



**Football for
protection**

Football for Protection

A detailed methodology



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Terre des hommes (Tdh) is the leading Swiss organisation for children's aid. Since 1960, Tdh has helped build a better future for vulnerable children and their communities, making an impact with innovative and sustainable solutions. Active in around 40 countries, Tdh works with its own teams and/or local and international partners to develop and implement field projects which significantly improved the daily lives of over four million children and members of their communities in 2019, in the domains of health, protection and emergency relief. This engagement is financed by support from private individuals and institutions, with administrative costs kept to a minimum

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Definition of acronyms

S4P	Sport for Protection
F4P	Football for Protection
FFA	Football for All
IOC	International Olympic committee
UNHCR	United Nations High Commissioner for Refugees
Tdh	Terre des hommes, Lausanne

Preamble

“Sport is an important tool to promote many of the things that are dear to me – democracy, social and developmental change, social cohesion and understanding among people.”

Kofi Annan (2010)

For the past 15 years, Tdh has been promoting the practice of sports among vulnerable communities in different development and emergency settings in order to increase child and youth protection but also to strengthen social cohesion. Based on the need to further develop the protection and safeguarding in and through sports, the following methodology aims to reinforce the capacity of program staff and coaches to plan and conduct Football for Protection (F4P) activities. The following document was customized based on the Sport for Protection (S4P) toolkit, and the Movement Games and Sport (MGS) and Move On & Engage methodologies developed by Tdh, as well as the Tdh MHPSS framework 2018-2019. Depending on your background, you may approach this document differently. For example, if you are an experienced football coach, the foundations are going to help you explore new concepts on child protection and safeguarding within your activity. While an experienced protection worker can get deep insight on using sport to complement their protection and safeguarding work. You will notice throughout the different chapters that 3 concepts are emphasized: providing safe sports, strengthening life skills, and providing leadership oppor-

tunities to youth. This repetition is meant to allow readers to solidify their knowledge of the different concepts on a theoretical, technical, and practical levels. Concepts like social behavior change and psychosocial resilience are defined in extended simple terms, and broken-down into practical guidance including expected results, methods, and tools to achieve them. While the sample program and curriculum are a good enough guidance to start with, the most important factor of success is taking what you need out of this methodology and customizing it to your context.

Best of luck with your Sport for Protection journey!

The Tdh team

Background

This guide was conceived based on the experiences of Tdh in Thessaloniki, Greece which is a culturally rich migration context combining more than 24 nationalities. It contains three parts: 1. Football for protection foundations, 2. A methodology on the use of Football for protection, and 3. A detailed curriculum. In Thessaloniki, and in addition to cultural differences, basic barriers like communication and access to services still stand between humanitarian workers and the affected communities. Many reports highlight that staff working with asylum seekers and refugees residing in temporary open accommodation sites have little or no knowledge of the sports opportunities available outside the periphery of these sites. Since 2017, Tdh has used football as a tool to promote inclusion of asylum-seekers and refugees and increase social cohesion between the latter and local communities. The activities are conducted with the support of a Football coach who is experienced in Peace and Development approaches.

Following a situation analysis and consultations with youths and coaches from Greece, India, Egypt, and Moldova the need to develop a practical tool to guide coaches in the planning and implementation of sports activities was identified: A curriculum with suggestions of exercises, games, and practical steps to enable learning was requested by 80% of the consulted coaches and young volunteers. Based on this need, the following methodology was developed to outline the theoretical basis of the proposed F4P curriculum, which in turn details the F4P program objectives, phases, exercises, drills, and reflections through a series of les-

son plans and references. The methodology provides guidance to coaches, who then can support participants to achieve self-efficacy, improve their resilience, and accordingly protect themselves and their peers. Self-efficacy here refers to one's belief in their capacity to achieve an objective or task. In situations where resources are insufficient to conduct large-scale protection activities, the application of this methodology can help build local capacity and provide psychosocial support activities. In addition, sports activities can be quickly setup for and launched, unlike other systems that demand multi-agency efforts. It can enable organizations to better understand the context, while directly starting with an effective community engagement activity. This methodology was conceived with a flexible, global approach that allows coaches to customize objectives and results for different contexts. We recommend using this document along with the F4P curriculum and the proposed games and exercises manual which can be found online.

Part A: Football for Protection foundations

I. Target Audience

Coaches and program staff - This methodology is designed to support actors who wish to promote the protection of vulnerable groups such as migrants and ethnic minority groups through football. E.g. members of civil society such as NGO staff and volunteers including those from the targeted community. In addition, in situations where resources are insufficient to conduct large-scale protection activities, application of this methodology can help build local capacity and provide psychosocial support activities.

Participants - This methodology was developed to serve youths (aged 15-25), affected by unsafe migration and vulnerable local youths living in urban settings, among others. It can be equally customized to serve different programs, genders and abilities, through the adaptation of the drills and objectives.

II. Objectives of the Football for protection methodology

For Coaches

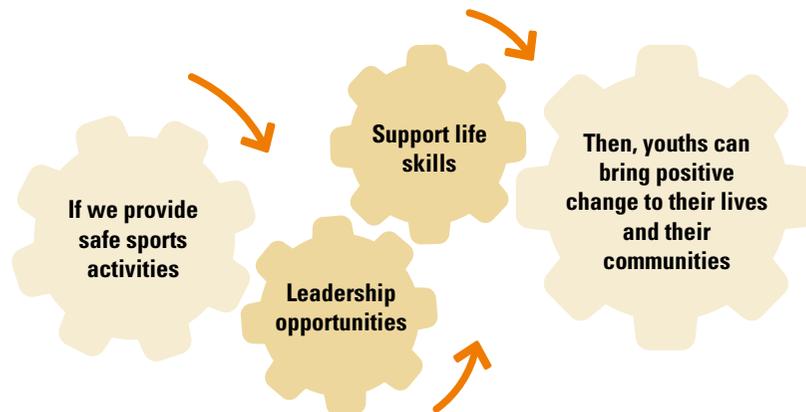
- A. Overall objective:** To support the use of Football as a tool for strengthening psychosocial resilience, youth protection, and community engagement.
- B. Specific objective:** To successfully support participants in learning the EN-GAGE skills through football, and increase their active participation in the development of their communities.

For Participants

- A. Perceived impact:** Children and youth experience improved well-being and protection.
- B. Specific objective:** Children and youth take an active role in shaping their lives and environment according to their needs and aspirations.
- C. Outcome:** Children and youth improve their life-skills and knowledge of human rights.

III. Tdh sports for protection theory of change

If we conduct sports activities in a safe, supportive environment, where young people are able to strengthen life skills while practicing sports together, and if given leadership roles with the continuous support of their colleagues and trusted adults; then young people can feel safe, worthy, connected, respected, and hopeful for a positive future. This increased well-being and resilience will help them change themselves and their communities, resulting in a safe, human rights-based society.



The above theory of change is brought to life through a 3-step strategy; those steps enable the drivers of change - the participants - to assume leadership through sports activities, and apply the behavior change to their lives. Practicing safe sports, acquiring key life skills, and assuming leadership opportunities can enable youth to be drivers of social cohesion, social inclusion, and emotional well-being in their communities.



A. If we provide safe sports

The practice of safe sports implies that sessions are led in a safe space, and coaches are fully trained on F4P and equipped to inspire the participants. A set of agreed rules should govern the practice of safe sports, where the best interest of the participants is preserved in a secure environment.

Safeguarding youths in sport activities is more than having a clean football field, it's about putting the right rules and regulations in place to guarantee that the activity is safe on all levels: convenient exercises for the age and gender of the participants, thorough selection and training of coaches, passing through procedures: signing protection, safeguarding, and code of ethics policies, etc.

B. If we support the learning of life skills

When sport practice is accompanied with a built-in learning experience, facilitated by well-trained coaches, football (or any other sport) can be used as a "theatre" to practice life skills that can be used in daily life, and can then initiate behavioral change. The experiential learning process helps the participants in linking knowledge to physical experiences, which in turn helps to process memories and dilemmas with the help of a support group/system. Through acquiring the 5 Engage skills – collaboration, communication, self-awareness and emotional management, creative thinking and responsibility - and building trust with their peers and coaches, F4P participants will experience an improved sense of well-being: they will feel safe, connected, respected, worthy, and hopeful. Through assuming leadership in the organization of Social Sporting Actions they will contribute to the psychosocial well-being of their communities.

During the acquisition of these 5 key soft skills during sport sessions, participants will also reflect on how to manage similar situations that they may face in their lives; they will explore their rights, duties and responsibilities.

C. If we give Leadership opportunities

Putting the newly acquired skills into action is one of the keys for reaching concrete sustainable outcomes thanks to the F4P methodology. Through F4P, we propose youths to engage in collective Social Sporting Action to activate their newly acquired life skills in real life situations; all through the curriculum, youths will gradually take more and more responsibility in preparing, organizing, managing, and facilitating the Social Sporting Actions (such as football for all events) which take place in parallel to the football sessions, and enable them to put into practice their acquired "Engage" skills and experience leadership. The opportunity to project change into the community provides hope to the participants as the community listens to their concerns. Projecting a sense of awareness into their surroundings helps the participants to take the impact of the project to the community level rather than keeping it to their group. Finally, this step serves the purpose of sustainability; with the youths trained and ready to address challenges in their society, there are more chances of sustaining the F4P activities in different regions.

IV. Football for Protection (F4P) expected results

People who have been displaced and forced into migration often experience disconnection from friends, family and other support systems, and are exposed to protection and survival challenges. These include violence, personal loss, and persecution, along with insufficient access to services such as health care, hygiene facilities, education, and justice.

These circumstances all leave their mark on one's life, especially when they occur during adolescence: combined with continuing inactivity and lack of purpose, this can lead to loss of hope, low self-esteem, frustration and deterioration of **physical and mental health**. In the long-term, children and youth are at increasing **risk of social exclusion**, and vulnerable to **abuse and exploitation**.

This F4P methodology is designed to help participants cope with, adapt to, and transform their situations by providing them with structured football activities. Through football, it is possible to normalize and ground oneself. Considerable references suggest that sports are a great form of support even in situations of high psychosocial distress. While F4P cannot be defined as a therapeutic process, there are many case studies that suggest that a person can transform their situation just by belonging to a group. Some of the exercises proposed herein can therefore be safely classified as healing: Visualization, mindfulness, breathing, self-awareness and affirmation, trust building, etc. When using sports, the intended protection outcomes vary depending on the situation and programming priorities, as per Tdh's S4P framework these can include:

A. Social Inclusion - "Including everyone"

Young people, especially LGBTQIA (Lesbian, Gay, Bi-sexual, Trans-sexual, Queer, Intersex, and Asexual), youths living with disabilities, and girls are prone to social marginalization. Social inclusion implies that everyone can be part of the activities, and has access to their rights.

B. Social Cohesion - "Living together"

In forced migration and displacement contexts, integrating a new community is a tough mission. Even cohesion at a family level is disturbed. With existing fear, social conflicts, prejudice, and stereotypes, migrants might not adapt to their new situation and society, as the host community may equally reject newcomers, others who are different from them.

C. Emotional well-being - "Feeling good"

Affected by displacement, and facing uncertainty about their futures, young people may face escalating mental health challenges; distress on the emotional level. This can manifest in the form of anxiety, lack of sleep, nightmares, overthinking, and mood-swings in addition to other behaviors (observable and non-observable). Also, trauma is no stranger to at-risk youths. F4P activities aim to restore a sense of well-being through interaction with others, but also personal development. Through creating a safe environment, F4P helps participants restore their self-confidence and gain resilience to assume responsibility for themselves and others.

The proposed outcomes align with Tdh's global Sports for Protection (S4P) and Mental Health and Psychosocial Support (MHPSS) frameworks and seek to achieve an improved psychosocial resilience and access to networks and services for the participants. Through acquiring key knowledge and life-skills, while sharing constructive, objective-oriented experiences, participants will improve their self and collective efficacy. The latter should enable the participants to take responsibility to protect themselves and their peers. More on measuring Football for Protection results in the last section on evaluation.

In order to achieve the listed results, Tdh MHPSS framework guides coaches to work on 5 psychosocial well-being pillars, these include feeling:

 **Safe:** The concept of feeling safe varies between cultures, genders, and contexts; it depends on internal and external factors such as threats to physical and emotional safety, and capacities to cope in fragile situations. F4P coaches are responsible to provide a physical and emotional safe space for activities; especially for children and youth who are most prone to risk of exclusion and Gender-Based violence.

 **Connected:** Family and peer connections are essential to youth and children's well-being. In addition, being connected to networks that could provide services and support is essential for psychosocial recovery. Through F4P, we transmit skills that enable social networking and connections.

 **Worthy:** Having a positive role in society gives children and youth a sense of self-worth, and meaningful participation in one's community is essential to healthy psychosocial development. F4P gives leadership opportunities to children and youth in order to reinforce their self-agency and increase their participation in decision-making processes that affect their lives.

 **Respected:** In fragile situations, human rights' violations are quite common. Restoring a sense of justice and eliminating the sense of helplessness are essential to restoring a positive self-identity. F4P is a learning space where information about rights, laws, and services is transmitted. Increased knowledge of rights can enhance access to justice and preservation of fragile populations' dignities. In certain contexts, children and youth, especially girls, LGBTQIA and those living with disabilities cannot manage to be heard, this lack of respect to their voice may deeply affect their psychosocial well-being.

 **Hopeful:** Having a sense of meaning out of life is essential for human development, motivation and well-being. Be it life projects or goals, having hope can transform a human's life especially in times of distress. F4P activities provide leadership opportunities, a chance to be part of a team and set common goals. The joint effort and achievement aims to introduce meaning to one's life.

Key Ideas to Remember

Strengthen life skills and leadership opportunities for children and youths through sports activities for them to change themselves and their communities. Your activities should enable the participants and their communities to live together (social cohesion), include everyone (social inclusion), and feel good (emotional well-being)!

V. Community Engagement: Grow your impact

Community engagement, is defined by working directly with the communities and giving them the support to get their voices heard and reach the impact that they wish to achieve. It is a crucial activity to perform in parallel to any other activities or projects. If the community does not support your initiative, it is bound to fail. Football is a powerful tool for community engagement, as events attract players and spectators, even those who would not usually be interested in community activities. In order to perform an effective process, here are some tips on including the community in your work:

A. Community Design and planning

Every activity demands a considerable amount of design - knowing what you're going to do - and planning - figuring out how you're going to do it. When working with vulnerable communities, it is important to keep everybody informed of what you're doing, and give them the power to decide what action should be taken to respond to their needs and aspirations. This step ensures peoples' dignities are preserved and community buy-in; or in simple terms, you will help right-holders to achieve what they want and not what you think they want.

Enquiring with community members about challenges, problems, and potential solutions is key to designing the F4P activities and Social Sporting Actions. In some extreme situations, people do not accept sports activities, which are considered a waste of time and not suitable for females; how do you as an activity leader or organization respond to this challenge? Is changing the community's attitudes towards sports the key to achieving results or should the activity use a traditional sport? Or should you not use sports at all? All the questions can be answered by the community, especially community leaders and local authorities. Involving the various community structures and their representatives guarantees the success of a project.

Success story

In West Bengal, India, girls have very little access to play because of cultural barriers and other factors; Tdh in collaboration and local partner Praajak were able to design a Kabaddi (traditional game) for protection project after working on gender for a long time with migrant women. It was the women's idea to start a sport activity for their girls after the organization gained their trust. Now the project (the women's idea) runs in three states with girls and boys, overcoming social barriers and working for the protection of girls from unsafe migration and early marriage.

B. Implementation

Aside from engaging the young participants in Social Sporting Actions and community activities, during the implementation of the project, the community is invited to participate and volunteer in committees, friendly games, and events. The latter can only be achieved through constant communication with community members, leaders, and organizations. How that is achieved is up to the coach and project outreach staff (when working as part of an organization). They could ensure community participation and feedback through conducting timely visits, delivering invitations to activities and making inquiries on relevant topics; this feedback gives insight to the coach and organization to change any parts of the action that are found inadequate, irrelevant or harmful to the community.

C. Evaluation

Evaluations are done in the field, organizations need to truly listen; understanding how the community feels about your initiative, and the true impact that the project had, requires consultations with the concerned people. Aside from the physical and psychosocial evaluation with the participants, this is where the community can report any change that the project has enabled; change in attitudes, behaviors, and practices in domains related to the pro-

ject. The latter can relate to social cohesion, social inclusion, and well-being; more specifically to the project objectives, which the community participated in setting. Focus group discussions, one to one interviews, and written surveys can be performed with the participants and a representative number of community members in order to capture the project's impact and other collateral results.

D. Working directly with the parents/legal caregivers

The work with parents and legal caregivers needs to be conducted throughout the project; after all, if we initiate behavior change only during the activity and the participants go back to being oppressed at home and in their communities, the purpose of the activity is lost. In order to reinforce the skill building and participants' self and collective efficacy, it's important to gain the parents' buy-in. Activities that can be conducted with caregivers include: parent-child day, celebrations of child, mother and father's days, etc. Where activities can revolve around sport.

E. Activities that can be conducted part of Community Engagement

(not exhaustive)

1. Household visits;
2. Community meetings;
3. Specialized committees: protection, sports, culture;
4. Sporting and cultural events: tournament, public training sessions, cultural celebrations (memorials, human and child rights days, toilet day, earth day, etc.);
5. Awareness conferences;
6. Specialized conferences with community leaders and experts.

Key Ideas to Remember

Community engagement is key to the relevance and success of all the project's activities. It will influence attendance of youths in the sport session but also during the Social Sporting Events, and participation in meetings and committees. Community Engagement will facilitate the participants' access to the community in order to use their life skills and increase their participation as able individuals. Engagement activities increase the chances of the project to be continued even after the organization stops its work.





Part B: Football for Protection Methodology

I. Conducting Safe Sports: protecting and safeguarding children and youths

Working with children and youths is a skill mainly acquired through observation and listening; although knowledge of education and coaching theories gives great support to coaches, knowing and listening to the participants remain the key. In particular, and in order to effectively support youths at high-risk, F4P coaches need a variety of life skills and crucial knowledge on the potential risks surrounding them, the needs and capacities of youths, the protection principles, and more. The coach's attitude, personality, skills and knowledge play a key role in the success of the activity. Intercultural effectiveness, leadership, responsibility and credibility, effective communication, mentoring and counselling emotional intelligence, conflict resolution and negotiation, and continuous personal development, among others are essential when facilitating football for protection activities. This being said, here are some areas which demand the coach's attention. Find out more about the coach's skills, attitudes, and traits [Annex 2](#).



A. Child and youth protection and safeguarding principles

Protection and Child-rights violations may occur in and outside your activity; the following principles apply to child protection in general, and safeguarding in particular. As a coach, your programming, actions, and responses should respect the following:

1. Do no harm and the youth's best interest

When training youths, and in F4P more particularly, coaches have to pay extra attention to their behavior, plans, actions, words, exercises, and overall programs. None of the latter should inflict harm on any of the participants, volunteers, or even the coaches; e.g. Conducting mixed gender activities that involve touching and physical contact, conducting the activities in an unsafe space, addressing participants with an inferior tone, or conducting unsuitable physical exercises can cause harm the participants. The Do No Harm principle applies, in and outside the activity, and to every stakeholder involved in the F4P activities, participants, volunteers, coaches, families and communities. Accordingly, The Youth's Best Interest should be the priority of any protection program; the principle of best interest as defined by the 3rd article of the UNCRC is the consideration of the child's perspective, needs, well-being, and situation above all else in any action they participate in, or that concerns them. A pragmatic example linked to the organization of sport activities and preserving best interests is addressing the activity participants with their mother tongue, while another example is providing activities that are relevant and adequate for the ages, needs, and capacities of the participants.

2. Prevent, respond, remedy

a. Prevention is the first and most important activity in child protection. It is possible through transmitting protection and rights-related knowledge,

giving guidance on self-protection, and keeping tight relationships with the community. When having safeguarding regulations in place, it is more likely to avoid certain risks and avoid escalation. The best response, is prevention. The first step is controlling factors related to your activity: the facilities are private and safe to access, and have the proper health and hygiene infrastructure, the coach and/or volunteers possess the proper knowledge, systems, and tools to emotionally and psychologically keep the participants safe during the activities. The second step is giving the participants the proper knowledge on protection, and the capacity to stand-up to, and disclose any uncomfortable situations which they might face in or outside the activities and know where to go for support.

b. When a participant discloses a case of violation, and/or demonstrates concerning behavior, the response has to be discreet, not allowing the space for rumors and further developments. As a coach, your job is to thank the participant for sharing and confirm to them that it is not their fault and it's ok; they are going to get support. In case the perpetrator is internal and after separating them from the group, an investigation has to be conducted (by the organization, if you're working with one). In case the perpetrator is external, and after taking the child's consent, the case is transferred to a specialist; the coach's job remains follow-up, and support through the activity. Prior to any action, the informed consent is taken from the child or their caregivers, by the coach in recorded verbal or written form.

Finding a solution and exit plan out of a protection violation is a careful process that has to be done hand-in-hand with the survivor, and their caregivers. While the latter should be dealt with by the concerned authority, the survivor should be accompanied throughout their psychosocial recovery process. To remedy is to find a cure that suits the culture, situation, and severity of the incident.

Notes and questions:

What safeguarding measures and protection systems does your organization have in place?

B. Potential risks surrounding the youths and the sport activity

Coaches should be aware that in a crisis or post-crisis context, youth in particular, face increased risk of abuse and resulting harm to their mental, physical and emotional well-being both within as well as outside the F4P activity. Risk results from a combination of vulnerabilities (restriction/limitations in personal capacities) and threats (factors which can cause harm). These might include:

Vulnerability Factors	Threats - Abuse
<ul style="list-style-type: none"> - Lack of support networks; - Lack of legal status or documentation; - Lack of language skills and self-protection information; - Poor mental and physical health; - Poor nutrition and hygiene; - Lack of assets and income; - Lack of employment, training and/or education; - Self-Harm (including attempted suicide). 	<ul style="list-style-type: none"> - Exploitation – (e.g. trafficking and recruitment into criminal gangs/organizations); - Physical abuse by family or hostile community members (including the police); - Sexual abuse (e.g. forced prostitution); - Emotional abuse by family and/or hostile community members. This can also take the form of refusal of services or isolation/ social exclusion; - Neglect in the form of refusal of services, etc.

The level of risk to someone increases according to the severity of their vulnerabilities and likelihood of threats occurring.

The F4P coach should have awareness of these factors in order to both prevent and respond to situations of harm. This includes giving proper support to participants and conducting reflections through relating gameplay to real-life threats and providing a safe environment to both prevent harm, but also provide a space where participants feel able to share concerns. It also requires that coaches are able to recognize and respond safely to signs and symptoms of possible abuse.

The F4P practice sessions and events are a platform to host the community, but to also pay special attention to those who might need extra support. As many participants do not establish the security to disclose theirs, or others' cases, it is important that the coach possesses a minimum level of knowledge and skills to identify distress symptoms in youths. Many signs related to behavior, speech, movement, and physique can tell the coach about the state of every participant. The coach needs to be informed and attentive to those signs that might indicate distress; such signs should be an object of concern when they are repeatedly observed, or combined in a participant's behavior. It is important to have a keen eye in order to differentiate situational behaviors from signs of concern. These include, but are not limited to:

1. **Physical marks:** Bruises, cuts, bumps, scratches, among others.
2. **Observable behavior:**
 - **Physical behavior:** Limp, joint immobility, pain when performing a movement, repeatedly touching a spot of the body, avoidance of looking in others' eyes;
 - **Psychosocial behavior:** Isolation, mood swings, hesitation, lying, lack of confidence in speech and social interactions, lack of or no speech, among others.

C. Needs and capacities of young participants

Understanding the needs of individual participants requires attention to their status; accompanied or unaccompanied, history, culture, skills, knowledge, and psychological well-being. F4P coaches should be aware that some participants may have specific needs and have suffered traumatic events - abuse, exploitation, neglect, association to armed groups - and need specialized care. Equally, coaches need to know that their participants have capacities, skills and positive personality traits that they can capitalize on. The coach should not actively seek out this information but can rather create an environment where youths with needs will feel safe to share their challenges if they wish. Coaches are also in a position to recognize warning signs. It is therefore critical that coaches are alert and prepared to respond appropriately when information is shared with them, or when they identify a protection concern. The key to identify children and youths' needs is active listening, and when needed, meaningful questioning in order to reach facts. Find out more on the needs and capacities of youths in [Annex 4](#).

D. Creating a safe space

Working in F4P, the coach will always encounter youths who need a deeper level of support; it is essential for the coach to enable a safe environment which ensures the safeguarding and protection of participants; more specifically enable trust in order to promote self and peer protection through case disclosure (reporting abuse, exploitation and neglect), and ensure physical safeguarding.

1. Enabling trust - The emotional safe space

Football practice is a safe space for the participants and coaches to learn, share, and grow. A main condition for learning is safety. Emotional safe spaces enable transparent behavior and communication among group members and activity facilitators; a space where they have nothing to hide. In addition to working on personal development, the coach should practice empathy and

conversation with the participants in order to gain their confidence and initiate disclosure of challenges and/or protection violations - abuse, exploitation, and neglect

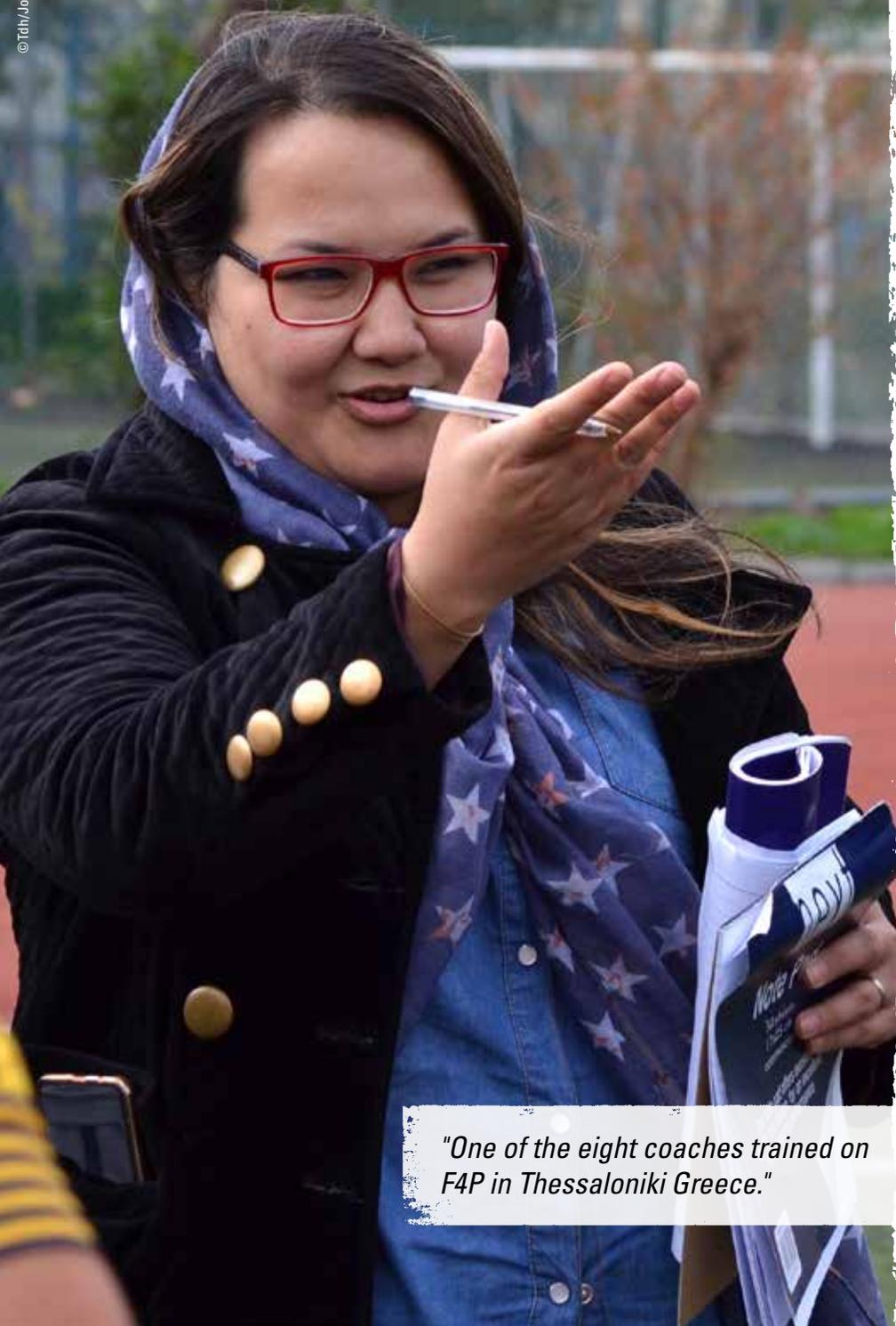
2. The physical safe space

Through the risk assessment, the coach should be able to form an idea of possible threats; a safe space is a private environment with clear physical barriers, entrances, and exits. Physical safety standards contribute to effective safeguarding. Surrounded by trusted adults, and free of hazardous objects and structural components. In addition, the equipment should be timely checked for defects and maintained accordingly. Interactions with peers might also affect the physical safety of participants. The coach should be attentive to any conflict escalation while still in its early stages, although some might not be obvious. Steps for ensuring a physical safe space should be clearly highlighted in the safeguarding policy and location selection criteria.



Key Ideas to Remember

Working with distressed youth in emergency contexts demands protection knowledge and skills from the F4P coaches. Coaches should know how to prevent, respond, and remedy any (potential) protection violations in and outside the sport activities. Coaches should have a minimum knowledge about concerning physical and psychosocial behaviors, and distress signs.



"One of the eight coaches trained on F4P in Thessaloniki Greece."

II. Strengthening life skills

A. The Engage Skills

The protection outcomes are achieved through the participants' acquisition of 5 skills throughout 6 phases with the support of the coach. Tdh's and other organizations' studies of the prerequisites of self and peer protection, self and collective efficacy, and evidence from previous program evaluations suggest that the following, highly interconnected skills are essential for the meaningful participation of young people in their communities:

1. **Collaboration:** essential to achieve collective agency, feel worthy, safe, connected, and hopeful;
2. **Communication:** essential to create healthy connections and feel safe;
3. **Self-awareness and emotional management:** essential to feel safe, worthy, and hopeful;
4. **Creative thinking:** essential to achieve self and peer protection;
5. **Responsibility:** essential to achieve self and collective, agency and protection.

Facilitators can draw particular attention to each of these skills in their sessions' objectives, reflection times, resting times, and revision of the drills. The majority of sports exercises put into play a specific skill set, reflecting on the play situations and how we optimize our capacity in and use of these skills is essential to their acquisition. E.g. A team drill can emphasize teamwork, but can also address roles and responsibilities, communication, rhythm, etc. It is the coach's role to initiate reflections based on each session's objectives and the drill that is being addressed; the participants' use of this skill during the drill and in life.

Ultimately, the participants should acquire and confidently use these key skills through repeated experiences - games, drills, and gameplay situations. Through the promotion of the ENGAGE skills, the F4P methodology seeks to impact the participants' knowledge and capacities. In order to initiate actions that result in improved mental, physical, and psychosocial states of well-being for them and their communities.



Key Ideas to Remember

The methodology is based on the acquisition of 5 ENGAGE skills: Collaboration, communication, emotional management, creative thinking, and responsibility; and the application of these skills through organizing a Social Sporting Action. The program transmits Knowledge on rights and protection issues that always relate to the game situations and learnings. The acquisition of the latter skills and knowledge can lead to increased psychosocial resilience, and capacity to protect oneself and others.

Notes and questions:

Have you ever applied experiential learning?

Can you facilitate experiential learning through sports?

B. Tdh's approach to experiential learning

Play is one of the first social interactions that enable learning for children and youths. Humans learn from experiences and situations. The experiential learning that we aim to provide allows the participants and coaches to reflect on game-play situations and relate them to real life events.

Within the F4P methodology, experiential learning through play is emphasized as the building block for skill acquisition and the achievement of the S4P outcomes. Effectively, this is achieved through:

- 1. Physical exercises and drills (experimentation) which allow the teaching and learning of the 5 proposed skills,** technical football (or other) skills, and the achievement of self and peer protection objectives. E.g. Collaboration is experienced through attacking and defending together, creative thinking while setting-up attack and executing tactical drills, communication during passing and executing tactical drills, responsibility when possessing the ball and being in critical scoring and defending positions; the examples are countless. The practice of exercises happens in two repetitions, which helps skill-acquisition, but also the realization of performance improvement and the change of gameplay situation that accompanies this improvement.
- 2. Reflection which is key for learning.** In migration and refugee situations, the abundance of experiences present amongst one group can facilitate the exchange of stories and conversations on trust, resilience, and support systems with others. A trained, attentive coach can detect certain events within the exercises and initiate reflections that relate the event to the objective of the session, allowing the full participation of the group. Everyone has a story that we can learn from: It is up to the coach to enable the trust within the group and initiate meaningful reflections. A creative coach is able to detect these situations and initiate interesting exchange by asking the right questions and

relating game play to daily life experiences. This is where the participants' interesting stories come out and the process of healing through sharing is initiated. It is the coach's job to enquire rather than give the answers. As mentioned above, the participants have so much to share in terms of experiences and knowledge related to the program objectives; the coach should create a safe space and situation to enable an active conversation.

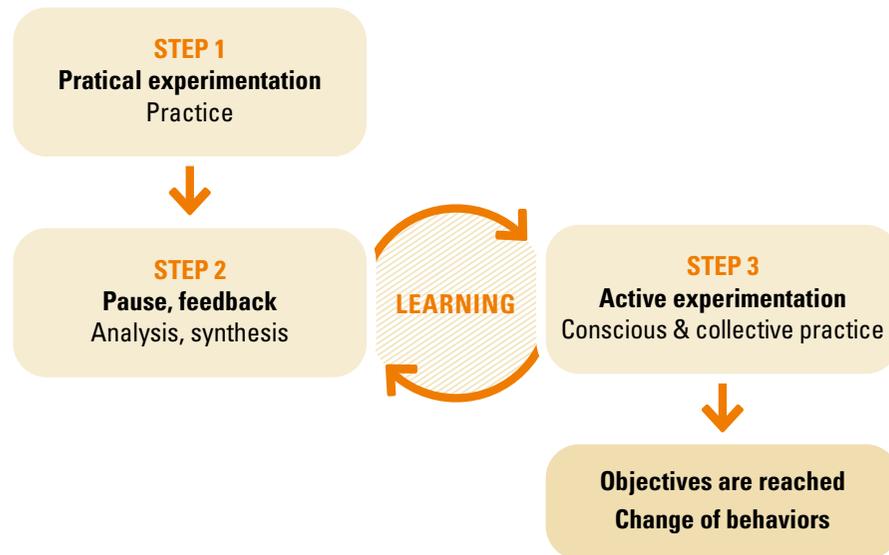
The proposed learning process is based on Kolb's learning styles theory, which suggests that learning can be achieved through unconscious practice, followed by repeated cycles of reflection and conscious experimentation as shown below in the figure.

Effectively F4P participants get to practice the given exercise, reflect on their experience, then try again and reflect on the changes and evolution of performance. This process is repeated throughout the different parts of every session; reflection is where acquisition of knowledge and ENGAGE skills happens.

F4P coaches should be able to follow this cycle within all the practice sessions, giving time for the analysis of the given exercise on the technical and life implications. After giving practice time to the participants, the coach can address the participants with a question about the drill they just performed. E.g. After the exercise of defending outnumbered (2 vs 5), the coach asks one of the defenders, how did it feel to be outnumbered? Answers like helpless, powerless, afraid, under pressure, responsible, among others might come up. Different barriers, skills, well-being pillars, and protection violations and outcomes are highlighted within the further conversation.

Throughout the process, a simple set of questions can initiate sharing:

- Did you notice what happened in that specific situation?
- Why did that happen?
- Does that happen in life?
- Why does that happen?
- How can you use that? And in case of negative event, how can you avoid that?



In addition to the simulation of gameplay to real life, the nature of sport sometimes results in a variety of feelings and behaviors amongst participants such as tiredness, hyperactivity, loss of focus, and conflict, among others. Every situation provides a good opportunity for the coach to share learning points with the group; tiredness versus resilience, hyperactivity versus control and self-awareness, loss of focus versus presence and attention, and conflict versus diversity. The coach can highlight resilient behavior, positive actions, and smart reflections, while avoiding to compare participants' behaviors. Reflections should give equal credit to all players, when the situation calls for it.

Practice time is a rich platform on which the coach can develop transversal skills by critically approaching challenging situations, and exploring alternative solutions to problems. While the core of the conversation is moderated by the coach to allow participants to give answers and interact, it is important that the coach wraps-up with a statement that summarizes and builds-upon the participants' discussion points, this is usually conducted by the end of the sessions; also, a larger wrap-up can be made after each of the 6 phases summarizing the 4 sessions' learning outcomes.

The last thought that the coach leaves the participants with, can initiate thinking outside the training session, that's the importance of the wrap-up. A rich thought that participants can carry, analyze, apply to their lives, and explore further.

III. Providing leadership opportunities

In parallel to the curriculum phases, participation in activities conducted by your organization, and other groups and clubs working in the same location is a great added value for participants. In such events, the team can showcase what they have learned together, and practice their life skills with a wider public. Organizing community-level, friendly games can begin early in the collaboration phase, once the team got to know each other. Although they might not function well yet as a unit, the participants can explore the challenges of taking their game to the next level, improving their football and life skills. This step also shows the importance of developing collective agency, on and off the football field; taking collective responsibility as a team to organize a Social Sporting Action or any other form of event to transmit important messages on the challenges that their communities are facing.

After the first step of participating in events, the group can start considering ideas to organize their own activity.

- **What kind of event is possible to organize within the circumstances?** A friendly tournament? A community training session with a diversity of coaches giving different workshops? A friendly game? Is it an event only about football or are there other sports and activities?
- **What objectives are relevant and realistic?** What are possible messages that the games and environment can transmit? Are there issues linked with “including everyone” (social inclusion), living together (social cohesion), or issues linked with “feeling good” (Psychosocial well-being) that the youths are concerned about?

Gender-based violence, harmful traditional practices, lack of child participation, among many others, are challenges that communities widely face. By being

aware of these trends, participants can raise their voices against an injustice occurring in their respective communities, and contribute to their development.

- **How can these messages be spread during sporting events?** How are these transmitted: Posters and flyers? Discussions? Reflections during matches and games? A theatre play for entertainment and awareness?

There are many ideas for events that the coach and participants can be inspired from, based on whatever available resources. Technically, an event can be organized with 0 budget, just by inviting another organization over, playing a friendly game and inviting the community, or public practice sessions with open participation. This event is indeed a leadership opportunity where F4P participants can activate their acquired skills for bringing benefit to the community. Providing leadership opportunities can start within the session if it's not possible to organize Social Sporting Actions. Leading a part of the session, an exercise, or even warm-up and cool-down is a chance to practice communication, leadership, emotional management, creative thinking, and responsibility, while boosting self-confidence and efficacy, and the feeling of self-worth.

Example

In the context of Thessaloniki, where access to services is a big challenge for migrants and refugees, Tdh and partners have been organizing the **Football for All events** which invite the community living in the city and surroundings for a day of cultural activities and friendly football. Besides having fun and learning new football techniques, these activities aim to create social connections, between participants, but also with organizations working in the region. Representatives of organizations working in protection, health, shelter, and other sectors, are available and ready to support any of the participants in case they have any concerns. This event creates pathways for those who are having difficulties to access services – which is the challenge that was identified in this context. Starting from this model, coaches can work with the participants on designing their social action with what corresponds to community challenges and needs.



Part C: Football for Protection curriculum

A practical Guide to successful Football for Protection activities

I. Ensuring an engaging, fun and dynamic experience

Before starting any training program, the coach has to consider: how will I present the content? What approach will I use? What kind of experience should I facilitate for the participants? Every learning process should ensure coherence between the content and the way it is presented. It should engage the participants in a fun, engaging, and dynamic experience; these factors reinforce the participants' commitment to the program and achievement levels. For this purpose, we have put together some guiding principles for activity implementation for coaches and facilitators, these can guide their work with the participants on a personal and collective level. Remember, these principles don't only serve your work with the participants, but life as a whole.

CINCO **Collaborate IN Creation and Organization**
During sessions, base learning and creation on equal participation, on individual and collective levels.

ENJOY **ENSure Just Opportunities for Youth and ENgage Justly and Objectively with Youth**

RELATE **Reflect Effectively on Learnings and Acquisitions Through Experiences**
Create solid links between different sessions and phases through keeping focus on and track of the bigger picture.

LEAD **Learn, Engage, Assess, Develop**
A cycle followed throughout the program in order to be realistic about how much learning and impact are achieved, then reflect on the way forward, as well as possible changes to the plan. The coach provides the leadership opportunity to the youths, where all the learning, engagement, assessment and development (decisions) are made by the group.

II. F4P program and curriculum structure

This program structure aims to clarify the activities, outcomes and logical succession of the sessions in order to maintain a coherent knowledge and skill build-up. It also breaks down the theory of change into tangible steps for coaches and organizations to follow. This structure also defines the specific objectives of the F4P sessions and proposes a theoretical framework for each of the proposed skills.

A. Strengthening life skills

In its nature, **football promotes fairplay** which is based on principles and values for successful human interactions. “Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy are the building blocks of fairplay” (fairplay.org). In other words fairplay seeks to achieve social cohesion, inclusion, and well-being through the teaching and learning of life skills. Current research suggests that life skills like **collaboration, communication, emotional management, creative thinking, and responsibility** are essential to lead a successful life ; creating connections and friends, controlling emotions and preserving relationships, and working with others for common goals in formal and informal contexts (school, work, the community, etc.). Aside from impacting self and collective efficacy and agency, these skills reinforce self and peer protection (e.g. communication and emotional management for critical situations), and psychosocial resilience.

Football provides players with more than physical exercise experiences. Practice time can be a social learning space, the coach has the capacity to transform the session into a behavior change platform. It is not an exaggeration to say that football practice can be a healing experience. Apart from the non-verbal communication that takes place during exercises and drills, the critical analysis

of the situations during game play enables players to reflect on their positions and actions. The latter initiates a process of self-awareness, starting from: “where am I located within this football field? What’s my position/role among this group?” - Questions that directly relate to how we position ourselves in daily life. Effectively, the teaching and learning happens in two main forms, performing football drills then reflecting on the experience.

The program is based on **6 phases** of training: Each of the phases have specific objectives to strengthen life-skills, football-skills, protection-knowledge, and well-being. The latter follow a logical order and are interdependent. E.g. communication and emotional management are prerequisites for active participation and effective collaboration within the group. In order to promote learning for all participants, we suggest accompanying the whole program with trust building activities. Group formation and learning are both affected by the levels of trust among the group. In addition, when organizing a collective Social Sporting Action, trust is essential to keep the group together facing challenges. This being said, the curriculum is broken down into this simple itinerary:

Trust building → Collaboration → Communication
→ Emotional management → Critical thinking → Responsibility

These phases are accompanied by participation in friendly games and social events. If the resources allow it, **participants should put their acquired skills into work by organizing a Social Sporting Action that raises awareness on a challenge that their communities are facing.**

Phase 1 **Trust building**

Before any effective learning can take place, it is important for the group to develop mutual trust in a safe environment. While familiarizing themselves with the space, their peers and coaches, the participants pass through critical phases as a group: The success of the coach in detecting and building-upon the group formation dynamics is essential to the achievement of the F4P program outcomes. Through enabling trust, the group starts to develop a unified vision, rules, norms, and rapport among the members. This process, when well followed, results in increased self and collective efficacy; it opens the space for transparent exchange - i.e. building a network, feeling worthy, respected and hopeful.

Trust building is an ongoing process, it reaches its best by the end of the program as the group matures. Not only is the trust-building process essential for successful group formation, but it also gives participants the emotional and relational resources for self and collective efficacy; assuming responsibility for oneself and the group. The change in behavior and attitude towards the group should allow participants to better protect themselves and their peers through possessing the skills to do so.

Phase 2 **Introducing collaboration**

Collaboration is a recurring skill throughout the program, as group-work is one of the main pedagogical approaches used to implement the proposed curriculum. Effectively, it is a result of all the skills that the F4P program addresses. In this first phase, the participants should start experiencing improved connectedness as a group; this first learning module should emphasize what it demands to achieve effective collaboration and the different steps that the program will cover. The ensemble of the acquired skills and group experiences will allow participants to

form a solid bond and effectively perform together; indeed, collaboration is the result of being able to communicate, think creatively, manage one's and others' emotions, and taking responsibility.

Cooperation, coordination, and collaboration are often mistaken as one thing, although they are three complementary processes. This module clarifies the essence of collaboration and its different components: coordination, cooperation, equality and equity.

Phase 3 **Enabling communication**

Communication and active listening are essential for the effective learning of all the below listed skills, and to achieve the program's objectives: i.e. Supporting participants to establish networks, feel connected, safe, worthy, respected, and hopeful. Through understanding the different ways people communicate and the science behind it, participants will be able to establish healthy communication with their team-mates and coaches. Furthermore, the concept of I'm OK, you're OK, which highlights the importance of equality during communication, will enable the participants to adopt adult to adult verbal and behavioral communication styles (*Eric Berne, Transactional communication analysis*). Communication is key for self and peer protection; being able to ask for help/support and communicate one's distress and intervene for others' causes.

Phase 4 **Managing emotions**

Emotional intelligence is key to understanding one's and other people's feelings, and accordingly manage social relationships. Most interactions between humans demand emotional management, as people are mostly driven by feelings. E.g. Feeling safe and confident involves managing feelings of insecurity, accepting

one's situation and dealing with frustration. The healthy processing of events, experiences, and their related emotions is key to self-protection. It can avoid self-harm, and enable proper reactions to challenging situations, protection-related in particular - facing a risk, being in uncomfortable situations, witnessing abuse, among others.

Healthy emotional management leads to self-efficacy and improved perception of one's abilities, strengths and weaknesses. Self-confidence and efficacy open the way to working in a group; team dynamics are constantly driven by its members' (including the coach) interests and emotions (state of well-being); proper emotional management sets the right ground for creating a solid group, and managing conflict, critical incidents, failure and success. Understanding and experiencing frustration and success together enables the team-members to stand together facing critical incidents; a solid group is capable of ensuring the safety of its members and empowering its weakest.



Phase 5 **Enabling creative thinking**

Aiming to generate the most alternatives and solutions to challenges and problems, creative thinking is an essential skill for managing conflicts and social challenges. It allows youths to achieve self and peer protection in critical situations. Through informed decision-making and problem-solving skills, participants should be able to appropriately respond to situations of risk. Equally, creative thinking is essential for self and collective efficacy, as it allows participants to achieve group objectives through the processing, analysis, synthesis and doubt of possible solutions to barriers or methods to perform tasks and drills.



Phase 6 **Assuming responsibility**

Various coaches working in different contexts with people in migration have observed that participants often commit less to sports activities (among other constructive life routines) than in non-migrant contexts. This can be due to mental health challenges, financial constraints, or cultural barriers. Responsibility can be taught through various mental and physical exercises. Negative coping mechanisms and escalation of mental health are no strangers in such contexts; these can be due to lack of motive, direction, and routine. Recognizing that they have a role to play, a responsibility, and the importance of this responsibility, especially when things are not well, can help youth to feel worthy, and find purpose, thus reinforcing their inner sense of resilience. Reinforcing responsibility can lead to faster recovery and deeper learning. The fixation of this skill can allow participants to develop motivation, awareness, and capacity to achieve self-agency in their lives - take responsibility for self and peer protection.

B. Providing leadership opportunities: participation in, and organization of Social Sporting Actions in the community

As mentioned above and shown in the schema, in order to apply their newly-acquired skills, participants are supported by the coach to organize a Social Sporting Action that brings together their communities. This engagement activity allows participants to think critically about problems that their communities are facing, and address these challenges through themed sporting (or other) events. Social Sporting Actions are a great opportunity for young participants to diffuse some important messages to their communities. Football brings people together, playing, exchanging, or just observing, it is a pleasure to be in a football environment. Accordingly, it's a perfect way to spread messages on human rights, protection, and social challenges.

1. Participant roles in organizing Social Sporting Actions

The workload for an event is divided into 3 parts:

Pre-event: Deciding on the message to transmit to the community, planning, communication with community, communication with partners, preparation of banners and visual materials, preparation of equipment and location.

Event implementation: reception, registration, pitch management, refereeing, refreshment distribution (in case of availability) and event management.

Post-event wrap-up and evaluation: Equipment collection (counting, documenting, and safekeeping), posts dismantling (if any), event evaluation and lessons learned.

2. Responsibility load

Starting from the first phase of the program, participants can assume roles in the organization and implementation of the Social Sporting Actions. These roles would gradually have more responsibilities as the program advances, but also depending on the engagement and commitment of the participants. The aim is to give the group the full responsibility of organizing a community

event by the end of phase 6. In order to achieve this goal, the coach should carefully assess the group's capacities and weaknesses in order to give them the relevant support they need.

Based on their situations and capacities coaches can apply two models to design and plan the Social Sporting Action.

a. If there are events that are being organized by your organization or others, the F4P participants can start by joining these events as a team, thus affirming their presence and building their bonds. On a later phase, the participants start learning about social challenges and volunteering in events, in order to finally organize their collective Social Sporting Action.

b. If there are no other groups organizing events, the coach can start the engagement phase with the beginning of the program; i.e. in the trust building phase, participants can start learning about social challenges and psychosocial well-being, in order to identify barriers and challenges and address them through their collective Social Sporting Action.

If following the above 1st model, after a few participations in events, the coach can start replacing the 2nd exercise of the Core part of the sessions (check lesson plans) with preparatory activities to organize a sports event with the participants; football or other, depending on preferences.

Key Ideas to Remember

The F4P program contains 24 sessions and can be reduced depending on your needs and capacities. Each skill is learned through a module of 4 sessions; throughout the whole program, a trust-building process should be in place. The learning is based on experimentation where the participants follow a cycle of play and reflection – the reflection, feedback, and debrief should be based on smart questioning that engages participants in interesting conversations around rights, protection, and how these relate to the gameplay situations they're experiencing. In parallel to this program, coaches are advised to participate with the youths in tournaments, friendly games, and community events, in order to finally organize a Social Sporting Action that will allow them to apply their acquired life skills.

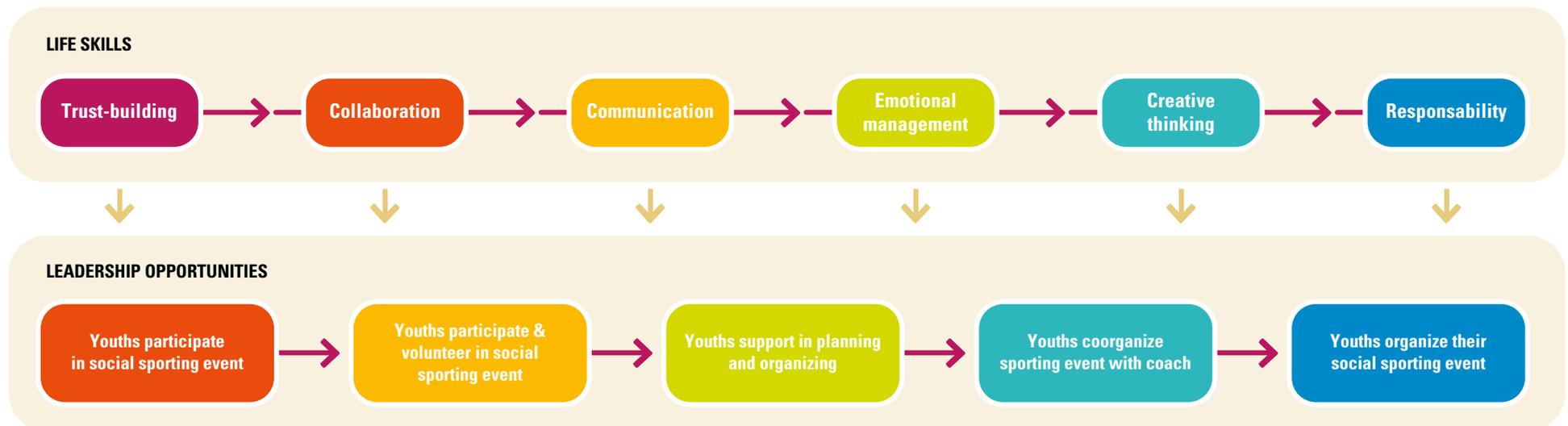
Notes and questions:

What skills are relevant to your context?

Do you as a coach have the observation and questioning skills?

What resources do you have to organize activities and events?

Concrete application of the skills in real community life - Participate in and organize social sporting actions



Notes and questions:

How much time do I have for every session?

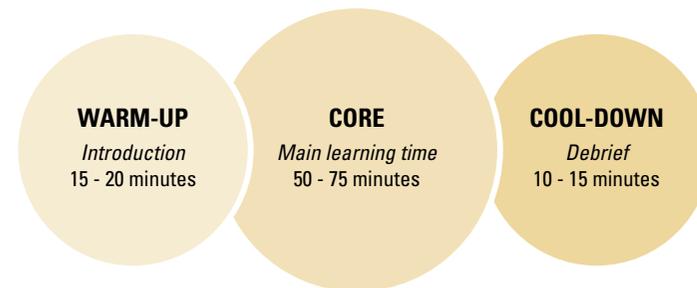
How many sessions can I organize per week?

For how many age groups?

Do I need to separate genders?

III. Session structure and proposed duration of the sessions

Throughout the F4P program, the coach can address the proposed skills through breaking them down into structured learning outcomes achieved through football drills and exercises. The proposed learning outcomes are achieved mainly during the core parts of the sessions, and reinforced in the introduction and conclusion of the session through reflection and wrap-up. All the sessions are based on three parts: a. warm-up/introduction, b. core, and c. cool-down/conclusion. Within these three parts, preparatory games, football drills, reflection, and physical fitness are conducted with the participants. During the introduction, active and passive rest, cool-down, and challenging situations, the coach takes opportunities to reflect on the events and ask questions about each of the participants' experiences and how these can relate to their lives. The goal is to identify situations that relate to the program's objectives and make timely reflections.



The suggested session parts are divided as follows:

A. The warm up is the introduction of the session where:

1. The coach or a participant can remind the group of last session's key points and main learnings
2. The coach introduces the different parts and expected results of the session with a collective discussion on the specific skill and thematic of the session;
3. A preparatory game is played with the participants based on the objective of the session, and which allows warm-up;
4. Guided movement, meditation, and breathing to strengthen self-awareness and connection to one's body.

B. The core of the session is where the main work on the objectives happens:

1. Conduct at least 2 exercises/drills (Refer to [Annex 3](#) - Guidance on writing games and drills);
2. Engage the participants in critical thinking about the tasks they are performing throughout the reflections;
3. Between the exercises include active and passive rest times, depending on the workload of the previous exercise and overall session;
4. Use the rest times and other interesting situations to reflect on what you are doing and how it applies in life;
5. Allow the space for group formation and reinforcement of trust;
6. Allow the fixation of and build-up on pre-existing skills;
7. Enable a protection and safeguarding attitude, through the acquisition of knowledge and skills.

C. Cool down:

1. Cool down physically; relaxation and visualization techniques, breathing, stretching;
2. Reflect on what we enjoyed the most, what went wrong, and what can be changed for the better;
3. Reflect on the session's highlights (warm up, core and anecdotal situations);
4. Wrap-up: debrief and review the knowledge shared throughout the session and how it relates to previous learning and life;
5. Prepare a Social Sporting Action;
6. Announce next session's plan and how that relates to what we did on the day (open new horizons).

In addition to the above suggested structure to design and implement sessions, a quick guide on writing and implementing games, exercises, and drills, is included in the annexes. This guide suggests steps for implementing the experiential learning cycle, play, reflect, play, and learn. The coach can use this guide to structure the whole reflection logic and build-up of games, drills, and exercises; adding tasks and/or increasing difficulty, and reflecting on performance differences between the first and second gameplay/trial.

In order to achieve the proposed objectives, we suggest a duration of 90 to 120 minutes for each of the training sessions. Through extensive practice, the coach should enable optimal learning for the participants through an engaging experience. This includes giving the participants the proper time to acquire skills through experiencing the 4 phases of learning: Unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence ([Annex 1](#)). It is essential for the coach to allow the proper time for practice but also the discussion of the drill and how it relates to life.

IV. Preparing the sessions

Before every session the coach revises their lesson plan and make any changes depending on the situation, and availability of material. Also, an important thought should be: What is my plan B? What do I do in case fewer participants show up and I can't implement the plan? Another important step is reviewing the topics to address with the participants; are we discussing protection knowledge and available support services? What is the current situation surrounding the participants? What examples and stories can they relate to in order to achieve the learning outcomes?

Arriving earlier to sessions is always beneficial. This time can serve to remove any hazardous objects from the field, check the equipment for any safety concerns, and distribute the equipment for different drills. The coach can choose to conduct the preparations with the participants as part of the session, as suggested in some of the lesson plans. Preparing a session also involves reviewing one's knowledge of the session's theme, and preparing arguments and examples to initiate and wrap-up reflections. Although many of the drills and games suggest some reflection points, it is important for the coach to customize the questions and examples to the group's specific context and situation.

The curriculum is set-up in a flexible way to allow the coaches to adapt the content of the sessions to the different situations and contexts. It is also noted that the proposed themes are highly interconnected: skills, knowledge, and well-being pillars. So many factors govern human dynamics and behavior that every movement involves thinking, doing and feeling. E.g. A coach can identify priorities with the group and decides, together with the youth, to focus on emotional management and safety throughout the program because most of the participants are still in the early recovery phase from a disaster. Aside from the proposed drills and games, the coach can brainstorm with the participants on identifying activities and building the program with a participatory approach,

based on the example recommended below. Also, given the specific context they're working in, coaches can also steer the F4P program towards a diversity of outcomes: Gender equality, eliminating sexual abuse, gender and home-based violence, rights and Inclusion of youths living with disabilities, among others. Coaches should acquire solid knowledge on any theme that the youths choose to address, this helps them to provide effective support, guidance, and counsel.

V. Program Plan

The proposed program is based on 6 series of 4 sessions, 24 in total and 6 Social Sporting Actions in which beneficiaries will actively participate by applying their newly acquired life-skills; by the end of the program, they will organize their own Social Sporting Action. Each phase of training possesses a specific objective related to a life skill, technical and tactical skills, and at least, one well-being pillar. The aim is to repetitively work on the same skill-set and learning outcomes for a certain period of time, during which the practitioners are going to pass through the 4 phases of learning.

Though we are allowing ample time for every skill's acquisition over 4 sessions, the coach should always take individual differences in capacities into account. Keeping an eye on under-achieving participants, and providing them with adult and peer support can contribute to a positive experience, reinforce their learning, and alleviate the feeling of inadequacy. This is a step to safeguard the participants and ensure the inclusion of the whole group.

A. Proposed Itinerary of activities

The program's proposed activities engage the participants in 2 parallel learning processes; football practice sessions, and Social Sporting Action. Every learning phase of the curriculum will be accompanied by ascending levels of participation and responsibility within events. Planning and activity design for the

events (Social Sporting Action) will happen during the football training sessions. Through having two parallel learning processes, participants will demonstrate capacity in life skills, but also in the investment of these life skills in responding to community challenges. As highlighted by the figure, this process will enable participants' self and collective efficacy, agency, and protection. Participants will gain:

1. The self-confidence that they can achieve as individuals and interpersonal trust to do it as a group;
2. The life skills to achieve individually and as a group;
3. The sense of empowerment, skills, and knowledge to get themselves heard and assume the responsibility for their own and peers' protection.

This figure portrays the program's itinerary; football and life-skills training sessions, and participation in and organization of Social Sporting Actions.



B. Proposed content and objectives

Phase 1 **Trust building**

4 sessions

Link with Psychosocial well-being pillar:



Feeling connected



Feeling safe

Objective

- To set expectations out of the program;
 - To set the rules for group dynamics;
 - To create rapport / bond;
 - To conduct body toning and physical preparation;
 - To achieve a good execution of basic functional skills: passing and shooting.
-

Content

- Collaborative exercise to design and write the rules on football/jersey with extensive reminders throughout the 4 sessions;
 - Preparatory game: The blind drill (repeated and altered throughout the 4 sessions);
 - Human pyramid exercises;
 - Various basic passing and reception drills enabling trust.
-

Taking leadership - Social Sporting Action

- Map and participate in events

Mobilise the youths to take part in Football for All events or other Social Sport Action, etc. – It's very important for the group to participate in community events at this stage to build trust.

Phase 2 **Collaboration**

4 sessions

Link with Psychosocial well-being pillar:



Feeling connected



Reinforce self & collective efficacy

Objective

- To recognize the value of teamwork;
 - To demonstrate ability in basic coordination, passing and shooting during drills;
 - To initiate a sense of collective rhythm;
 - To demonstrate an understanding of the required skills to achieve collaboration on and off the field;
 - To show support to the group's least achieving members;
 - To demonstrate improved group dynamics; (storming phase);
 - To feel connected and safe;
 - To improve core (Abdominal and back muscles) strengths and flexibility;
 - To improve balance.
-

Content

- Preparatory game: Setting up the practice field against the clock (repeated over the 4 sessions);
 - Maestro drills: Moving together up and down the field with and without the ball;
 - Offside drills, rhythm exercises (running together, keeping the line, etc.).
-

Taking leadership - Social Sporting Action

- Improve your performance as a team

Discuss the Social Sporting Action and encourage youths to volunteer and endorse specific roles in their organisation or implementation.

Phase 3 **Communication**

4 sessions

Link with Psychosocial well-being pillar:



Objective

- To acquire practical knowledge on communication systems (sender - message - receiver);
- To demonstrate skills in communication and participation;
- To demonstrate an understanding of non-verbal communication;
- To apply communication principles on and off the football field;
- To demonstrate skills in passing, movement and positioning;
- To improve speed and agility.

Content

- Preparatory game: The ball network;
- Passing, receiving, and movement drills;
- Ladder drills, short (anaerobic) sprints.

Taking leadership - Social Sporting Action

- Deepen your engagement

Encourage youths to take more responsibilities in supporting the planning and the co-organising the "social sporting actions".

Phase 4 **Emotional management**

4 sessions

Link with Psychosocial well-being pillar:



Objective

- To process emotions and deal with frustration / accept defeat;
- To develop empathy;
- To acknowledge personal and collective barriers;
- To acquire knowledge on healthy living, self-monitoring, and other health related matters;
- To develop cardiovascular endurance;
- To improve balance.

Content

- Circuit training (with and without football);
- 1 touch pass drills;
- Playing outnumbered;
- Volunteering in Social Sporting Action or community event.

Taking leadership - Social Sporting Action

- Identify social challenges

First discussions on the organisation and planning of a youth-led "Social sporting action".

Phase 5 Creative thinking

4 sessions

Link with Psychosocial well-being pillar:



Feeling worthy



Feeling hope

Objective

- To demonstrate decision making skills;
- To reinforce collective efficacy;
- To develop critical thinking about tasks, activities, and situations on and off the field;
- To improve endurance/resistance;
- To successfully execute throw-ins, free and corner kicks (on the defensive and offensive levels);
- Using the alternative (bad) foot and hand.

Content

- Session planning by participants: 3 groups of players, negotiation and decision making process to design and plan a session;
- In-game drills and variations highlighting team movement (rhythm), and strategy;
- Circuit training including planks and pair drills (participants decide their preferred sequence of the drills to depending on their strengths / weaknesses).

Taking leadership - Social Sporting Action

- What's your message to the community?

Continue to encourage youths in volunteering and taking responsibilities in "Social Sporting Actions" and community events and start planning of the youth-led " Social Sporting Action".

Phase 6 Responsibility

4 sessions

Link with Psychosocial well-being pillar:



Feeling worthy



Feeling hope



Self & collective efficacy

Objective

- To demonstrate knowledge of roles (and their limitations) and responsibilities, on and off the field;
- To appreciate different roles through experiencing them;
- To improve lower-body Strengths and explosive strength;
- Improve objective setting skills;
- To experience an improved self-confidence and self-protection.

Content

- Preparatory game: Relay race;
- Role rotation within passing and tactical drills;
- Defend outnumbered;
- Playing under pressure exercises;
- Design and implement sessions;
- Implement with support from the coach and partner NGO;
- Final evaluation.

Taking leadership - Social Sporting Action

- Spread your hope

Youth-led Social Sporting Action.

C. Designing and planning a Social Sporting Action with the participants

Social Sporting Action 101 (during curriculum Session 1-4)

Map and participate in events

As a team, participate in sporting and social events organized by your organization or other groups. For this purpose, the coach should be aware of the activities and tournaments happening in their area, and show interest in participation and support. Before participating in events, the coach has to make sure that all participants are engaged in a culture of fairplay, equal participation, and collaboration; it is important to transmit the spirit of non-competitive sporting events. These events are made to meet new people, learn about others, appreciate their differences, and work together towards a better society. After participating in events, take time with the youth to reflect on the experience, what they learned, and what they think they could've done better. Non-judgmental feedback can be practiced throughout these times, where everyone has the right to express their thoughts and feelings, and provide recommendations to improve the team's performance in technical and life skills.

Social Sporting Action 102 (during curriculum Sessions 5-8)

Improve your performance as a team

Volunteering part of events is a great activity for F4P participants; through connecting with other actors, or within their own events, coaches allow the space for the youths to assume volunteering roles part of the organization team (depending on the readiness of the team). Taking responsibility for basic, simple roles like referee, or receptionist can induce a feeling of satisfaction and self-worth among youths. Such simple roles introduce the participants to the working environment of an event; how do the different actors coordinate? What is the role of each stakeholder, and how do roles complete each other? How do we evaluate and report on our work? Engaging in debrief and feedback.

Notes and questions:

Is this curriculum realistic to our needs and capacities?

What ideas can we add to what is already being said?

Social Sporting Action 103 (during curriculum Sessions 9-12)

Deepen your engagement

The insight from volunteering allows the participants to take part of a system, maybe for the first time ever! Allow the participants to take part of such organization teams as often as possible; advise them to volunteer for permanent roles even (with your or other organizations). Getting a sense of collaboration dynamics and coordination mechanisms will allow the youths to learn by imitation through observing leaders and other volunteers. In order to provide an ideal learning experience, the events they take part of must be structured, and the work needs to reflect the know-how and planning of the organizers – a positive model for the participants to learn from. When your participants are volunteering in events, make sure to coach and guide them around best practices. Deeper learning will foster deeper engagement.

Social Sporting Action 104 (during curriculum Sessions 13-16)

Identify social challenges

At this point, your team must be well-acquainted with social activities, their objectives, and ways to organize them. It is time to brainstorm on a challenge that the participants are facing. What are the challenges in their community? What is the message they want to address to the community? How do they want to address the message to the community? How can sport contribute to this impact? A good example to start brainstorming is remembering some of the situations that occurred during events they have participated in, or some more personal experiences they went through. Another example is learning about the well-being pillars (feel safe, connected, respected, worthy, and hopeful), and identifying relative challenges in their communities. When engaging in a brainstorming exercise, make sure you have pens and papers for everyone, even the ones who cannot write can participate through drawing figurines of what the idea represents to them. Including everyone in this exercise can initiate a sense of self-worth and connection in the participants. This situation analysis should be led by the youth and only supported by the coach. Wherever the context allows it, and

the resources are available for the youths to organize their own event, coaches are advised to strengthen their knowledge on addressing community challenges through sporting events. Further training on applying participatory methods with children and youth is essential for coaches who wish to conduct this approach. Together with everyone, come up with a title for the event, something simple that all of the community can understand. Define what you want to achieve with this event, for example: “After this event, participants will understand the importance of supporting each other to maintain hope!”

This creative thinking exercise should accompany a continuous participation in social events, whenever possible, followed by debriefing and feedback on the experience. During their participation in other events, the F4P participants can start communicating about their will to organize their Social Sporting Action. Creating awareness prior to the event is important to create hype and encourage participation.

Social Sporting Action 105 (during curriculum Session 17-20)

What’s your message to the community?

Programmed in parallel to the creative thinking phase of the curriculum, this is the planning part of the Social Sporting Action. Putting their creative thinking capacities together, the participants identify the different roles and responsibilities that guarantee the success of their Action. Task division based on capacities is a must - “through the efforts of many, we will reach the objective.”

Some of the teams you can create include:

- 1. Organization committee:** planning, schedule, coordination of teams, sponsorship;
- 2. Logistics:** procurement (printing, equipment, water, food, event venue, etc.), provision of goods and support on-site, performing inventories;
- 3. Communication:** preparation of messages, external communication about the event (social media, flyers, etc.), communication with teams and other organizations;

4. **Reception and crowd control;**
5. **Facilitators:** coaches and referees to prepares and animate activities, and observe games;
6. **Security and first-aid;**
7. **Entertainment team:** prepare and perform, or procure shows like freestyle football, circus, theatre preferably from the local and refugee communities, as a medium to spread a message.

During this phase, participants can already co-organize an event with an (your) organization or other actors working in the area.

Social Sporting Action 106 (during curriculum Session 21-24)

Spread your hope

During this phase, the participants work to organize their Social Sporting Action, with the minimal support of the coach/organization. An event should be announced at least a month before the date. This time allows for different teams to plan and present their work to the whole group (the general assembly), and achieve their tasks with minimum pressure. Throughout this month, procurement, communication, and planning of the event should be in place. Teams work together during the F4P sessions, but more during their preferred times aside from the training time. During the sessions, the participants need to brainstorm on challenges and solutions; e.g. No money for printing, organizations not cooperating and don't wish to participate, etc. Coming up with creative alternatives to foster interest and support, and assuming the responsibility to achieve should be constantly reminded to the teams, especially when faced with repeated failures – “every problem is an opportunity”. Reflection, debriefing, and documentation of the latter when possible, are essential for creating solutions and learning for the future; it is the coach's responsibility to keep a simplified documentation of the process. On the event day, the coach should leave the leadership to the participants, and their partners. The coach is an observer, and should only interfere in extreme cases (conflict escalation, serious injury, etc.) – In fact, knowledge of

all these risks and counter-actions is the responsibility of the security team, who should brief the teams on all possible scenarios and planned measures. Detailed guides on organizing community-led events are available online, as you can refer to the guide on organizing the Football for All events.



Key Ideas to Remember

The ENGAGE skills are broken down into multiple themes throughout 4 sessions; the knowledge transmitted to participants includes: football, life-skills, self and peer protection, self and collective agency, and human rights. This should enable participants to achieve the methodology's expected results. The Social Sporting Action is also broken down into gradual steps of involvement, we advise coaches to customize both lesson plans and events based on their contexts and resources. Remember, social actions can be as simple as a friendly game between two teams where social messages are transmitted.

Notes and questions:

What do we need monitor and Evaluate and why?

Which methods and tools should I use?

How are the coaches and the youth engaged in Monitoring and Evaluation?

VI. Monitoring and Evaluation

Why do we monitor and evaluate?

Monitoring should help making sure that we are **doing the right things in the right way**, and readjust activities accordingly. We need to check that the activities are being well implemented, that the participants are satisfied, that there is nothing going wrong, and identify anything that could be changed or adapted: We also need to look at how we make sure that we are not causing harm or causing rather unintended negative outcomes?

Monitoring helps us in ensuring that we are on the right track to achieve the planned results, preventing or mitigating any possible risks.

Then, at certain points, we also need to go through **more in-depth assessments** to evaluate the **quality** of the intervention and its **effects**, answering the following questions: how can we make sure that our activities are reaching the intended results? ; how can we make sure that the program, curriculum, and methodology are fully relevant on the longer term, and that the achievements are positive and likely to be maintained?

Through Monitoring and Evaluation, we want to assess:

- Participants' progress in terms of skills (ENGAGE Skills), Psychosocial status (linked with Tdh well-being pillars) and physical abilities and the adequacy of the exercises, methodology and content of the sessions.
- Group dynamics, environment (how the environment is conducive to social protection).
- Quality of the S4P coaches' practice.

Monitoring is a continuous assessment that can help the coach identify the participants' learning curves, difficulties, and document the slow behavioral change process. Monitoring can be done at all times: during performance of drills, reflections, cool down, games and, participation in and organization of events.

Evaluation means that we are making a judgment on the value and success of an intervention or an activity. It is very important to complement ongoing monitoring by more in-depth reflection and analysis at specific moments of the intervention, in order to assess successes and failures, and identify the broader effects of an intervention. This is fundamental in order to learn, improve and report (be transparent and accountable).

When do we monitor and evaluate?

Monitoring is done at regular frequency, throughout the intervention, to be decided according to the activity duration and frequency of sessions.

Evaluation is done at specific moments, usually at the end of the project, or in its mid-term. We can also "evaluate" an intervention after it has been finalized.

Who monitors and evaluate?

Monitoring is done by the coaches (observation checklist) and their supervisors (supervision checklist), always involving participants' feedback (questionnaire and Focus Group Discussions). Evaluations are usually conducted by the project manager, support staff, or internal / external experts.

What do we monitor and evaluate and how?

1. Progress at the level of the participants: technical abilities and Psychosocial outcomes

The purpose is to assess the participants' achievements and respond to any gaps, delay, or inadequacy in the project components. Outcomes (changes) at the level of the young participants are assessed at two levels:

- Physical, technical, and tactical abilities in playing football.
- Psychosocial well-being, Protection-related knowledge, and life-skills (acquisition of the ENGAGE skills, learning outcomes on protection, change in behavior and attitudes, improvement in psychosocial resilience.)

Caution

Ethical and methodological considerations

The process of assessing improvement in psychosocial resilience has to consider ethics and procedures to avoid causing harm or "fatigue", mitigate bias, and collection of irrelevant data. When performing an evaluation, it is important to decide how much information you need and why, and design your questionnaires and plan accordingly.

Resources:

- **Informed consent forms** (Annex 6, tool 7-8)
- **Registration forms**
- **Ethical consideration in Evaluation and in engaging children in M&E** (Annex 6, tool 9)
- **Data protection directive & starter kit**
- **Code of Conduct and safeguarding policy**

We provide in this guidance overall recommendation on F4P M&E methodologies but also **examples of tools (questionnaires, observation checklist)** that were developed in Greece for a “Football for protection” project targeting youths on the move at risks; all these tools have been compiled in a **F4P M&E toolkit** (attached in **Annex 6**). **If you plan to use them, it is crucial to customize them and adapt them to your context, target, objectives.** To do that, first consider and understand what were the expected outcomes of the Greek project that served as a pilot for Tdh: look at the “**F4P Outcomes Mapping and Target population**” visual (**Annex 6, tool 3**) that was done prior to the development of the M&E tools.

We cannot assess changes without a **Baseline assessment** which will indicate what is our starting point, what is the status in terms of physical / technical skills and psychosocial (life skills and status) before implementing the project. A baseline is a point of reference that enables us to measure the participants’ achievement throughout the program; it will enable the coach to assess their progress or regress in skills and behavior, and customize the sessions based on the needs and capacities of the participants.

For this baseline assessment, in addition to an assessment of the technical/ physical abilities of the participants, we propose to conduct a self-administrated survey, with supervision and support from the coach, and/or project team. The **self-administrated survey** given as an example (**Annex 6, tool 6**), includes questions on the psychosocial well-being status, articulated around the 3 axes: a) acquisition of life-skills, and a specific focus on two well-being pillars; b) “Feeling Good /worthy” (self-esteem and self-efficacy) and c) “Feeling connected”. The focus of this survey needs to be linked to your project’s objective. Remember, the tools provided in annex are only examples, they are only meant to inspire your organization to customize your own tools, that must be related to the expected results of your project.

As self-assessments are always subjected to bias, it will be important to complement-update the baseline assessment result by continuous monitoring of participants’ play, interactions and behaviors. Matching the observations’ results with the interview data allows us to **cross check data** through resorting to different methods and sources to produce reliable analysis.

Half-way through the program, and in the case where you program has a life-span equal to, or greater than 12 months (depends on your case), it is important to check on the progress of the activities, by measuring achievement against the baseline. **The mid-line evaluation** serves to identify any gaps or delays in the program’s content, implementation, or coaches’ performance, and address these challenges. This is an opportunity to get back on track with the activity quality, deadlines, and reporting, among other responsibilities.

By the end of the intervention, and aiming to measure the overall achievement, a **final evaluation** should be conducted to analyze in depth the participants’ achievements as individuals and as a group. For the **physical end line assessment** (see **Annex 6, tool 10**), it is important to re-conduct the same drills used in the baseline and midline, in order to maintain consistency. Keep in mind that for this assessment, the coach has to not only look at the physical performance levels, but also at how the attitude and behavior of the participants differed between the evaluation rounds. The final evaluation will inform on achievement levels, but also on any communal changes and needs that should be addressed in addition to revisions of the methodology, approaches, curriculum, and tools for potential future interventions. The psychosocial outcomes and overall quality of activities can be assessed by conducting **Focus Group Discussion with participants and coaches** (**Annex 6, tools 4-5**).

Throughout the process, coaches will constantly observe and analyze how the session is going, how the participants are behaving, and use the “coach diary” and

the “**observation check list**” (See **Annex 6, tool 2**). It will enable them to adjust their method accordingly, with the support of their supervisor. The observation check list may serve to feed the informal feedback on each session in the “coach diary”

Caution

It is important that the coaches extensively practice observation and note-taking skills, as they are equally challenging and important duties of a F4P practitioner.

2. Monitoring of coaches’ practice and set up to ensure protection:

Coaches need to constantly assess the quality their own work. From session plans, methods used, and approach, to their attitudes and skills for engaging with youths. For this purpose, supervisors should use the **coach observation checklist** (**Annex 6, tool 2**), this tool can be used:

- At the beginning of the curriculum in order to feedback on the coach’s attitude and skills after training (after 1 or 2 sessions).
- At regular points in time (to be decided upon timeframe of the intervention) - at the end of the end of probation periods, every trimester. It all depends on the lengths of your project.

The following questions can also help the coaches, supervisors and project team, reflect on whether the activities, the performance of coaches and volunteers are likely to lead to protection outcomes. They can be used for self-assessment but also as key questions for managers and supervisors.

A. On promoting well-being:

- 1.** Is the practice location safe and accessible to Girls and boys?
- 2.** Are the girls and boys satisfied with the activities?

- 3.** Have the participants shown more connection to each other? Are sub-groups forming?
- 4.** Do girls and boys always have someone available, who they like to talk to and share with?
- 5.** Do we use proper forms of respect while addressing girls and boys? Do girls and boys show respect to each other?

B. On promoting social cohesion

- 1.** Do I and my colleagues accept others no matter their background?
- 2.** Do I and my colleagues accept others’ opinions and lifestyles?
- 3.** Do I and my colleagues appreciate and promote gender and cultural diversity?
- 4.** Do we have systems and mechanisms in place to promote dialogue and unity in activities?
- 5.** Do I and my colleagues have the knowledge and skills to manage conflicts?

C. On promoting social inclusion

- 1.** Do we have the programs and activities to support youths at risk of marginalization / specific vulnerable groups (girls)? Can my programs be adapted to be more inclusive?
- 2.** Do we have knowledge of and connections with other structures to provide inclusive environments and activities?
- 3.** Are we trained to work with youths at risk of marginalization while caring for gender disparities?
- 4.** Do the volunteers that support the organization have knowledge and skills to work with at risk youths through designing gender and ability adequate exercises and content?
- 5.** Do we do specific efforts in community engagement to attract marginalized youth groups from varieties of genders and (dis)abilities?
- 6.** Is the activity space and activities accessible/adaptable to the needs and capacities of youths living with disabilities.

3. Table: summary M&E focus, methods, tools and frequency

All Tools examples are based on the “ Football for protection ” project in Greece referred to above .

How youth participants are making progress (outcomes)

What	How	Who	When
Technical abilities	Using drills simple evaluation sheet for technical abilities (Annex 6, tool 10)	Coaches - peers	Baseline
Psychosocial outcomes	Youth participants Questionnaire (Annex 6, Tool 6)	Youth self-administered PSS outcomes survey	End-line
Participants’ engagement	Coach Diary (based on observation checklist criteria) (Annex 6, tool 2)	Coaches	Every session
Peer dynamics	Observation checklist (Annex 6, tool 1)	Coaches	Once every 3 sessions

Quality of coaches’ work

What	How	Who	When
Session plans	Coach observation Checklist (Annex 6, tool 2)	Supervisor	For beginners in the first weeks baseline and after 6 weeks, for experienced staff, every 3 months
Approach and methods used			
Attitudes and skills for engaging with youth			

Project evaluation

What	How	Who	When
Relevance and quality of the intervention	Coaches Focus Group Discussion (FGD) (Annex 6, tool 4)	Project evaluator (project team)	Mid-term and / or final project according to needs and length of intervention
Protection outcomes	Youth participants FGD guide (Annex 6, tool 5)	Project evaluator (project team)	
Other Project outcomes (changes experienced by participants)			

VII. References and guides to successful Sport for Protection programs

- A. Sport for Protection Toolkit (Tdh, IOC, UNHCR)
- B. ASPIRE methodology (EU)
- C. MGS and Move On & Engage methodologies (Tdh)
- D. Traditional Games and Sports manual (Tdh)
- E. Tdh MHPSS framework
- F. Sport for Protection methodology (for a broader approach)
F4P instructor guide

Specific Tdh Monitoring and Evaluation support tools:

- A. Tdh Monitoring and Evaluation requirements
- B. Tdh Global MHPSS M&E framework
- C. Tdh Project Cycle Management in emergency
- D. The Humanitarian Crisis handbook

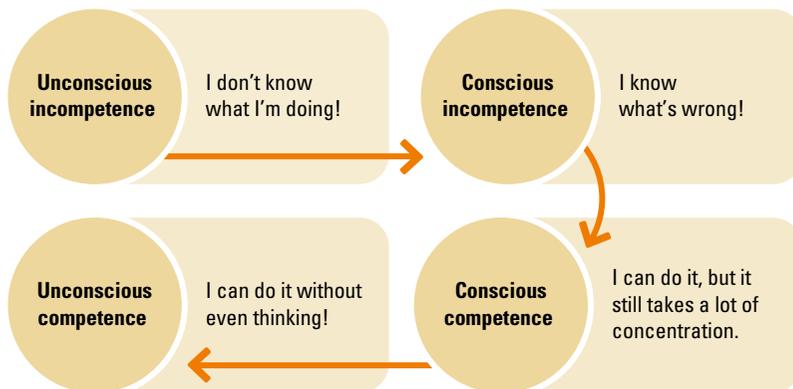


Annexes

Annex 1 - The stages of learning

The stages of learning

By understanding the different stages of learning, the coach can understand the performance of the participants and break down the learning into logical steps. Although this theory has been mostly applied to individuals, it has also been effective in observing group performance. As agreed by many studies (Curtis, Philip, Gordon et al, 1969), learning is achieved in 4 stages:



1. Unconscious incompetence

In the first trials to execute a movement or adopt a behavior, everyone passes through an awkward experimentation period. During these discovery moments trainees do not realize the details of what they are really doing. They usually attempt to imitate or execute a set of instructions. The coach holds the responsibility of giving individual attention to the participants based on

their capacities and learning curves. Keep in mind that the process of instilling a functional skill takes extensive repetition. E.g. During the first trials to execute a pass or a shot in football, the positioning of the supporting foot affects a lot the quality and direction of the pass, beginners usually take time to properly position their left foot when executing right-foot passes, and vice versa. The coach should always remind participants of what they can do to perform better and giving them the motivation to go on - this first step can be frustrating, and most drop-outs are prone to happen at this stage.

2. Conscious incompetence

At this stage, the trainees usually experience an awareness of what they're doing correctly and what's not working; ideally, they would be able to identify keys or different stages to execute the task at hand. In reference to the previous example of passing and shooting, at this stage, the practitioner should be able to realize that his foot's position is affecting the direction of his/her body and not allowing them to successfully perform. With a set of accompanied repetitions, and demonstrations, most participants will be able to achieve this second stage with a fast pace. Confidence at this point grows, which opens the way for the next step.

3. Conscious competence

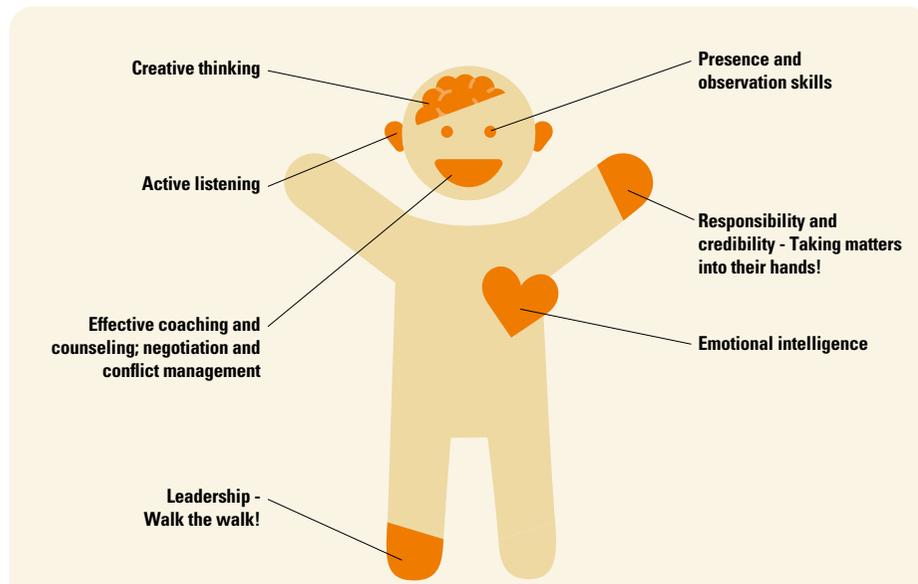
Once the participants have invested enough time in practice, they will start executing the task correctly, but still cannot invest it on and off the football field. It still takes extra mental and physical effort to perform. By this time, the difference in performance quality and capacity can be well observed by the practitioners which substantially boosts confidence. Referring again to passing and shooting, at this stage, participants should be able to perform well if not put under pressure, emotional factors would still affect their performance. If we refer to a life skill, participants would be able to present a daring opinion within the group, but not in open community where other factors like the presence of strangers are at play.

4. Unconscious competence

Performance in any situation, instant recall of memory and psychomotor reflexes, and effective investment of physical, mental and emotional effort, among others, are attributes of conscious competence. Through the extensive execution of and reflection on skills, participants should undergo an incremental behavior change process: increase in self-confidence - I can do it, increase in focus capacity - I can concentrate, perseverance - I know where I'm going, and creative thinking - When and how can I use this skill? It is important to note that participants can cycle back to conscious incompetence; where they become so self-assured, they make mistakes, and the role of the coach in continuing to recognize this step-back and remedy.

Notes:

Annex 2 - The traits and skills of a successful S4P coach



Being a trusted adult and role model demands more than just knowledge of one's subject area. It is important for the coach to possess certain traits and skills in order to effectively serve the participants. Considerable literature refers to the following as necessary skills and traits to assume a leadership role:

A. Intercultural effectiveness

When working in a multicultural context, intercultural effectiveness is the capacity to understand and adapt to differences, and foster understanding. Multicultural refers to the presence of people from diverse nationalities, who hold different experiences, cultures and beliefs. Intercultural effectiveness enables the coach to manage the diversity and bring the best out of this rich context. A culturally-effective coach speaks multiple languages, can relate to the participants, understands culture-related practices and behaviors, appreciates

and respects diversity, and inspires others to do the same. Possessing this skill enables coaches to effectively avoid cultural conflicts through understanding the contextual dynamics and challenges, and objectively analyzes them with the participants in order to foster understanding and cohesion. Speaking the participants' language, knowing their traditions and rituals, their motives and interests, as well as many other skills can solidify the relationship between the participants and the coach.

B. Leadership

Working in vulnerable contexts demands a skillset that can finally be demonstrated as leadership. Often referred to as the capacity to lead a group of people, leadership aims to steer the collective efforts of individuals who possess the same targets, towards the best interest of the group and the achievement of its goal. The F4P coach has a key role in conducting project activities and operations, and equally, in providing emotional support to participants through mentorship and counselling. Leadership is an attitude, it's how the coach speaks, walks, stands, approaches matters, and demonstrates availability. Leadership is assumed, not given. Providing leadership is only possible through establishing solid trust with the group and acquiring the skills to effectively understand and manage the dynamics between the participants.

C. Responsibility and credibility

Responsibility is addressed in the last phase of the F4P curriculum; being responsible can have two meanings: being accountable, and taking charge. Being accountable means that you are liable for the results of the action you take or the task you complete. If you're assigned to perform a duty, and achieve it, you demonstrate responsibility and gain credibility. It's simply doing what you said you're going to do.

In addition, assuming responsibility of incidents, failures, and successes alike reinforces the coach's relationship with the participants. In critical moments, taking responsibility can influence others to do the same.

D. Effective communication, mentoring and counselling

Are results of trust; active conversation only happens when participants feel safe to share their thoughts and experiences. Mentoring and counselling are skills/activities based on communication. A coach should understand the science behind communication, and then practice it throughout their routine. Technically, effective communication happens through active listening and the clear articulation of one's thoughts when giving feedback. A healthy communication cycle would be: 1. Listening, 2. Affirmation, through repeating/rephrasing what was understood, 3. Inquiry, and 4. Feedback. These activities happen within a 3-element system: a. Sender, b. Message, and c. receiver. These elements are directly influenced by factors like the situation leading to the communication, the emotional status of the sender and receiver, capacities of sender and receiver in communication, among others. Successful mentors know how to listen, when to ask questions, and when to give unbiased advice. In most situations, the coach can simply ask questions all along the conversation, and the respondent will be able to come-up with their own solutions. It is definitely not the role of the mentor to give solutions, but rather ask questions that intrigue the problem-solving capacities of participants.

As a F4P coach, your role revolves around giving counsel to participants in specific problem solving situation; it is a formal relationship governed by the policies of the organization. As a counsellor participants might refer to you for personal problems, or conflicts with peers. It is important to be unbiased and objective; do not involve your feelings and preferences in this process. Listening and asking the right questions will deepen the conversations and accordingly the relationships after a few sessions. Based on your success as a coach, some

participants might adopt you as a mentor; this role goes over the project life span and continues to a longer period. It is based on admiration and trust that people choose their mentors.

E. Emotional intelligence

How well do you control your emotions in difficult situations? Do you burst in anger and go low with frustration? Can you normalize how you feel and focus on the situation at hand, especially when the situation requires caring for others? Emotional intelligence is acquired through the continuous observation of oneself and others. Understanding personal and other people's emotions in order to successfully manage relationships and respond to different situations. Whether detecting distress, reading body language, or facing a stressful situation, emotional intelligence is key to stepping-back and thinking straight. Within this skill, we highlight two sub-skills: empathy, and patience, identified by coaches as essential for managing S4P activities.

- 1. Empathy** is the ability to put oneself in other people's shoes. To understand another person's situation and share their emotions. As F4P coach, you should understand the background and culture of the participants, but also their current situations, fears, and hopes.
- 2. Patience** is the ability to tolerate disturbing events: delay, (repeated) misbehavior, problems, etc. It is the ability to control emotions when facing difficult situations, in order to positively build-up on previous events. When working with youths, it is not a surprise to have some disturbing events; the coach's patience should help them gain control of the situation without suffering from anxiety or disturbance. It is through empathizing with the participants' situations that we can foster tolerance and practice patience.

F. Conflict resolution and negotiation

Conflict is not a stranger in vulnerable settings, especially when in migrant situations with rich diversity in nationalities and culture. The coach plays a catalyst role in achieving cohesion amongst participants. As the F4P curriculum suggests, clarifying the concept of stereotypes and prejudice can avoid misunderstandings and discrimination. Within the process, conflict might knock at your door, how do you handle it?

- 1. Prevention and mitigation:** Through clarifying and reinforcing rules, responding to minor misunderstandings, and collective learning from the latter, the coach can decrease the risk of conflict among participants. Tackling this issue early in the program helps participants understand some barriers and be aware of their behaviors.
- 2. Preventive response through early detection:** When detecting a misunderstanding, cut the conflict at its roots (hit while the steel is still hot); it is useful to address any misunderstanding privately. Understanding the core of the problem and any previous episodes are helpful to come up with a win-win solution. The coach should address as many questions as possible to get to the core, as deeper reasons for the problem might exist. The coach can follow the “5 WHY” approach; asking why 5 times with a smart relative approach. After reaching an agreement, and taking the consent of the involved participants, share and discuss the experience with the group to enable collective learning. Early detection and action can prevent major conflicts among different sub-groups within the team, it is important to be quick and smart about approaching such episodes.
- 3. Responding to an escalated conflict:** Once the tension has increased, it is harder to control one’s emotions; the coach might witness a verbal contest or even a physical fight when things get serious. After inviting the concerned parties to a private environment, the coach should follow the steps mentioned above: 1. Identifying the source of the problem, 2. Inquiring about barriers to

resolution, 3. Agreeing on possible solutions, 4. Reaching agreement, and 5. Assigning responsibilities to involved participants to maintain this agreement. Again, after getting consent from the participants, the coach can discuss the incident with the group to enable collective learning.

NB: It is important to seek the counsel of other colleagues and practitioners when you observe an escalating conflict that you are not able to manage. Other experiences might help you conceive a way out of some difficult situations.

G. Continuous personal development

More knowledge is available every day, whether on protection, football, psychosocial support, and many other subjects. A successful coach continuously works on their learning and acknowledges that there’s not enough time to learn everything. It is the duty of the coach to Keep track of fresh knowledge through reading books, blogs and articles, following writers and interesting newsletters, and experimenting with alternative ways to achieve F4P results. In addition, objective setting and self-assessment foster deeper engagement in one’s personal development journey; it is advised that coach adopts these habits on a personal and professional level.

Moreover, working in difficult contexts often demands an extra set of technical skills like psychosocial first aid and support, safeguarding and protection, and self-care. You will notice throughout the lesson plans that many of these skills are elaborated, it is always advised that the coach masters a skill / behavior before conveying it to the participants.

Annex 3 - Guidelines to design a game/drill based on experiential learning

Drill name: Simple name that describes the game.

Objective: What is the learning outcome of this drill? What technical and life skills does it improve?

Aim of the exercise: Describe what is expected from the players and how it connects to curriculum.

Equipment: What do you need to execute this drill?

Instructions: Explain the preparation of the exercise: how to set it up, what is expected from players (what are the different roles?), what is the role of the coach in the exercise, etc.).

 **Game play:** What should happen during the exercise: describe in simple words the exercise and how it works.

 **Reflection:** Stop the exercise in order to get feedback from the players and exchange with players about it. Take notes in order to remember the feedback. This conversation needs to be controlled so that it doesn't last for more time than necessary (**check feedback and debrief Annex 5**).

 **Game play:** Re-play the game while making alterations to rules or gameplay suggested by coach/players.

 **Reflection and wrap-up:** Finish the game play part of the exercise and resume the reflection moment in order to get feedback from the players and exchange with players about it. Before and after interruption.

 **Alterations:** Add possible ideas for changes that the coach can make to the exercise in order to increase/decrease complexity, add more components, etc.

Notes:

Annex 4 - Participant behavioral and physical capacities, and needs based on age

Based on the developmental stages suggested by pioneers in child development and learning, the following information outlines some capacities and needs of youths (aged 15-18). When referring to the needs and capacities of any age group, there is high variance and it is not possible to define what is "normal". This is due to genetic, gender, psychosocial, cognitive, and physical differences produced by family, cultural, nutritional, educational, and environmental factors. It might be helpful for the coach to consider the following factors while planning the lessons and evaluating performance; knowing one's audience is a major contributor to the success of the activity. While designing any exercise, observing gameplay, and evaluating results, ask yourself, are the participants demonstrating this trait, capacity, or need? How is the program affecting these?

In general, adolescent participants share similarities with the extended descriptions above, note that adolescence might start as early as 11 years of age, and can extend till 21-22 in particular cases. While some youths mature early, others might experience delay. The coach can closely observe the dynamics within the group in order to identify which participants demonstrate the capacities and needs presented in the table, and which ones don't; this will affect the plan and the roles that participants assume within the program.

Domain	Capacities	Needs
Cognitive	<ul style="list-style-type: none"> - Knowledge about their body and their capacities (ask yourself, do they possess this knowledge?); - Skills to analyze ideas and events; - Opinion to express; - Decisiveness; - Has plans for the future (are they realistic?); - Has a role in the family/community; - Has increased attention span levels, but can be interrupted by dreamy episodes. 	<ul style="list-style-type: none"> - To develop knowledge, opinions, and beliefs which directly feed into one's personality; - To develop knowledge on habits and traits that lead to a successful life; To develop critical thinking skills.
Physical	<ul style="list-style-type: none"> - Increased strength in the spine and core; - Increased cardio-vascular and recuperation capacity. 	<ul style="list-style-type: none"> - Develop general physical fitness, which is usually directly related to self-esteem and self-image for adolescents; - Develop their muscles, especially the back and core muscles especially for girls who experience changes in their body structure and weight distribution.
Psychosocial	<ul style="list-style-type: none"> - Has an understanding of social norms and acts accordingly; - Has his/her defined group of trusted friends and adults; - Experiences an increase in the capacity to control emotions (depending on situation and context). 	<ul style="list-style-type: none"> - To participate in the community; - To be heard - give opinions and contribute to decision making; - To feel more confident and appreciated through active participation (taking an active role) in community development; - To expand the network of friends and connections; - To conceive dreams and objectives for the future; - To be involved in romance and love; - Begin to see themselves and adults as human beings rather than figures with different authorities; - Starts wanting to be free from his/her family and start their life.

Annex 5 - Debrief and Feedback

Knowing how to give feedback is a particularly important skill as its purpose is to help the learner to adjust certain behaviors and attitudes thanks to helpful remarks. Getting children to give feedback is a challenge, as they have generally not been given the space and the tools to express themselves in a suitable way. It is therefore the adult's job to give them a clear framework and to encourage them to say what they think and feel, without fearing the reaction of the others. An atmosphere of confidence should be created in advance. Establishing a feedback ritual helps create a safe place and time when children know that their words will be heard and respected.

1. Feedback rituals

The ritual of feedback takes place in four parts:

- a. The main actors (role play participants) say in turn how they feel and what they thought about their role play, what went well and what they would do differently another time (self-assessment).
- b. The members of the group who observed, each prepare one positive point and one improvement, with practical suggestions. The facilitator should keep the time and the speaking turns. Too much feedback kills feedback!
- c. The facilitator finishes up with any points which may possibly have been forgotten (without being exhaustive, choose what is essential!)
- d. The word is given back to the participants who recall the important points from the feedback, and how they feel after discussing them.

2. Feedback content

The Situation – Behavior – Impact (SBI) Feedback tool (developed by The Center for Creative Leadership) can help deliver more effective feedback.

Situation: When you're giving feedback, first define the where and when of the situation you're referring to. This puts the feedback into context and gives the other person a specific setting as a reference.

Behavior: Your next step is to describe the specific behaviors that you want to address. This is the most challenging part of the process, because you must communicate only the behaviors that you observed directly.

Impact: The last step is to use "I" statements to describe how the other person's action has affected you or others.

3. Feedback strategies

Success Strategies (helpful)

- The feedback is well-intentioned or benevolent;
- Only give feedback when the intention is to really help the person to be more effective;
- The feedback is formulated in 'I'-messages;
- Speak for yourself of what you have seen and experienced. Let the others speak for themselves;
- The feedback describes behavior.

Describe a behavior that was seen, and its effect. Speak about one's own feelings and perceptions.

- The feedback is about behavior which can be altered;
- The feedback is specific and clear;
- Exact feedback has a better chance of being understood;
- The feedback is given at the right moment and in small doses;
- It is important that the facts are still fresh in the coach's and participants' memories. Refer to the situation here and now. Take notes of your observations;
- If the feedback is addressed to one person in particular Look at the person to whom you are giving specific feedback.

Failure Strategies (non-helpful)

- The feedback is hurtful or judgemental; never give feedback to get revenge, punish or belittle someone;
- The feedback is formulated in 'we'-messages when it shouldn't; including the rest of the group in a personal advise in order to subconsciously off-load one's own responsibility;
- The feedback assesses, interprets; do not try to imagine the reasons for any particular form of behavior. Do not interpret the appearance or action of someone!;
- The feedback is about uncontrollable personal qualities.



Annex 6 - Football for Protection M&E toolkit

PS: In addition to the below listed tools, make sure to use an attendance and registration forms to document the participants' engagement.

Tool 1: Participant observation checklist

The checklist aims to document the participants' engagement and play pattern throughout the sessions; you can either decide to perform these checklists continuously, which can be very helpful for tracking participants' progress, or on three rounds during the base, mid, and end line evaluations.

Instructions: Fill in with check marks under yes or no if you observe the behavior or not. It is important that the observer records observations upon the occurrence of a certain event and during definite, pre-planned settings. Both are important and contribute immensely to the evaluation of progress, achievement, and behavior change.

It is important to note that it's normal to observe opposite / contradictory behaviors, simply record these events and comment on their frequency and situations of occurrence.

Observer.....

Setting.....

Location.....

Participant name.....

Gender.....

Age.....

Section 1

Initiation and Energy expanded in performance

Observed

Notes

In the 4 empty cases on the left, above yes/no, fill-in the session number or date or evaluation round: base, mid, end

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
1.1 Participant quickly engages in play									
1.2 Participant performs at an even pace (divides their energy)									
1.3 Participant pursues activity to the point of tiring out (no control of energy expanded)									
1.4 As play proceeds, participant gains more and more momentum									
1.5 Participant's pace varies depending on the activity									

Section 2

Content of behavior/actions

Observed

Notes

During and outside play situations

	Y	N	Y	N	Y	N	Y	N		
2.1 Participant tends to destroy or abuse training equipment										
2.2 Participant engages in hazardous behavior in the form of play (rough and tumble)										
2.3 Participant engages in hazardous behavior in the form of aggression (note if aggressing to pursue an interest or not)										
2.4 Participant remembers and follows instructions										
2.5 Participant engages in side- reflections with peers on the tasks at hand										
2.6 Participant maintains concentration										
2.7 Participant’s physical movement/actions seem to be coordinated and objective oriented										

Section 3

Well-being pillars

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
3.1 Participant shows positive emotions during drills and reflections									
3.2 Participant demonstrates capacity to share sensitive experiences with coach and peers									
3.3 Participant isolates him/herself most of the time									
3.4 Participant demonstrates self-confidence in expressing themselves									
3.5 Participant has an increased number of friendships									
3.6 Participant actively engages with the group in and outside practice									

Section 3

Well-being pillars

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
3.7 Participant expresses opinions and engages in analysis									
3.8 Participant enjoys being respected by others									
3.9 Participant respectfully approaches their peers									
3.10 Participant knows how and where to get support when needed in case of complaints and emergencies									<i>(Can be observed through informal inquiry by the coach)</i>

Section 4

Engage Skills

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
4.1 Participant demonstrates willingness and capacity of collaborating with others									
4.2 Participant expresses their opinion clearly and firmly when doing group work/planning									
4.3 Participant demonstrates empathy and sensibility									
4.4 Participant demonstrates control over their emotions									
4.5 Participant experiences mood swings/bursts									
4.6 Participant demonstrates critical thinking and decision making skills									
4.7 Participant demonstrates commitment to the given tasks									
4.8 Participant demonstrates ability to plan and organize									
4.9 Participant demonstrates leadership in different roles									

Tool 2: Coach Observation checklist

The checklist aims to document the coaches' performance in facilitating F4P activities. The different sections outline skills, behaviors, and traits that can inform trainers and program staff on the coaches' skills in and efficacy in implementing the Tdh F4P methodology while documenting the process. This checklist can be conducted during pre-set timings or during casual visits; it is up to the field supervisor to decide on the timing of these observations; we recommend having at least 3 observation rounds.

Instructions: Fill in with check marks under yes or no if you observe the behavior or not. It is important that the observer records behaviors upon their occurrence, in addition to the definite, pre-planned settings (e.g. base, mid, and end line). Both observations are important and can contribute immensely to the evaluation of progress, achievement, and behavior change. It is important to note that it's normal to observe opposite / contradictory behaviors, simply record these events and comment on their frequency and situations of occurrence.

Observer.....

Setting.....

Location.....

Coach name.....

Gender.....

Age.....

Section 1 Facilitation and communication style	Observed								Notes In the 4 empty cases on the left, above Y=yes/N=no, fill-in the session number or date or evaluation round: base, mid, end
	Y	N	Y	N	Y	N	Y	N	
1.1 Shows enthusiasm when conducting the training									
1.2 Communicates clearly and concisely									
1.3 Confirms understanding through affirmation, repeating participants' statements using different expressions									
1.4 Shows empathy during exchange and communication									
1.5 Asks meaningful questions									
1.6 Leads with high levels of energy and presence									
1.7 Expresses clearly and peacefully when disturbed with the participants' behaviors (patience)									
1.8 Equally motivates everyone									

Section 2 Attention and presence	Observed								Notes During and outside play situations
	Y	N	Y	N	Y	N	Y	N	
2.1 Maintains high attention and takes notes of situations and participants' behaviors									
2.2 Gives equal and proper attention to all the participants									
2.3 Maintains focus on participant needs and challenges									
2.4 Easily gets distracted by miscellaneous events									
2.5 Knows and pays attention to behavioral and physical signs of concern									
2.6 Maintains close attention to peer-to-peer interactions									

Section 3

Knowledge and focus on of F4P outcomes

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
3.1 Demonstrates practical knowledge of inclusion through reflections and actions									
3.2 Demonstrates knowledge of cohesion through reflections and actions									
3.3 Demonstrates capacity to apply knowledge of well-being pillars through reflections and actions									
3.4 Demonstrates practical abilities of working with at-risk youths									
3.5 Gives proper counselling									
3.6 Transmits protection-related knowledge									
3.7 Addresses each participant according to their capacities and needs									
3.8 Values each and everyone's roles and capacities									
3.9 Respectfully approaches everyone taking in account Gender & Diversity issues									

Section 4

Implementation of F4P methodology

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
4.1 Applies the experiential learning approach through cycles of reflection and play									
4.2 Asks interesting, stimulating questions during, coaching, counselling, and reflections									
4.3 Demonstrates practical ability of teaching the ENGAGE skills through guiding drills and reflections, giving instructions									
4.4 Demonstrates adequate time management skills through following plans and giving personalized time to each of the participants									
4.5 Demonstrates conflict management and resolution skills									
4.6 Able to identify anecdotal events and situations and reflect on them									

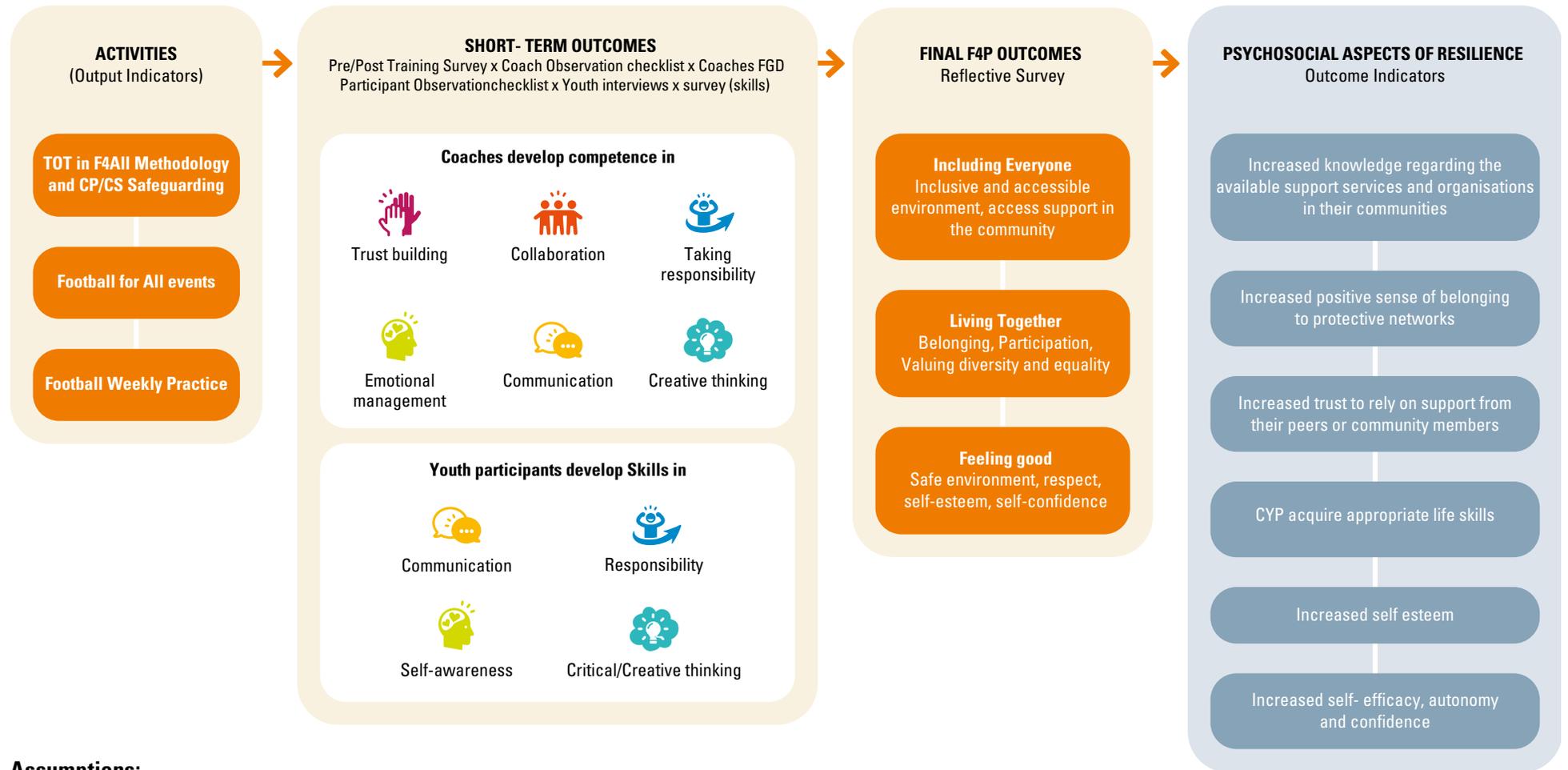
Section 4

Implementation of F4P methodology

	Observed								Notes
	Y	N	Y	N	Y	N	Y	N	
4.7 Demonstrates ability to support participants in planning and organizing									<i>Observe when they give instructions, how clear and detailed are they? Do they refer to roles and responsibilities? Roles and responsibilities?</i>
4.8 Demonstrates practical knowledge of and skill in football coaching									
4.9 Encourages participants to share their opinions and thoughts									

Tool 3: F4P Outcomes Mapping

Target population: Youth



Assumptions:

Coaches and youth commit to activities: regular presence, maintain motivation and energy.
 Resources available to provide interpretation and support access to services in the community.
 Skills developed through high quality training and practice overtime.

Tool 4: Coaches Interview/FGD Topic Guide

Hello, I am ... (explain role)

We are here today to hear about your experience in the football for protection training and football practice and events; about the positive and negative situations you may have experienced, the skills you may have gained, how useful you may have found the methodology for you but also the participants.

This discussion will give us information on how to make our activities better; we will also be able to help others who want to organize sports activities. We will also use this information to inform donors or other stakeholders about the activities we have done as part of this project.

The group discussion will last about 45-60 minutes. Please remember that notes kept are anonymous and your answers will remain confidential. Taking part is voluntary; you do not have to answer a question if you do not wish so, and you may ask to stop the interview at any point. Do you agree to participate in this survey?

A. Initial motivation; overall satisfaction from Training of Trainers and football practice

1. Invite the participant to share a few things about themselves first.

Record age, gender, nationality, background, experience in sports/ protection

2. When did you first join the football activities?

Prompts: How did you find out about it? What made you decide to join?

3. What were your expectations of the Training of Trainers?

Prompts: what skills and knowledge do you feel it would offer to you? What did you expect/ what did you think it would offer to you?

4. Follow up: Were you given information about the project, its activities and what your options were? What/ who provided information? Was the information clear?

5. Overall, how was your experience of the Training of Trainers and your role as a coach?

Prompts: were your expectations met? What did you like? What did you not like? What would you change? How would you change the activities to be better suited to someone of your age?

6. Were you involved in any decisions about the project?

Such as what activities would be available, how an activity would be run; or were you asked for your opinion or feedback on any aspect of the project/ activities?

7. Did you ever feel uncomfortable with participating in any of the activities?

Probes: Did you or anyone in your group feel left out of any of the activities because you/they were unable to join in? Did any of the activities seem to go against the traditions, beliefs or values which are important to you?

B. Appreciation of F4P methodology; Skills developed as a coach

8. How relevant have you found the F4P methodology in relation to the needs of the participants in football practice?

Prompts: which aspects/ needs are most urgent; anything missing; appropriate for age/ situation of participants?

9. How practical have you found the tools provided?

Prompts: do you use them? Do you think they are helpful? Do they make sense in the specific setting?

10. What kind of skills do you feel you have gained overall from the training, and as a coach?

Prompts: leadership skills, building trust and collaboration, enabling communication & critical thinking, help manage emotions, take responsibility. Follow up: Invite the participant to give examples/ describe moments from practice/ games that stood out for them.

11. What aspects have been most challenging in applying the methodology and tools?

Prompts: actual material, traits of the participant groups, personal capacities, resources etc.

C. Protection outcomes as assessed by coaches (inclusion, connectedness, emotional well-being)

12. How was your relationship with the participants?

Expand: Do you feel you managed to build trust? Did they share protection concerns with you?

13. How was the relationship among peers?

Expand: Do you feel participants made friends through the football practice? Did they value and accept each other? Was there any conflict? Did anyone feel left out or find it difficult to join?

14. How do you think football practice may have helped participants feel better about themselves or their life?

Prompts: feel safe, seek support, feel confident, feel hopeful; What do you think has been the most important for the participants?

15. Overall, what would you say is the most significant change that you experienced from your participation in the football practice as a coach?

Prompt to elaborate: Why do you feel this is the most important?

Tool 5: Participants Interview/FGD Topic Guide

A. Initial motivation; overall satisfaction from activities; level of community engagement by project

1. Invite the participant to share a few things about themselves first. Record age, gender, nationality.

Prompts: When did you first arrive in X COUNTRY? How long have you been in X PLACE?

2. When did you first join the football activity?

Probes: How did you find out about it? What made you decide to join? What did you expect/ what did you think football practice would offer to you?

3. Follow up: Were you given information about the project, its activities and what your options were? What/ who provided information? Was the information clear?

4. Overall, how was your experience with the football events/training sessions?

Prompts: were your expectations met (if any)? What did you like? What did you not like? What would you change? How would you change the activities to be better suited to someone of your age?

B. Skills and relationships developed; participation, empowerment, and diversity in project delivery.

5. What kind of skills do you feel football practice helped you develop?

Prompts: collaboration, communication, critical thinking, manage emotions, take responsibility; **follow-up:** Invite the participant to give examples/ describe moments from practice/ games that stood out for them.

6. How was your relationship with your coach?

Probes: Do you feel you were listened to and supported? Did they pay attention to your specific situation? Did you feel valued and respected? Did they help you access any services in the community?

7. How was your relationship with your peers?

Expand: Do you feel you have made friends through the football practice? Did you feel accepted? Was there any conflict? Would you say your team players could count on your help in an urgent situation?

8. Did you have opportunities to lead and/or contribute to football practice and games?

Probes: Were you involved in any decisions about the project? Such as what activities would be available, how an activity would be run; or were you asked for your opinion or feedback on any aspect of the project/activities? .

9. Did you ever feel uncomfortable with participating in any of the activities?

Probes: Did you or anyone in your group feel left out of any of the activities because you/they were unable to join in? Did any of the activities seem to go against the traditions, beliefs or values which are important to you?

Notes:

C. Protection outcomes as assessed by participants (inclusion, connectedness, emotional well-being, self- and peer protection)

10. Overall, what kind of skills do you feel that you have gained from football that may help you in your everyday life? In what ways?

Expand on previous answers as needed: apart from physical skills, do you think you developed any other skills that are important for you? How do you (or would) use them in your daily life?

11. Do you feel that your participation in football practice has helped you feel better in any way about yourself or your life? If yes, in what ways?

Probes: feel safe, seek support, feel confident, feel hopeful; have people to count on; know what to do if someone asks for your help.

12. Overall, what would you say is the most significant change that you experienced from your participation in the football trainings and games?

Prompt to elaborate: Why do you feel this is the most important?

Tool 6: Sport for Protection Survey

Informed consent

We want to hear about your experience of the football training sessions and events and in what ways these may have affected you.

This information will help us make our activities better; we will also be able to help others who want to organize sports activities. We will also use this information to inform donors or other stakeholders about what has come out of those activities. This will involve answering some questions by selecting the response that best describes what you feel or think. You can be honest about your opinion; there are no right or wrong answers, and you will not be judged on the answers you provide. The survey will take around 15 minutes to complete.

Please remember that the survey is anonymous and your answers will remain confidential. Taking part is entirely voluntary. You do not have to answer any question that you do not feel like answering. If you do not feel comfortable you may also decide to quit anytime.

Thank you for your participation!

I have read the above information, or it has been read to me in a language that I understand. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction. I consent voluntarily to take part in this survey.

Signature of Participant

Date

Football for Protection Youth Survey

(for result analysis, check common quantification tools)

Please think about your skills, abilities and feelings right now in relation to the time you spent during the football activities or as a result of your participation.

Please feel free to express what you think or feel – you don't have to give what you think is 'the right answer'. You might like to think how you have improved or how you might improve in future or how others see you.

Remember that the questionnaire is anonymous. The survey will take around 15 minutes to complete. Thank you!

A. Life skills

1.1 Below is a list of skills and abilities. Please select any of these skills you feel you improved during your participation in football practice:

- My ability to express my thoughts on a problem more easily.
- My ability to have good conversations with other people
- My willingness to take responsibility over tasks.
- My ability to keep committed to a specific task or goal.
- My ability to express my emotions and feelings.
- My ability to remain calm when facing difficulties because I can rely on my coping abilities.
- My ability to identify options when facing a problem.
- My ability to analyze information before making a decision.
- My ability to collaborate well when working in a team
- My willingness to offer support to peers when working together for a common goal.

1.2 To what extent do you agree or disagree with the following statement?

I can use the skills I developed during the project to solve “real-life” problems in my daily life.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 If you agreed, please could you give an example of what you have learnt and how it is useful to solve problems in your real life?

.....

.....

.....

.....

.....

.....

B. Feeling Connected

2.1.1 To what extent do you agree or disagree with the following statement?

During football practice I learned about services and organizations I can access within my community that I didn't know about.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.2 Participating in football activities helped me to know more people or services in my community...(please tick all that apply):

- If I need food
- If I need a shelter /a place to sleep
- If I need to see a doctor
- If I need to find a job or training opportunity
- If I want to find out about events or recreational activities
- If I need to report a violation of my rights/If I feel unsafe

2.2.1 Thinking back to before you joined the football sessions, if you felt unsafe, at risk or threatened was there someone you could turn to?

Yes	No	I don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.2 If you felt unsafe, at risk or threatened today, is there someone you can turn to?

Yes	No	I don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.3 If yes, who would you turn to? (Please tick any that apply)

- I don't know
- No one
- A friend
- A neighbor
- My coach
- Someone from my team
- Other

2.2.4 I know what to do or where to report if someone else feels unsafe, is at risk of threatened.

Yes	No	I don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3 To what extent do you agree or disagree with the following statements?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.1 I feel accepted and valued by my coach and team players.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.2 Football practice has helped me make new friends I can count on.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.3 There were moments in football practice that I felt isolated.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.4 Football practice has helped me open up to people.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Feeling Good

3.1 Over the past 6 months to what extent has the following increased/decreased:

I take a positive attitude towards myself

Increased	Decreased	Stayed the same	I don't know	Rather not say
<input type="checkbox"/>				

I feel I have a number of good qualities

Increased	Decreased	Stayed the same	I don't know	Rather not say
<input type="checkbox"/>				

I certainly feel useless at times

Increased	Decreased	Stayed the same	I don't know	Rather not say
<input type="checkbox"/>				

I feel that I am a person of worth at least on an equal plane with others

Increased	Decreased	Stayed the same	I don't know	Rather not say
<input type="checkbox"/>				

I wish I could have more respect for myself

Increased	Decreased	Stayed the same	I don't know	Rather not say
<input type="checkbox"/>				

3.5.4 To what extent do you agree or disagree with the following statement?

Since participating in the project:

... I feel people understand me more

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I feel people see me as an individual

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I feel people make less assumptions about me (e.g. assumptions about me based on where I come from, what I look like, my age, my gender etc.).

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 To what extent do you agree or disagree with the following statement?

Since participating in the project:

... I am more confident I can manage to solve difficult problems if I try hard enough.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I am more confident that I can handle whatever comes my way.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I am more confident that I could deal efficiently with unexpected events.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I am more confident that I can solve most problems if I invest the necessary effort.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 To what extent do you agree or disagree with the following statements?

Since participating in the project:

... I am more confident about my strengths and abilities.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I am more confident I can achieve things.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... I am more certain that I can accomplish my goals.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you!

End of Questionnaire

Notes:

Tool 9: Ethical considerations in Evaluation

Various evaluation bodies have produced guidance on evaluation ethics that are important to consider when launching an evaluation and examining technical proposals submitted by the consultants. For example, the [2008 Ethical Guidelines produced by the United Nations Evaluation Group \(UNEG\)](#) expands on the commitments cited below.

Commitments from The code of conduct for evaluation (UNEG)

Independence	Honesty and Integrity	Confidentiality	Accuracy, completeness and reliability
Impartiality	Competence	Respect of difference and rights	Transparency
Conflict of interest disclosure	Accountability	Avoidance of harm	Obligation to report evidence of wrong-doing or unethical conduct

In our evaluation ToR, we should insist particularly on Duty of Care and Do no Harm elements:

Confidentiality:

The privacy of the person met during the evaluation must be respected. The names of participants, or any information that may indicate their identity, should be avoided.

Informed consent:

The evaluation team has the responsibility of **informing the participants of the objective of the evaluation, how data will be used and ask for their consent to participate**. The researcher should invite participants to ask questions, and the researcher will respond honestly and transparently. Only after these stages can the participants be asked if they wish to participate or not in the research.

Do no harm

Evaluation activities should be undertaken **only if necessary** and where the evaluation is designed to lead to **valid and valuable information** being gained. The consultant must consider the **level of vulnerability** and protection status of the participants and adapt their questions and attitude accordingly. If during the process the consultant becomes aware of a child in need of protection and/or assistance, **'the best interest of the child'** takes precedent over the desired outcomes of the evaluation. This could lead to an evaluation activity being suspended if it is considered to compromise the well-being of the child, her family, or her community.

Measures should be taken to **minimize the distress** that participants may experience during the evaluation. Tdh has a responsibility to ensure that arrangements are in place to provide support to a participant, particularly a child, should they

require it during or after an evaluation. The Evaluation should not put any child in danger and if a request is made for assistance or the consultant recognizes a risk, the appropriate **resources will be activated** to assist the participant when possible. All precaution should be taken to avoid **generating expectations, respondent “fatigue”, tokenism or re-victimization.**

Child safety

The consultant and anyone else affiliated with the evaluation (assistants, translators etc.) must sign the Terre des hommes **Child Safety Policy and Code of Conduct** and be willing to adhere to its principles and expected practices. If a breach of the policy or code of conduct takes place the consultancy will be terminated immediately without any financial burden on Tdh

Ethical principles for engaging children in M&E

1. Participation is safe: Risks are considered both before and during M&E processes to ensure that children are kept safe.

- This includes ensuring that processes do no harm / further traumatize children (for example not asking children questions about their abuse in open forums); prevent children from being exposed to risks as a result of their participation (for example be subjected to stigma or discrimination as a result of their involvement); and ensuring their emotional, psychological and physical safety during participation processes.
- This also includes careful consideration of confidentiality and anonymity, and circumstances in which it is necessary to break confidentiality, such as where abuse is disclosed.

2. Participation is voluntary, Consent / assent is always sought both from children and their caregivers (where available). Children know that they can withdraw from the M&E exercise at any time, without any negative consequences.

3. Children are informed about the purpose of their participation in monitoring. The purpose is understood and felt as meaningful and relevant for them. They are made aware of how their views and opinions will be used and any feedback that will be given to them, in order to make an informed decision regarding whether to participate.

4. Involving children is meaningful and necessary. Careful consideration is always be given as to whether it is relevant and appropriate to collect data from the children, and if information is already known and can be found from other

sources or if other data collection methods are more appropriate. Where those exercises are conducted with children, the data obtained is used to inform policy and programs.

5. Participation is Inclusive and non-discriminatory. All children, including those who are marginalized, are able to participate equally, and where necessary special measures are in place to ensure that children who are marginalized can participate fully in M&E processes

6. Participation is developmentally appropriate, gender sensitive and culturally relevant. Participation should be an enjoyable and stimulating experience

7. Participation is ensured by professionals having the required competencies. They must have the necessary experience and sensitivity to apply developmentally, age, gender and culturally sensitive processes for children.

8. In all situations the best of interest of children is the paramount consideration

Adapted from Tdh (2017), Child Protection Quality Framework



Tool 10: Simplified evaluation sheet

Name of performer

Name of evaluator

Date

Station 1. Speed and explosive speed

15 meters run.

Time:seconds

Station 2. Flexibility

*V-split test, learn forward with locked knees
measure distance between fingertips and toe tips.*

Distance from fingertips to toe tips:
..... cm

Station 3. Agility

*Running back and forth between point A and point
B for 30 seconds - count how many repetitions/laps
are performed.*

Number of laps:

Station 4. Strength

*Sargent jump, push-ups, sit-ups, pull-ups, etc.
depending on equipment).*

Number of Push-ups:

Number of sit-ups:

- OR - Reach height:cm

Station 5. Endurance

7 min running test.

Number of Laps:

Station 6. Balance

Balancing on the toes of one foot.

Balance time:seconds

Annex 7 - F4P Training of Trainers outline

Football for Protection (F4P), Training of Trainers (ToT), Round 1

Number of hours: 30

Participants: Football coaches, activity facilitators

Introduction

This training aims to prepare young coaches to implement the Football for Protection (F4P) curriculum through acquiring practical understanding of the F4P methodology, as well as the tools to document and evaluate their work. It consists of 4 stages: 1. Face-to-face training, 2. Coaching and feedback on methodology and tools, 3. Second round of face-to-face training, and 4. Ongoing coaching and support. The first stage introduces Tdh's approach to Sport for Protection, the Football for Protection methodology and gives the coaches tools to apply both. In the second stage, participants will test their acquired knowledge, skills, and tools; this is an opportunity to give feedback on what works and what doesn't, their needs, and further requirements for the F4P methodology, curriculum, and tools.

The training approach is based on experiential learning: role play, games, drills, group work, discussions, and field work. A 30-hour training module, followed by field practice and coaching. Although the approach and content of this module have been designed based on consultations with coaches and young migrants, the trainers will conduct and adapt the sessions based on the trainees' knowledge demonstrated in the pre-test and the developments of the training events. It is important to note that the following training structure is flexible and will change according to the participants' reactions to the proposed exercises and continuous input. In this version, as you can see in the titles of each day, we have named each after one of the ENGAGE skills. Through the ToT the facilitator

will try to focus their reflections and debriefing on the respective skill in order to foster deeper understanding of life-skill development through experiential learning and play.

Objective

After 30 hours of training, the participants will:

- Demonstrate increased knowledge of child protection and safeguarding, especially through football;
- Demonstrate the capacity to teach the 5 engage skills: Communication, responsibility, emotional management, critical thinking, and collaboration;
- Demonstrate the ability to successfully implement the F4P methodology, an approach using sport to strengthen key life skills in order to increase psycho-social well-being, social cohesion and inclusion of marginalized children and youths;
- Have the capacity, skills, and tools to effectively identify and respond to protection concerns and complaints.

Table of content: Training Outline

During this first phase of training, each day is dedicated to an ENGAGE skill; the trainer identifies exercises for each day that can transmit the proposed technical knowledge and the specificities of the respective skill, relation to well-being pillars, while demonstrating the process of the whole curriculum with the trainees.



Day 1 - Trust Building

(Venue 9:00 - 17:00)

1. **Introduction** (30 min)
 - A. Trainers and Tdh Introduction;
 - B. Ice Breaker;
 - C. Why we are gathered;
 - D. Setting Ground rules for the group.
2. **Child Protection** (5 hrs)
 - A. Definitions: child protection, safeguarding, risk, resilience, threat, vulnerability, displacement, safeguarding, abuse, neglect, exploitation, psychosocial support.
 - B. Principles of child protection: Prevent, respond, remedy, the child's best interest, do no harm.
 - C. The child protection mechanism and systems; how does it work?
 1. PSS activity
 2. Case Identification
 3. Referral
 4. Case management

Questions and Evaluation of the day (15 min)



Day 2 - Collaboration

(Venue and field practice 9:00 - 17:00)

3. **Protection DURING sport activities** (1 hr)
 - A. Safeguarding: keeping children safe - refer to the above chapter;
 - B. Threats, vulnerabilities, assets, and risk;
 - C. Assessing and managing risk.
4. **Protection THROUGH sport activities** (1 hr)
 - A. Sports as a platform for resilience building empowerment;
 - B. Self and collective efficacy and agency; Self and peer protection.
5. **Intro to 5 pillars of psychosocial well-being** (1 hr)
6. **Working with distressed youths** (1 hr)
 - A. Overview of cases and challenges;
 - B. What does a child/young person in distress need?
 - C. Identifying protection concerns.

13:00h Departure to sport club for activity observation/implementation on collaboration 14:30 - 16:30

Questions and Evaluation of the day (20 min)



Day 3 - Communication

(Venue 9:00 - 17:00)

- 7. Promoting psycho-social well-being through sport** (1.5 hr)
- A.** Building self-confidence and interpersonal trust;
 - B.** Developing core life-skills in participants (ENGAGE skills) (2 hrs);
 - C.** The coach's role as a trusted adult (2 hrs):
 - 1.** Setting boundaries as a coach;
 - 2.** Communicating effectively;
 - 3.** Creating a safe space for the participants;
 - 4.** Counselling and mentoring;
 - 5.** Identifying distress symptoms in children and youths;
 - 6.** Listening to, and acknowledging case disclosures, personal information, etc.;
 - 7.** Qualities and skills of the successful F4P coach.

Questions and evaluation of the day (20 min)



Day 4- Emotional management and Creative thinking

(Venue and Football field)

Introduction and Energizer (20 min)

- 8. Planning safe, structured F4P sessions – based on the perceived project outcomes** (2 hrs)
- A.** Constantly consulting with participants on their preferences, plan to plan;
 - B.** Setting objectives based on the capacities and needs of the participants;
 - C.** Conceiving the plan in collaboration with the participants - consultations and brainstorming sessions;
 - D.** Documentation: Attendance sheets, session plans, observation checklists, evaluation tools, reporting, secondary references for drills and games;
 - E.** Planning for critical incidents.
- 9. Facilitating and adapting safe, structured F4P sessions** (2 hrs)

13:00h Departure to Sports club for activity observation and hands-on practice
– Sessions on creative thinking and emotional management 14:30 - 16:30

Questions and evaluation of the day (20 min)



Day 5 - Responsibility

(Football field 9:00 - 17:00)

10. **Managing conflict situations** (2 hrs)
 - A. Types of conflicts in migration contexts
 - B. Types and levels of intervention
11. **Community Engagement - involving the family and the broader community** (1 hr)
12. **Implementing the F4P module, the teaching and learning of transversal protection through football** (2 hrs)
 - A. The theories of teaching and learning;
 - B. Coaching styles - who are you as a coach?
13. **Self-care** (1.5 hr)

Questions and evaluation of the training

Training round 2

Organized after a minimum of one month from the first training

Course Name: Football for Protection (F4P), Training of Trainers (ToT), Round 2.

Number of hours: 25

Participants: Football coaches, activity facilitators

Methodology of training round 2

After acquiring basic F4P knowledge and skills, round 2 aims at solidifying existing learning, clarifying challenging points and situations, and extensively practicing session implementation. The training will also emphasize safeguarding as a main component of Football for Protection. When possible, it is advised to design the second round of training in a participatory method through acquiring feedback from the participants on the additional information or skills they might need. The consultation should also cover what worked in their context, and what didn't; what solutions did the coaches apply to overcome different challenges? The following Training outline was conceived with the participants on the first day of the second round of training in Thessaloniki Greece. This second training included extensive hands-on practice, the coaches implemented more than 10 sessions (2.5 sessions each). Depending on your context and the coaches' needs adapt the training to respond.

Table of content: Training Outline

Day 1 (Venue 9:00 - 17:00)

1. **Introduction** (30 min)
 - A. Ice Breaker - The ball network
 - B. Refresher from previous training

2. **Refresher on child protection and safeguarding** (role play: 1 hr)
3. **Planning the training** (1.25 hrs)
4. **Departure to Sports Club**

Questions and Evaluation of the day (30 min)

Day 2 (Venue and sports club 9:00 - 17:00)

5. **Energizer: the ball network** (30 min)
6. **Improving psychosocial resilience, what does it really mean?** (1 hr)
7. **Session planning and game design** (2 hrs)
8. **Departure to Sports Club at Mid-day - Choose two volunteer coaches to implement a session** (2 hrs)
9. **Workshop for the improvement of the F4P methodology** (1.5 hrs)

Questions and evaluation of the day (30 min)

Day 3 (Venue and sports club 9:00 - 17:00)

10. **Introduction: Energizer and learning from the previous day** (30 min)
11. **Public speaking and communication in multicultural settings** (1 hr)
12. **Designing new games/exercises** (1.25 hrs)
13. **Departure to Sports club – choose 2 volunteer coaches to implement a session** (2 hrs)
14. **Foster Community buy-in and participation (Organizing a Social Sporting Action with the participants)** (2 hrs)

Questions and evaluation of the day (30 min)

Day 4 (Football field)

15. **Introduction and Energizer** (20 min)
16. **The play/coach observation checklist** (1 hr)
17. **Conflict management in multicultural settings** (1 hr)

12:40 Departure to Sport club for activity implementation - choose 2 volunteer coaches (1:00 - 3:00)

18. **Self-care** (45 min)
19. **Organizing a Social Sporting Action with the participants; hands-on defining roles, designing ToRs for the F4P Event** (1.5 hrs)

Questions and evaluation of the day (20 min)

Day 5 (Venue 9:00 - 17:00)

20. **Managing conflict situations** (1 hr)
 - A. Types of conflicts in migration contexts
 - B. Types and levels of intervention
21. **Community Engagement - involving the family and the broader community** (1 hr)
22. **Self-care: Stress Management** (1 hr)

Questions and evaluation of the training (45 min)

23. **Focus Group discussions for M&E – evaluation of the training.**

Annex 8 - Definitions

Child Protection: The prevention of and response to child abuse, exploitation, and neglect that occurs outside our sports activities.

Safeguarding: To keep children safe during our activities, through preventing any harm by the activity itself, location, trusted adults or peers.

Risk: For humanitarian work, risk is the possibility of harm occurring from a danger (event, person, entity, etc.) and the potential losses to lives, livelihoods, assets and services. It is the probability of external and internal threats occurring in combination with the existence of individual vulnerabilities and capacities. In child protection, risk refers to the likelihood that violations of and threats to children's rights will manifest and cause harm to children. Defining risk takes into account the type of violations and threats, as well as children's vulnerability and resilience.

Threats and violations: In child protection refers to threats (something that may happen) and violations (something that has happened or is happening) of children's rights based on the United Nations Convention on the Rights of the Child. An external factor, person, event or thing that might cause damage or danger to a child.

Vulnerability: In child protection vulnerability refers to individual, family, community and societal characteristics that reduce children's ability to withstand adverse impact from violations of and threats to their rights.

Capacity/assets: The collection of personal traits, skills, tools and resources that enable resilience in children.

Forced Migration: The act of unwillingly/forcibly moving from one region/country to another to avoid persecution or threats to one's life.

Abuse: To treat with cruelty or violence, especially regularly or repeatedly. In child protection, it's considered as a willful act to harm a child, and cause negative effects on their safety, well-being, dignity and development.

Neglect: The situation of not caring for a child; not giving them attention and/or access to their rights.

Exploitation: The act of treating a child unfairly to benefit from them or their work; labor, sexual labor, sexual benefits, etc.

Psychosocial Resilience: The capacity to quickly recover from crises or difficulties; toughness and/or Elasticity.

Children on the move: Children moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without their parents or other primary caregivers. This includes: children displaced by conflict and natural disasters; children who move with their parents or migrate alone (e.g., to pursue better life opportunities, look for work or education or to escape exploitative or abusive situations at home); and children who are trafficked.

Case Management: An approach to address the needs of an individual child and their family in an appropriate, systematic and timely manner, through direct support and/or referral.

Notes:

Notes:

Notes:

Notes:

Impressum

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