Connections

- Are young people actively and meaningfully engaged in each aspect of Sport for Protection programming?
- Is there a mechanism by which young people's input is actively sought?
- Are young people being trained for leadership roles?

Protection Outcome Connections

- What actions are being taken to ensure optimal and safe participation by women/girls, LGBTI young people, young people with disabilities and other hard-to-reach or marginalised groups?
- What steps are being taken to foster social cohesion between different groups?
- Are young people engaging with their peers, families, and communities in ways that affirm their strengths and enhance their psychosocial well-being?

Young people should be at the heart of Sport for Protection. For this to happen, adolescents and youth should be engaged as active participants throughout the programme cycle. Not only does this make programmes more effective and impactful, but it is also a fundamental right of young people as affirmed in Article 12 of the UN Convention on the Rights of the Child, which states that children have the right to give their opinion about what will happen to them and that their opinion should be taken into account in proportion to their age and maturity.³⁶

Young people face unique physical, social and cultural obstacles to participation based on their status and circumstances. These obstacles can often be addressed through discussions with community leaders, parents and the young people themselves. For some, barriers to participation may arise from structural and institutional issues, such as deeply-rooted inequalities and socio-cultural norms.

These can also be explored through discussion, advocacy efforts, the development of action plans, and coordination with other actors, although these efforts may require additional sensitivity, specific methodologies and extra time.

Engaging Young People

Consistently supporting young people to meaningfully engage throughout the project cycle helps ensure that interventions meet their needs and interests. It also means that the programme has greater potential for achieving positive protection outcomes and lasting impact. The strategies in Tool 4.1.1.1 can help to ensure young people's meaningful engagement in the programme cycle.

Tool 4.1.1.1 Strategies for Meaningful Engagement of Young People

- Engage young people in every step of the project management cycle, from assessment to design to evaluation.
- Collaborate with young people who have a history of engagement with other programmes or sports activities.
 - Engage young people from your organisation's existing protection or sports programming (if any).
 - Encourage young people engaged in your programmes to recruit other young people, especially marginalised adolescents and youth.
 - Identify young people with leadership potential (including young women and other marginalised youth); provide leadership training and more targeted training on sports-specific, psychosocial, protection and human rights skills.
- Ensure the physical space and timing of activities meet the needs of participating adolescents and youth (e.g. avoid scheduling conflicts with school, work and family responsibilities; ensure access for young people with disabilities).
- Build upon existing community-engagement strategies for identifying young people who may want to be involved:
 - Ask actors present at community meetings or assessment sessions to recruit young people from their services.
 - Partner with schools for participants and space/facilities.
 - Describe the project, criteria for participants, and ways to contact or join the programme at community and inter-agency meetings.

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Box 4.1.1.2 Good Practice Example: UNHCR—Youth Initiative Fund³⁷

The **UNHCR Youth Initiative Fund** supports the potential of young people to be active protection actors through designing and implementing protection projects in their communities. Groups identify where they need additional capacity and are supported to conceive, design, implement and monitor projects. Although not solely focused on sports, participants have consistently used sports as a tool for social inclusion and social cohesion in the projects they have led.



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Understanding and Addressing the Economic Needs of Young People

In forced displacement settings, many young people are responsible for financially supporting themselves and/or their families. Sports programming that includes interventions to economically empower young people can both relieve their often precarious economic status and provide protection benefits.

Some ways to do this are:

- Use sports as the entry point for acquiring additional skills/employment;
- Combine sport and games with sessions on life skills and targeted vocations; and
- Partner with companies who are willing to accept young participants as trainees.

Access to economic opportunities is influenced by gender, ethnicity, nationality, dis/ability, family composition, etc., so it is important to include marginalised young people in economic programming. For more information, see [2.2.1 Social Inclusion](#) and [4.3.5.2 Planning Activities to Promote Social Inclusion](#).

Box 4.1.1.3 Good Practice Example: Sport for Kenyan Youth Employment³⁸

Sport for Kenyan Youth Employment (SKYE) integrates football into a dynamic, one-year training model that teaches financial skills, work readiness, and work placement. All young people who participate are ‘members’ of the MYSA football team. Sport serves as a gateway; SKYE and other programmes (arts, leadership academy, health education, etc.) are only offered to those young people already participating on a MYSA football team.

Box 4.1.1.4 Good Practice Example: Leadership and Economic Empowerment Pathways³⁹

Women Win has developed and supported partners in implementing a framework called **LEEP** (Leadership and Economic Empowerment Pathways). This framework guides organisations in creating pathways in their sport programmes that build the leadership and transferable life skills of participants so that when they complete the programme, they have the foundational skills needed to become employed, start their own business or continue on with education/vocational school.

Potential Barriers to Young People’s Participation

While the meaningful engagement of young people is paramount, forced displacement settings often present barriers to that engagement. The following are some common impediments and suggested strategies for overcoming them:

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| Potential Barriers to Meaningful Participation | Recommended Strategies for Engaging Young People |
|--|---|
| <ul style="list-style-type: none"> • Busyness of young people—they are often engaged in education, employment, or other livelihood activities. | <ul style="list-style-type: none"> • Meet with young people early in the process to learn about their schedule and commitments. • Divide young people into groups and have them write out their daily (or weekly) schedules and share; follow-up with a discussion determining the best times to meet. |
| <ul style="list-style-type: none"> • Meeting basic needs (housing, food, etc.) may be a priority, particularly if newly displaced or in a difficult period. | <ul style="list-style-type: none"> • Partner with organisations that meet displaced people’s basic needs. • Ensure young people have information about where to access basic services. |
| <ul style="list-style-type: none"> • Family expectations (e.g. time and safety considerations) and the roles and responsibilities young people have in their families. | <ul style="list-style-type: none"> • Conduct household visits and/or parent/community meetings during pre-planning to hear family concerns and collaborate with them on solutions. |
| <ul style="list-style-type: none"> • Language and other communication barriers may limit project effectiveness and young people’s willingness to participate in particular settings. • Young people may only speak their mother tongue and be unable to understand practitioners and/or others in the community. | <ul style="list-style-type: none"> • Provide staff and coaches with training in cross-cultural communication and use of interpreters. • Employ local field staff and coaches, preferably from the displaced population whenever possible. • Ensure there are staff and coaches who speak the language of the displaced young people. • Avoid using written materials (e.g. consent forms) unless certain that young people and/or parents are literate. |
| <ul style="list-style-type: none"> • Attitudes and values of staff or coaches in relation to young people may be a barrier to participation. | <p>Encourage positive attitudes and values among staff and coaches through:</p> <ul style="list-style-type: none"> • Rigorous interview processes; • Training on human rights; and • Respecting the rights of coaches and staff. |

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| Potential Barriers to Meaningful Participation | Recommended Strategies for Engaging Young People |
|---|---|
| <ul style="list-style-type: none"> • Accessibility issues for those with a disability. | <ul style="list-style-type: none"> • Select activities that can be easily adapted so those with disabilities can participate. • Choose accessible locations and reduce environmental barriers that may hinder access to a programming site. • See 4.3.5.2 Planning Activities to Promote Social Inclusion for more guidance. |
| <ul style="list-style-type: none"> • Fear of neighbours' disapproval (especially for parents of adolescent girls/young women who may believe participation will result in sexual activity, pregnancy and decreased marriageability). | <ul style="list-style-type: none"> • Assure caregivers of the physical and emotional safety of the girls while participating in the programme. • Educate caregivers (and the broader community) about all aspects of your programme and listen to their concerns. • Be absolutely transparent and honest at all times. • Give information to caregivers who lack knowledge on life skills issues or organise a session for them on the information that you provide to their daughters. |
| <ul style="list-style-type: none"> • Belief that the organisation is benefiting financially by young people's participation (perhaps at the expense of the community's financial well-being). | <ul style="list-style-type: none"> • Build more spaces for sport in the community. • Provide food at community events. • Supply household items, food or clothing for families in need of basic necessities. |
| <ul style="list-style-type: none"> • Desire of parents to participate in sport themselves. | <p>Invite caregivers to:</p> <ul style="list-style-type: none"> • Participate in or observe sessions occasionally; • Attend programme events (distribute official written invitations, which add importance); and • Establish their own sports team/programme. |

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4.1.2 Developing Partnerships

Theory of Change Connections

- How are young people encouraged to identify potential partners?
- Do young people have the ability/opportunity to communicate their needs to partners?
- Are there organisations run by young people that can be enlisted as partners?

Protection Outcome Connections

- Are there individuals that can serve as mentors for young athletes?
- Are there existing organisations that bring together diverse groups from the community that can partner with your programme?
- Who are the trusted individuals in the community who can assist in providing psychosocial support?

Creating meaningful partnerships with a variety of stakeholders is an essential way to ensure that any positive outcomes for displaced young people achieved by your programme are supported in the long term. This is sometimes referred to as the 'whole of society' approach, and it is highlighted in the [New York Declaration](#)⁴⁰ and the resulting [Comprehensive Refugee Response Framework](#) in the following points:⁴¹

- The engagement of 'formal' actors (government agencies, UN organisations, NGOs and INGOs) and 'non-formal' actors (young people, family, community, CBOs, faith organisations, private sector) can greatly contribute to the sustainability of a Sport for Protection programme.
- Partnership with government agencies greatly increases the post-programme sustainability of its intervention aims. (The exception may be in settings of civil conflict where the government is actively perpetrating/encouraging harm to young people.)
- Each potential partner has/will have its own priorities, strengths and weaknesses and should be assessed accordingly.

Essentially, the greater the sense of ownership of the programme and its activities in the local community, the more likely the programme will be accepted and sustained, even if the founding organisation eventually leaves the area. Selecting partners that share a common vision ([theory of change](#)) and have complementary strengths will increase the chances of long-term success.

Box 4.1.2.1 Good Practice Example: Golombiao: Colombia's [Game of Peace](#)⁴²

UNICEF Colombia's Sport for Development programme '[Golombiao: The Game of Peace](#)' involves families, key community members and local civil and political leaders in the social change and peace process. Golombiao is loosely based on football but has no referee: the participants mediate conflicts and self-regulate their games using rights principles, collectively deciding which team wins based on adherence to the game's principles. Golombiao has been incorporated into Colombia's national child protection strategy. Municipalities across the country widely promote 'The Game of Peace', and private-sector sponsors (e.g. coffee growers, producers of sporting equipment) ensure ongoing financial, material and administrative support for the programme.



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Selecting partners that share a common vision (theory of change) and have complementary strengths will increase the chances of long-term success.

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Consider the following questions when evaluating potential partnerships:

| Potential Partners | Specific Issues for Consideration |
|--|---|
| Sports clubs and organisations | <ul style="list-style-type: none"> • Are they open to coaches coming in from the outside? • Are they willing to be trained in 'soft skills', or skills that will help them interact effectively with young people, their caregivers and communities? • Are they interested in engaging in forced displacement issues? • Are they interested in participation sports rather than elite sports? |
| Municipal organisations | <ul style="list-style-type: none"> • Are they potential funding sources? • Are they implementing similar programmes? • Do they have space to play? • Are they interested in learning more about forcibly-displaced young people? |
| Camp administration | <ul style="list-style-type: none"> • What are their current priorities in sport for protection, child protection and/or youth programming? |
| CBOs, INGOs and NGOs | <ul style="list-style-type: none"> • What are their current priorities in sport for protection, child protection and/or youth programming? |
| Agencies with financial and/or human resources | <ul style="list-style-type: none"> • What is their strategy for sport for protection, child protection and/or youth programming? Would your programme align with their priorities? • What kind of agreements can be made to access resources and enhance long-term sustainability? |
| Private entities (e.g. foundations, philanthropists, etc.) | <ul style="list-style-type: none"> • What are their current priorities in sport for protection, child protection and/or youth programming? • Are they potential funding sources? • Are they sources of personnel or other resources? |
| Youth groups | <ul style="list-style-type: none"> • Are they currently implementing sport programmes or interested in including them? • Can they build their capacity to run the programme in the long term? |
| Parent groups | <ul style="list-style-type: none"> • Do they exist, or do they need to be formed? |
| Child and youth protection agencies | <ul style="list-style-type: none"> • Are resources or funding available? • Have baseline or protection needs analyses been completed? • Do partnership/engagement opportunities already exist? |

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| Potential Partners | Specific Issues for Consideration |
|---|---|
| Formal and non-formal community-based protection committees | <ul style="list-style-type: none"> • How can they be involved in baseline assessments? • Can they participate in a protection committee? |
| Schools | <ul style="list-style-type: none"> • What existing programming do they offer? • Are there opportunities to help integrate programming into the existing curriculum? |
| Post-secondary institutions | <ul style="list-style-type: none"> • Are there opportunities to partner with any local researchers to assist in programme evaluation? • Are there local students who could assist in programme delivery through internships/placements? |
| Local leaders | <ul style="list-style-type: none"> • What are their views on protection? • How can their influence shape a climate for protection? |

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Box 4.1.2.2 Examples of Partnership Tools

- ***Stand-Alone Tools from Partnering Initiative Tools:***⁴³
 - Partner Assessment Form
 - Coherence Assessment Questionnaire
 - Sample Partnering Agreement
 - Partnering Roles and Skills Questionnaire
 - Guidelines for Partnering Conversations
 - Partnership Review Template
 - Case Study Template
 - Communication Checklist
- ***The Partnering Toolkit:***⁴⁴ guidance on the partnering process
- ***The Partnership Filter and Application Tool:***⁴⁵ evaluation tools for potential partnerships
- ***Wake up! Unleash the potential of partnerships between companies and NGOs in the field of Sports and Development:***⁴⁶ a guide to partnering with business



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4.1.3 Planning for Sustainability

Theory of Change Connections

- Are young people being trained as future leaders of the programme?
- Are young people developing skills that will enhance their employability and economic security?
- Are young people mentoring others in addition to being mentored themselves?

Protection Outcome Connections

- Has the programme created physical spaces that will continue to facilitate inclusion?
- What partnerships have been developed or strengthened that enhance social cohesion?
- What local protective factors are being strengthened to continue providing psychosocial support?

'Sustainability' is measured on two different scales:

- The long-term viability of individual interventions (i.e. their capacity to work over long periods of time); and
- The degree to which the learning and skills have been embedded via increased community capacity.



Sustainability in forced displacement contexts can often be challenging on both these scales, because these settings generally display short-term perspectives and uncertainty about the future. Longer-term planning requires the collaborative efforts of all stakeholders, beginning with young people. Planning for the financial sustainability of the programme is essential for long-term viability, particularly if it is to withstand donors' shifting objectives and priorities. Finally, sustainability includes building the capacity of volunteers from within the host and forcibly-displaced communities to ensure that the skills remain with the displaced community even as organisations enter and leave a region.

Tool 4.1.3.1 Checklist for Sustainable Planning and Implementation

- Engage displaced young people, their families and communities in the early stages of programme assessment, design and planning.
- Adapt programmes to specific contextual issues, especially building upon and strengthening local protective mechanisms when addressing local risk factors. [Sections 4.1 Cross-Cutting Principles](#) and [4.2 Situation Analysis](#) outline the importance of engaging various stakeholders in an assessment to:
 - Explore protective and risk factors; and
 - Identify resources (social, material, etc.) that may be mobilised.
- Incorporate participatory activities, including sport, into assessment and planning (see [Section 4: The Game Plan](#) for the programme cycle management steps).
- Develop strategic relationships with families, community leaders, local authorities, the private sector and various levels of government to integrate Sport for Protection programmes into ongoing, funded, inter-sectoral programmes.
- Ensure programme objectives reflect local needs.
- [Plan exit strategy from the onset or when possible](#)

Box 4.1.3.1 Good Practice Example: [YouLEAD](#)⁴⁷

[YouLEAD](#) is an accredited young people's engagement programme developed by IICRD. [YouLEAD](#) has supported young people in Africa and Asia by providing competency-based accreditation for community protection and engagement activities. Some of these credits are university transferable.

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Tool 4.1.3.2 Checklist for Financial Sustainability


- Create opportunities for young people to share their priorities, and ensure their inclusion when planning programmes.
- Advocate for the priorities of young people with governments, international donors and high-level partners.
- Support young people in advocating for their own priorities with governments, international donors and high-level partners.
- Consider initiating income-generating activities, even if on a small scale, to:
 - Generate income for the programme; and
 - Provide employment opportunities for young people. Where needed, seek partners or specialists to assist in planning and implementation (e.g. facilitators for business development training or farmers for agricultural programmes).

Tool 4.1.3.3 Checklist for Strategies that Promote Volunteerism to Create Sustainability

- Engage refugees or other displaced people, *including older youth*, as 'community coaches' or 'assistant coaches'.
- Include opportunities to develop 'hard' (sport) and 'soft' (social) skills (e.g. mentoring by a coach).
- Provide training certificates, cards identifying them as a 'community coach,' or other forms of accreditation for those participating in sport and related community activities (see Box 4.1.3.1 Good Practice Example: [YouLEAD](#)).
- Provide volunteers with a toolkit containing basic equipment (e.g. a couple of volleyballs and footballs, a net and cones to facilitate sport sessions in their community) and printed, portable manuals on Sport for Protection.
- Conduct regular meetings to support the young people and volunteers, to discuss core challenges and to solve them together.
- Facilitate exchanges between the volunteers themselves (peer-to-peer).



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4.1.4 Engaging in Advocacy

Theory of Change Connections

- Are young people being trained—and empowered—to advocate for their own rights?
- Are young people developing skills that will help them engage with their community's values?
- Are young people teaching others how to advocate for their rights and the rights of others?

Protection Outcome Connections

- Has the programme challenged key actors to prioritise inclusion?
- What messages have been developed and communicated that enhance social cohesion?
- What steps have been taken to encourage formal leaders to provide appropriate psychosocial support to young people and their communities?

In many contexts, existing policies, long-held social values and traditions may hinder the protection and well-being of young women, young people with disabilities and other marginalised groups. If a policy change is required, advocacy will be needed. Behaviour change initiatives may also be necessary to ensure protection outcomes. Therefore, advocacy and associated behaviour change cannot be ignored in Sport for Protection programming.

Advocacy can take many forms, both informal and formal, and can include a variety of messages. Some examples of advocacy activities include:


- Engaging parents and families in discussions that show the benefits of a programme for their young people, particularly girls, children with disabilities and others who may possibly be excluded.
- Engaging local influencers in peer-to-peer or community-based initiatives that enable parents and families to learn from each other rather than from an 'outsider'.
- Displaying posters with human rights messages at sporting events.
- Meeting with regional and national leaders to challenge policies that marginalise specific groups.
- Providing training to young people on skills required for effective behaviour change and advocacy (e.g. human rights education, public speaking, interpersonal communication, etc.).

- Campaigning for non-discriminatory access to sports and recreational funding, which are critical for ensuring the sustainability of individual programmes and protection outcomes.

As with all aspects of Sport for Protection programming, the most powerful advocacy will occur with the active leadership and participation of adolescents and youth. Few issues do not affect young people in some way. The energy and passion that young people bring to community education and mobilisation will yield tangible results.

Box 4.1.4.1 Examples of Advocacy Tools

- **Sport for Development: Potential Value and Next Steps**⁴⁸ provides a comprehensive review of policies, programmes and academic research from the period 1998-2013. It also offers academic insights into the potential value of sport for development.
- **The Education We Want: An Advocacy Toolkit**⁴⁹ is a youth-developed collection of ideas, tools and inspiring stories to help children and youth effectively advocate for their right to an education. The tools can also be adapted to other advocacy issues.
- **Sport for Development and Peace Youth Advocacy Toolkit**⁵⁰ highlights different approaches, case studies and 'best practice' examples to help young people advocate for Sport for Development and Peace to address challenges in their own communities.
- **Sport for Development and Peace and the 2030 Agenda for Sustainable Development**⁵¹ explains how Sport for Development and Peace (SDP) can meet many UN Sustainable Development Goals. The information can be used to advocate for SDP and other sport-based programming in a variety of settings.
- **Enhancing the Contribution of Sport to the Sustainable Development Goals**⁵² recommends balanced, evidence-based policy options to support the effective and cost-efficient contribution of sport towards six prioritised SDGs.

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4.2 Situation Analysis

Theory of Change Connections

- Have young people been engaged in assessments to determine their preferences for choice and timing of sport activities?
- What people/resources do young people see as supports?
- What felt needs do the young people express?

Protection Outcome Connections

- Are there any groups of young people (e.g. age, ethnicity, etc.) who are not included in the community life?
- How do young people interact with people from different age and social strata?
- What gaps exist in mental health and psychosocial support services?

Box 4.2.1.1 Examples of WWNKs for a Sport for Protection Assessment

Sport in Context

- How does the community normally deal with the challenges young people face (e.g. strengths, resources, support networks)?
- How do young people enjoy themselves and spend their leisure time?
- When is their leisure time? How is leisure time impacted by factors like age, gender, poverty, living arrangements, etc.?
- How do young people normally communicate and express their feelings? With whom?
- What is appropriate in terms of physical contact and clothing?



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Analysis includes identifying any groups of young people who are not included in the community life due to age, ethnicity or other factors.

4.2.1 Defining What We Need to Know and Why

In preparation for a situation analysis and assessment, it is critical to define *What We Need to Know*⁵³ (WWNK) and the best method of gathering the necessary data. As with the entire project management cycle, the WWNK should be developed in consultation with young people and be context-specific.

Box 4.2.1.1 provides examples of “What We Need to Know” for Sport for Protection Programmes.

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- Which traditional and popular sports and games are played? How are they played? By whom? Where?
- Do the sports and activities identified have other purposes or meanings (e.g. finding spouses, betting, settling disputes, practicing religion)?
- Who makes up the formal and informal protection systems (i.e. the individuals, groups, organisations, institutions, laws/policies, social norms, attitudes, beliefs, etc.)?
- What are the protective and risk factors for young people?
- What partnership opportunities exist?
- What organisational capacity exists to support a Sport for Protection programme?
- Which spaces are available/used for sports?

Social Inclusion

- To what extent are young people enjoying their rights to economic, social, cultural, civil and political life?
- To what extent are young people engaged with their families, communities and each other?
- Are there any young people who are not engaged? Why?
- In what sports/activities are young people interested? What kinds of sports would they be most likely to join?
- Does ethnicity or social class determine who plays which games?

Gender

- Of what gender-related sensitivities should programme developers be aware (e.g. seeing girls play, etc.)?
- What roles do different genders play at different ages that facilitate/hinder them from participating in sport (e.g. early marriage/family responsibilities)?
- Is it acceptable for boys and girls to play together and at what ages? How can we do [mixed-gender activities](#)⁵⁴ in a responsible and emotionally/physically safe way?
- Do adults play any games? What activities are considered appropriate for young women and young men?
- Are boys and girls treated equally within their families, communities, schools, etc? If not, why not? Are there leaders in the community who successfully challenge those norms (positive deviance)?⁵⁵

- What is the political climate regarding male and female roles? How do the local customs and social norms compare to government policies (e.g. female circumcision, etc.)?

Disability

- How does the community view people with disabilities (i.e. do they hold protected status, or are they considered inferior)?
- What accessibility issues exist for young people with disabilities (e.g. are parents protective and fearful of their engagement in sports, are playing areas accessible, etc.)?
- What disabilities do potential participants have?
- Which physical access barriers do they face entering a sports facility or space?

Social Cohesion

- Are there pre-existing tensions between social groups, ethnicities, genders, etc.?
- In conflict settings, who are the warring parties, and what are their respective goals?
- Are there existing situations/activities that can heighten/relieve social tensions?
- Who are the leaders that unite and connect people between different groups?
- Do people of different 'groups' live separately? Where do people meet?

Psychosocial Well-Being

- What are the emotional concerns/risks facing young people in this setting (e.g. loneliness, fear, violence, abandonment, separation, ostracism, etc.)?
- What protective factors exist to help young people deal with these risks (e.g. supportive family structures, governmental/private services/systems)?
- What are the barriers for integrating into the current society?
- What life skills do young people need/receive training for (e.g. job skills)?
- Which types of psychosocial supports already exist?



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What We Need to Know: What opportunities are available in the community for people with disabilities?

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4.2.2 Analysing and Mitigating Risk

Theory of Change Connections

- Have young people had an opportunity to identify the risks they face?
- Is there a forum for young people to generate solutions to the risks they face?
- Do young people have access to the decision makers and influencers who can reduce risks and increase inclusion?

Protection Outcome Connections

- What are the risks to young people's ability to meaningfully connect with others in this setting?
- What are the risks to community cohesiveness (i.e. unity) when it comes to young people?
- What risks are there to young people's psychosocial well-being in this context?
- What are the risks to the reputation of young people in the community?

In order to achieve the protection outcomes of social inclusion, social cohesion and psychosocial support, Sport for Protection programmes have to seek to mitigate risks in undertaking Sport for protection programming in the lives of young people. Choice of sport/activity, timing and structure of programmes, and positive interactions with trained coaches can all serve to reduce the physical and emotional risks young people face.

In order to reduce risk factors, however, you have to know what they are and how they expose young people to harm. To get this information, you should perform a risk analysis using the following guidelines:

- Involve young people, coaches and other relevant members in identifying risks and mitigation strategies.
- Consult with different at-risk groups, if necessary disaggregated by age and sex. Each group is likely to suggest specific strategies to mitigate the risks they face.
- Use information from other sources to identify protection-related concerns. Base your conclusions on verified information rather than anecdotal scenarios.

Risk analysis and mitigation considers the physical environment as well as the social context.



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- Incorporate questions related to risk and mitigation strategies in rapid protection assessments when secondary data is not available.
- Identify protective/support factors and resources that may be mobilised and strengthened through programming, referral systems and pathways.

A critical element of the risk analysis is identifying the likelihood and impact of risks of harm to young people, coaches, programme staff and the organisation itself. If the threats are too great, a Sport for Protection programme may not be immediately advisable.



For tools to help you assess the severity of a risk, see [Annex 3.1 Tools for Risk Analysis](#).

Tool 4.2.2.1 offers some examples of risks by protection outcome as well as relevant mitigation strategies. Many of these risks can be mitigated or eliminated through strategic local partnerships and face-to-face interactions with community leaders, parents and other community members. Other mitigation strategies might include alterations to the location, timing and choice of activities.



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Tool 4.2.2.1 Mapping Risks and Mitigation Measures Template⁵⁶

| Protection Outcome | Example of Risk | Examples of Mitigation Strategies |
|-------------------------|--|---|
| Social Inclusion | Cultural norms against females in sports. | <ul style="list-style-type: none"> • Visit with parents of young women to gain support. • Engage influencers (fathers and male community leaders). • Provide separate facilities/times for female and male sport activities without equating it to performance. • Identify female coaches and women in the community who successfully challenge existing norms. • Ensure safety for girls within the programme and while travelling to/from programme sites. • Allow girls to play in comfortable or culturally-appropriate attire. |
| Social Cohesion | Displaced youth face discrimination from the host community. | <ul style="list-style-type: none"> • Use games that emphasise peace-building principles such as equality, conflict resolution, non-violence, etc. • Ensure that teams are mixed—do not have teams from different communities or groups play against each other (i.e. host vs. refugee, two displaced communities living in the same camp, etc.). • Allow time for relationships to develop between youth and community members—where possible, develop and plan long-term programme goals (i.e. 3–5 years). |
| Psychosocial Well-Being | Youth feel powerless, victimised or ‘stuck’. | <ul style="list-style-type: none"> • Set achievable goals and break big tasks into smaller parts so that participants feel more successful (e.g. dribble a basketball for 5 seconds). • Acknowledge accomplishments and ensure that no one gets left behind (e.g. do not play elimination games, come up with creative ways to create teams rather than have “captains” pick players). • Allow time to reflect on activities and regularly include teaching opportunities. Ask reflective questions such as: “What did you learn from the activities you have just done?” or “How can you apply what you have learned today outside of sport?” |

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The risk analysis enables Sports for Protection practitioners to identify relevant protection outcomes and choose activities to meet those outcomes.

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Once you have a sense of What You Need to Know, you'll have to conduct a situation analysis or needs assessment. This is a critical aspect of Sport for Protection programming. The [situation analysis](#) identifies areas in need of intervention and helps to determine the [project or programme design](#), the [outcomes definition](#) and [indicator development](#). It investigates and assesses the context, potential stakeholders, key problems and their potential solutions and available resources (or lack thereof).

Other humanitarian actors in the area will likely have conducted a protection-focused situation analysis, so it is a good idea to consult with the local equivalent of a protection and/or Child Protection Working Group to determine whether such an analysis has been or will be conducted. It is not advisable to do this alone. For more information on situation analysis, see [Terre des hommes's Project Cycle Management in Emergencies and Humanitarian Crises Handbook](#).⁵⁷

A baseline assessment provides a basis for evaluating the programme's impact and guides the monitoring process. It assesses the detailed situation at the beginning of the project or programme and enables the project to set up targets and monitor and evaluate results. Just like any endeavour, conducting a baseline assessment requires a clear approach and plan. Where financial resources exist and field staff are unable to conduct assessments on their own, the baseline assessment should be conducted with support from a Monitoring and Evaluation specialist. Tool 4.2.3.1 provides some factors to consider when conducting an assessment for a Sport for Protection programme. The questions identified when defining What We Need to Know should also shape your assessment.

Caution: situation analysis is usually wider than a baseline. The baseline should take place after the planning phase and before the implementation and focuses on the perimeter of the indicators. It is a snapshot of the situation prior to an intervention, and will help you set achievable and realistic targets. In addition it will enable you to compare the situation before and after the project.

Tool 4.2.3.1 Checklist on Factors to Consider When Conducting an Assessment

- Ensure relevance for a Sport for Protection programme:
 - Is the context stable enough for a Sport for Protection programme?
 - In less-stable contexts, are there opportunities for facilitating sport and recreational activities with one or more protection element(s)?
 - What types of sport are common in the existing context, and what functions do those activities serve?
- Identify desired protection outcomes. (See [4.2.1 Defining What We Need to Know and Why](#) for examples of questions related to the protection outcomes.)
- Ensure that all participants in the assessment know that any information shared will be confidential. Put [ethical protocols](#)⁵⁸ in place that include informed consent and information management/data protection considerations, especially in conflict settings and when engaging adolescents and youth in assessments.
- Incorporate/consider the [human rights, socio-ecological, systems strengthening](#) and [MHPSS](#) approaches when undertaking assessments.
- Conduct participatory community assessments wherever possible.
 - Conduct the assessment according to principles such as collaboration, cooperation, partnerships, balance of power, meaningful engagement of marginalised voices and young people, etc. (*Ensure young people's perspectives influence the decisions being made.*)
 - Work with the community to identify key protection risks/issues to be addressed by the programme, potential barriers and possible solutions.
 - Work with the community to identify key protection risks/issues to be addressed by the programme, potential barriers and possible solutions.
 - Work with the community to identify protective/support factors and resources that may be mobilised and strengthened through programming.
 - Use both quantitative and qualitative, context-rich participatory tools.



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- Identify local protection actors and child protection and youth referral systems and pathways.
 - Include these actors in the assessment by inviting them to discuss ways to address protection risks (e.g. hold a community meeting).
 - Create a referral system for protection interventions with stakeholder input (if not already done) and develop a handout with the various services and contact information.

Box 4.2.3.1 Additional Resources for Conducting Assessments

- [Listen and Learn: Participatory Assessment with Children and Adolescents](#)⁵⁹ introduces participatory methods and assessment activities that are suitable for engaging children and adolescents.
- [Child Friendly Participatory Assessment Tools: A Toolbox of Ideas](#)⁶⁰ is a set of 16 child-friendly participatory assessment tools.
- [IASC Guidelines on Mental Health and Psychosocial support in Emergency settings](#)⁶¹ 'Action Sheet 2.1 Conduct assessments of mental health and psychosocial issues' provides a psychosocial assessment.
- [UNHCR/WRC Global Refugee Youth Consultations: Four Day Consultation Session Plans](#)⁶² presents four days' worth of participatory activities and assessments conducted with refugee youth.
- [UNHCR/WRC Global Refugee Youth Consultations: Toolkit for Consulting with Refugee Youth](#)⁶³ is a toolkit that was used by UNHCR field Offices, Non-Governmental and Community-Based Organisations to hear from refugee youth and contribute to outcomes.
- [Better Evaluation](#)⁶⁴ is a website with information about selecting and using diverse evaluation methods/tools.



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Note: Before conducting any assessment, it is essential to establish safeguarding mechanisms and pathways to refer cases needing support.

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4.3 Strategic and Operational Planning

Theory of Change Connections

- Have young people been consulted about the programme design, including their preferred sport activities?
- Are there young people with skills in leadership and/or sports who can serve as coaches/mentors?
- Have young people had the opportunity to discuss scheduling of events?

Protection Outcome Connections

- Are there social norms prohibiting certain groups from participating?
- Does the programme include activities designed to unify different groups of young people?
- Have coaches been trained in 'soft skills' to be able to recognise signs of violence, abuse and neglect and to provide psychosocial support or mental health and protection referrals?

The success of any a programme depends on a design that responds to the real needs identified in the situation analysis and strategically addresses these within the specific context of the program. A successful programme design should be developed in consideration of all of the foundational principles and approaches shared in Sections 1 through 3, as well as the cross-cutting topics presented earlier in this section. Although adjustments will be required during each programming phase, investment in planning will result in smoother, more effective implementation later.

Investment in planning will result in smoother, more effective implementation later.



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4.3.1 Assessing Programme Requirements

There are minimum requirements all organisations will need to meet to establish a Sport for Protection programme, regardless of the organisation's place on the *Sports+Sports* continuum. If organisations do not meet these minimum requirements, they will need to decide whether to build the organisation's capacity, partner with organisations that can fill the gaps, or perhaps decide they are not currently positioned to undertake Sport for Protection programming.

This stage is an excellent opportunity for *Sports+*, community-based and other organisations to develop new partnerships and to build their capacity in the areas of child protection, youth development, MHPSS referral, etc. In these cases, capacity building will be both a programme activity and a goal in and of itself. Collaborations designed to share knowledge and skills can reduce overall implementation costs, multiply the impact of a programme and contribute to making the outcomes of the programme more sustainable.

Tool 4.3.1.1 Checklist: Suggested Minimum Requirements to Reach Sport for Protection Outcomes

- Young people and coaches/facilitators (male and female) trained in child protection, human rights, gender and disability inclusion
- Young people and coaches/facilitators trained in basic first aid and in sports/coaching/physical education (to ensure sports activities are properly-designed and do not cause physical harm)
- Young people, community members and leaders engaged in planning, implementation and evaluation
- Availability of local coaches and volunteers
- Partnership with local government (if possible)
- Financial planning (budgets developed and funding secured)
- Safe space to play games and/or sport (activities can be adapted to a small space.)
- Safe way to access the sport space (both the route and the means to get there)
- Establishment of [safeguarding protocols and trainings](#)
- Mapping of referral mechanisms (services that young people can be referred to if they are in need of further support)



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4.3.2 Setting Sport for Protection Objectives

Clearly-defined programme objectives will be influenced by, and will in turn influence, the type of sport/interventions employed. Below are some key points to consider when developing objectives:

- Objectives should reflect the type of sport, the local context, the stage of emergency and the protection issues that have been identified and prioritised through the situation analysis and assessments.
- Wherever possible, objectives should be developed using collaborative planning techniques such as problem and objective trees. (See Tool 4.3.2.1.)
- The suitability of sports should be assessed according to context, needs and protection objectives. For additional resources, see [4.3.5 Developing Sports and Recreational Activities](#).

The tool below gives you all the information you need to use Problem and Objective Trees together with key stakeholders to develop your programme objectives.

Tool 4.3.2.1 Developing Problem and Objective Trees (Adapted from [Tools for Development](#))⁶⁵

Requirements

- A facilitator
- Representative stakeholders (project or programme staff, coaches, young people and other stakeholders)
- Time (ideally half a day or more, depending on the complexity of the problem and solutions)
- A wall, whiteboard, or large sheets of flipchart paper
- 'Post-it' notes and writing utensils (or comparable materials)
- Final product (can be transferred into an electronic format)

Step 1: Settle on the core problem

- Identify the focal problem—or main problem—that the Sport for Protection programme seeks to address in the specific context. These issues should come from the assessment findings and consultations with stakeholders.
- Write the focal problem in the middle of the paper or on a sticky-note placed in the middle of a wall. If there is more than one focal problem, develop a problem tree for each one.

Step 2: Identify the causes and effects

- For each focal problem, participants identify the problem's direct causes and effects.
- Write cause statement. There are two ways to do this:

Option 1

- Participants collectively brainstorm all the statements about the focal problem while the facilitator writes each one on a piece of paper.
- The statements are then placed on a wall to analyse and reorder into causes and effects.

Option 2

- Participants work through the causes and effects on a sequential basis, starting from the focal problem.
- The immediate causes of the problem are placed below the focal problem.
- The immediate effect(s) are placed above the problem.
- Any further effects are placed above the line of immediate effects.

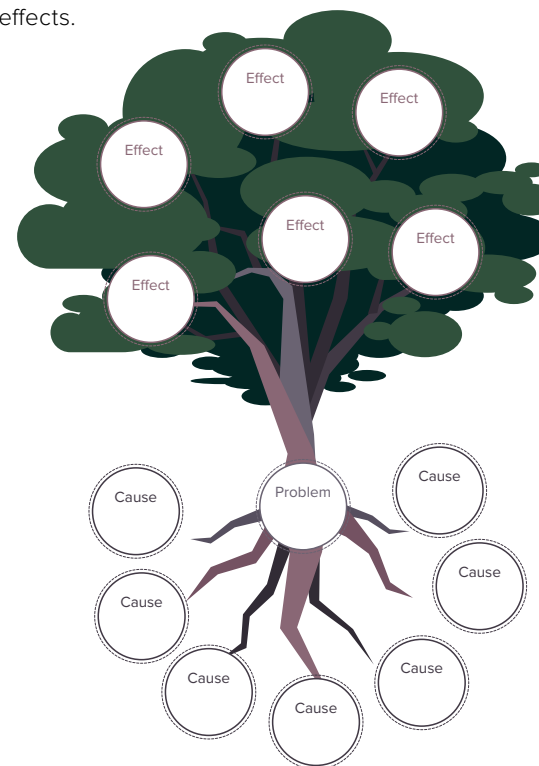


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Develop the linear cause-effect relationship for a problem tree

- Participants repeat the process on subsequent horizontal lines until they can no longer identify additional underlying causes.
- Participants review the sequence of causes and effects for clarity and logic. (Does each cause lead to the corresponding effect? Are there any missing steps?)
- If an effect has multiple causes, the causes can be placed side-by-side.
- Once the order and placement of all the cause and effect relationships are agreed-upon by all the participants, the relationships can be linked with vertical lines.
- Horizontal lines can be used to join related causes or effects. The result is a problem tree that outlines the cause and effect relationship between the different levels.

Step 3: Develop an objective tree

- An objective tree is developed by changing the negative causes into positive objectives. [e.g. The negative cause 'psychosocial distress' (from the problem tree) would be rephrased into the positive objective 'improved psychosocial well-being' (for the objective tree); the problem into the solution and the negative effects into positive outcomes.]
- Review the objective tree to verify that all the statements are clear and there are no missing steps. If needed, revise the problem and/or objective trees by adding more causes, effects, and/or objectives.

Step 4: Select the preferred interventions

- The final step is to choose a strategy for the Sport for Protection programme.
- The objective tree may present a number of separate or linked activities to solve a problem.
- Depending on funding, time and relevance, the project or programme may not be able to tackle all the causes. If all the causes cannot be addressed in a single project or programme, it is important to ascertain which of the branches, if any, will most effectively resolve the problem.
- The preferred interventions become the programme's objective. The branches below are the activities, and the branches above become the outcomes.

Box 4.3.2.2 Good Practice Example: Problem Tree

Moving the Goalposts Kilifi⁶⁶ (MTGK) used the problem tree tool (see above: **Tool 4.3.2.1 Developing Problem and Objective Trees**) to get a better picture of how often girls were participating in football. Once a year, two MTGK volunteers visited some of the girls' football teams. They guided each team through the creation of a problem tree:

- The players discussed what they saw as their main problem as a team.
- They wrote it in the trunk of their tree.
- They then recorded the symptoms that indicated the presence of the problem.

The MTGK girls said that they did not practice because they did not know enough about football. They also shared that they often had disagreements among players. To mitigate these problems, it was proposed to improve the training of coaches and to provide more social support to reduce conflicts within the teams.



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4.3.3 Developing a Logframe

The logical framework—logframe—provides a process for thinking through the design of the programme and ensuring it will achieve the desired goals. It also supports programme monitoring and evaluation before, during and after implementation.

To develop the logframe, each objective should be supported by accompanying outcomes, outputs, activities and inputs. Each of these has its corresponding indicators, data source/means of verification and assumptions. Once the goals or objectives are set, it is helpful to fill in the logframe starting from the bottom (with the activities) and working upwards, all the while referring to the problem and objective trees. As with all aspects of Sport for Protection programming, whenever possible, young people should be included in the process as both guides and learners. For more information, see [Annex 3.3 Guided Questions for Logframe Development](#), [Annex 3.6 Developing SMART Indicators](#) and [Annex 3.7 Sample Monitoring Questions and Examples of Indicators](#).

Examples of goals (and their related protection outcomes) include:

- To reduce the impact of violence on young people in target communities (social inclusion, social cohesion, psychosocial well-being).
- To promote young people's care and well-being in target communities (social inclusion, social cohesion, psychosocial well-being).

Examples of outcomes include:

- Increased participation of girls and young women in targeted communities to promote social inclusion.
- Increased knowledge about bullying and its effects on young people in target communities to promote social cohesion.
- Increased self-efficacy by young people in target communities to promote psychosocial well-being.

Examples of outputs include:

- Inclusive activities offered to support social inclusion.
- A mentor/mentee system for young people established to support social cohesion.

- Sport- and play-based psychosocial curricula and trainer manuals developed in target communities to support psychosocial well-being.

Examples of activities include:

- Create and design inclusive sport- and play-based curricula to support social inclusion.
- Offer sport and play sessions with host communities to support social cohesion.
- Train coaches and staff on psychological first aid to support psychosocial well-being.

4.3.3.1 Setting Programme Outcomes

Throughout this toolkit, we have referred to *protection outcomes*: social inclusion, social cohesion and psychosocial well-being. These must be distinguished from *programme outcomes*: the knowledge, skills or behaviours that participants should be able to demonstrate upon project or programme completion. Protection outcomes are the broader contextual goal within which you have to identify more concrete, context-based and project-specific outcomes. Below are some examples of *programme outcomes* that contribute to each *protection outcome*.



Young people should be involved in all aspects of Sport for Protection programming, including the setting of outcomes and objectives.

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| Protection Outcomes | Sample Programme Outcomes |
|--------------------------------|---|
| Social Inclusion | <ul style="list-style-type: none"> Adolescents and youth (disaggregated by age, sex and disability) report increased participation in... by... [date] Coaches (disaggregated by age, sex and disability) actively promote social inclusion through... by... [date] |
| <i>Gender Inclusion</i> | <ul style="list-style-type: none"> Adolescent girls and young women report a positive impact on their self-esteem and self-worth by [date] Adolescent girls and young women report increased confidence, communication skills and life skills by [date] Adolescent girls and young women’s participation has increased by [date] Adolescent girls and young women’s leadership has increased by [date] |
| <i>Disability Inclusion</i> | <ul style="list-style-type: none"> Adolescents and youth with disabilities report improvement in self-esteem and confidence by [date] Adolescents and youth with disabilities report improvement in attitudes of peers and community members towards young people with disabilities by [date] Participation among adolescents and youth with disabilities has increased by [date] Leadership among adolescents and youth with disabilities has increased by [date] Leaders with disabilities have been identified by [date] |
| Social Cohesion | <ul style="list-style-type: none"> Adolescents and youth (disaggregated by age, sex and disability) report an increased sense of social connection by [date] Adolescents and youth (disaggregated by age, sex and disability) report an increased sense of belonging by [date] Adolescents and youth (disaggregated by age, sex and disability) report strengthened community support mechanisms by [date] Coaches (disaggregated by age, sex and disability) actively promote social cohesion by [date] |
| Psychosocial Well-Being | <ul style="list-style-type: none"> Adolescents and youth (disaggregated by age, sex and disability) report improvement in emotional well-being by [date] Adolescents and youth (disaggregated by age, sex and disability) report improvement in social well-being by [date] Adolescents and youth (disaggregated by age, sex and disability) “know” about the protection, prevention and response services (what to do, where to go and who to consult) Adolescents and youth (disaggregated by age, sex and disability) know about the available protection, prevention and response services (what to do, where to go and with whom to consult) by [date] Coaches (disaggregated by age, sex and disability) are competent in providing psychosocial support by [date] Coaches (disaggregated by age, sex and disability) report an improvement in their own emotional well-being by [date] |

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Box 4.2.3.1 Additional Resources for Conducting Assessments

- [The Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Crises](#)⁶⁷ presents understandable, accessible guidance and tools for conducting psychosocial evaluations with children in emergency contexts. It also provides examples of outcomes to consider.
- [A Common Monitoring and Evaluation Framework for Field Mental Health and Psychosocial Support in Emergency Settings](#)⁶⁸ provides guidance for the assessment, research, design, implementation and monitoring and evaluation of mental health and psychosocial support programmes in emergency settings. It also provides examples of psychosocial outcomes to review.
- [The Child and Youth Resilience Measure \(CYRM\)](#)⁶⁹ is a measure of the resources (individual, relational, communal and cultural) available to individuals that may bolster their resilience.

4.3.3.2 Setting Indicators

A Sport for Protection indicator is a change or a measurable characteristic that demonstrates progress towards achieving a protection objective through a sports project, programme or activity. There are two different kinds of indicators:

- **Quantitative indicators** (e.g. number of participants, number of games played, etc.) help track progress toward a specific output or activity and are reported as numbers, proportions, ratios, rates of change, etc.
- **Qualitative indicators** (e.g. changes in relationships, attitudes and behaviours) help measure the perceived impact of the Sport for Protection programme, especially at the outcome level, and are reported in words, statements, case studies, art and other non-numerical methods.

The table on the next page shows some examples of Indicators by Protection Outcome. It's important to remember though, that in your logframe your indicators should be in reference to your specific programme outcomes.



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When evaluating Sport for Protection programmes, changes in attitudes and behaviour are as important as the number of people engaged and activities conducted.

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| Protection Outcomes | Sample Indicators |
|--------------------------------|--|
| Social Inclusion | <ul style="list-style-type: none"> Extent to which displaced adolescents and youth (disaggregated by age, sex and disability) can access economic, social, political and cultural opportunities Percentage of adolescents and youth (disaggregated by age, sex and disability) who participate in Sport for Protection programming by [date] Extent to which coaches (disaggregated by age, sex and disability) actively promote social inclusion by [date] Extent to which parents/caregivers and other adult community members (disaggregated by age, sex and disability) report an increased level of social inclusion by [date] |
| <i>Gender Inclusion</i> | <ul style="list-style-type: none"> Percentage of girls and young women who participate in activities by [date] Extent to which female adolescents and youth report an increase in confidence, communication skills and life skills by [date] |
| <i>Disability Inclusion</i> | <ul style="list-style-type: none"> Percentage of young people with disabilities who participate in activities by [date] Extent to which adolescents and youth with disabilities report an improvement in attitudes of peers and community members towards young people with disabilities by [date] |
| Social Cohesion | <ul style="list-style-type: none"> Extent to which adolescents and youth (disaggregated by age, gender and dis/ability) report an increased sense of belonging by [date] Extent to which adolescents and youth (disaggregated by age, gender and dis/ability) report an increased level of trust within the team by [date] Extent to which coaches (disaggregated by age, gender and dis/ability) actively promote social cohesion by [date] Extent to which parents/caregivers and other adult community members (disaggregated by age, gender and dis/ability) report an increased level of social cohesion by [date] Extent to which young people (disaggregated by age, gender and dis/ability) report an increased level of intergenerational engagement and cohesion Extent to which parents/caregivers and other adult community members (disaggregated by age, gender and dis/ability) report an increased level intergenerational engagement and cohesion |
| Psychosocial Well-being | <ul style="list-style-type: none"> Extent to which adolescents and youth (disaggregated by age, gender and dis/ability) report an improvement in psychosocial well-being by [date] Extent to which adolescents and youth (disaggregated by age gender and dis/ability) report greater self-efficacy by [date] Extent to which adolescents and youth (disaggregated by age, gender and dis/ability) report receiving information regarding the availability of prevention and response services by [date] Percentage of coaches (disaggregated by age, gender and dis/ability) who are competent in providing psychosocial support by [date] Extent to which coaches (disaggregated by age, gender and dis/ability) report an improvement in their own emotional well-being by [date] Extent to which parents/caregivers and other adult community members (disaggregated by age, gender and dis/ability) report |

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4.3.4 Designing the Work Plan

The Work Plan provides a concise overview and time frame for the entire Sport for Protection programme. It includes each aspect of the project cycle. Key considerations when developing the work plan include:

- Determine the timing and duration of the programme. Be realistic and remember to consider all factors that might impact your time frame, such as holidays, school year and schedule, etc.
- Determine the appropriate activities to meet programme objectives.
- Incorporate income-generating or economic strengthening programmes for vulnerable young people (wherever possible).
- Assign a person to be responsible for each activity.

As with every other step, it is important to involve all relevant coaches, staff and young people in collaboratively developing and monitoring the work plan. During this stage it is also important to develop strategic relationships with families, community leaders, the private sector and various levels of government to integrate Sport for Protection programmes into ongoing, funded, inter-sectoral programmes. ([See 4.1.2 Developing Partnerships.](#))

Timing and Duration

The duration of a project or programme is often determined by the type of humanitarian response, the phase of the emergency, the programme objective and/or the funding opportunities. Interventions featuring longer-term engagement with young people generally offer more possibilities for achieving lasting change and building sustainability.⁷⁰

In the days and weeks following a rapid-onset emergency, it may be necessary to quickly design a response plan and accompanying proposals. Projects during this time will normally focus on providing immediate psychosocial support of young people and their families through safe spaces, play/recreational activities and psychological first aid. However, the project will need to remain flexible depending on changes in the context.

As with every other step, it is important to involve all relevant coaches, staff and young people in collaboratively developing and monitoring the work plan.

In protracted forced displacement settings, longer-term programmes will include long-term, medium-term and short-term programme outcomes. Longer-term objectives may be appropriate if the following criteria are met:

- It is at least 6 months after the emergency.
- It has become a protracted situation (more than 5 years).
- The organisation has the capacity and resources to carry out a long-term programme of between 1 and 4 years' duration.

It is important to ensure that participants' basic needs are met over and above meeting Sport for Protection outcomes. Strengthening the resilience or well-being of young people, especially through sport, will be nearly impossible if they are hungry, thirsty or homeless. If food insecurity, for example, is a grave issue, collaborate with partners engaged in mitigating food insecurity while starting Sport for Protection activities.

Above all, always ensure that safeguarding is a component of any programme, short- or long-term. See [2.3 Protection Principles and Safeguarding](#) for specific guidance.

Activities

The activities in a Sport for Protection Work Plan are determined by many factors including the context, programme objectives and planned interventions. A short list of elements that may be covered in the work plan includes:

- Monitoring activities such as data collection and analysis;
- Partnership activities such as evaluating potential partners and establishing agreements;
- Planning activities such as problem tree development and sport selection;
- Dissemination activities such as evaluating results and creating reports; and
- Other activities critical to programme success.

A Gantt Chart is a useful tool for visualising the work plan and ensuring that related activities are well-organised. For additional guidance, see [Annex 3.4 Gantt Chart for Developing a Work Plan.](#)

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Tool 4.3.4.1 Checklist for Developing Work Plan Activities

- Align programme activities with the assessment results.
 - Ensure alignment between the protection outcomes ([social inclusion](#), [social cohesion](#), [psychosocial well-being](#), other), the [assessment](#) findings and your programme outcomes. Example: Suppose social cohesion was identified as a gap in the baseline assessment. Consider specific, local social cohesion issues within and between communities and engage young people in considering how Sport for Protection can address these challenges. For a practical tool designed to support this process, see Scorecard Tool A1.2.1 in [Annex 1.2 Socio-ecological Approach](#).
 - Design programme activities to use available resources and build on protective factors identified in the assessment.
- Engage programme staff, coaches, young people, families and local community members/leaders in planning programme activities.
 - Recruit local leaders and community members to serve as volunteer mentors and to participate in programme activities.
 - Consider how planning activities can support young people's connectedness with their community, develop intergenerational linkages and strengthen their social networks.
 - Create opportunities for collaborative planning such as developing the problem and objectives trees (see Tool 4.3.2.1 in [4.3.2 Setting Sport for Protection Objectives](#)).
- Encourage peer-to-peer relationship-building by ensuring that the same young people meet at the same time each week.
- Consult the guidance on [social inclusion](#), [social cohesion](#), [psychosocial well-being](#), [protection principles](#), [safeguarding measures](#), [human rights-based approach](#), [socio-ecological approach](#), [protection systems strengthening approach](#) and [MHPSS approach](#).

Engage community members in the planning process to identify cultural sports and games such as Capoeira that can meet both protection and sport objectives.

Box 4.3.4.2 Guidelines on Family and Community Engagement

- [The Community Engagement Section](#) of The International Guide to Designing Sport Programmes for Girls⁷¹ provides guidance on working with communities to support girls' participation in sport programming.
- Women Win's [Parents and Caregivers](#)⁷² describes common barriers to girls' participation in sports, methods for getting support from parents/caregivers and examples of successful interventions.
- Women Win's [Community Leaders](#)⁷³ shares societal barriers and incentives to women's participation in sports. It offers steps to gaining leaders' support and good practice examples.
- [UNHCR's Understanding Community-Based Protection \(CBP\)](#)⁷⁴ draws on documents, interviews with practitioners and field visits and sets out key lessons that have emerged in recent years during the delivery of CBP.



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4.3.5 Developing Sports and Recreational Activities

Theory of Change Connections

- What sports do young people already enjoy?
- Are young people consulted for solutions when activities need to be adapted?

Protection Outcome Connections

- Is this sport accessible to all, or is it easily adapted?
- How does the identified sport foster competition, cohesion, or both?
- Are opportunities for emotional support built into the activities?

It may be self-evident, but the single factor that distinguishes Sport for Protection programming from any other protection programme for adolescents or youth is *sport*: What sport activities to use, when and for what purpose.

This section delves into the issue of selecting sport for specific outcomes and objectives. Sports+ and +Sports organisations each have different priorities, so it is important to remember that the same sport can function differently depending on the need and context.

When considering the kinds of sports and recreational activities to utilise for your programme, there is an almost endless number of options. Basic categories include:

- Warm-up and cool-down exercises;
- Adapted international sport games;
- Local sport and traditional games;
- Group movement or cooperative games;
- Simple physical activities or exercises; and
- Relaxation activities.

Most sports/activities naturally support some level of social inclusion, social cohesion and psychosocial well-being. Those outcomes can be increased, however, by strategically selecting activities, adapting the activities to the context and managing the messages communicated by coaches, facilitators and the programming cycle itself.

4.3.5.1 Selecting Sports and Recreational Activities

Selecting activities for a Sport for Protection programme may seem like the easiest part of programme design. Many sports by their very nature already contribute to all three of the primary protection outcomes we have identified. Yoga and the martial arts, for example, naturally incorporate mindfulness and physical strengthening that enhance participants' psychosocial well-being. Team sports, which require the combined effort of many different players to achieve a goal, are well-suited to developing social cohesion.

However obvious these connections may seem, in practice the choice of sport should be determined by your specific context and the information gathered during your initial assessments. Potential activities must be carefully evaluated according to the following criteria:

- Appropriateness to the context;
- Availability of willing adults or young people who are able to be trained as coaches;
- Inclusivity/accessibility;
- Potential for meeting protection outcomes; and
- Interest of the young people who are being targeted.

The resources available to your programme may also be a factor when selecting a sport or recreational activity. Where social or cultural barriers to certain activities exist, it may be necessary either to choose different activities or to incorporate mitigation strategies into programme design and implementation (e.g. engage local leaders or teachers in promoting the selected activities).

There are a number of resources available to help you select an appropriate sport or recreational activity.



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Box 4.3.5.1.1 Good Practice Examples of Enhancing Accessibility

- In Rwanda, **Humanity and Inclusion**⁷⁵ (formerly Handicap International) has worked with communities to make both the sports pitches and the games themselves more accessible.
- In Beirut, **Right to Play**⁷⁶ and local design partners such as **Catalytic Action**⁷⁷ have developed innovative methods for maximising small play areas and building play equipment that uses more vertical space (i.e. extended jungle gyms).
- When planning their girls' sports programme, rather than trying to force their way into a traditionally male world like cricket or football, **Naz Foundation**⁷⁸ chose **netball**⁷⁹ because the target community considered it a girls' sport. Eventually, boys started asking the girls if they could teach them to play netball.

Tool 4.3.5.1.2 Checklist for Selecting Sports and Recreational Activities

Appropriateness to the context

- Engage young people and community members (e.g. faith leaders, chiefs, local government, young people leaders, etc.) in identifying cultural issues that may be encountered during and throughout implementation. *Note: The [situation analysis](#) or needs assessment should provide most, if not all, relevant information on the cultural context; DO NOT repeat assessments unnecessarily.*
 - What customs or beliefs relating to gender exist among the displaced population(s) and/or host population(s)? Does identifying certain groups put them at more risk (e.g. young people who identify as LGBTI, young people living with HIV/AIDS, children and adolescents associated with armed groups or armed forces)?
 - What are the barriers among the displaced population that prevent young people's exposure to/experience with sports? Are these related to the economic situation of the young person or any specific social issues?
 - What religious associations do people have? Are there certain times of the day, week, month or year that are reserved for religious ceremony or celebration/holiday?

- What political, social and contextual associations exist for each potential sport?
- What is the education level of potential participants, coaches and volunteers?
- Evaluate the unique value of each sport according to the specific groups of young people and the guiding principles.
 - Assess whether the young people you'll be working with like or dislike any particular sport.
 - Assess any potential for a given sport to create division among families or communities.
- Consider using adventure and action sports in forced displacement settings.
- Incorporate cultural/indigenous sports, games and artistic practices to strengthen self-esteem and social cohesion among displaced ethnic minority and Indigenous populations.

Inclusivity/accessibility

- Select sports that allow everyone to participate (low entrance barriers, easy to understand, adaptable) and which require little or no equipment.
- Assess the inherent accessibility of the potential sport:
 - What are the physical, social, cultural and other barriers to participation in that sport for men, women, boys and girls of various ages?
 - What are the physical, social, cultural and other barriers to participation at the designated play space for men, women, boys and girls of various ages?
 - Where barriers exist, what changes can you undertake to make the sport or space more accessible?
 - Do the potential participants have clothing/shoes appropriate for playing sports and games?
- Determine the sport's suitability or adaptability for young people with disabilities.
- Consider the age group(s) and abilities of participants when designing activities.

Potential for meeting protection outcomes

- Assess the local protection environment.
 - What protection issues does the local community identify—both young people and adults?
 - Are there any protection issues that are overlooked by the community?


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- What protection strategies for young people are employed locally? By whom?
- Assess the sport(s) for inherent protection benefits.
 - Does this sport promote social inclusion and social cohesion?
 - Can this sport be augmented by other games or activities to further promote psychosocial well-being?
- Consider including creative forms of expression (e.g. art, drama, music and dance) that can provide additional advantages.
 - The arts are well-known to be beneficial to psychosocial well-being and can be implemented in smaller spaces.
 - Dance and music may be employed alongside sport to make it more fun.
 - Quieter activities such as drawing and painting may be used to promote psychosocial well-being after an active sports session.
 - Arts-based forms of physical activity (e.g. dance or Capoeira, the Brazilian martial art that incorporates dance) may appeal both to athletes and to displaced young people uninterested in pure athletics.
- Arts-based methods may be used in trainings to promote protection outcomes and young people's rights.
- Consider young people's need for fun and enjoyment.
 - Prioritise *enjoyment* early in the programme when relationships are forming.
 - Provide opportunities for young people to engage in sport and games for pure enjoyment (in a safe and protective environment) without additional discussion and/or targeted games.
 - Train volunteers (including older youth) to lead community sport activities in their spare time and provide them with a basic kit with sport equipment.
- Consider psychosocial concerns when conducting 'sport activities'.
 - If you include any relaxation activities, ensure that these are facilitated in a sensitive manner. See [Annex 4 Supporting Young People in Crisis](#) for guidance on responding to young people in distress.

Box 4.3.5.1.3 Examples of Resources with Instructions on Specific Sports and Recreational Activities

- [Sport and Play for All: A Manual on Including Children and Youth with Disabilities⁸⁰](#) provides instructions for adapted informal games, play activities and formal sport and games (pages 57-90).
- [Moving Together: Promoting Psychosocial Well-being Through Sport and Physical Activity⁸¹](#) includes instructions on sports, games and play activities, including yoga (pages 68-99).
- [Right to Sport: Movement, Play and Sport with Disadvantaged Children and Adolescents⁸²](#) offers information on appropriate sporting activities and guidance on fun games, major team games, dance, wrestling and acrobatics (page 27-51).
- [Women on the Move: Trauma-informed Interventions Based on Sport and Play⁸³](#) is a complete sport- and movement-based curriculum (with a pocket field guide) designed for use with female trauma survivors.
- [The International Guide to Designing Sport Programmes for Girls⁸⁴](#) is a collaboratively-authored tool designed to help organisations develop and improve effective and sustainable programmes.
- [Sport and Physical Activity in Post-Disaster Intervention⁸⁵](#) introduces some of the key themes related to sport in post-disaster intervention and directs readers to relevant information sources.
- [Adapted Sport Manual: Adapting Sporting Practice to Serve Society and Contribute to Sustainable Peace⁸⁶](#) by Peace and Sport is a manual made up of educational information sheets showing how to adapt 'sport as a tool' according to targeted factors.
- [Line Up Live Up⁸⁷](#) —UNODC's evidence-informed and sports-based life skills training curriculum—has been designed as a unique tool that transfers the accumulated expertise of the United Nations and other partners in implementing life skills training for crime and drug use prevention to sport settings.
- [Sport & Peace: Mapping the Field⁸⁸](#) highlights findings from a one-year international mapping programme conducted to identify promising practices in the design, implementation and evaluation of Sport for Peace programmes.



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4.3.5.2 Planning Activities to Promote Social Inclusion

Most of the time, sports and games will require further adaptation in order to meet protection outcomes for specific young people in target locations. Those adaptations may address:

- [Gender](#)
- [Ability/disability](#)
- [Age](#)
- [Social status](#)

Even minor adaptations to the physical space, meeting times, equipment or activities can result in significant protection outcomes for a wide range of young people. Tool 4.3.5.2.1 provides a checklist of strategies for designing a programme and related activities that specifically target social inclusion as a goal.

Tool 4.3.5.2.1 Checklist for Social Inclusion | Adapted from [Integrating Trauma-Informed Practices Into Interventions for Youth](#)⁸⁹

- Plan for long-term sustainability and continuity of programmes to ensure all young people are actively encouraged to participate. Try planning a cycle of activities in advance.
- Provide opportunities for young people, especially those from marginalised groups, to contribute to the programme's operation and success (e.g. identifying and implementing strategies to include young people who are not participating in the Sport for Protection programme).
- Develop a session schedule that maintains a similar structure and set of inclusive traditions each time.
 - **Opening and Closing Circles:** Circles celebrate the community, remind each participant that they belong to a group/family that cares for them and serve as a transition out of and into their daily lives.
 - **Team Check-Ins at the Beginning of the Session:** Check-ins offer young people an opportunity to think about and express their feelings in safety. It also helps identify those who may need extra support on a given day.

- **Participant Recognition/Praise Events:** Young people need reminders of their strengths and successes, and the programme should create opportunities to celebrate young people individually and collectively.
- **Team Talk at the End of Each Session:** Reflection can be incorporated into specific activities, but there should also be 10-15 minutes reserved at the end of each session for young people to connect with peers, get to know their coaches at a deeper level and process what is going on in their lives.
- Design activities and games to promote as much positive peer socialisation as possible (e.g. dividing the group into smaller teams, working in pairs or assigning young people to play with peers they do not know well).
- Fill a significant portion of the programme time with common games, songs, etc. to celebrate positive aspects of their cultures and encourage young people to draw strength and pride from them.
- Enhance opportunities for cultural exchanges in sport—plan to engage more than one community in an activity (e.g. host/refugee, two displaced communities living in the same camp, etc.).
- Direct coaches to meet weekly to review 'profiles' on each young person, discuss any concerns and make referrals if necessary.
- Have a short discussion with participants after every activity so that young people connect the sport to protection outcomes.



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4.3.5.3 Planning Activities to Promote Social Cohesion

As previously noted, some sports naturally promote social cohesion, particularly team sports. Sports for Protection can strengthen this inherent ability to bring people together through additional strategies that support social cohesion objectives. Tool 4.3.5.3.1 provides a checklist with suggestions. Always remember that these tools should be modified to reflect the specific context.



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Team sports, yoga and the martial arts are examples of sports that naturally promote principles of peace-building, cooperation and non-discrimination.

Box 4.3.5.3.2 Examples of Social Cohesion Tools

- **Conflict Management and Peace Building in Everyday Life⁹⁰** is a resource kit for children and youth containing a series of tools for analysing and managing conflict and building peace. Tools include practical steps for use, visual illustrations and feedback from children and youth. One such tool is a 'conflict tree' that explores the root causes and impacts of different forms of conflict or violence.

Tool 4.3.5.3.1 Checklist for Social Cohesion

- Engage adolescents and youth as leaders.
- Train adolescents and youth already engaged in sport in peace-building and human rights.
 - Before or after sport, have a training session to teach cooperation and team-building skills.
 - Use scenarios to practice skills in training sessions.
 - Use games to emphasise peace-building principles such as equality, solving conflict, non-violence, etc.
- Work with adolescents and youth and other stakeholders to build on local peace-building strategies.
- Brainstorm with adolescents and youth and other stakeholders on ways to promote peace among their families and key community members.
- Encourage frequent social interactions. When planning activities or forming teams, pair adolescents and youth that live relatively close together so they may get together often.
- Ensure that teams are mixed. Do not set teams from different communities or groups against each other, as this may increase tensions.
- Ensure equal skill levels. Try to match adolescents and youth with similar skill levels in any particular sport. (If one team is advanced in a sport and the other is not, neither team will have a good experience, and it could negatively impact their attitudes towards each other. **However**, do NOT assume that boys and girls have different skill levels.)
- Choose sports that naturally promote peace-building, cooperation and non-discrimination principles (e.g. martial arts).
- Use games that promote cooperation, conflict resolution and problem-solving to enhance peace-building skills.
- When coaching a sport, build skills first through activities, drills and 'mini games' that include discussions about topics such as cooperation, working as a team, conflict resolution, etc. **BEFORE** engaging adolescents and youth in competitive matches.

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4.3.5.4 Planning Activities to Promote Psychosocial Well-Being

Incorporating *Mental Health and Psychosocial Support (MHPSS)* strategies into sports and recreational activities is essential to promoting *psychosocial well-being* and addressing the causes and symptoms of mental and psychosocial distress. As previously mentioned, many sports naturally support MHPSS principles.

MHPSS functions like a pyramid (see *Annex 1.4 Mental Health and Psychosocial Support Approach*), with each level of support building on the previous and 'basic needs' serving as the foundation. In order to really impact psychosocial well-being through Sport for Protection, young people's basic needs must first be met. This usually means working with partners in other sectors to link young people with the services they need.

Tool 4.3.5.4.1 Checklist for Psychosocial Well-Being | Adapted from *Moving Together*⁹¹

- Engage adolescents and youth in the programme for as long as possible to maximise their feelings of comfort and safety with the programme and staff.
- If compatible with young people's schedules, conduct the programme multiple times per week to accelerate relationship-building, comfort in the programme and a sense of structure and support.
- Have groups meet in the same location and at the same time for each session to promote the consistency, stability, familiarity, safety and comfort required for social inclusion.
- Divide young people into groups (or 'home teams') that remain the same throughout the programme to counteract the disruption and loss prevalent in forced displacement settings.
- Assign coaches to the same home team for the duration of the programme to foster the development of caring and supportive adult-young person relationships that can serve as protective factors.
- Assign coaches a partner/assistant coach so young people's needs for individualised attention can be met without hindering the development of the group.
- Maintain the lowest young person-to-mentor ratio possible to increase opportunities for young people to form meaningful relationships with caring adults.
- Direct coaches to reserve 15 minutes before and after sessions for

'informal' time with participants who come early or stay late. Many may do so because the programme provides a sense of safety and connectedness not present in their home environment.

- Develop, with young people's input, a programme behaviour code that is clearly-defined and enforced by both coaches and young people to help young people make sense of their reality and to promote positive culture, healthy choices and a sense of protection and safety.
- Design activities to suit all abilities. Every participant should be challenged but should also leave the session feeling successful.
- Create an environment where facilitators and participants encourage and support self-esteem and learning.
- Use a variety of activities that promote both individual and team problem-solving.
- Create a routine, but also keep activities new and exciting for participants so they are excited to join each session and have something to look forward to.
- Encourage meaningful relationships between participants and facilitators.
- Include playful activities—every joyful moment contributes to feelings of hope.
- Highlight positive outcomes, even if they are only small gains. (e.g. Ask participants to describe one good thing that they have accomplished today or to complete the sentence, "Over time I feel that I'm getting better at...")
- Ask participants to describe their vision of themselves and their body six months from now.
- Use positive role models to demonstrate how people overcome difficulties.
- Acknowledge current events that impact young people to reduce their fear, anxiety and sense of isolation.

Box 4.3.5.4.2 Resources for Developing Sports & Games that Strengthen Psychosocial Well-Being⁹¹

- [Working with Children and their Environment: Manual of psychosocial skills](#)⁹²
- [Laugh, Run and Move to Develop Together: Games with a Psychosocial Aim](#)⁹³
- [Women on the Move: Trauma-informed Interventions Based on Sport and Play](#)⁹⁴

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4.4 Implementation

Theory of Change Connections

- Are young people involved in planning and implementing project/programme activities?
- Are young people engaged in recruiting partners and other adolescents and youth to participate in the activities?
- Are young people encouraged to follow-up with peers to ensure their regular participation?
- Are young people leading the implementation of the project/programme?

Protection Outcome Connections

- Are adolescent girls/young women, young people with disabilities and other members of marginalised groups participating?
- Do activities provide opportunities for young people to interact with one another? With other positive influences in the community?
- Do activities assist young people to identify how they can make a difference in their lives? Who they can talk to if they are feeling distressed?

Implementation, or action, includes both intervention delivery (doing the planned activities) and the people involved as participants and staff. One of the first steps is to identify and/or hire any staff required for the programme. It is essential to use a rigorous process to identify, hire and train coaches and facilitators who will then be able to plan and implement activities (i.e. *session planning*). Since the primary goal of Sport for Protection is to provide holistic development opportunities for young people, programme staff must also intentionally *identify and recruit participants*.

Sport for Protection is designed to be supportive, protective and restorative in nature. At times, the path toward restoration can be rocky. Activities intended to be soothing can sometimes trigger unexpected reactions in young people (and staff), and Sport for Protection providers must be prepared to handle that eventuality. The next two sections offer guidance on how to effectively plan for all outcomes, as well as how to select, train, and motivate coaches and facilitators.

4.4.1 Planning Sessions

Session planning divides each single meeting time, or a series of meetings, into objective-driven activities. Prior to the session taking place, *coaches and facilitators* decide what they want to achieve and how their planned interactions with young people will accomplish it. Tool 4.4.1.1 is a step-by-step session-planning checklist that should be modified to reflect the specific context.

Tool 4.4.1.1 Checklist for Session Planning | Adapted from *Moving Together*⁹⁵

- Set objectives for each session (or series of sessions) related to the desired protection outcomes.
 - Set sport-related objectives (e.g. learning to pass a ball).
 - Set protection and psychosocial objectives (e.g. learning how to work with others or how to benefit from teamwork).
- Determine which activities would best achieve these objectives. Include new elements (*innovation*) regularly to prevent boredom or oversimplified patterns of activity.
- Tell participants in advance how much time is planned for each activity so they can manage time themselves and accept the activity's completion even if they feel they could continue.
- Determine the number of sessions needed to meet the objectives.
 - Develop sessions according to a long-term plan.
 - Build each session on the ones that precede it (*continuity*) to achieve the protection outcomes.
 - Regularly reevaluate and revise objectives and/or activities if needed to meet participants' needs.
 - Revisit key points to reinforce what participants have already learned.
- Determine the lessons for the session.
 - Determine what participants should learn from the activities.
 - Determine the questions that should be asked to stimulate this learning.



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- Plan to include a post-sport/-activity debriefing during which coaches:
 - Help participants integrate the sport intervention into their perceptions of their surroundings and their fellow community members.
 - Ask questions that give participants the opportunity to reflect on what they learned during the session, the obstacles they faced, the solutions they used to overcome those obstacles and how they can apply this off the field or court.
- Ensure the presence of a first aid kit in case of minor injuries.

The structure of each session may include a warm-up, one or more exercises, cool-down, and skill-building and evaluation. See Box 4.4.1.2 for more information on each element.

Box 4.4.1.2 Sample Session Routine | Adapted from Moving Together⁹⁶

| Activity | Description |
|--|--|
| Warm-up | Preparing the body for exercise. Warm-up times also include introducing the day's session and setting the tone. |
| Sport, game, physical activity or play | Carrying out one or more exercises. It includes setting up the space and equipment, practicing, learning new skills or rules, engaging in the exercise itself and tidying up afterwards. |
| Cool-down | Cooling the body down and stretching after the exercise. |
| Skill-building and evaluation | Facilitating sessions to discuss the sport and physical activities and learn psychosocial skills. Time should also be set aside for evaluating the sessions and for saying good-bye at the end of the programme. |

Box 4.4.1.3 Examples of Sport for Protection Sessions

- **The Today We Play Games Package⁹⁷** contains 16 games addressing children's rights and protection; each includes a learning outcome, instructions for play and discussion questions. Accompanying tutorial videos are available at www.righttoplay.ca.
- **Women Win's Life Skills** offers a variety of tools for empowering adolescent girls with life skills in areas of communication and interpersonal skills, decision-making and critical thinking skills, and coping and self-management.

4.4.2 Selecting and Supporting Coaches and Facilitators

Role of Coaches and Facilitators

Well-trained coaches and facilitators are essential to strengthening the protection outcomes of adolescents and youth participating in sports.⁹⁸ Recruiting coaches—both paid and volunteer—from the local community is the best way to ensure the acceptance and sustainability of programmes.⁹⁹

Note: Local leaders are often recovering from the same emergencies as their players, making psychosocial training and support essential for *all* participants.¹⁰⁰ Always ensure that coaches and facilitators have opportunities to access the assistance they need.



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The ideal characteristics of coaches (both adult and youth coaches) were perhaps best defined by a group of older Burundian youth—some of whom were coaches and all of whom were players—in Mahama Camp, Rwanda:

- Approachability—in good relations with the young people
- Ability to communicate well with the young people
- Ability to show the young people the way forward in the sport and in life
- Professionalism in their work
- Integrity—need to model it
- Knowledge and training in psychosocial and life skills

While these may be the ideal, it is important to recognise that coaches' experience/expertise falls along a continuum and that most coaches rest somewhere *between* 'social worker' and 'sports coach'.

| ← Social Worker → | ← Social Worker/Sports Coach → | ← Sports Coach → |
|--|---|--|
| <ul style="list-style-type: none"> • +Sports organisations • Social/psychosocial expertise • Relational aspect stressed | <ul style="list-style-type: none"> • Organisations within the <i>Sports+</i> and +Sports continuum • Blend of social/psychosocial and athletic expertise • Some emphasis on training, skills development and (at times) competition blended with a relational approach | <ul style="list-style-type: none"> • Sports+ organisations • Athletic experience • Emphasis on training, skills development and competition |

Coaches' ability to identify and support young people who need personalised attention is critical to achieving protection (and sports) outcomes.

Field research with young people, sports facilitators and coaches has emphasised the importance of coaches' capacity to provide psychosocial support in forced displacement settings. Coaches are key actors in young people's enjoyment of sports and attainment of sport-related protection benefits. Coaches' ability to identify and support young people who need personalised attention is critical to achieving protection (and sports) outcomes. Coaches may also be mentors and encourage off-the-field engagement, although always while maintaining professional boundaries and safeguarding standards. Additionally, coaches should be alert to individuals who show leadership potential and should mentor them appropriately (including training them as assistant coaches wherever possible/appropriate). Empowering young people to be leaders within the programme is a great step towards achieving all the protection outcomes.

Recruitment, Training and Retention of Coaches and Facilitators

The quality of a Sport for Protection programme depends to a large extent on the quality and training of the coaches and facilitators. Coaches and facilitators have the responsibility to both protect and safeguard young people within their influence in addition to implementing sports activities. **The importance of attracting and retaining male and female leaders of integrity and skill cannot be overemphasised.** Tool 4.4.2.1 is a checklist for coach recruitment, training and retention that should be modified to the particular context.



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Tool 4.4.2.1 Checklist for the Recruitment, Training and Retention of Coaches and Facilitators

RECRUITMENT

- Develop a recruitment strategy for staff.** Include 2-3 reference checks, and ensure safeguarding questions are embedded into all interviews and reference check processes. If possible, conduct a criminal record check for protection-related violations (e.g. sexual abuse, physical violence, human trafficking). Assess gaps in candidates' CVs/resumes if relevant.
- Select coaches from the host and/or forcibly-displaced community whenever possible.**
- Engage equal numbers of female and male coaches where possible.** Enlist women as lead coaches for female-only teams/activities. If appropriate female coaches are not readily available, consider having interested females in the community shadow male coaches and take the lead when they are addressing an all-female group. (Never leave male coaches alone with female participants if not appropriate in the context.)
- If possible and safe, engage people living with disabilities as coaches.**
- Engage older youth as coaches.**
- Sports+ organisations: Prioritise the relational aspect of coaching* through basic training on psychosocial support, life skills, adolescent and youth protection and human rights.
- +Sports organisations: Prioritise the relational aspect when recruiting coaches above their actual coaching abilities.* (Their function as a trusted adult to participants is paramount.)

TRAINING

- Train *all* coaches (young people and adults) on the **differences between child protection and safeguarding** and equip them to implement both. This training should be rooted in the principles of children's rights, adolescent and youth development and resilience.
- Determine whether **coaches' existing strengths and expertise** lie in technical sports and training skills (with an emphasis on competition and skill-building) or relational skills in order to ensure adequate training in both areas.

- Complement specific sports-skills training with psychosocial training** adapted to the local context.
 - Sports + organisations* who already have coaches skilled in sports may need to **provide training in psychosocial support**. Any new coaches should also be relatively strong in sport-related skills.
 - + Sports organisations* may already have facilitators skilled in psychosocial support. Trainings would then **target sports-related skills for facilitators** and incorporation of sports and games into programming.
- Use manuals that incorporate psychosocial principles and skills to **develop coaches/facilitators' 'soft skills'** for protection of adolescents and youth.
- Adapt training scenarios** to specific forced displacement settings (e.g. urban, camp, rural, rural disconnected).
- Identify and train potential youth leaders.** Give them coaching or assistant coach roles, and provide them with mentoring to promote leadership development and youth agency.
- Use case studies and role-play protection situations** to highlight the complexity of implementing child protection and supporting agency in young people.
 - Example:* Have coaches act out ways to engage young women in sports through role play (e.g. talking with young women, visiting parents, talking with leaders).
 - Example:* Act out examples of safeguarding approaches that 'do no harm'.
- Train all coaches on what to do if a young person becomes distressed. (See [Annex 4 Supporting Young People in Crisis](#) for guidance.)
- Bring experienced athletes to train coaches** who are new to sport whenever possible.
Note: Ensure that the athletes engage with the coaches in a *culturally-sensitive way*.
- Conduct coach-exchange platforms** where coaches visit each other's projects to see what others are doing.
- Provide mentoring and psychosocial support for coaches** during training and throughout implementation.
- Conduct trainings over a longer period of time** rather than in short, intensive trainings. (Training every day for a week is less effective than having time in between to apply skills.)

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RETENTION

- Increase coaches' motivation and volunteerism by **providing recognised training and certification in specific coaching competencies** and appropriate coaching kits.
- Encourage coaches to form groups and **carry out Income Generation Projects or Volunteer Savings and Loans (VSL) groups**, if appropriate. These may provide the following benefits:
 - Income generation for coaches and volunteers from the local displaced community where income is a recognised concern; and
 - Programme sustainability by enabling coaches and volunteers to earn income while volunteering (or working for a small stipend/incentive payment) in the sports programme.

Box 4.4.2.2 Good Practice Example: Volleyball in Myanmar

Girl Determined (GD) initiated a volleyball programme in Myanmar. The country had almost no recent history of broad female sports participation, particularly among rural and conflict-affected communities (living in IDP camps). They started from scratch with some initial support from the national sports school and trained local women in basic volleyball skills. The local women then began coaching the participants.

After a couple years of programme implementation, girls from the programme were trained as peer leaders and then junior coaches. Many of these girls now have skills superior to those of their original coaches. As coaching skills have increased, GD is bringing in more external expertise (e.g. from Volleyball Australia) to further improve coaching capacity.

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Recruiting, training and retaining coaches and facilitators with psychosocial skills helps transform sport into Sport for Protection.



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4.5 Monitoring

Theory of Change Connections

- Were young people instrumental in determining the way outcomes would be measured?
- How are young people involved in monitoring and evaluation?
- Are young people involved in disseminating results of the project/programme?

Protection Outcome Connections

- How will you know the programme has contributed to social inclusion, social cohesion and psychosocial well-being?
- How will you use this information to adjust the implementation of the programme?

In order to ensure that Sport for Protection activities meet stated objectives and remain responsive to the real needs of young people, it is essential to engage in regular, planned situation and response monitoring. Situation monitoring identifies the current needs and protection risks, while response monitoring assesses the degree to which current projects are meeting those needs. Ongoing monitoring reveals what adjustments are required to meet protection outcomes in ever-changing humanitarian contexts. Young people, coaches and other stakeholders must be involved in determining what to monitor, deciding how to do so, and conducting the actual evaluations.

The frequency of situation monitoring should be determined by many factors, including the stage and scale of the emergency and the movement of forcibly-displaced people.

4.5.1 Understanding Situation and Response Monitoring

Situation monitoring is the ongoing and systematic data collection and analysis of protection risks, concerns, violations and capacities in a given humanitarian context. Response monitoring is the ongoing and coordinated measurement of the humanitarian response in a humanitarian context; i.e. activities planned and carried out by humanitarian actors.

- Child Protection Working Group (2016)

The purpose of situation monitoring is to collect evidence on protection risks and response capacities. The purpose of response monitoring is to understand how much of the need has been met. These two sets of information help us to measure and identify interventions that can bridge the gap between young people's rights to protection and well-being and the current reality.

Situation monitoring

As with situation analysis or needs assessment, **situation monitoring** should ideally be conducted with other protection and MHPSS agencies and will involve the development of a monitoring plan. This will also require secondary and primary data collection to understand how young people's protection and well-being has been affected within the data collection period. The frequency of situation monitoring should be determined by many factors, including the stage and scale of the emergency and the flux of forcibly-displaced people. In an active emergency, situation monitoring may happen every day; in protracted crises, it would occur much less frequently.

Response monitoring

For **response monitoring**, the [project logframe](#) will help you determine what kind of information you need to collect and how to collect it. Regular monitoring of [outcomes](#), [outputs](#), [activities](#) and inputs will encourage improvement of programme design and delivery. Response monitoring is an ongoing regularly-scheduled activity throughout the project implementation that tracks the project's/programme's progress. If, however, any significant changes are revealed in situation monitoring, additional response monitoring should occur.



For more information, see [Annex 3.7 Sample Monitoring Questions and Examples of Indicators](#).



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4.5.2 Defining Data Collection and Analysis

Data Collection Tools

Data collection tools need to be developed that will help obtain the necessary information from the appropriate sources in order to verify the programme's outcomes. Both qualitative and quantitative tools should be employed to ensure the data collected can serve a variety of purposes:

- Build evidence to demonstrate the effectiveness of Sport for Protection programming;
- Meet reporting requirements for funding agencies;
- Measure young people's protection and well-being; and
- Provide meaningful examples of positive change.

The choice of data collection tools should be based on the data source. The table below provides some examples of the types of information desired and how it might be collected.

| Examples of Data Being Collected Include: | Examples of Data Collection Tools/ Methods Include: |
|--|--|
| <ul style="list-style-type: none"> • The kinds of activities conducted • The frequency of those activities • The protection outcome-related topics and objectives to which young people have been introduced • The number of participants and their frequency of attendance • The number of trainings in human rights, psychosocial support, etc. that are conducted • The number of trained coaches that can apply human rights principles, psychosocial support, etc. • The number of coaches who have adequate knowledge and skills following specific trainings | <ul style="list-style-type: none"> • Session reports • Monthly reports • Training reports • Training pre- and post-tests • Attendance lists • Focus group discussions • Key informant interviews • Questionnaire surveys |



Note: More and more programmes are using mobile devices to rapidly collect and analyse data. For example, [Afrika Tikkun](#) has begun collecting young people's self-assessments of their psychosocial well-being by using emoticons on tablets at each session. Terre des hommes' [Mobile Data Collection Toolkit](#) provides information on mobile data collection using Kobo.¹⁰¹

Box 4.5.2.1 Examples of Measurement Tools for Psychosocial Well-Being

- **Community-Generated Well-Being Indicators** can be developed by consulting targeted communities about how they determine whether a young person is 'doing well'. A list of indicators is then discussed and agreed upon. Young people and caregivers are then asked to use 10 stones to rate the young people's well-being based on the list of indicators.
- **CRS OVC Well-Being Tool** is a self-report tool to be used with adolescents. Based on their response, ten responses are averaged and added together to create a total well-being score.
- **Child Status Index** provides a framework for identifying children's needs; creating individualised, goal-directed service plans for use in monitoring the well-being of children and households; and executing local, programme-level monitoring and planning.

Throughout this guidance, we have emphasised the importance of including young people in every aspect of programming. Monitoring (and evaluation) is no different. When selecting tools for use with young people, it is important to consider their ages, developmental stages and corresponding communication preferences. Tool 4.5.2.2 provides suggestions for adapting methodologies to the needs of different age groups. Box 4.5.2.3 provides a good example of a hands-on evaluation activity that would work for young people with different communication preferences.

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Tool 4.5.2.2 Strategies for Conducting Age-Appropriate Monitoring and Evaluation

| Age of Participants | 10-15 years | 16-18 years | 18 years + |
|---|--|--|---|
| Suggested Monitoring & Evaluation (M&E) Strategies | <ul style="list-style-type: none"> • Use drawing activities and visuals • Introduce M&E sessions with an active game • Use methods that include a facilitator | <ul style="list-style-type: none"> • Incorporate drama and music (e.g. have young people perform scenarios to express progress or challenges) • Consider methods that encourage group work | <ul style="list-style-type: none"> • Use drama and music and other creative forms of expression • Train young people to lead the process • Incorporate methods that encourage youth-led group work |



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Box 4.5.2.3 Good Practice Example: Participatory Monitoring with Include Through Sport¹⁰²

Include Through Sport is a national charity partnering with Sport England and its Active Communities programme to address young people's academic problems through sport and physical activity.

An important element of the diagnostic and monitoring and evaluation processes is the use of the Rickter Scale Board (copyright of the Rickter Company Ltd)—a hands-on, non-paper based motivational assessment and evaluation package, that looks like an abacus with counters that are moved along scales. ... Participants are asked to place themselves on a number of attitudinal scales (0 to 10) by moving counters—their current and then their 'desired' states are identified. This enables a holistic identification of personal attitudes, perceptions, goals, need and readiness to change and the formulation of action plans. ...A sports-specific scale has been developed for Include Through Sport...

The process can be repeated at predetermined intervals to gauge changes in attitudes and perceptions. Variations on the tool could include strings and beads, piles of rocks, or any other manipulative that can be easily moved along a continuum. Where resources are severely limited, one could even draw a line on the ground and have the participants place themselves at the appropriate place on the line. (For more information on the Rickter Scale, visit <http://www.rickterscale.com/>.)

See [Annex 3.7 Sample Monitoring Questions and Examples of Indicators](#), [Annex 3.8 The 'Amazing Race' Evaluation Tool](#) and [Annex 3.9 Travelling Opinion Activity](#) for tools that can be adapted to guide young people through an evaluation of Sport for Protection programmes and their outcomes.

Young people should be active participants in all aspects of Sport for Protection, including monitoring and evaluation.

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Box 4.5.2.4 Examples of Monitoring and Evaluation Tools by Age Group

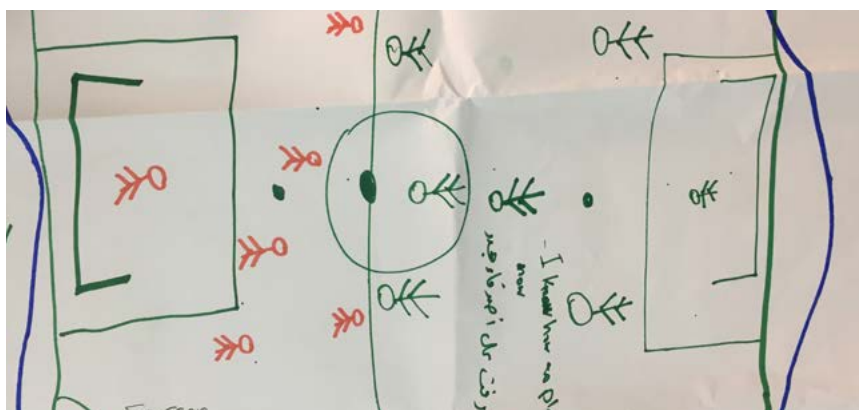
- [Guide on Participatory Monitoring and Evaluation Methodologies for Working with Children and Youth](#) provides examples of tools by age group in its annex.
- [Listen and Learn: Participatory Assessment with Children and Adolescents](#) provides an age range for each tool.

Data Analysis

Once the data has been collected, it must be analysed: Information without interpretation is useless. The following questions should guide your data collection and analysis:

- How can we analyse and use the disaggregated data?
- What can we learn from the data to adjust and improve our programmes?

The choice of analysis methods will depend on the type of data collected. Options could include statistical analysis, comparison or content analysis. MS Excel or Google Sheets are easy-to-use tools for quantitative data analysis. (See *Terre des hommes' Project Cycle Management in Emergencies and Humanitarian Crises Handbook* for more information.) Box 4.5.2.5 suggests some additional monitoring tools.



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Box 4.5.2.5 Examples of Other Monitoring Tools

- [A Toolkit for Monitoring and Evaluating Children's Participation: Tools for monitoring and evaluating children's participation](#) (Booklet) provides a range of tools for use with various stakeholders, especially children and young people, to gather and analyse information for monitoring and evaluating the scope, quality and outcomes of children and young people's participation.
- [The Child and Youth Centered Accountability \(CAPE\) Guidebook](#) (IICRD, 2012) provides a number of tools that can be used to involve young people in monitoring and evaluating protection outcomes.
- [A Photo Monitoring Tool](#) was piloted by SAD in their "Sport and Play for Lebanese Children and Youth Affected by Conflict".
- **Module 3: Research and Participatory Monitoring and Evaluation methods** in the [Equal Access Participatory Monitoring and Evaluation Toolkit](#) provides guidance on collecting rich qualitative data to understand audiences and the impacts your programmes have on them, using key qualitative and short survey methods, understanding good facilitation and its importance in PM&E and deepening and improving your data. **Module 5** is focused on **Qualitative Analysis**.
- [A Guide for Involving Young People in Monitoring & Evaluating Child Protection Systems](#) (IICRD, 2012) is a useful toolkit with step-by-step guidance on six tools that assess the protective environment of youth before moving forward with programme planning.
- **Most Significant Change** is a form of participatory monitoring and evaluation. The process involves collecting significant change stories and then systematically asking panels of designated stakeholders or staff to select the most significant ones.
- **Project Monitoring Plan (PMP)** (IFRC, 2011) is a table that uses a project's logical framework to detail key monitoring requirements for each indicator and assumption. Table columns typically summarise key indicator (measurement) information: detailed information on the data, its sources, the methods and timing of its collection, the tools to be used, the people responsible, and the intended audience and use of the data.

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4.6 Evaluation and Learning

Theory of Change Connections

- Have young people been involved in determining what to evaluate and how to do it?
- Are there regular opportunities for young people to provide feedback on the relative success of programming?
- Do young people offer unsolicited recommendations for improving the programme?

Protection Outcome Connections

- What measures will be used to assess the programme's impact on the participation of women, LGBTI and other marginalised groups?
- Are there participatory evaluation procedures in place to assess the programme's impact on social cohesion among young people and the larger community?
- Does the evaluation protocol include ways of determining the programme's impact on young people's mental and psychosocial health (e.g. referrals to trauma counsellors, surveys of young people, etc.)?

Evaluation is the process by which a Sport for Protection programme is assessed for

- 1) Its ability to stick to the programme plan and
- 2) Its success in achieving its overall goals.
 - **Process evaluations** address the first, determining the degree to which the programme followed the activities, processes and personal interactions established in the work plan.
 - **Impact evaluations** address the second, analysing the programme's success in supporting the predetermined protection outcomes as well as identifying any unintended impacts (both positive and negative).

Both process and impact evaluations are needed to complete two essential objectives of evaluation: lesson-learning and accountability. There are several approaches to distinguish the different types of evaluation; practitioners may find other typologies and kinds of evaluations practiced in the sector (see ALNAP guide).

Criteria for Evaluating Programmes


- **Relevance.** Consider whether the goals of a programme are relevant to the target group and the setting. Is Sport for Protection actually needed, and who needs it?
- **Effectiveness.** Consider if activities meet the goals of the target group. Which activities are needed to reach the goals? Is there a risk that the activities could do harm?
- **Efficiency.** Consider if resources (financial, human, social, or cultural) are spent in the best way. Are the selected activities the best-suited to reach the goal? Could more be done better with the same resources by changing the programme plan?
- **Impact.** Consider the changes produced by a programme. Changes can be positive or negative, intended or unintended, direct or indirect. What is expected to happen? What change will the programme make? Is the change greater than the sum of the activities planned?
- **Sustainability.** Consider whether the benefits of the programme can continue beyond the programme period and funding. What will influence whether the programme will be sustainable? What does sustainability mean for the programme?

From: *OECD DAC Criteria for Evaluating Development Assistance*¹⁰³

4.6.1 Formative Evaluations

Process evaluations are assessments that examine the degree to which a programme was conducted according to the original plan. They focus on documenting the development, operation, implementation and effectiveness of a project or programme. Examples of questions that are addressed in a process evaluation include:

- Who were the participants?
- How many people participated in the intervention?
- Were activities carried out as planned?
- How were resources distributed?
- To what extent did the project or programme respond to the needs of the most vulnerable populations?
- To what extent was the project or programme able to reach the most vulnerable population?
- To what extent did the activity achieve its purpose?

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- How well-coordinated was the activity and with what consequences?
- To what extent have adolescents and youth been encouraged to participate in all stages of the project or programme?

Process evaluations can be implemented relatively quickly and cost-effectively, particularly if programme staff maintains good records throughout the process.

4.6.2 Impact Evaluation

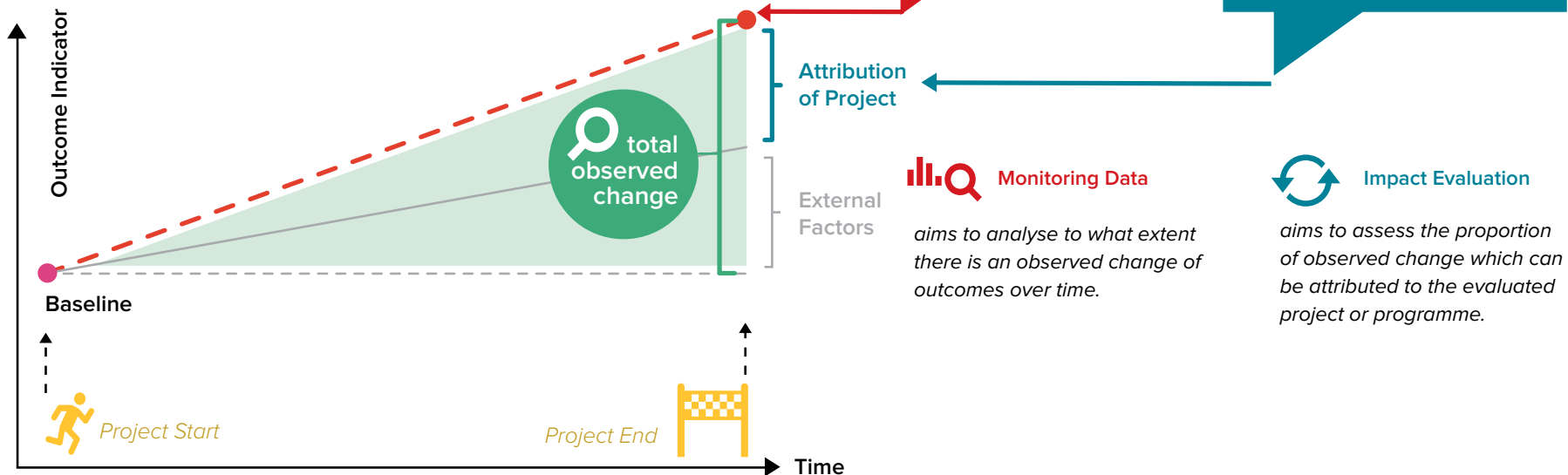
An impact evaluation analyses the impacts of a programme on the target population and quantifies the significance, relevance and transferability of that impact. In other words, it is an assessment of how effective the programme was in achieving its goals.

One purpose for this is to provide accountability to participants and donors. Therefore, it should monitor the project/programme's contribution toward meeting the [theory of change](#). Another stated goal of the impact evaluation, however, is

to determine a **causal relationship** between the intervention and the observed changes in behaviour, attitudes, quality of life, etc. That is to say, is there evidence that the intervention actually *caused* the changes, or did they all happen to occur at the same time?

All interventions are and should be extremely context-specific, as has been highlighted many times in this toolkit. A complete impact evaluation, therefore, will incorporate elements that help account for context-specific results that may not translate to other settings. A multi-disciplinary approach can help determine the degree to which results are transferrable to other settings.


Figure 4.6.2.1 What are Impact Evaluations? (SDC 2017)



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The depth, complexity and purpose of a comprehensive impact evaluation prevent it from being practical, or even ethical, in every situation. Many practitioners also question the ability of impact evaluations to prove causal relationships between interventions and observed changes. For these reasons, certain organisations prefer alternative evaluation methods such as outcome mapping, income harvesting and participatory methods.

Methodology aside, every organisation should systematically assess the effectiveness of project/programme design and implementation and use that information (i.e. *learning*) to inform policy, determine scalability and design future efforts.

 The steps to conduct an evaluation are the same as the steps to conduct an assessment. For more information, see [Annex 3.2 Steps to Conduct a Baseline Assessment](#).

Box 4.6.2.2 Good Practice Example: Participatory Evaluation in Post-Conflict Guatemala¹⁰⁴

Participatory action research (PAR), or participatory evaluation, was used in post-conflict Guatemala for needs assessment, evaluation and information dissemination. Information was gathered in workshops and analysed for overarching themes.

In the field of sport, this was quite obvious, as traditional games and sports, as for example the Mayan Ball Game, were disappearing. On the other side, football, for example, was becoming commercialised in this area through the building of a five-a-side artificial grass facility for profit purposes.

To simultaneously process and disseminate results, “It was decided to paint the results on the walls around the much frequented public multi-purpose sports field.” Teachers and young people created and adjudicated the drawings.

As a result, the mayor approached the local organisation to implement a similar process at the village hall. Some weeks after the first PAR, a similar process was requested and successfully implemented in the neighbouring village. Wall painting is a very relevant and pertinent visualisation technique in Guatemala and was used in a range of projects throughout the country. The sport ground proved an ideal place for dissemination, as it is a popular place and educational messages are visible for players and spectators.

Box 4.6.2.3 Examples of Evaluation Tools

- **What are Impact Evaluations?**¹⁰⁵ is a brief overview of the elements involved in impact evaluations and the situations in which they are appropriate.
- **Impact Evaluation in Practice - Second Edition** is a comprehensive and accessible introduction to impact evaluation for policymakers and development practitioners. First published in 2011, it has been widely used across the development and academic communities.
- **Evaluation of Humanitarian Action Guide** supports evaluation specialists and non-specialists in every stage of an evaluation, from initial decision to final reports.
- **Evaluation Handbook** focuses on the key role evaluations play in gathering evidence to inform this learning cycle and details evaluation requirements.
- **External Evaluation Guidelines** offers expectations and understandings of good practices to follow when conducting evaluations.
- **Inter-Agency Guide to the Evaluation of Psychosocial Programmes in Humanitarian Crises** provides guidance and tools on how to conduct psychosocial evaluations.
- **Better Evaluation** provides a long list of participatory evaluation tools.
- **A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults** is a compilation of tools used during the Thematic Evaluation and Documentation on Children’s Participation in Armed Conflict, Post Conflict and Peace Building.
- **Toolkit of Participatory Tools** provides participatory approaches and tools to work with children and young people in programme planning, implementation, studies and evaluations.
- **Participatory Ranking Methodology** presents a ‘mixed methods’ approach to data collection in which participants respond to a specific question or set of questions. It uses quantitative and qualitative methodologies to generate rich, contextualised data that can be counted, ranked and compared across or within groups.
- **Listening and Learning Toolkit** outlines a conversation-based, youth-led, adult-supported and technically-advised approach to capture individual perspectives and experiences.
- **Child Friendly Participatory Research Tools** are designed to work with children and young people.
- **Children in Focus: A Manual for Participatory Research with Children** includes chapters on participation, child-centred and conventional research methods and child-focused research tools.
- **Transforming a Lizard into a Cow** and **Okiko in Pursuit** are examples of child-led evaluations.

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Annex 1: Tools for Applying the Approaches



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A1.1 Human Rights-Based Approach

The Human Rights-based Approach provides a guiding vision for Sport for Protection—the minimum standard of well-being—and the programming tools required to achieve it. Outcomes (what we would like to achieve) and processes (how we do it) are equally significant when applying a rights-based approach.

Box A1.1.1 Human Rights-Based Approach Case Study

A coach notices that certain members of his team are engaging less in practices and games, and sometimes they do not show up at all. After a couple weeks of observing and questioning, he realises the players are being bullied by other team members.

Bullying is any hostile or offensive action against those who are perceived as different. It includes refusing to cooperate with others because of differences such as gender, sexual orientation, religion or ethnicity.¹⁰⁶ Bullying attacks basic rights to safety, individuality and participation and so undermines the social inclusion, social cohesion and psychological well-being of everyone involved.

Identifying bullying as a protection concern and addressing it are two different things. In order to eliminate the bullying, it is first important to understand why it is happening. The coach decided to use the ‘5 Whys’ tool to discover the root causes of his team’s bullying problem.

Box A1.1.2 Using the ‘5 Whys’ to Analyse Root Causes

The ‘5 Whys’ is a problem-solving technique. Rather than dealing only with symptoms, the 5 Whys seeks to identify and resolve the root causes of problems. It is a deceptively simple technique: For an observed problem, one asks ‘why’ five times to get to the primary cause. (The process is also known as ‘persistent inquiry’.) More complex issues may have multiple causes, requiring multiple lines of questioning and more repetitions of the question ‘why’?

A1.2 Socio-Ecological Approach

The Socio-Ecological Approach takes into account the various layers of risk factors and protective influence in young people’s lives. When applying this approach, the following scorecard can help identify those factors and direct mitigation/strengthening activities.

Tool A1.2.1 The Scorecard

Risks and protective factors facing adolescents and youth are considered within the full spectrum of the socio-ecological approach, as represented by each layer.

| Protection Outcome: [Insert] | Risk factors | Protective factors |
|--|--------------|--------------------|
| Individual. Young people, their knowledge, attitudes and skills | | |
| Interpersonal. Family, friends and social networks | | |
| Organisational. Organisations, schools and workplaces | | |
| Community. Design, access, connectedness and space | | |
| Public policy. Laws, legislation, regulations and policies | | |

Facilitation Instructions

- Explain to participants that this activity requires three steps: 1) Identify risks and protective factors; 2) identify actions to mitigate risk and strengthen protective factors; and 3) score progress to date.
- Explain that step one is focused on creating a shared understanding of the protection strengths and challenges that young people face in their community related to social inclusion, social cohesion or psychosocial well-being.
- Divide the group into 3 small groups and assign each group one protection outcome. Ask each group to fill out the table above, focusing on their assigned protection outcome.
- Use the table below to add activities that could mitigate the identified risks and strengthen protective factors. Circle the actions that the group agrees to implement through a facilitated discussion.
- For the selected actions, use this card as a monitoring tool to score progress to date. Scoring can be 3=achieved, 2=progress made, 1=just started and 0=no action taken.

| Protection Outcome: [Insert] | Planned Actions to Mitigate Risk Factors | Planned Actions to Strengthen Protective Factors | Score/ Notes |
|--|--|--|--------------|
| Individual. Young people, their knowledge, attitudes and skills | | | |
| Interpersonal. Family, friends and social networks | | | |
| Organisational. Organisations, schools and workplaces | | | |

| | | | |
|--|--|--|--|
| Community. Design, access, connectedness and space | | | |
| Public policy. Laws, legislation, regulations and policies | | | |

A1.3 Protection Systems Strengthening Approach

Box A1.3.1 Protection Systems Strengthening Approach Case Study

Let us return to the sport team with the bullying issue. Having become aware of the situation, the coach and his staff decide to use a systems strengthening approach to not only support those involved, but also to address what is fuelling the bullying in general. They even get the players involved in identifying the various formal and informal protection systems that can help. They know that this is not an issue they can resolve on their own as community tensions are driving the bullying: One ethnic group is being targeted by the others. Players powerfully advocate with key actors by presenting how community tensions are negatively impacting their lives. This activates and strengthens systems components—legal and policy frameworks, prevention and response activities, human and financial capacities, advocacy and awareness-raising, coordination, knowledge and data—to protect these young people better.

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A1.4 Mental Health and Psychosocial Support Approach

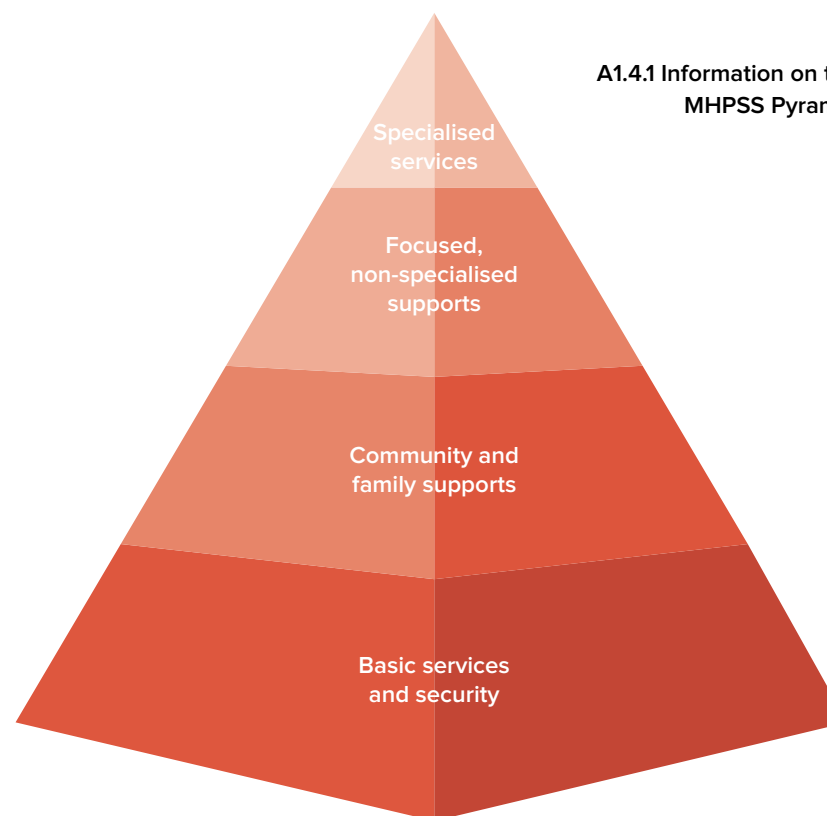
The types of support used in this approach can be classified as: basic services and security; community and family supports; focused, non-specialised supports; and specialised services.

Basic services and security. The well-being of all people should be protected through the (re)establishment of security, adequate governance and services that address basic physical needs (food, shelter, water, basic health care, control of communicable diseases). If this layer of well-being is unstable, Sport for Protection will need to be conducted in coordination with organisations meeting basic needs.







Community and family supports. The second layer represents the emergency response for a smaller number of people who are able to maintain their mental health and psychosocial well-being if they receive help in accessing key community and family supports. In most forced displacement settings, there are significant disruptions of family and community networks due to loss, family separation, community fears and distrust. Even when family and community networks remain intact, people in forced displacement contexts benefit from help accessing greater community and family supports. Sport for Protection programmes generally sit in this layer of the MHPSS pyramid.

Focused, non-specialised supports. The third layer represents the supports necessary for the still smaller number of people who require more focused individual, family or group interventions by trained and supervised workers (but who may not have had years of training in specialised care). Sport for Protection programmes can sometimes target this demographic provided they have requisite staff and training. For example, trauma-sensitive yoga has been used to provide therapeutic support for distressed young people.

Specialised services. The top layer of the pyramid represents the additional support required for the small percentage of the population whose suffering, despite the supports already mentioned, is intolerable and who may have significant difficulties in basic daily functioning. This assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services. Such problems require either (a) referral to services if they exist, or (b) initiation of longer-term training and supervision of primary/general health care providers. This is an area that most Sports+ organisations will not be adequately trained to address. However, specialists may be able to integrate Sport for Protection programming into their treatment of these individuals.



A1.4.1 Information on the MHPSS Pyramid

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Annex 2: Applying the Protection Principles



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The tables in this section provide guidance for applying the Sphere Protection Principles to Sport for Protection programmes.

A2.1 Prevent

| Protection Action | Sphere Protection Principle (2018) |
|--|--|
| Prevent | Enhance the safety, dignity and rights of young people and avoid exposing them to further harm |
| <p>Staff</p> <ul style="list-style-type: none"> Develop a recruitment process that includes an interview, character/employment references and a background check in line with local legislation. Provide an adequate number of coaches and facilitators with appropriate training. (Remember that facilitators may be volunteers who are also affected by the crisis and may need support and guidance of their own.) Identify a staff member who will be responsible for overseeing safeguarding. Train all staff, volunteers and other relevant people on safeguarding and the protection of young people, including how to report concerns. Train staff and volunteers to recognise the risks some young people are exposed to because of their race, gender, age, religion, disability, sexual orientation, social background and/or culture. Request training support from the country-level Protection/Child Protection Working Group if you do not have capacity to do this training yourself. Train staff and volunteers how to design and facilitate safe, rights-based programming for Sport for Protection. This toolkit connects you with the tools that you need. Include your organisation's safeguarding policy as an essential element of partnership/membership agreements. | |

Young People

- Train young people to keep themselves and others safe, handle difficulties and evaluate current and future threats in a positive and realistic manner.
- Teach young people about their rights and about sources of help if they have concerns.
- Develop a support system for participants:
 - Allow time for participants to discuss and share reactions and feelings throughout the sessions.
 - Develop a trust-based relationship with participants.
- Develop a referral system for participants that may need additional support.
- Ensure participants are comfortable with the type of activities being planned and the manner in which they are to be conducted.

Activities







- Conduct sport and physical activities in safe and secure places.
- Ensure that the activities are safe for all participants, taking injuries, health issues, psychosocial well-being, weather conditions and infrastructure into account.
- Plan activities to create a sense of normalcy:
 - Create a regular routine (e.g. organised at the same time of day or day of the week).
 - Use games and activities familiar to the community (e.g. traditional games, local sports).
- Consider gender and cultural sensitivities and offer alternative activities for the main activity to ensure the participation of all.
- Consider offering simple activities that use minimal or no equipment so that participants can play the activities on their own and with friends outside of programming time.
- Consider activities that don't require a lot of talking/language to ensure people with different backgrounds can join in.

A2.2 Respond

| Protection Action | Sphere Protection Principle (2018) |
|--|---|
| Respond | Reduce the impact of harm from violence, coercion, deliberate deprivation and other threats |
| <ul style="list-style-type: none"> • Consult with young people, staff and volunteers as part of the initial development and/or ongoing review of your response system. • Set rules with young people. • Establish a process for dealing with complaints in a fair and transparent way that includes an appeals process. • Establish systems to monitor and evaluate the effectiveness of your organisation's safeguarding initiatives. • Ensure the type of activities played do not perpetuate forms of violence, deprivation and threats. For example, games that have an elimination component often represent warfare and can have a negative impact on participants. | |

A2.3 Remedy







| Protection Action | Sphere Protection Principle (2018) |
|---|---|
| Remedy | Assist young people to claim their rights and access appropriate remedies |
| <ul style="list-style-type: none"> • Establish clear procedures with step-by-step guidance on actions to take if there are concerns about a young person's safety or well-being, both within and external to the organisation. • Establish systems to support young people, volunteers and staff during and following an incident, allegation or complaint. • Develop contacts with relevant youth, child protection agencies, NGOs and community groups providing support on youth development and child protection at national and/or local levels. • Educate young people and their families about the aftermath of a disclosure in an easily-understood format and language. • Record, monitor and securely store documentation of all incidents, allegations and complaints. • Provide opportunities for young people to take on leadership roles and responsibilities within a programme or within the activities themselves. | |

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Sport for Protection is based on the conviction that supportive, trust-based relationships with adults and peers serve as protective factors for young people.

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Annex 3: Project cycle management



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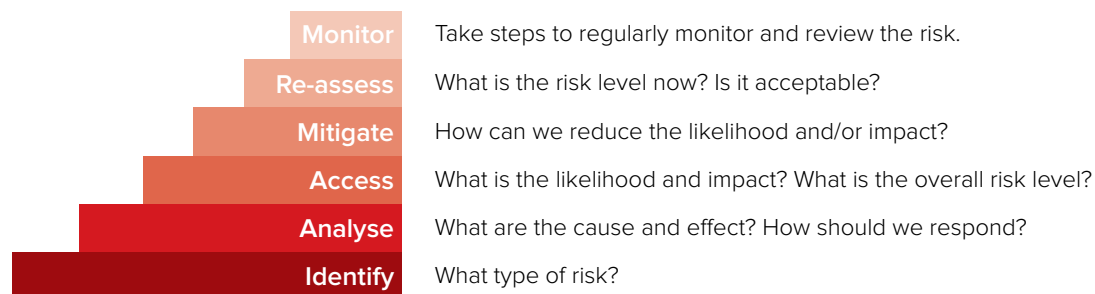
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A3.1 Tools for Risk Analysis

Tool A3.1.1 Risk Analysis Steps and Questions¹⁰⁷



Tool A3.1.2 Measuring the Likelihood and Impact of Risks ¹⁰⁸

| Impact | Negligible (1) | Minor (2) | Moderate (3) | Severe (4) | Critical (5) |
|-----------------------|----------------|-----------|--------------|------------|--------------|
| Likelihood | | | | | |
| Very Unlikely (1) | | | | | |
| Unlikely (2) | | | | | |
| Moderately Likely (3) | | | | | |
| Likely (4) | | | | | |
| Very Likely (5) | | | | | |

A3.2 Steps to Conduct a Baseline Assessment

Tool A3.2.1 Steps to Conduct a Baseline Assessment

| Step | Stage | Tasks |
|------|----------------------------------|---|
| 1 | Design and methodology | <ul style="list-style-type: none"> Develop indicators based on the completed situation analysis and strategic planning. Determine data collection methods that can best capture the pre-implementation situation based on the established indicators. |
| 2 | Planning the baseline assessment | <ul style="list-style-type: none"> Discuss how stakeholders will be involved. Prepare a budget and timeline. Form the assessment team. Determine the management process, which includes defining roles and responsibilities for the team and preparing the terms of reference and contracts. Develop the data collection tools and methods, including decisions on sampling design and size. Test the data collection tools and other methods of measurement after training data collectors. Develop the analysis plan and database for storing quantitative data. |
| 3 | Implementation | <ul style="list-style-type: none"> Develop an implementation plan. Train data collectors. Carry out more detailed planning. Involve young people and stakeholders. Conduct data collection. Input data. Perform data cleaning. Conduct analysis and storage. Write the report. Ensure review and approval. Conduct lessons learned on the data collection and analysis process for eventual refinement of the data collection instruments. |


| Step | Stage | Tasks |
|------|----------------------------|---|
| 4 | Sharing, use and follow-up | <ul style="list-style-type: none"> Communicate and disseminate the findings. Plan follow-up(s) on any recommendations. Prepare the response to the assessment. Develop the management action plan. This should also include ways to ensure that learning informs future project or programme planning, design and implementation. |

A3.3 Guided Questions for Logframe Development

Programme outcomes are the **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-Bound (SMART) actions or behaviours that verify protection outcomes are being met. Outcomes and indicators should be developed that both answer the questions below and meet the SMART principles.



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Tool A3.3.1 Guided Questions for Logframe Development

| Project Summary | Indicators | Data Source | Assumptions |
|---|---|---|--|
| Step 1: Goal. What are the wider objectives that the outcomes will help achieve? | What are the quantitative or qualitative measures to determine whether these broad objectives have been achieved? | What sources of information can verify that the outcomes have been met? | What external factors are necessary if the objectives are to contribute to the goal? |
| Step 2: Outcomes. What are the expected results to produce the wider objectives? | What quantitative or qualitative measures can verify that the outcomes have been met? | What sources of information can verify that the outcomes have been met? | What external factors are necessary for the outcomes to help achieve the objectives? |
| Step 3: Outputs. What are the tangible products required to produce the outcomes? | What are the quantitative or qualitative measures to determine whether the outputs have been achieved? | What sources of information can verify that the outcomes have been met? | What external factors are necessary if the outputs are to contribute to the achievement of the outcomes? |
| Step 4: Activities. What are the key activities required to produce the outputs? | What are the quantitative or qualitative measures to determine whether the activities have been achieved? | What sources of information can verify that the outcomes have been met? | What external factors are necessary if the activities are to contribute to the achievement of the outputs? |

A3.4 Gantt Chart for Developing a Work Plan







A Gantt Chart is an effective tool for creating a practical, executable work plan.

Tool A3.4.1 Gantt Chart for Developing a Work Plan

| Project Activities | Project Months | | | | | | | | | | | | Person Responsible | |
|--------------------|----------------|---|---|---|---|---|---|---|---|----|----|----|--------------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Activity 1 | | | | | | | | | | | | | | |
| Activity 2 | | | | | | | | | | | | | | |
| Activity 3 | | | | | | | | | | | | | | |



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A3.5 Tools for Social Inclusion

When faced with adapting activities, consider using one or more of the following strategies:

- The Tree Model
- The Step Model
- The Spectrum Model

Tool A3.5.1 The TREE Model

The **TREE Model** identifies four essential elements of an activity that can be modified to make it more inclusive. For a more detailed explanation, follow this [link](#).

- **Teaching/Instructional Style**—Modify the teaching style to reflect the abilities, including language, of the participants.
- **Rules/Regulations**—Change rules to ensure that no participants are restricted or excluded without reinforcing stereotypes.
- **Equipment**—Offer equipment alternatives (e.g. to slow a ball game down, use a partially deflated ball; if participants have difficulty swinging a heavy bat, use a rolled-up newspaper).
- **Environments**—Change various elements of the environment to accommodate participants. For example:
 - Surface—grass, concrete, wood, water.
 - Lighting—artificial or natural, light or dark.
 - Temperature —hot or cold.
 - Noise—foreground or background noise, loud or quiet.
 - Number of people—many people in close proximity or having the environment to yourself, large group or small group.
 - Changing rooms, even makeshift, especially if it is not appropriate for young women to be in public with sports clothes.
 - Access to water and a place to dispose of/change menstruation hygiene-related products.
 - Accessibility—make adjustments to ensure the play space is accessible.

Tool A3.5.2 STEP Tool from [Sport and Play for All: A manual on including children and youth with disabilities](#)¹⁰⁹

The **STEP Tool**¹¹⁰ assists coaches in adapting sports and games for people of different abilities. Key elements in the STEP tool are:

- **Space**—Increase or decrease space for the activity; zoning by mobility levels.
- **Task**—Break down complex skills into simple steps; practice skills individually or with a partner before incorporating skills into a game.
- **Equipment**—Use equipment to support various abilities—i.e. a wheelchair, a ball with a bell, etc.
- **People**—Match participants with people of similar ability; balance teams according to ability.

For more information, see [Sport and Play for All: A manual on including children and youth with disabilities](#) (pages 44-51). For more information on the Step framework, see [Sports Development](#).

Tool A3.5.3 SPECTRUM Model

The **SPECTRUM Model** for inclusion in sport can be used for people with varying levels of ability, educational needs or age. The model includes:

- **Open activities**—By nature, these are inclusive activities; everyone plays the same activity.
- **Modified activities: Change to include**—Everyone plays the same game but the rules, equipment or area are adapted to promote inclusion of people of varying ability (Tool A3.5.2 The STEP Tool can be used to modify activities).
- **Parallel activities: Ability groups**—Participants follow the same activity theme, but work in groups at their own level and pace according to their ability or age.
- **Separate or alternate activities**—On occasions, it may be appropriate for young people with disabilities to practice a sport on their own or with their disabled peers (i.e. when doing a jumping activity, do a throwing activity instead with peers who have limited use of their legs).
- **Disability sport-adapted physical activity, or ‘Reverse integration’**—non-disabled people are included in disabled sports together with disabled peers. This improves attitudes towards those with disabilities and the self-esteem of those with disabilities.



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“Young people” encompasses a wide age range, so it is helpful to consider the evolving capacities of adolescents and youth. Here are activity guidelines for each age group:

Tool A3.5.4 Age Considerations for Sport for Protection Programmes

| Age Group | Activities that: |
|-------------|--|
| 10-15 years | <ul style="list-style-type: none"> • Foster coordination • Introduce human rights principles for self and others • Focus on play and sport with peers and creating healthy communities • Develop lifeskills • Examine adolescents’ roles in peer, family and community life • Facilitate basic discussions on gender roles |
| 16-18 years | <ul style="list-style-type: none"> • Foster innovative and creative/critical thinking • Apply human rights principles to everyday situations • Focus on play and sport for social change • Offer advanced examination of gender and social roles • Facilitate discussions on employment |
| 18 years + | <ul style="list-style-type: none"> • Emphasise leadership and problem-solving (i.e. young people should be encouraged to form their own groups and exercise leadership) • Focus on sport for social change and justice • Facilitate reflection on the transition to adulthood • Offer preparation for employment |

A3.6 Developing SMART Indicators







Setting appropriate indicators is critical to the monitoring and evaluation process. Developing **SMART** indicators (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound) and **SPICED** indicators (**S**ubjective, **P**articipatory, **I**ndirect, **C**ross-checked, **E**mpowering, **D**iverse) are means to ensure indicators are valid, reliable, precise and programmatically relevant.

Indicators should be:¹¹¹

- **Valid.** The indicator actually measures what it intends to measure.
- **Reliable.** The indicator is consistently measurable over time, regardless of observer or respondent.
- **Precise.** The indicator is clearly-defined to avoid future confusion or complications.
- **Programmatically relevant.** The indicator is specifically-linked to a project input, output or outcome.




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A3.7 Sample Monitoring Questions and Examples of Indicators

| Level | Monitoring Questions | Examples of Indicators |
|--------------------------|---|---|
| Context | <ul style="list-style-type: none"> Did any unexpected considerations arise? Are populations moving for economic reasons? Are changes occurring in the setting? Is a peak in violence or a political change occurring or likely to occur? Are the psychosocial needs of young people being met? | <ul style="list-style-type: none"> % of surveyed communities who indicate that displaced adolescents and older youth (aged 18-25) are unable to access jobs or secondary education since [date] % of surveyed communities who indicate that displaced adolescents and older youth (aged 18-25) are experiencing social conflict since [date] % of surveyed communities who indicate that adolescents and older youth (aged 18-25) exhibiting signs and symptoms of distress since [date] |
| Inputs | <ul style="list-style-type: none"> Are funds, staff and materials available on time and in the right quantities and quality? How much money is being spent? How is procurement going? How are our stocks evolving? | <ul style="list-style-type: none"> % of program coaching staff salaries secured % of staff in place (male/female) % of sports equipment procured and delivered |
| Process/ Activity | <ul style="list-style-type: none"> Are our activities conducted according to standards? How do beneficiaries feel about the work? Are activities being implemented on schedule and within budget? How are they implemented? What is causing delays or unexpected results? | <ul style="list-style-type: none"> Inclusive sport- and play-based curriculum is being implemented to support social inclusion. Sport and play sessions are facilitated with participation from host communities to support social cohesion. Coaches and staff are trained on psychological first aid to support psychosocial well-being. |
| Outputs | <ul style="list-style-type: none"> Are the activities and outputs leading to desired outcomes (particularly in the areas of social inclusion, social cohesion and psychosocial well-being)? Are the expected changes in terms of beneficiaries' situation, behaviour, attitudes and policy materialising? | <ul style="list-style-type: none"> % of adolescents and youth (disaggregated by age, gender and dis/ability) that report receiving positive and sustained support from peers, coaches and other adults % of adolescents and youth (disaggregated by age, gender and dis/ability) that report participating or taking a leadership role in Sport for Protection activities |

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| Level | Monitoring Questions | Examples of Indicators |
|-----------------|---|--|
| Outcomes | <ul style="list-style-type: none"> • Are the activities and outputs leading to desired outcomes (particularly in the areas of social inclusion, social cohesion and psychosocial well-being)? • Are the expected changes in terms of beneficiaries' situation, behaviour, attitudes and policy materialising? | <ul style="list-style-type: none"> • % of adolescents and youth (disaggregated by age, gender and dis/ability) that report receiving positive and sustained support from peers, coaches and other adults • % of adolescents and youth (disaggregated by age, gender and dis/ability) that report participating or taking a leadership role in Sport for Protection activities • % of adolescents and youth (disaggregated by age, gender and dis/ability) that report feeling more confident in their ability to influence their future |
| Impact | <ul style="list-style-type: none"> • Is anything happening which enhances or jeopardises impact? • Are the conditions being progressively put in place to produce expected longer-term changes? | <ul style="list-style-type: none"> • % of parents/caregivers of adolescents and youth (disaggregated by age, gender and disability) that report improvements in their children's engagement in community life • % of adolescents and youth (disaggregated by age, gender and disability) that report improvements in the safety of their community • % of adolescents and youth (disaggregated by age, gender and disability) that report improvements in their access to basic rights in their community • Implementation of policies or practices that mitigate or eliminate harmful cultural norms or practices |

Adapted from the *Terre des hommes' Project Cycle Management in Emergencies and Humanitarian Crises Handbook*

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A3.8 The 'Amazing Race' Evaluation Tool

Tool 3.8.1 The 'Amazing Race' Evaluation Tool

| | |
|------------------------------------|---|
| Objectives | <ul style="list-style-type: none"> To engage young people in meaningful evaluation of a Sport for Protection project To understand young people's experience of the project through analysed qualitative data (e.g. participants' stories) and quantitative data (e.g. numerical data) on Sport for Protection programming processes and outcomes |
| Materials | <ul style="list-style-type: none"> Participants 3–4 facilitators Recording tools (paper, writing utensils, and/or video recording equipment) Building materials (e.g. sticks, rocks, nuts, leaves, etc.) Pre-determined evaluation questions and body art activities |
| Process | <ol style="list-style-type: none"> Identify two areas on opposite sides of the room: 'Agree' and 'Disagree'. Provide the following directions to participants: <i>Today, we need your help. I am going to read you a statement. If you agree, you will go to the designated area. If you disagree, you will go to the other area. Once there, your group must work together to [insert desired activity] before the other group.</i> (The desired activity will be a 'body art' exercise or group activity. Please see below for examples.) The recorder should record the number of boys/girls who choose each response per question. Once the groups have made their body art, ask why the participants chose their answer. The recorder should record responses <i>exactly as the participants state them.</i> Call participants back to the centre area and repeat the process with subsequent questions. After the last activity, ask participants if they have additional comments about the programme process, the outcomes and the evaluation process. |
| Sample Evaluation Questions | <p><i>Programming Process</i></p> <ul style="list-style-type: none"> I was involved in determining the goals of the project. My opinions mattered when determining activities. <p><i>Social Inclusion Outcomes</i></p> <ul style="list-style-type: none"> I invited others to join the project. I am able to participate fully in the project. <p><i>Social Cohesion Outcomes</i></p> <ul style="list-style-type: none"> This project offers me opportunities to make friends with people from different backgrounds. This project gives me the ability to solve problems by working with others. <p><i>Psychosocial Well-Being Outcomes</i></p> <ul style="list-style-type: none"> This project helps me be more confident in my ability to reach goals. Participation in this project gives me a place where I feel safe. |



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| Level | Monitoring Activities |
|-------------------------------------|---|
| Sample ‘Body Art’ Activities | <ul style="list-style-type: none"> • <i>The Knot Game</i>: Each participant in the group grabs the hand of another participant NOT beside them. The group then has to detangle the knot without releasing hands. • <i>Human Pyramid</i>: Each group builds a ‘pyramid’ by kneeling on the backs of their peers. • <i>Human Shape</i> (letter, word, object, etc.): All the participants in the group lie on the ground to create an assigned shape, letter, etc. |
| Sample Follow-up Questions | <ul style="list-style-type: none"> • What is your favourite memory from the project? • What is one thing you would improve about the project? • Has the project influenced your family or community? If so, how? |
| Implementation Notes | <ul style="list-style-type: none"> • To ensure safety of the participants as well as detailed recording of responses, we recommend having a minimum of 3–4 facilitators: one to record responses, two to spot groups for safety, and one to direct participants. • For each body art activity, every person in the group must be included. • The Sample Travelling Opinion Activity Results Form, found in Tool A3.9.1, can be adapted for recording participants’ choices and comments. • The ‘Amazing Race’ Evaluation Tool can also be used in the Situation Analysis and Monitoring stages of the Sport for Protection process to identify protection concerns and monitor mid-programme progress. <p><i>Considerations for adapting to particular contexts:</i></p> <ul style="list-style-type: none"> • In settings where it is culturally inappropriate for boys and girls to interact in close proximity, provide separate locations/times for girls and boys. • To accommodate young people with physical disabilities or health issues, set up two tables side-by-side, one for ‘Agree’ and one for ‘Disagree’, so young people will easily be able to move from one table to the other. Equip each table with an ample supply of building materials. For each activity, those at the tables will create the same ‘art’ using the materials on the table. Ensure youth with sight, hearing or developmental disabilities are offered appropriate activities and receive instructions in a manner they understand. • Consider incorporating local movements, dances and the like into the ‘body art’ activities. |

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A3.9 Travelling Opinion Activity

Tool 3.9.1 Travelling Opinion Activity, IICRD and Right to Play (for mid-term monitoring or final evaluation)

Purpose:

To explore the opinions of youth on sport and protection issues and to evaluate the effectiveness of programmes towards achieving certain outcomes. The activity provides basic quantitative information (though not for statistical analysis) and qualitative assessments.

Group Size: 6 to 20 young people; ages 10 years and up

Equipment: Paper and tape to mark stations (optional), balls (optional), sports field or room

The Method:

- Set up stations around the field or room marked by a paper on the wall (or simply direct the youth to relevant areas) labelled: strongly agree, agree, neutral, disagree, and strongly disagree.
- Assemble young people in the centre of the field or room.
- Provide participants with a statement about their experience with or perceptions of the programme. Statements should be predetermined to reflect programme objectives. For example:

Objective: Increased social cohesion between young people from host and refugee communities.

Statement: 'Sport helps me make friends from other communities'.

- Direct students to run, walk, crab walk, jump, dribble, etc. to the 'station' that best fits their opinion.
- Count and record the number of girls and boys at each station, then call the young people back to the centre.
- Ask probing questions to determine what motivated their choices (e.g. for those of you who 'agreed', why did you choose this?)

Tips and Notes

- A limitation is that young people may follow their friends. This should be addressed in the introduction by encouraging young people to think for themselves and go where they want. Cross-check their choices with the qualitative information collected via the probing questions.
- Consider adapting as needed:
 - With young adolescents, where space allows, ask participants to do various activities on their way to the station (jump, crab walk, hop, dribble a ball, etc.).
 - In a smaller space, such as a small room, have participants walk to the station.
- The statements may be adjusted depending on the group (age, gender, size, length of time in programme) and the activity being monitored.



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Sample Travelling Opinion Activity Results Form

| Statement | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Comments |
|--|----------------|---|-------|---|---------|---|----------|---|-------------------|---|----------|
| | F | M | F | M | F | M | F | M | F | M | |
| Disaggregation* | | | | | | | | | | | |
| Sport has positive impacts on my family | | | | | | | | | | | |
| Sport has positive impacts on my community | | | | | | | | | | | |
| Sport helps me clear my mind | | | | | | | | | | | |
| Sport helps me make friends from other communities | | | | | | | | | | | |
| Sport helps me feel safe and protected | | | | | | | | | | | |
| Sport is important for both boys and girls | | | | | | | | | | | |

**The form is currently disaggregated for gender, but it is also possible to adapt this to measure the level of inclusion of young people with disabilities, age and other factors you may be tracking in your project or programme.*









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Sport for Protection helps young people develop their innate capacity for self-care, protection and decision-making.

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Annex 4: Supporting Young People in Crisis



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When conducting Sport for Protection programming, coaches and staff will inevitably find themselves confronted by a young person suffering physical or emotional pain. As part of the safeguarding process, referral pathways should already be in place so everyone is clear on the levels of support available, should specialist support be required.

The following tools provide concrete guidance on how to immediately respond to young people in crisis and should be modified to your context. These guidelines will also apply to supporting coaches or facilitators in crisis.

Tool A4.1 What to do if a Young Person Becomes Distressed | Adapted from ARC (Action for the Rights of the Child) and Listen and Learn: Participatory Assessment with Children and Adolescents¹¹²

Young people may become distressed for a number of reasons. They may be overtired or frustrated, they may have suffered an injury, they may be angry or upset by something that happened during the session, or they might have remembered a disturbing event that happened earlier. Whatever the reason, it is important that you remain calm and provide gentle, non-judgmental, non-punishing support. Here are some steps to follow:

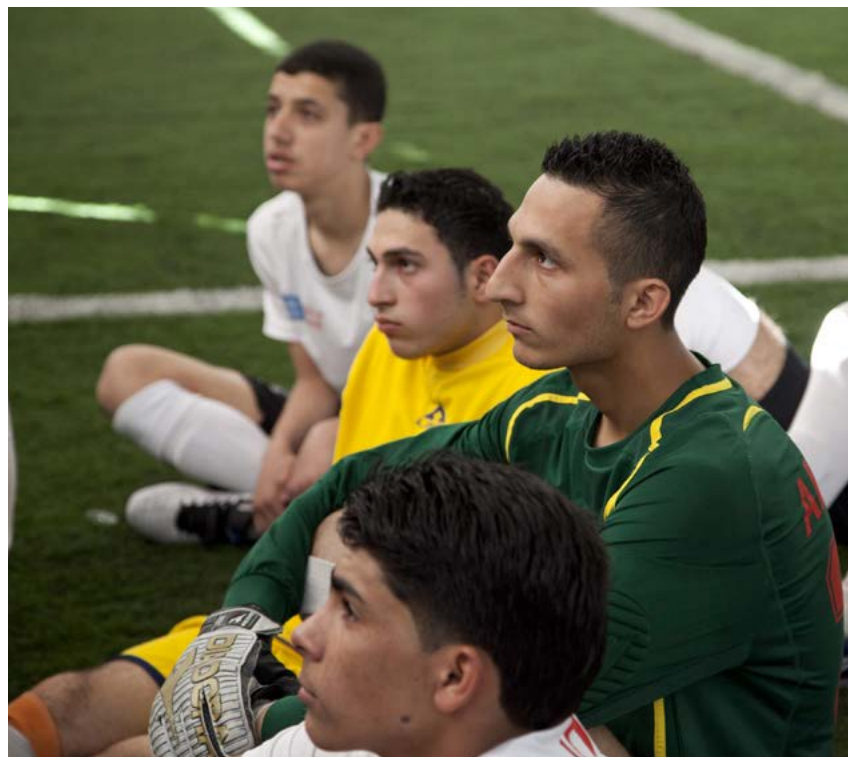
- **Give the young person privacy from the group.** If a young person becomes distressed during one of the activities or during a break, take the young person aside to a private space where you can talk without being seen or heard by others. It is okay if the young person requests that one of the other young people accompany him or her.
- **Let the young person decide what he or she needs.** We often want to tell the young person how to behave or ask the young person what is wrong so we can 'fix it'. However, young people should not be forced to talk about things that are upsetting them. Perhaps the young person simply needs some quiet time for him- or herself. Perhaps he or she wants to read or draw or sleep or walk or talk with a friend. This is ok. Let the young person decide what he or she needs in order to feel ok.

- **Let the young person lead the conversation.** If the young person does reveal to you why they are upset, let them communicate in the manner and at the speed that they choose. Do not rush to fill silences. Young people often need space to think and reflect on what they want to communicate. When they are ready, they will continue.
- **Be mindful that the young person may want to stop the conversation.** At some point, the young person may decide that she or he wants to stop the conversation. This is ok. The young person may communicate this need verbally or non-verbally. Pay attention to the young person's body language and any signals that indicate that the young person wants to stop the conversation. It may be necessary to stop the discussion completely or take a break and continue later.
- **Provide support and encouragement.** The young person may want you to listen without giving advice, or they may prefer to sit in silence. If you are unsure, you may want to ask the young person what he or she needs in order to feel comforted.
- **Accept the young person's emotions.** Accept all emotions that the young person displays or communicates, even if they seem to you to be illogical or out of proportion to whatever has happened. Don't judge what the young person does or says. As long as the young person is not at risk of harming him- or herself or anyone else, allow the young person to release their feelings. Like a rainstorm, this will pass.
- **Seek external support if needed.** If the young person is hurt or continues to be distressed or if something very serious happens, you may need to contact the young person's parents or guardians. Alternatively, the young person may ask you to contact someone else they feel comfortable with, such as an older sibling, another family member, or another trusted adult. Do so.
- **Re-engaging with the session:** Once the young person is calm, you can ask if she or he wants to return to the session. It is ok if the young person does not want to return.

Tool A4.2 What to do if a Young Person Discloses Abuse | Adapted from ARC and Listen and Learn: Participatory Assessment with Children and Adolescents¹¹³

During programme activities, a young person may be reminded of incidents of physical, emotional or sexual violence or abuse. The following guidelines should be followed if that happens:

- The identities of people who may have experienced or perpetrated sexual violence should always be kept confidential. This means not sharing the information with the group.
- If at any time a young person reveals abuse that has happened to them or to someone they know, find an appropriate way to take the young person aside to a private space. Ensure privacy for safety and wellness while not creating further protection risks by being alone with the young person who has experienced violence and/or abuse. Keep in mind that the young person may not be aware that what they are describing is a form of abuse.
- Reassure the young person that she or he has not said or done anything wrong.
- Ensure that the young person feels as safe and as comfortable as possible. If the young person is distressed, follow the guidance in [Annex 4.1](#).
- Listen if the young person wishes to speak, but do not ask any questions or try to get further information. **Do not provide advice.** It is not your role at this stage to investigate the disclosure beyond ensuring the immediate safety of the young person.
- Follow the procedure set out within the protection policy and contact the protection focal point as soon as possible. Ensure copies of the policy are readily available.
- Unless the young person is in immediate risk or is distressed, the young person can return to the session activities when he or she feels ready. You should check with the young person if they wish to resume their participation in the session. It is ok if they don't want to.



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When a young person becomes distressed, whatever the reason, it is important that you remain calm and provide gentle, nonjudgmental, non-punishing support.

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| +Sports | Organisations for which achieving social or protection outcomes is the primary focus, with sport being one of the tools used to achieve this |
| Accessible | The ability of individuals to attend and participate in activities without facing undue social, physical or logistical constraints |
| Adapted sport | Sports created or modified to meet the needs of persons with disabilities |
| Adolescents | Young people aged 10–19 years |
| Advocacy | Promotion of a desired outcome, attitude or behaviour through personal interactions and/or media campaigns |
| Baseline assessment | Data collection and analysis exercise undertaken prior to or at the onset of an intervention to determine the baseline conditions (the 'starting point') |
| Basic services and security | Access to essentials such as clean water, safety, food, legal protection, etc. |
| Child protection | Endeavours which seek to strengthen young people's protective environments and mitigate their risk factors for abuse, neglect, exploitation and violence |
| Coaches | Individuals with heightened capacity in sport and protection who train or lead programme participants |
| Community and family supports | Local assets (e.g. parents, community groups, etc.) that help mitigate young people's risk factors |
| Continuity | Using the same (or very similar) elements or patterns throughout a programme to increase participant comfort |
| Cross-cutting principles | Ideals that apply to all aspects of Sport for Protection programming |
| Disaggregated data | Data separated according to specified groups (e.g. age, gender, ethnicity, etc.) |
| Employment skills development | Activities that help young people develop the skills required for job placement (e.g. communication skills, technical training, etc.) |
| Ethical protocols | A set of guidelines designed to safeguard the dignity and rights of programme participants |
| Facilitators | Individuals who are trained in facilitating sessions on sports and protection for participants |
| Focused, non specialised supports | Services provided by non-mental health specialists with some training in psychosocial skills, as identified by the Mental Health and Psychosocial Support (MHPSS) pyramid |
| Forced displacement | An open-ended term referring to the involuntary movement of people within or out of their country (i.e. IDPs and refugees), due to conflict, violence, human rights violations, environmental degradation and disasters, famine, large-scale development projects, etc. |



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| Formal protection systems | Government-led programmes such as social welfare, justice and other programmes to protect young people |
| Harmful (traditional) practices | Practices that expose young people to heightened risks (e.g. early marriage, child labour, racial or religious prejudice, gender inequality, etc.) |
| Host community | The community where forcibly-displaced individuals seek refuge |
| Human Rights Approach | An approach that recognises people as active rights-holders and States as the primary duty-bearers against whom claims can be held |
| IDPs | Internally Displaced Persons—persons who are displaced within their own countries |
| Impact evaluation | An analysis of the effects of a programme on the target population that quantifies the significance, relevance, and transferability of those effects |
| Implementation | The stage of the project management cycle marked by the execution of activities (or tasks) as set out in the strategic/operational plan |
| Inclusive | Activities that are appropriate for all individuals, particularly those with disabilities |
| Indicator | A change or measurable characteristic that demonstrates progress towards achieving a protection objective through a sports project, programme or activity |
| Informal protection systems | Community-based entities that help protect young people from harm that may or may not be connected to the formal systems (e.g. community and religious leaders, teachers, parents, coaches, etc.) |
| INGOs | International Non-Governmental Organisations |
| Innovation | To pursue systems and organisational change and to become consistently more efficient and impactful for the benefit of service users |
| IOC | International Olympic Committee |
| LGBTI | Lesbian, Gay, Bisexual, Transgender, Intersex |
| LNGOs | Local Non-Governmental Organisations |
| Logframe | The logical framework—it presents the programme's goals, desired outcomes, outputs, and activities for accomplishing those goals |
| Mental Health and Psychosocial Support Approach (MHPSS) | An approach that highlights all activities aiming to protect or promote psychosocial well-being and/or prevent or treat mental health conditions through coordinated local or outside support |
| Mitigation | Factors that serve to reduce or counteract the effect of risk on young people |



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| Monitoring | Activities conducted throughout the project management cycle to observe results, assess a project's progress toward achieving predetermined results, understand discrepancies between the two and identify new difficulties or opportunities with an eye toward making adjustments when needed |
| Output | The goods, equipment or services resulting from a project or programme |
| Positive deviance | The presence in every community of certain individuals or groups whose uncommon behaviours and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges |
| Power differential | The innate power imbalance between people in authority (e.g. coaches, elders) and those under authority (e.g. players, youth) |
| Process evaluations | Programme outputs that examine the degree to which a programme was conducted according to the original plan |
| Programme outcomes | The knowledge, skills or behaviours that participants should be able to demonstrate upon project or programme completion |
| Project management cycle | The steps required to conduct Sport for Protection programming: Situation Analysis, Strategic Planning, Implementation and Monitoring Evaluation and Learning |
| Protection | All activities aimed at ensuring full respect for the rights of the individual in accordance with human rights law, international humanitarian law (which applies in situations of armed conflict) and refugee law |
| Protection factor | The people, experiences, and institutions that help keep children safe from physical and emotional harm |
| Protection objectives | The concrete, observable, context-specific and measurable results expected of the Sport for Protection programme |
| Protection outcomes | A significant and measurable change in the practices, capacities, knowledge, and/or well-being of beneficiaries or target groups, which results from the outputs of a project. |
| Protection principles | A framework for preventing (i.e. promoting respect for rights and the rule of law that hinders violations), responding (i.e. ending active rights violations); and remedying (i.e. facilitating access to justice and/or reparations for violations) acts of abuse, neglect or exploitation. |
| Protection Systems Strengthening Approach | An approach that intends to strengthen formal and informal systems that protect young people through their components, functions, and interactions with the aim of maximising the quality and impact of these efforts |
| Protracted situation/emergency | A situation lasting more than 5 years |
| Psychological distress | Feelings or emotions that impact one's daily functioning |
| Psychosocial support | A methodology that addresses the emotional, mental and spiritual needs of individuals and communities |
| Psychosocial well-being | The positive state of being where an individual thrives |



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| PYD | Positive Youth Development—a model which focuses on identifying and building young people's strengths rather than emphasising their deficits |
| Qualitative indicators | Results that are reported using words, statements, art, case studies, and other non-numerical methods |
| Quantitative indicators | Results that are reported as numbers, proportions, ratios, rates of change |
| Referral system | A predetermined process and list of service providers and resources that can assist participants when they require specialised support |
| Refugee | A person who meets the eligibility criteria under the applicable refugee definition, as provided for in international or regional refugee instruments, under UNHCR's mandate, and/or in national legislation |
| Resilience | The capacity of girls, boys, families, communities and systems to anticipate, cope, adapt and transform in the face of shocks and stresses |
| Response monitoring | The ongoing and coordinated measurement of the humanitarian response in a humanitarian context (i.e. activities planned and carried out by humanitarian actors) |
| Risk analysis | An identification of the situations and factors that have the potential to cause harm to young people, coaches, programme staff and the organisation itself; the likelihood they will cause harm; and their potential impact |
| Risk factor | An individual, situation, activity or institution that exposes young people to emotional or physical harm |
| Safeguarding | Policies and procedures that keep young people safe while interacting with an organisation |
| Sustainable Development Goal | An acronym for the United Nations (UN) <i>Sustainable Development Goals</i> , a set of 17 goals adopted by world leaders at a UN summit in September 2015 in order to address such diverse concerns as economic growth, education, health, social protection, jobs, climate change and environmental protection |
| Sport for Development and Peace (SDP) | A movement which uses sport to promote peace and development across societies |
| Situation monitoring | The ongoing and systematic data collection and analysis of protection risks, concerns, violations and capacities in a given humanitarian context. |
| Situational analysis | A process that investigates and assesses the cultural, political and social context; potential stakeholders; key challenges and their potential solutions and available resources (or lack thereof) |



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| Social cohesion | The ties which hold people together within a community (including the degree to which they interact; share common cultural, religious or other social features and interests; and/or are able to minimise disparities and avoid marginalisation) |
| Social exclusion | The experience of marginalisation and disengagement |
| Social inclusion | The process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights |
| Socio-Ecological Approach | An approach that considers the complex interplay between individual, interpersonal, organisational, community and public policy to understand the range of factors that put young people at risk or protect them from harm |
| Specialised services | Services provided by mental health experts, as identified by the Mental Health and Psychosocial Support (MHPSS) pyramid |
| Sport for Protection | An approach that uses sports as a tool to achieve specific protection outcomes for programme participants |
| Sports+ | Organisations that primarily seek to develop interest and skills in sport (e.g. competitive sports teams) |
| Strategic planning | The process of defining an objective and developing a strategy to achieve that objective |
| Sustainability | The long-term viability of individual interventions (financial, HR, etc.) or the degree to which the learning and skills have been embedded via increased community capacity |
| Tdh | Terre des hommes |
| Theory of change | A statement defining why and how a certain change is expected in a given context |
| Toxic stress | The negative physical and emotional results of persistent exposure to stress-inducing situations |
| UNHCR | United Nations High Commissioner for Refugees |
| Work plan | Concise overview of the entire Sport for Protection programme; shows each stage of the project management cycle |
| WWNK | What We Need to Know—a list of the information required in order to conduct a thorough situation analysis |
| Xenophobic | Having or displaying an intense, even unreasonable, fear of people and customs considered foreign or strange |
| Youth | Young people aged 15–24 years old |
| Youth empowerment | A philosophy which identifies and encourages the use of young people’s assets and potential |
| Youth Involvement Approach | An approach that prioritises the active engagement of youth in all aspects of their lives |



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Note: The annotated resources in this section are listed alphabetically by title according to the section in which they appear in the text. Where appropriate, complete reference information can be located in the References.

The Warm-Up: What is this toolkit about?

Comprehensive Refugee Response Framework

The CRRF specifies key elements for a comprehensive response to any large movement of refugees including: rapid and well-supported reception and admissions; support for immediate and on-going needs; assistance for local and national institutions and communities receiving refugees; and expanded opportunities for solutions.

Sport for Protection of Forcibly Displaced Youth: Final Report

The United Nations High Commissioner for Refugees (UNHCR), International Olympic Committee (IOC) and Terre des hommes (Tdh) commissioned a report to clarify what ‘sports as a tool for protection’ actually entails and how protection outcomes may be achieved through the design, implementation and monitoring and evaluation processes.

Towards a Global Compact on Refugees

The global compact on refugees contains the Comprehensive Refugee Response Framework and a programme of action that draws upon good practices from around the world and sets out specific measures to be taken by UN Member States and others to operationalise the principles of the New York Declaration.

UNHCR Global Appeal 2018-2019

UNHCR’s Global Appeal provides information for governments, private donors, partners and other readers interested in the organisation’s priorities and budgeted activities for 2018-2019.

United Nations Sustainable Development Goals

On 25 September 2015, countries adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years with participation from governments, the private sector, civil society and individuals.

“We Believe in Youth”

The Global Refugee Youth Consultations (GRYC) engaged 1,267 young people in a process to begin developing the leadership, capacity and futures of Refugee Youth everywhere. The report highlights the outcomes

of the GRYC process and summarises recommendations for the full range of actors engaged in humanitarian response.

Method of Scoring: How do we protect young people through Sport for Protection programmes?

Social Inclusion

Inclusion of Migrants in and Through Sports: A Guide to Good Practice

This Guide gathers good practice examples on the inclusion of migrants and ethnic minorities in and through sport. It is based on country studies of eight member states of the European Union: Austria, Finland, Germany, Italy, Ireland, Portugal, Hungary and United Kingdom.

Leaving No One Behind—The Imperative of Inclusive Development

This report illustrates who is being left behind and in what ways, identifies patterns of social exclusion and considers whether development processes have been inclusive. It also examines the linkages between exclusion, poverty and employment trends and recommends actions that can promote social inclusion.

Mapping of Good Practices Relating to Social Inclusion of Migrants Through Sport: Final Report to the DG Education and Culture of the European Commission

This study aims to provide an overview of the types of sports-related projects, programmes and interventions used to support the social inclusion of migrants and to identify best practices in their design, implementation and measurement using a literature review, stakeholder interviews and an analysis of relevant projects or programmes based on a typology.

PeacePlayers International, Middle East

PeacePlayers uses sport to unite, educate and inspire young people to create a more peaceful world. They offer sport programming, peace education and leadership development to those living in communities in conflict. Their goal is to bridge divides between people through the game of basketball and the development of young leaders.

Social Cohesion

FutbolNet

FutbolNet is a social programme created by the Barça Foundation. It uses The Beautiful Game and other sports-related activities as tools for reflection and agents of change to stimulate children in at-risk situations. Each session

works on a value that the participants have to implement through sports games and football matches.

Playdagogy

Playdagogy is a teaching methodology designed for children 6 to 11 years old by PLAY International. The goal is to help children learn while playing and being physically active. The programme includes all the tools, training and activities necessary for implementation by educators, humanitarian workers and sports facilitators.

Playing for the Future: The Role of Sport and Recreation in Supporting Refugee Young People to “Settle Well” in Australia

This article presents some of the potential benefits and problems associated with the use of sport and recreation in supporting refugee and migrant young people to ‘settle well’ in Australia based on a series of consultations and forums in held in 2007 by The Centre for Multicultural Youth Issues (CMYI). It also includes recommendations for further research.

PlayOnside

PlayOnside was founded in 2013 by Daen Kajeewiwa and Javier Almagro and has grown to be one of the most influential sports organisations on the Thai/Burma border. The philosophy of the programme is to foster gender equality, social inclusion and youth empowerment through football.

The Reality of Implementing Community-Based Sport and Physical Activity Programs to Enhance the Development of Underserved Youth: Challenges and Potential Strategies

This article presents four case studies of programmes implemented in four different countries designed to enhance the psychosocial development of underserved youth using the Teaching Personal and Social Responsibility Model and/or life skills framework. Each study includes the challenges faced, the strategies implemented and the potential for collaboration.

Vení Jugá

Vení Jugá is an initiative implemented in Colombia to create a safe, healthy space free of violence for the development and empowerment of young people. Through playing sport, young people learn to work as a team, show tolerance for others and develop discipline and skills that are critical for success on the field and in life.

Psychosocial Well-Being

Brain Architecture

This website provides an overview of the impact of early experiences on the development of brain architecture and subsequent learning, behaviour and health. It shows how the cognitive, emotional and social capacities of an individual are inextricably intertwined throughout the life course.

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings

The Inter-Agency Standing Committee (IASC) issues these guidelines to enable humanitarian actors to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people’s mental health and psychosocial well-being in the midst of an emergency.

Sport for Protection of Forcibly Displaced Youth: Final Report

See Key Resources, The Warm-Up: What is this toolkit about?

Protection Principles & Safeguarding: How do we keep young people safe? 2018 Sphere Standards

The Sphere Handbook is one of the most widely-known and internationally-recognised sets of common principles and universal minimum standards for the delivery of quality humanitarian response. Because it is not owned by any one organisation, the Sphere Handbook enjoys broad acceptance by the humanitarian sector as a whole.

Child Protection in Sport Unit

The Child Protection in Sport Unit (CPSU) is a partnership between the NSPCC, Sport England, Sport Northern Ireland and Sport Wales. Formed in the wake of a series of high profile cases of abuse of young athletes by those in positions of trust, the Unit works with organisations to minimise the risk of child abuse during sporting activities.

International Safeguards for Children in Sport

This set of Standards (now called Safeguards) was developed by a partnership of organisations and was refined through an extensive piloting phase. The finalised version of the Safeguards lays the foundation for a holistic approach to ensuring children’s safety and protection in all sports contexts internationally.

Keeping Children Safe

This online resource library contains documents and publications collated by Keeping Children Safe on issues of child safeguarding. All resources are free to download or read online. Hard copies of the publications can be purchased via the online shop.

Safeguarding

This toolkit has been developed in accordance with best practice information, academic research and expert opinion to assist National Olympic Committees (NOCs) and International Federations (IFs) in developing policies and procedures to safeguard athletes from harassment and abuse in sport.

Safeguarding in Sport

This website offers a downloadable version of the *International Safeguards for Children in Sport*, as well as a downloadable guide, *Implementing the*



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Safeguards for Organisations who Work with Children, to assist workers in applying the eight safeguards to their programming.

The Court: What are the approaches that underpin Sport for Protection programmes?

Human Rights-based Approach

Empowering Girls in Bangladesh to Say “No” to Child Marriage

Through access to education, sport and Plan International-supported peer groups, children in Bangladesh are learning more about their rights. The programming encourages group discussions and various activities that help break down gender stereotypes, bolster confidence and empower girls to challenge conventional norms.

Human Rights-Based Approach to Grassroots Sports and Physical Activities

This paper aims to establish a link between sports and human rights and to demonstrate, in a pedagogical way, how human rights-based approaches can be used for advancing grassroots sports and physical activities. It also addresses how sports can and are being used to implement and strengthen human rights.

What is Fair Play?

This web page discusses the definition, principles and rules that make up fair play such as sticking to the agreed rules, not using unfair advantages, providing equal opportunities, and demonstrating considerate behaviour, respect for the opponent and acceptance of others. Fair play offers opportunities for finding one’s way in a very competitive world.

Socio-Ecological Approach

Sport for Protection of Forcibly Displaced Youth: Final Report

See Key Resources, The Warm-Up: What is this toolkit about?

Protection Systems Strengthening Approach

Adapt to Learn, Learning to Adapt

The aims of this document are to provide an overview of child protection systems strengthening in emergencies to date, and based on this, to propose certain key considerations with regards to systems for child protection practitioners.

Sport for Protection of Forcibly Displaced Youth: Final Report

See Key Resources, The Warm-Up: What is this toolkit about?

Mental Health and Psychosocial Support Approach

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings

See Key References, Psychosocial Well-Being

The Game Plan: What are the practical steps for Sport for Protection programming?

Cross-cutting

Executive Committee of the High Commissioner’s Programme Standing Committee: 66th Meeting

This paper highlights the specific needs and capacities of refugee, internally-displaced and stateless youth; provides an overview of ongoing activities targeting this demographic; and outlines a new paradigm for engagement based on the outcomes of a number of initiatives undertaken in recent years.

LEEP: How can we use Sport to Develop the Leadership and Economic Empowerment of Adolescent Girls?

The Leadership and Economic Empowerment Pathway (LEEP) is an innovative framework that uses sport to support and accelerate leadership development among adolescent girls, guiding them through structured pathways toward targeted educational, entrepreneurial or career-oriented goals.

Sport for Kenyan Youth Employment (SKYE)

This fact sheet describes the Sport for Kenyan Youth Employment project, which reached out-of-school Kenyan youth through training in life skills, financial literacy and technical skills in a construction trade and supported job placement. The initiative leveraged youth’s passion for sport by integrating soccer into the rigorous employability model.

United Nations Convention on the Rights of the Child

This multilateral treaty affirms that everyone—including children and the unborn who require special consideration—is entitled to all acknowledged human rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Partnerships

Comprehensive Refugee Response Framework

See Key References, The Warm-Up: What is this toolkit about?

Golombiao

Young Colombia, with support from UNICEF, launched ‘Golombiao’ in 2003. Based on the ‘Football for Peace’ strategy initiated in the city of Medellin, Golombiao aims to build the skills of young people to prevent violence, promote peace and gender equity, and strengthen young people’s social capital and active community participation.

New York Declaration for Refugees and Migrants

This United Nations resolution addresses the large movements of refugees and migrants that amount to a moral and humanitarian crisis. The intent is to



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combat the abuses and exploitation suffered by countless individuals in vulnerable situations and to find ways to handle large migrations with humanity, sensitivity and compassion.

The Partnering Toolkit

This practical toolkit is designed to help organisations and individuals build original, appropriate, robust and high-achieving partnerships that can create genuinely inclusive and sustainable solutions to the economic, societal and environmental challenges facing the world.

The Partnership Filter and Application Tool

The Partnership Filter is a visual illustration that assists in analysing your own organisation to provide key criteria for evaluating potential partnerships. The Application Tool provides a template for evaluating and scoring the potential partnership according to the criteria outlined by the filter.

Stand-Alone Tools from Partnering Initiative Tools

This PDF contains reproducible tools for every aspect of organisational partnerships: Partner Assessment Form, Coherence Assessment Questionnaire, Sample Partnering Agreement, Partnering Roles and Skills Questionnaire, Guidelines for Partnering Conversations, Partnership Review Template, Case Study Template and a Communication Checklist.

Wake up! Unleash the Potential of Partnerships Between Companies and NGOs in the Field of Sports and Development

The publication highlights opportunities, stimulates discussion and offers a step-by-step guide for partnering with businesses. It addresses issues such as the potential for business/NGO partnerships in the field of sport for development; the knowledge, attitude and behaviour of those involved; and tips from experts and practitioners.

Sustainability

YouLEAD

YouLEAD is an innovative IICRD youth leadership programme for young leaders (aged 15+), youth workers and professionals working to support the well-being of children and youth. It focuses on helping practitioners develop culturally-grounded self-awareness, relevant knowledge, tangible skills and accountable action.

Advocacy

The Education We Want: An Advocacy Toolkit

This advocacy toolkit, produced in partnership with A World at School and the Youth Advocacy Group of the Global Education First Initiative, has been developed for young people and by young people. Packed full of ideas, tools and inspiring stories, the resource helps children and youth effectively advocate for their right to an education.

Enhancing the Contribution of Sport to the Sustainable Development Goals

This guide recommends evidence-based and balanced policy options to support the effective and cost-efficient contribution of sport towards six prioritised SDGs. All identified policy options align with the importance accorded to the 'means of implementation' through SDG 17.

Sport for Development: Potential Value and Next Steps

This publication provides a comprehensive review of policies, programmes and academic research from 1998 through 2013. It also offers academic insights into the potential value of sport for development.

Sport for Development and Peace and the 2030 Agenda for Sustainable Development

This document explains how Sport for Development and Peace (SDP) can meet many UN Sustainable Development Goals. The information can be used to advocate for SDP and other sport-based programming in a variety of settings.

Sport for Development and Peace Youth Advocacy Toolkit

The purpose of this toolkit is to provide young people with the skills and tools needed to advocate for Sport for Development and Peace, to create awareness and to influence decision-making. The toolkit highlights different approaches, case studies and best practice examples so young people can begin to identify and address local challenges.

Situation Analysis and Assessments

Child Friendly Participatory Assessment Tools: A Toolbox of Ideas

The 16 child-friendly participatory assessment tools in this set can be adapted for rapid assessments, monitoring or evaluation.

Child Protection Rapid Assessment Toolkit

This toolkit encourages the use of consistent assessment processes across the child protection sector to minimise required resources, collect data that can be compared across locations and time, and deliver results that are more persuasive to planners, funders and other decision-makers.

Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources

This publication draws attention to commonly-accepted principles of medical ethics and human rights as applied to the special needs of young people and suggests measures that an adult working with children and adolescents must implement throughout the activity's duration to prevent unintentional harm.

Global Refugee Youth Consultations: 4-Day Consultation Session Plans

The Session Plans were designed to facilitate the national consultations held by UNHCR and partners. Information gathered during these consultations contributed towards the final report on the findings of the GRYC—'We Believe in Youth'.



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[Global Refugee Youth Consultations: Toolkit for Consulting with Youth](#)

This Toolkit provides a framework within which interested parties can meaningfully consult with the young people with and for whom they work. The exercises in the Toolkit support young people to better understand and analyse their situations by examining causes and impacts and identifying solutions to the challenges they face.

[IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings](#)

For conducting a psychosocial assessment, see 'Action Sheet 2.1 Conduct assessments of mental health and psychosocial issues'.

[The International Guide to Designing Sport Programmes for Girls](#)

The chapter 'Mixing Genders' covers the best practices for mixing genders in sport for protection programmes to avoid doing harm to either girls or boys. It explores the values, benefits and dangers of the combination of boys and girls in sport programmes and provides recommendations for effective gender integration.

[Listen and Learn: Participatory Assessment with Children and Adolescents](#)

This tool provides a practical, specific 'how-to' guide on the participatory assessment process with adolescents and children. It advocates a range of alternative methods that specifically target girls and boys, address the power differential between children and adults and help build trusting relationships.

[Project Cycle Management in Emergencies and Humanitarian Crises](#)

[Handbook: Situation analysis, strategic planning and monitoring](#)

These methodological guidelines support the adaptation of approaches, attitudes, methods, techniques and tools to the emergency and humanitarian crisis context by considering specifics related to context, pace, timeframe, beneficiaries, stakeholders, needs, access, security and volume—both financial and operational.

Programme Design

[The Child and Youth Resilience Measure](#)

CYRM is a tool that measures the resources (individual, relational, communal and cultural) available to individuals that may bolster their resilience. There are three versions: Child, Youth and Adult.

[A Common Monitoring and Evaluation Framework for Field Mental Health and Psychosocial Support in Emergency Settings](#)

This framework offers guidance for the assessment, research, design, implementation and monitoring and evaluation of mental health and psychosocial support programmes in emergency settings. It also provides examples of psychosocial outcomes to review.

[InterAgency Guide to the Evaluation of Psychosocial Programming in Emergencies](#)

This guide is designed to assist organisations working in the field of psychosocial support to think through key issues in planning and implementing an evaluation. Evaluation helps improve programme performance, identify potential unintended negative consequences and build inter-agency consensus on good and promising practices.

[The International Guide to Designing Sport Programmes for Girls](#)

[The Community Engagement section](#) provides guidance on working with communities to support girls' participation in sport programming. [The Parents and Caregivers](#) section describes common barriers to girls' participation in sports, methods for getting support from parents/caregivers and examples of successful interventions. [Community Leaders](#) offers steps to gaining leaders' support and features good practice examples.

[Moving the Goalposts Kilifi](#)

Moving the Goalposts uses football to empower girls and young women by bringing them together in a safe space where they can play football, organise their own activities, become leaders and discuss issues that matter for girls growing up in Kilifi and Kwale County, Kenya. Tunaweza (We can!) is their slogan.

[Tools for Development: A Handbook for Those Engaged in Development Activity](#)

This Handbook draws together a range of techniques designed to help Department for International Development officers and others undertake development activities and interventions of any size and kind.

[Psycho-social Sport Programmes to Overcome Trauma in Post-Disaster Interventions: An Overview](#)

This is a general overview, inventory and assessment of the organisations involved in using sport to address trauma. The varying nature of the roles, objectives and approaches of each of these organisations, as well as their degree of collaboration, influences their respective implementation of sport-for-trauma-relief programmes.

[Understanding Community-Based Protection](#)

Drawing on documents, interviews with practitioners and field visits, this document sets out key lessons that have emerged in recent years during the delivery of Community-Based Protection. It aims to help UNHCR staff and partners at all levels to integrate community-based approaches to protection in their humanitarian work.



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Sports and Recreational Activities Development

[Adapted Sport Manual: Adapting Sporting Practice to Serve Society and Contribute to Sustainable Peace](#)

This manual summarises and assembles best practices in such a way as to benefit the greatest number of people. It is intended to be practical and adapted to realities on the ground rather than scientific. It has not only been created for the development of sport, but also to encourage the use of sport for peace.

[Catalytic Action](#)

Catalytic Action is a charity and design studio that works to empower communities through strategic and innovative spatial interventions. They work with the most vulnerable communities around the MEA region and Europe to together improve and shape the quality of their built environment.

[Conflict Management and Peace Building in Everyday Life: A Resource Kit for Children and Youth](#)

This resource kit provides a series of tools that have been collected, adapted and used with and by children and youth in diverse socio-cultural and political contexts to analyse conflict, to plan and implement conflict management and peace-building activities, and to develop and strengthen strategic plans for peace-building in diverse daily settings.

[Integrating Trauma-Informed Practices Into Interventions for Youth](#)

This document offers guidance on designing interventions to reflect a 'trauma-informed' approach. The approach comes from the most current research and thinking about what children and youth need to support them in recovery as well as from Edgework's frontline experience designing and implementing programmes for these populations.

[Humanity and Inclusion](#)

In Rwanda, Humanity & Inclusion's goal is to support the policies and initiatives of public authorities and civil society to advance the rights of vulnerable people, particularly people with disabilities. The organisation employs 67 staff members and three expatriates in Rwanda to carry out its mission.

[The International Guide to Designing Sport Programmes for Girls](#)

The [Choosing the Right Sport](#) section provides guidance on selecting sports that meet the unique needs of girls.

[Laugh, Run and Move to Develop Together: Games with a Psychosocial Aim](#)

This manual is a compilation of twenty games and is designed to provide those in charge of children with a play tool that integrates the psychosocial approach and maximises the phases of learning by experience.

[Line Up Live Up: Life Skills Training Through Sport to Prevent Crime, Violence and Drug Use](#)

Line Up Live Up is evidence-informed and based on a 'Theory of Change'

that centres on the assumption that the selected training methodology and risk factors addressed will lead to short- and medium-term changes in young people's attitudes and behaviour. Through these changes, the programme helps them avoid violence, crime and drug use.

[Moving Together](#)

This handbook provides guidance on combining psychosocial support, sport and physical activities to benefit diverse groups across cultures and geography while respecting local cultures and traditions. A European focus with global outreach makes it applicable in many different settings and geographical contexts.

[Naz Foundation](#)

Naz India works towards preventing the spread of HIV/AIDS by engaging in advocacy, training and care and support.

[Right to Play](#)

Right to Play uses the power of play to educate and empower children facing adversity. Through sports and games, they help children build essential life skills and better futures, while driving social change in their communities. It was founded by Johann Olav Koss, a four-time Olympic gold medalist and social entrepreneur.

[Right to Sport: Movement, Play and Sport with Disadvantaged Children and Adolescents](#)

'Right to Sport' looks to sport to provide psychological and social support to children and adolescents living in disadvantaged settings. Benefits include increasing cognitive and motor performance, promoting respect and non-violence, meeting needs of unemployed and unschooled children in poor communities and developing vital life skills.

[Sport & Peace: Mapping the Field](#)

Supported by a partnership between Generations For Peace and the Georgetown University Masters of Arts Programme in Conflict Resolution, this report highlights findings from a one-year international mapping project conducted to identify promising practices in the design, implementation and evaluation of Sport for Peace programmes.

[Sport and Physical Activity in Post-Disaster Intervention](#)

This practical handbook is designed for people who are currently working as disaster responders or those wishing to work in this area. It introduces some of the key themes related to sport in post-disaster intervention and directs readers to relevant resources.

[Sport and Play for All: A Manual on Including Children and Youth with Disabilities](#)

This manual provides tips, guidance and advice on disability and inclusion to enhance users' knowledge and practice of inclusion. It includes training materials on disability, social inclusion, and models of inclusive sport, and it



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features many games and sports that have been field-tested and adapted for children with disabilities.

[Women on the Move: Trauma-informed Interventions Based on Sport and Play](#)

Women on the Move is a two-part toolkit for practitioners working on trauma-informed interventions based on sport and play. Part I consists of principles and a practical guide, while Part II presents the toolbox.

[Working with Children and their Environment: Manual of Psychosocial Skills](#)

This manual is the result of five years of field experience on strengthening the skills of adults (animators, social workers and teachers) in charge of children and aims to develop adults' personal, social, methodological and technical skills to increase the well-being of vulnerable children and their capacity for resilience.

Implementation—Action

[Moving Together](#)

See Key Resources, Sports and Recreational Activities Development.

[Today We Play Games Package](#)

This package includes 16 games, each with a desired learning outcome, a goal of the game, instructions for playing and discussion questions that promote analysis, critical thinking, problem-solving and synthesis. Each game is accompanied with a tutorial video you can access online at <http://www.righttoplay.ca>.

Monitoring

[Better Evaluation](#)

This website offers extensive resources on the different types of evaluation, how to select an appropriate evaluation for your context, methods for analysing data, ethical considerations and much more.

[Child and Youth-Centred Accountability: A Guide for Involving Young People in Monitoring & Evaluating Child Protection Systems](#)

This guide provides a number of qualitative, participatory tools that can be used to involve young people in monitoring and evaluating of protection outcomes and to provide rich, context-specific information than can help adapt programs to local situations.

[The international Ethical Research Involving Children](#)

(ERIC) project. aims to assist researchers and the research community to understand, plan and conduct ethical research involving children and young people in any geographical, social, cultural or methodological context.

[Creating Better Cities with Children and Youth: A Manual for Participation](#)

This is a practical manual on how to conceptualise, structure and facilitate the participation of young people in the community development process. It is an important tool for all who believe in the value of community education and empowerment as a fundamental building block of a vibrant and resilient civil society.

[Equal Access Participatory Monitoring and Evaluation Toolkit](#)

Module 3: Research and Participatory Monitoring and Evaluation Methods discusses the collection and interpretation of rich qualitative data, key qualitative and short survey methods and the importance of good facilitation in PM&E and recommendations for deepening and improving your data.

[Most Significant Change](#)

Most Significant Change is a form of participatory monitoring and evaluation. The process involves having panels of designated stakeholders or staff collect significant change stories and systematically select the most significant.

[Routledge Handbook of Sport Policy](#)

This book introduces a diverse range of approaches to policy analysis across the full range of political and societal contexts, including developed and developing economies; state-centric, mixed economy and market-led systems; and both liberal democracies and political systems characterised by a dominant elite.

[Sport Development: A Summary of SAD's Experiences and Good Practices](#)

The 'Photo Monitoring Tool' is a particularly engaging participatory M&E activity where children and young people photograph meaningful people or events and use them to evaluate the programme.

[A Toolkit for Monitoring and Evaluating Children's Participation: Tools for monitoring and evaluating children's participation. Booklet 5.A](#)

This booklet offers a range of tools for use with stakeholders, including children and young people, to gather and analyse information to monitor and evaluate the scope, quality and outcomes of children's participation. It introduces core tools such as interviews, focus group discussions, observation, surveys and most significant change.

Evaluating and Learning

[Ethical Research Involving Children \(ERIC\)](#)

This project aims to assist researchers and the research community to understand, plan and conduct ethical research involving children and young people in any geographical, social, cultural or methodological context.



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[Evaluation of Humanitarian Action Guide](#)

This guide supports evaluation specialists and non-specialists in every stage of an evaluation, from initial decision to final dissemination.


[Impact Evaluation in Practice, Second Edition](#)

This handbook is a comprehensive and accessible introduction to impact evaluation for policy makers and development practitioners that incorporates real-world examples to present practical guidelines for designing and implementing impact evaluations.

[Impact Evaluation in Practice, World Bank as a resource](#)

[Evaluation of Humanitarian Action Guide ALNAP](#)

The Evaluation of Humanitarian Action Guide supports evaluation specialists and non-specialists in every stage of an evaluation, from initial decision to final dissemination.

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As young people from different backgrounds experience positive growth and change through Sport for Protection programming, their peers, families and the broader community will feel the ripple effects.

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- 1 UNHCR 2018b: 7
- 2 United Nations 2017
- 3 Global Refugee Youth Consultations (GRYC) 2016
- 4 UNHCR 2016a
- 5 UNHCR 2018a
- 6 Cook & Lee 2017
- 7 Lerner 2005
- 8 United Nations 2016
- 9 *Terre des hommes* Sri Lanka 2015
- 10 Web page: PeacePlayers International, *Middle East*
- 11 UNHCR 2013a
- 12 Whitley, Forneris and Barker 2014; Bertram, et al. 2016; Sport Inclusion Network 2012
- 13 Oliff 2008
- 14 Web page: PlayOnside, 2018, *About Us*
- 15 Inter-Agency Standing Committee 2007
- 16 Web page: Harvard University Center on the Developing Child, 2018, *Brain Architecture*
- 17 'Toxic stress' is any strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence and/or the accumulated burdens of family economic hardship—without adequate support that disrupts the development of brain architecture and other organ systems and increases the risk for stress-related disease and cognitive impairment. *Ibid.*
- 18 Cook & Lee 2017
- 19 Sphere Standards 2018
- 20 'Power differential' refers to the inherent imbalance of authority, status, and efficacy between individuals in specific relationships (e.g. coach and player, mentor and mentee, teacher and student, professional and client). That imbalance, both perceived and real, increases the potential for abuse of power on the part of the authority figure.
- 21 Rhind et al. 2014
- 22 Web page: Keeping Children Safe, 2018
- 23 Web page: Unicef UK, 2018, *Safeguarding in Sport*
- 24 Web page: National Society for the Prevention of Cruelty to Children, 2018, Child Protection in Sport Unit
- 25 Web page: International Olympic Committee, 2018, Safeguarding
- 26 UNHCR 2006
- 27 Jäger 2012
- 28 Buitenbos 2017
- 29 Web page: WHO, 2018, *The VPA Approach: The Ecological Framework*
- 30 Cook & Lee 2017
- 31 Thompson 2016
- 32 Alliance for Child Protection in Humanitarian Action 2017
- 33 Inter-Agency Standing Committee 2007
- 34 Wiedemann, et al. 2014



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| 35 | Cook & Lee 2017 |
| 36 | United Nations Convention on the Rights of the Child 1989, Article 12: “1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.” |
| 37 | Executive Committee 2016 |
| 38 | International Youth Foundation 2017 |
| 39 | Women Win 2018 |
| 40 | United Nations General Assembly 2016 |
| 41 | UNHCR 2016a |
| 42 | United Nations Children’s Fund & Young Colombia |
| 43 | Partnering All Tools the Partnering Initiative |
| 44 | Tennyson 2011 |
| 45 | Commonwealth Games Canada 2008 |
| 46 | NCDO 2008 |
| 47 | IIRCD 2016 |
| 48 | Van Eekeren, ter Horst, & Fictorie 2013 |
| 49 | Edleston, et al. 2014 |
| 50 | Colucci 2015 |
| 51 | Dudfield & Dingwall-Smith 2015 |
| 52 | Lindsey & Chapman 2017 |
| 53 | Global Protection Cluster 2012 |
| 54 | Murray & Matuska |
| 55 | 'Positive deviance' refers to the existence of people in every community who, with the same limitations on resources, use unusual methods to successfully overcome challenges, solve problems, and create positive change where the community at large does not. |
| 56 | UNHCR 2017 |
| 57 | Hallé & Mareschal 2017: 27-50 |
| 58 | Schenk & Williamson 2005 |
| 59 | UNHCR 2012 |
| 60 | Pike & Lenz 2010 |
| 61 | Inter-Agency Standing Committee 2007 |
| 62 | UNHCR, WRC, & GRYCa |
| 63 | UNHCR, WRC, & GRYCb |
| 64 | Website: Better Evaluation, 2018 |
| 65 | DFID 2003 |
| 66 | Web page: Street Football World, 2016, <i>Moving the Goalposts Kilifi</i> |
| 67 | Ager, et al. 2011 |
| 68 | IASC Reference Group 2017 |
| 69 | Ungar & Liebenberg 2016 |
| 70 | Gschwend & Selvaraju 2008:1 |
| 71 | Murray & Matuska |
| 72 | Murray & Matuska |

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| 73 | Murray & Matuska |
| 74 | UNHCR 2013b |
| 75 | Web page: Humanity and Inclusion, <i>Rwanda</i> |
| 76 | Web page: Right to Play |
| 77 | Web page: Catalytic Action |
| 78 | Web page: Naz Foundation |
| 79 | Murray & Matuska |
| 80 | Harknett 2013 |
| 81 | Wiedemann, et al. 2014 |
| 82 | Schaub Reisle & Lehmann 2008 |
| 83 | Ammann & Matuska 2014 |
| 84 | Murray & Matuska |
| 85 | Lauff 2008 |
| 86 | Peace and Sport |
| 87 | UNODC 2017 |
| 88 | Hillyer, et al. 2011 |
| 89 | Edgework Consulting |
| 90 | Giertsen & O'Kane 2015 |
| 91 | Wiedemann, et al. 2014 |
| 92 | Meuwly 2011 |
| 93 | Meuwly & Heiniger 2007 |
| 94 | Ammann & Matuska 2014 |
| 95 | Wiedemann, et al. 2014 |
| 96 | Ibid. |
| 97 | Right to Play, <i>Today We Play</i> |
| 98 | Henley 2008 |
| 99 | Akhbari, et al., 2010 |
| 100 | Henley 2008 |
| 101 | UNHCR 2016b |
| 102 | Coalter 2002 |
| 103 | Website: OEDC, <i>DAC Criteria for Evaluating Development Assistance</i> |
| 104 | Barrio & Ley 2014 |
| 105 | SDC 2017 |
| 106 | UNICEF 2010 |
| 107 | UNHCR 2015 |
| 108 | Ibid. |
| 109 | Handicap International 2013 |
| 110 | Black & Stevenson, 2011 |
| 111 | Wiedemann, et al. 2014 |
| 112 | ARC Resource Pack 2009; UNHCR 2012 |
| 113 | Ibid. |



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