



Olympic Refugee
Foundation



Sport for Protection Toolkit

A Brief Guide for Implementing Partners



In partnership with






















Terre des hommes
Helping children worldwide.



UNHCR
The UN Refugee Agency

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Foreword

“The practice of sport is a human right. Every human being must have the possibility of practicing sport, without discrimination of any kind and in the Olympic Spirit, which requires mutual understanding and with a spirit of friendship, solidarity and fair play.” [Olympic Charter principle 4]

It is easy to take ‘belonging’ for granted. We often assume that everyone has a place to call home, feel safe and welcomed, be respected and appreciated. For young people uprooted by conflict, persecution, or disaster, however, that sense of belonging may be replaced by feelings of disconnectedness and isolation.

The UNHCR Global Trends report for 2019 indicates 79.5 million people have been forcibly displaced from their homes, nearly double the number from 2010¹. Thirty to thirty-four million of those who are displaced are children under the age of 18. ([UNHCR, 2019](#)).



Sport can help restore young people’s sense of belonging in displacement settings by developing their ties within a community, improving and enhancing opportunities for participation, and supporting a positive state of being that enables young people to thrive.

The International Olympic Committee (IOC) has supported refugees through sport since 1994 in partnership with UNHCR. In 2016, the first-ever IOC Refugee Olympic Team competed in Rio de Janeiro, and Olympic Solidarity continues to support more than 50 refugee athletes with athlete scholarships globally.

The Olympic Refugee Foundation (ORF) is the next chapter. Founded by the IOC, we are an independent nonprofit registered in Switzerland, committed to leveraging sport to protect and support young people affected by displacement (YPAD) worldwide. **We believe in a society where everyone belongs, through sport.**

This brief guide for Implementing Partners has been developed by the Olympic Refugee Foundation through support from the International Olympic Committee. It is based on the longer *Sport for Protection Toolkit* developed by UNHCR, Terre des hommes, and the International Olympic Committee.

“Sport can help restore young people’s sense of belonging in displacement settings by developing their ties within a community...”

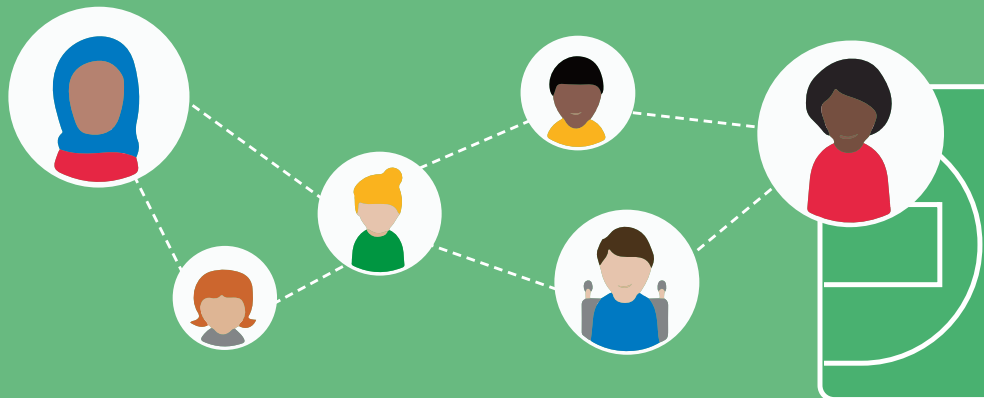


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¹ UNHCR. *Global Trends: Forced Displacement in 2019*.







COVID Considerations

As we write this guide, the world is wrestling with the COVID-19 pandemic. Public health measures, including lockdowns and mask mandates, have altered the implementation of *Sport for Protection* programmes.

During infectious disease outbreaks such as COVID-19, it is important to prioritise the physical health of participants, coaches, facilitators, families, and communities. *Sport for Protection* programmes should ALWAYS follow the specific health guidance for your country and region. The following resources will help you adapt your programming to contexts affected by COVID-19 and other infectious diseases:



Picture: Unsplash

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- [The Implications of COVID-19 for Community Sport and Physical Activity](#)
- [COVID-19: How is the sport and development community responding to the coronavirus pandemic?](#)
- [Protecting and mobilizing youth in COVID-19 responses](#)
- [IASC Guidance on Basic Psychosocial Skills: A Guide for COVID-19 Responders](#)



NOTE: This short guide provides an **overview of the principles and practises of ‘Sport for Protection’**. It is intended to be used as an introduction to *Sport for Protection* programming or as a reminder of the key points in the “Sport for Protection Toolkit” (the toolkit). It is NOT to be used in place of the toolkit. All implementing partners should read the entire “Sport for Protection Toolkit” before undertaking a *Sport for Protection* programme.





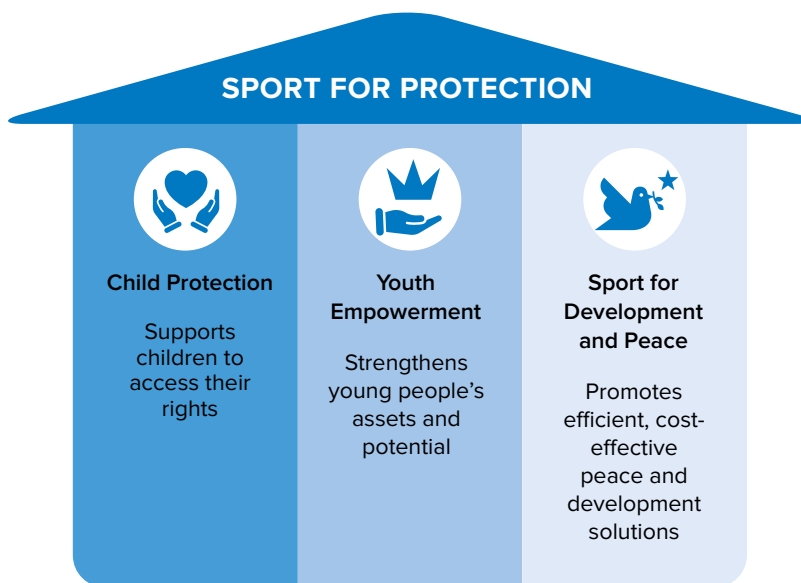
The Warm-Up: Welcome to the Toolkit



Meet John and Sara. John runs a child protection programme. Sara is a coach at a youth sports club. They both work with young people aged 10-24 who have been forcibly displaced. Many of the young people are girls; marginalised individuals; or survivors of violence, neglect, abuse or exploitation.

Sara and John care deeply for these young people and are always looking for ways to better support their overall safety and well-being. Recently they attended a workshop where they were introduced to *Sport for Protection*, an approach that combines evidence-based practises from three different sectors: child protection, youth empowerment, and sport for development and peace.

Keep reading as Sara and John help each other understand the skills they need to run safe, effective Sport for Protection programmes.



The 'Sport for Protection' approach outlined in this Guide features evidence-based practices from three different sectors.

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The Method of Scoring: The Benefits of ‘Sport for Protection’



“Wow, John! That orientation on *Sport for Protection* has given me a lot to think about! I feel really confident in supporting young people’s athletic skills, but I have more to learn about strengthening young people’s emotional safety and well-being.”



“I know what you mean! I have lots of experience protecting children from harm and supporting their emotional well-being, but I have a lot of questions about using sport in my programme.”



“Sounds like we could help each other. You can teach me a little more about protecting young people, and I can teach you about the benefits of sport. For example, I know when I’m winning a game. I’m still not sure how I know I’m winning in *Sport for Protection*.”



“That’s a great idea, Sara! We just ‘score’ a little differently in *Sport for Protection*. Instead of trying to score points, we support three ‘protection outcomes’ for young people. These are social inclusion, social cohesion, and psychosocial well-being.”

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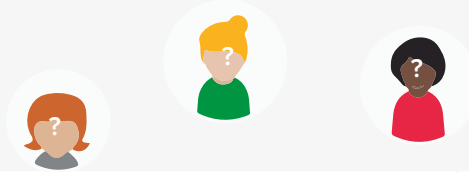
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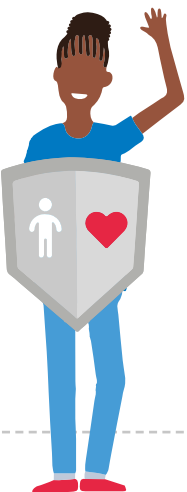
YOUNG PEOPLE CAN FEEL:

- Different and left out (excluded)
- Afraid and distrustful (marginalised)
- Depressed and hopeless (unwell)



SPORT FOR PROTECTION CAN PROVIDE:

- A safe, accessible place where they can participate
- Opportunities to engage with supportive peers and adults
- Physical exercise and emotional support



“Of course, we can only achieve these protection outcomes if the young people in our programmes are safe as they interact with our staff and activities. We call this ‘safeguarding’. All *Sport for Protection* programmes must have safeguarding policies that programme staff, volunteers and partners must understand, sign and follow.”



“I have to admit it: I like to win! And winning feels even better when I am supporting young people to be safe, included, connected, and well.”



“Absolutely! That’s why we take actions to prevent, respond to, and remedy harm that young people may experience in their communities and our programmes.”



PREVENT

- Support the people and influences that keep young people safe (**protective factors**).
- Reduce young people’s exposure to people and influences that can cause them harm (**risk factors**).



RESPOND

- Reduce the impact of harm from exposure to violence, abuse, exploitation and neglect.



REMEDY

- Assist young people to fulfil their rights and repair (**remedy**) any harm they have experienced.



“I know how to prevent, respond to, and remedy sport-related harm to young people. We conduct activities in safe locations. We train our staff in first aid and give them basic medical supplies. If someone does get hurt, we inform the parents and review the incident to see if it can be prevented in the future.”



“It seems that *Sport for Protection* uses the same steps to support young people’s safety and well-being that I use to train young people. We have a clear process that young people and staff can use to address any harmful actions by staff, and we connect young people with outside experts if they experience abuse, violence or exploitation.”



Checklist for Safeguarding Young People



- Involve young people** in developing safeguarding policies And procedures using adolescent-/youth-friendly language.
- Identify **the risks** to young people, communities, staff, and the organisation.
- Develop your policy before** your organisation receives a report of abuse.
- Develop procedures** for responding to safeguarding concerns.
- Respond promptly to all reports** of inappropriate behaviour toward young people.
- Communicate respectfully with survivors and the wider community.**
- Train and hold everyone accountable** for maintaining a safe environment.
- Work with partners** to safeguard young people.
- Monitor and evaluate** patterns of risk, safeguarding effectiveness, and areas for improvement or adaptation.

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The Court: The Foundations of ‘Sport for Protection’



“Every sport is played on a set space, whether it is a field, a pitch or a mat. The boundaries help the players, coaches and spectators know where they should and shouldn’t go. The same is true of ‘Sport for Protection.’”



“Right! Instead of marking the boundaries with paint or chalk, we mark them with four foundational approaches.”



“The Olympic Charter includes the practice of sport as a human right. It seems to me that the Human Rights-based Approach is similar to ‘fair play’. The rules apply to all players equally, regardless of their age, gender, religion, level of ability, or any other characteristic.”



“That’s a great way to look at it! There are also international [Conventions](#) that have identified young people’s rights, including life, health, dignity, play, and a say over decisions that impact their lives. The checklist below has ideas for strengthening the rights of all young people.”

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Checklist for Supporting the Rights of All Young People



- Include young people in project design, implementation, monitoring, and evaluation.**
- Conduct the situation analysis** with a focus on the rights of young people, desired protection outcomes, and the positive role of sport.
- Provide age- and developmentally-appropriate guidance on the rights of young people:**
 - Ages 10-14 years: Introduce young people to principles of human rights, play and sport with peers, and healthy communities.
 - Ages 15-17 years: Support young people to apply human rights principles to their participation in sports and the community.
 - Ages 18 years and above: Use sport as a mechanism for justice and social change. For example, challenge discrimination by including young people from excluded groups.
- Train all involved in programme development and design** (e.g. coaches, trainers, volunteers, young people) on the rights of adolescents and youth.
- Encourage all young people** to apply a rights-based approach to their daily lives.
- Use sporting events** to advocate for human rights (e.g. include performances by young people that promote gender equality and disability inclusion).



“The Socio-ecological Approach says that young people’s ability to succeed depends upon a combination of individual characteristics, family support (or lack thereof), community values, and public policies.”



“I use this checklist to help me work with all the stakeholders who can help provide young people with a supportive, nurturing environment.”



Checklist for Cooperating with All Levels of Society



- Identify risks and protective factors** in assessments.
- Reduce the risks and strengthen the protective factors** identified in the assessment.
- Design sports programmes with concurrent life skills-building activities.**
- Engage caregivers, community members, leaders, and young people** in programme design, development, implementation, and evaluation.
- Encourage peer-to-peer relationship building.**
- Examine the physical environment** for safety and inclusivity.
- Include child protection and human rights representatives** when training staff/coaches.
- Advocate for rights-based policies through sport.**



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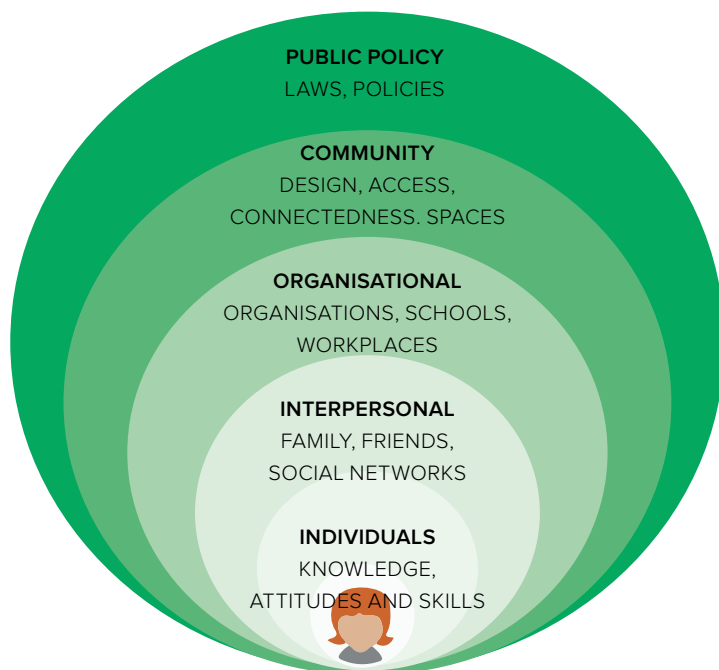
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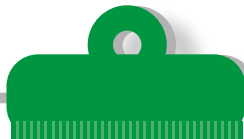
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“The Protection Systems Strengthening Approach views the protection of young people as a team sport. Government agencies, justice systems, religious leaders, schools, and youth organisations all play on the team.”







“The checklist below can help you identify protection teammates who need support and find ways to strengthen them or recognise teammates who are strong and can strengthen you.”



Checklist for Strengthening All Systems That Protect Young People² 

- Know and understand the context** and any systems that prevent, and respond to, the protection risks faced by young people.
- Recognise, acknowledge, and understand the full range of actors** and their different views of protection risks.
- Examine the position and role that your agency and other actors play** in weakening or strengthening existing protection systems.
- Ensure ‘Sport for Protection’ programmes connect with and strengthen protection systems** at all levels.
- Ensure ‘Sport for Protection’ programmes** have long-term monitoring, evaluation, accountability, and learning mechanisms.
- Connect ‘Sport for Protection’ programmes** with complaint and feedback mechanisms at all levels of all systems.

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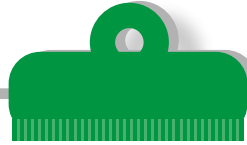
² Adapted from: ‘Adapting to learn, learning to adapt’: Overview of and Considerations for Child Protection Systems Strengthening in Emergencies, Alliance for Child Protection in Humanitarian Action, 2016.



“I see how sport can work with these areas, but I am not sure about this ‘Mental Health and Psychosocial Support Approach’. Sport is as much mental as it is physical...but I’m not a counsellor! How can we be expected to take care of young people’s ‘emotional well-being’?”



“I understand. I’m not a counsellor either. When young people are in serious distress, they should always be referred to specialised services. However, we can deliver Sport for Protection programming that strengthens young people’s sense of well-being through physical exercise, supportive teammates, encouraging coaches, and confidence in their developing skills. The following checklist provides some key tips.”



Tips for Fostering Young People’s Mental Health and Overall Well-being



- Find and adapt up-to-date guidelines on supporting the mental health and psychosocial well-being of displaced young people.³
- Include adolescents’ and youth’s level of psychosocial well-being in assessments.
- Train leaders, coaches and facilitators in basic psychosocial support principles.
- Train coaches and facilitators to recognise and use referral systems.

“We can summarise the way these four approaches work together in one sentence.”

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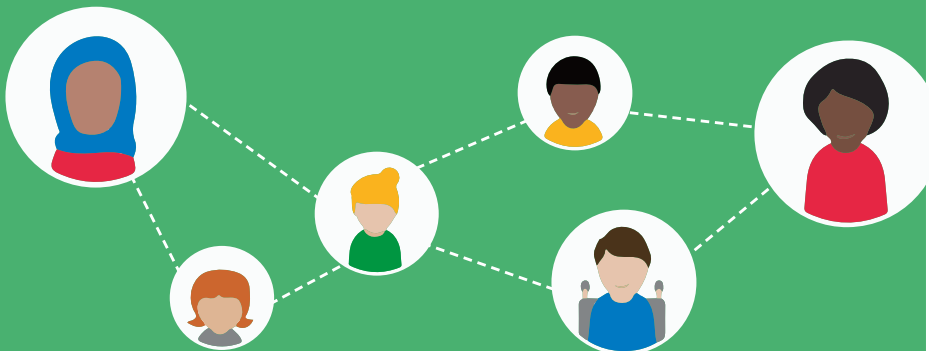
SPORT FOR PROTECTION USES:

THE STRENGTHS OF

Individuals
Families
Communities

TO SUPPORT YOUNG PEOPLE’S

Rights
Protection
Well-being



³ A key resource is the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, IASC, 2007.



The Game Plan: The Practical Steps for Sport for Protection Programming



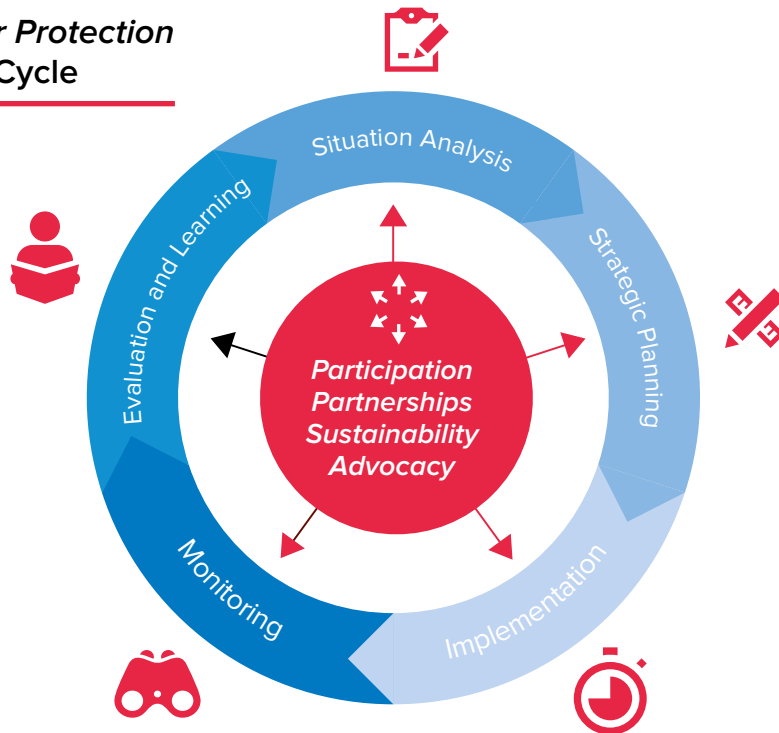
“Okay, John, that’s enough theory! I want to talk about the game plan and the steps for developing an effective, safe *Sport for Protection* programme.”



“Well, *Sport for Protection* programming follows the steps of the project management cycle. The first step is to conduct a **situation analysis** to identify and understand the context, problems, and causes and consequences of those problems. Just remember, you always want to have appropriate safeguards in place before you begin this process.”



The Sport for Protection Programme Cycle



DEFINE WHAT WE NEED TO KNOW

- What information is important?
- What is the best way to get the information?



ANALYSE AND REDUCE RISK

- What are the risks to young people, communities, staff, and the organisation?
- How can we reduce risks?



CONDUCT A SITUATION ANALYSIS / BASELINE ASSESSMENT

- What is the situation before the programme begins?
- Who are the stakeholders and what are their needs?



“So situation analysis is like assessing your team at the beginning of the season. You want to know the players, coaches, and their strengths and weaknesses to effectively plan your training strategy.”



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Strategic Planning



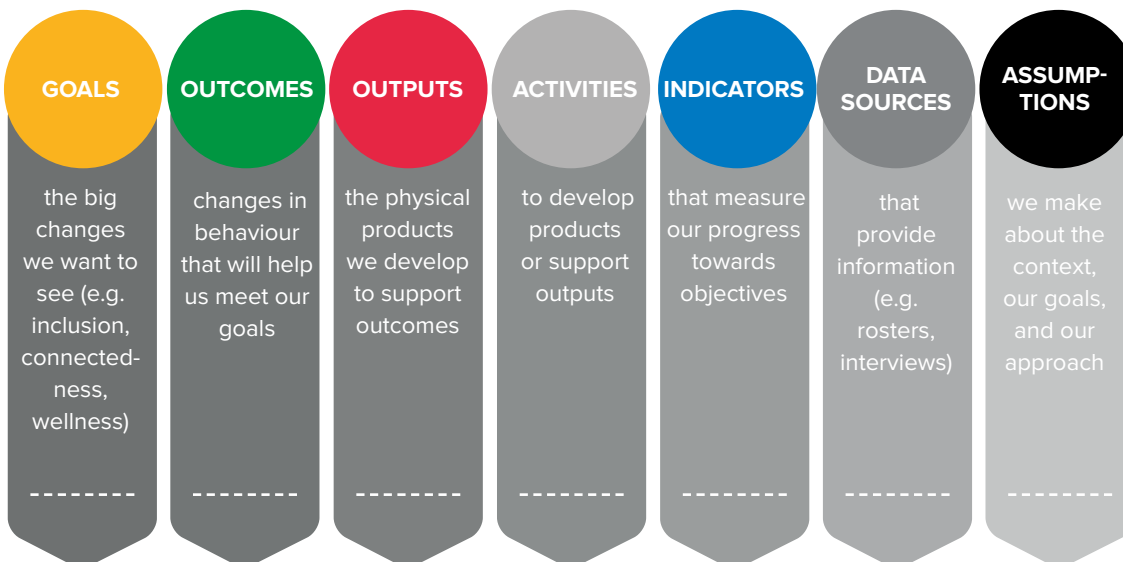
“That’s right! Then we conduct **strategic and operational planning**. We use the information from the analysis to decide:

- What we want to do;
- How we will do it, and
- When we want to do it.

Some organisations may not be immediately ready to implement *Sport for Protection* programming if they lack capacity, partners, or training. In that case, they can develop a capacity-building plan to prepare them for future *Sport for Protection* activities.”



“This reminds me of the planning that goes into winning a sports championship. The individual athletes, coaches, sponsors, and fans support each other all season long to develop the skills, resources, and determination to win individual games. A team may not be a championship contender this year, but with the right long-term investments and strategies, they can try for the title next year or the year after.”




Elements of a Sport for Protection Logframe



“That is so true. If the organisation *can* start right away, they will set Sport for Protection objectives that reflect the:


- Local context;
- Stage of emergency; and
- Protection issues that have been prioritised during situation analysis. Wherever possible, objectives should be developed with young people and community members.

Those objectives are used to develop a **logical framework**, a summary of our Sport for Protection programme (see graphic). Based on the logical framework, we then create a **work plan** that provides a clear overview and timeframe for the entire programme. It includes the types of activities, who will be in charge of the activities, and how long the activities will take.”

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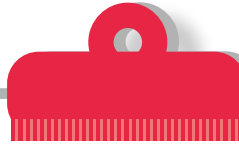
Implementation



“Hey, it looks like we’ve reached the **implementation** stage! THIS is what I’ve been waiting for! I can’t wait to put these plans into action!”



“Actually, implementation starts with a little more planning. This planning is for each individual session, though, just like a coach plans for individual practices.”



Checklist for Session Planning I Adapted from Moving Together⁴



- Set sport-related and protection-related objectives** for each session (or series of sessions).
- Select activities** that achieve these objectives and prevent boredom.
- Support participants** to manage their own time and accept the activity’s end point.
- Determine the number of sessions needed** to meet long-term objectives and build each session on the ones that come before.
- Review and revise objectives and/or activities** to meet participants’ needs.
- Revisit key points** often to reinforce what participants have already learned.
- Determine the skills/knowledge** that participants should gain from the activities and the questions that should be asked to support learning.
- Plan a post-sport/-activity debriefing** so coaches can help participants integrate the sport intervention into their daily life.
- Ensure the presence of a first aid kit** in case of minor injuries.



“To be honest, planning the activities is where I run into problems, Sara. I don’t know how to decide what sport activities to use to support protection outcomes.”



“I can help you with that! Basic types of sport activities include:

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

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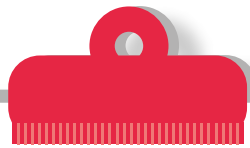
“All *Sport for Protection* activities should be modified to reflect your specific context and the issues facing communities and young people. That includes contexts that may be experiencing crises such as infectious disease outbreaks or other public health concerns.

Sport activities can be adapted so that everyone can participate. You may just need to change the equipment you use, playing environment, expected skill level, or the rules you follow.

Based on what you have taught me, it sounds like we can include protection messages, reflection time and discussion into each activity.”



“Absolutely! You may find this checklist helpful when trying to select activities that support young people’s sense of connectedness, inclusion and wellness.”



Checklist for Selecting Sport and Recreational Activities



Appropriateness to the context


- Engage young people and community members in identifying cultural issues that may affect implementation (e.g. gender roles, high-risk groups, education levels, etc.)
- Evaluate the unique value of each sport for different groups of young people and the potential for each sport to create conflict.
- Consider using adventure and action sports and cultural/indigenous sports, games, and artistic practices in ‘Sport for Protection’ programmes.

Inclusivity/accessibility

- Select sports that allow everyone to participate and require little or no equipment.
- Assess the barriers to sport participation for different participants and make changes so that the sport or space is more accessible.

Potential for supporting young people’s protection

- Assess the local context for the risks and protective factors that affect young people.
- Assess and adapt the sport’s ability to support young people’s connectedness, inclusion and wellness.
- Consider including creative forms of expression (e.g. art, drama, music, dance) to support connectedness, inclusion and wellness.
- Provide opportunities for young people to engage in sport for pure enjoyment (without additional discussion or protection goals).
- Train and equip volunteers (including older youth) to lead community sport activities.
- Consider mental health concerns when conducting all ‘sport activities’.

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“Thanks for those recommendations! That is so helpful!”



“As I review the topics we’ve discussed so far, I can’t help thinking about my coaches. Most of them do a great job planning sessions for sport outcomes like increased physical strength, endurance and other sport-specific skills. Some of them naturally support protection outcomes as well, but others, honestly, do not. What can I do about that?”



“*Sport for Protection* programmes rely on coaches and facilitators who are also equipped to model social skills and enhance young people’s emotional and mental development. Additionally, coaches and facilitators can also increase the acceptance and sustainability of programmes, particularly when they are recruited from the local community.”⁵



“What about volunteers? One time we had a parent who volunteered as a coach. We were doing a routine drill when he suddenly reacted frighteningly. He later told us that the drill had reminded him of an activity a local militia used to perform in his town. How do I address that sort of situation?”



“It is true that *Sport for Protection* activities can sometimes trigger unexpected reactions in young people and local and international staff. We must prepare *Sport for Protection* coaches and facilitators to handle that kind of situation. As part of the safeguarding process, referral pathways should already be in place so everyone is clear on the levels of support available should more support be needed.”

Sport for Protection Toolkit

Programming with Young People in Forced Displacement Settings


The “**Sport for Protection Toolkit**” has specific guidance on how to support young people (or another coach or facilitator) who are in crisis or who disclose a case of abuse.



“There really are a lot of different elements to keep track of in *Sport for Protection* programming.”

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Monitoring



“Absolutely. This is why monitoring is such an important part of *Sport for Protection* programming. We conduct ongoing data collection and analysis to ensure our activities meet our objectives and are responsive to what is happening around us. If they aren’t, monitoring helps us determine what adjustments need to be made.

Monitoring should be a key consideration during the initial planning stages to ensure that we are collecting information that answers the questions we want to ask. We have to develop and implement processes and systems to capture and analyse information that we can use to regularly improve the programme.”



“That is an important part of our sport programmes, too. We monitor their general health, motivation, and of course, their injuries to make sure we aren’t pushing the players too hard. We also review their game performance to identify the technical skills that need more practice.”



“In *Sport for Protection*, though, it is not just coaches who collect and analyse data. Young people and other stakeholders can also be involved in all aspects of monitoring.”




“I don’t think I have ever included my players in monitoring. I informally question them from time to time, but never as a regular part of the programme. I suspect they may have some very different perspectives on what is or is not working.”



MONITORING ACTIVITIES

- Determining what to monitor
- Deciding how to monitor
- Conducting evaluations
- Identifying areas for improvement
- Adjusting the programme

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Evaluation and Learning



“They usually do! In fact, young people’s unique perspectives increase our ability to evaluate and learn from ongoing or completed *Sport for Protection* programming. Evaluation can help us to:

- **Assess** if we’ve achieved what we have set out to do;
- **Determine** how and why we saw the results as we did, and
- **Understand** if and how our activities contributed to those results.

Before conducting an evaluation, we must carefully consider:

- The **purpose** of the evaluation and how the findings will be used;
- The **approach** (or methodology) to ensure the quality of the findings, and
- The **timing**, so data is available to inform key decisions.

Throughout, as well as at the end of the Sport for Protection programme, we use the information from our monitoring activities, evaluations, research, participants, project team, and other stakeholders to support learning.”

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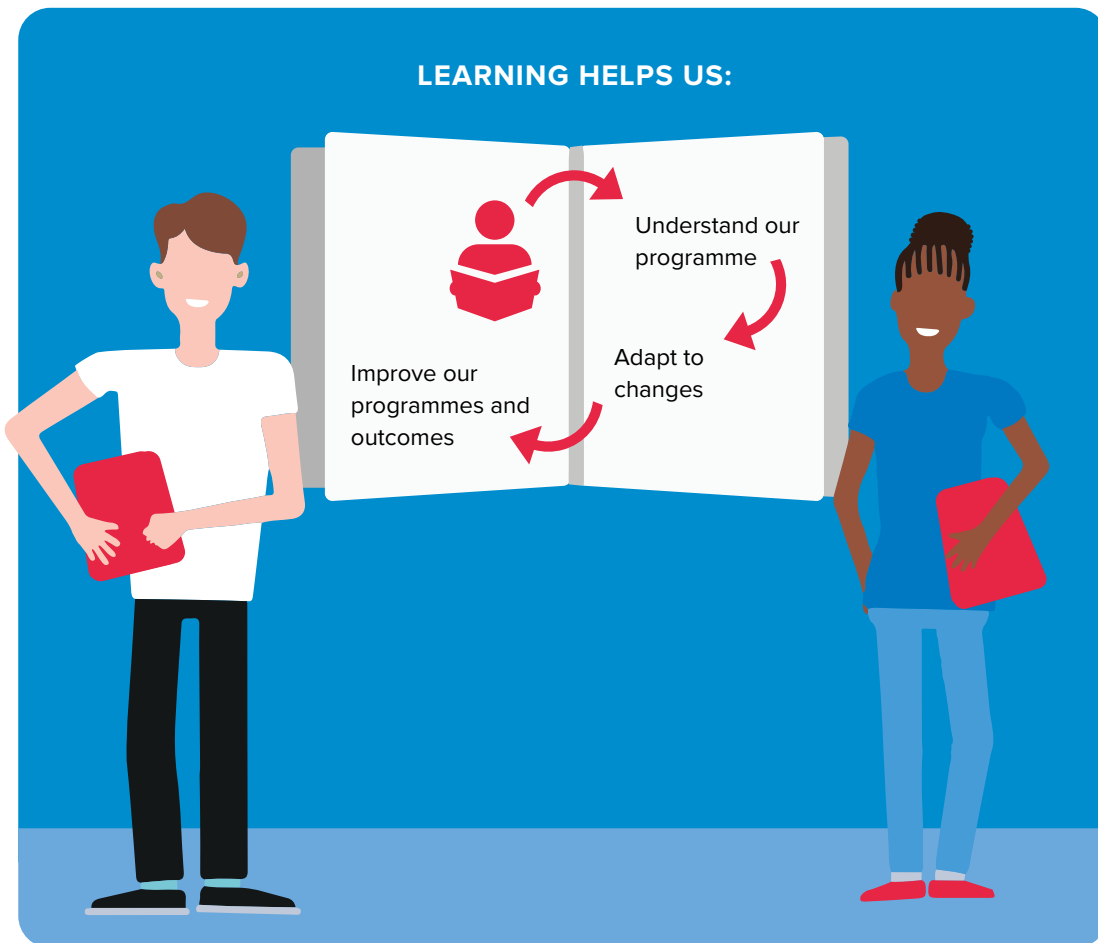
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LEARNING HELPS US:





Cross-cutting Principles

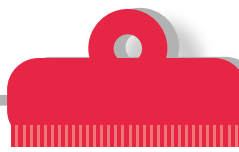


“I’m quite relieved to see that our sport programme already practises many of the steps described above. Are there any other things I need to know to align our current practices to *Sport for Protection*?”



“Actually, this might be a good time to talk about the cross-cutting principles that should be integrated into every step of *Sport for Protection* programming: participation, partnerships, sustainability, and advocacy.

The participation of young people means supporting their engagement in every part of the project management cycle, from designing and implementing programmes to assessing the success of the programme, to identifying areas for improvement. In *Sport for Protection* programmes, young people should never just be players or beneficiaries; they should be central to the whole process.”



Checklist for Ensuring the Meaningful Participation of Young People



- Involve young people, families and community members** in every step of the project management cycle, from assessment to design to evaluation.
- Collaborate with young people** who have engaged in other programmes or sport activities.
- Ensure the physical space and timing** of activities meet the needs of participating adolescents and youth (e.g. avoid scheduling conflicts with school, work, and family responsibilities; ensure access for young people with disabilities).
- Partner with other organisations** to meet young people’s basic rights.
- Use staff from the displaced and host communities** wherever possible.
- Train staff and coaches (including local staff)** in cross-cultural communication, safeguarding, and referrals for additional services.
- Identify and engage** marginalised groups of young people.
- Build upon existing community engagement** to identify young people who may want to be involved.



“Before, we talked about the Socio-ecological Approach. I think the **partnership** principle is similar. I should find partners that represent youth, families, community leaders, social groups...perhaps even government actors.”



“Exactly! Just make sure your partners share your vision and have skills and resources in areas that can support or develop your programme capacity.”



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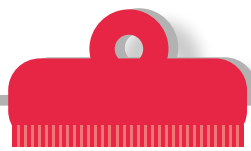
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Key Actions for Working with Partners



- Recognise the full range of actors** and their different views of protection risks.
- Involve caregivers, community members, and leaders, including young people**, in all aspects of programme design, development, implementation, and evaluation.
- Invite child protection and human rights representatives** to train staff/coaches.
- Ensure ‘Sport for Protection’ programmes connect with and strengthen protection systems** at all levels (e.g. government actors, local leaders, NGOs, etc.).
- Work with partners** to identify gaps in their organisations and connect with others who can fill those gaps before engaging in ‘Sport for Protection’ programming.
- Establish partnerships with regional, national and local actors** who can support ‘Sport for Protection’ with funding, personnel, training and community engagement.

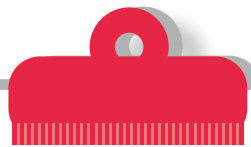


“I think I understand the **sustainability** piece as well. More and more of my time is spent looking for financial support from sponsors or donors for salaries, equipment and activity space.”



“Financial sustainability is an important issue, but it isn’t the only one. We also want communities and other stakeholders to take long-term ownership of Sport for Protection programmes. The ultimate goal is to meet current needs by building up communities’ and individuals’ abilities to meet their future needs.

Here are some ideas for sustaining *Sport for Protection* programmes and outcomes.”



Checklist for Sustainability



Planning and Implementation

- Involve displaced young people, their families, and communities** in all stages of programme assessment, design, and planning.
- Adapt programmes to specific contextual issues.**
- Incorporate participatory activities**, including sport, into assessment and planning.
- Develop strategic relationships** with families, community leaders, local authorities, the private sector, and various levels of government.
- Ensure programme objectives** reflect local needs.
- Plan an exit strategy** from the beginning or as soon as possible.



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Financial Sustainability

- Create opportunities for young people** to share their priorities, especially when planning programmes.
- Advocate for the priorities of young people** with governments, international donors and high-level partners.
- Support young people** to advocate for their own priorities with other stakeholders.
- Consider initiating income-generating activities**, even if on a small scale.


Volunteerism

- Engage refugees or other displaced people, including older youth**, as ‘community coaches’ or ‘assistant coaches’.
- Include opportunities** for volunteers to develop sport-related and psychosocial skills.
- Provide training certificates**, cards identifying individuals as a ‘community coach,’ or other forms of accreditation for those participating in sport and related community activities.
- Provide volunteers with a toolkit** containing basic sport equipment and printed, portable manuals on ‘Sport for Protection’ so they can host ‘Sport for Protection’ activities in their communities.
- Conduct regular meetings** where young people and volunteers can discuss and solve core challenges.
- Facilitate peer-to-peer exchanges** between the volunteers themselves.

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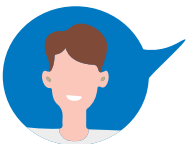
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“Over the last few decades, athletes have been asked to participate in different campaigns like fair play. Are there other **advocacy** issues that Sport for Protection athletes, coaches and facilitators can advance?”



“Yes, indeed! Sometimes social norms or government policies limit young people’s access to sport or negatively impact *Sport for Protection* programmes’ effectiveness. We need to convince decision-makers of sport’s value in supporting young people and the importance of changing policies or practices that hinder that support.

Fortunately, we don’t need to do it alone. Young athletes themselves can be very powerful advocates! Young people who are aware of their rights are often eager—and effective—educators of their peers, families, communities, and social groups. These tools offer great ideas for ways to conduct *Sport for Protection* advocacy.”

Examples of Advocacy Tools



[Sport for Development: Potential Value and Next Steps](#)⁶


[An Advocacy Toolkit: The Education We Want \(These tools can be adapted for 'Sport for Protection'.\)](#)⁷

[Sport for Development and Peace Youth Advocacy Toolkit](#)⁸

[Sport for Development and Peace and the 2030 Agenda for Sustainable Development](#)⁹


[Enhancing the Contribution of Sport to the Sustainable Development Goals](#)¹⁰

[To Protect Others, Rhobi Used Something Even More Powerful Than Tradition: Her Voice](#)

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"Thanks so much, John! Now that I better understand the *Sport for Protection* process, I feel much more prepared to work with young people, community members, and other partners to make sure our programmes deliver long-term results!"



"Thank you, Sara! I really enjoy seeing how sport enhances our participants' overall protection! Although I am not a coach, I have a better awareness of the ways I can use sport, and I know I can count on you for the support!"

"Thanks to the "Sport for Protection Toolkit", we are *both* better equipped to help young people feel included, connected, and well.



Whenever we need more guidance or a refresher, we can find it at the [Olympic Refugee Foundation website](#)."

6 Van Eekeren, Ter Horst, & Fictorie 2013
7 Edleston, et al. 2014
8 Colucci 2015

9 Dudfield & Dingwall-Smith 2015
10 Lindsey & Chapman 2017

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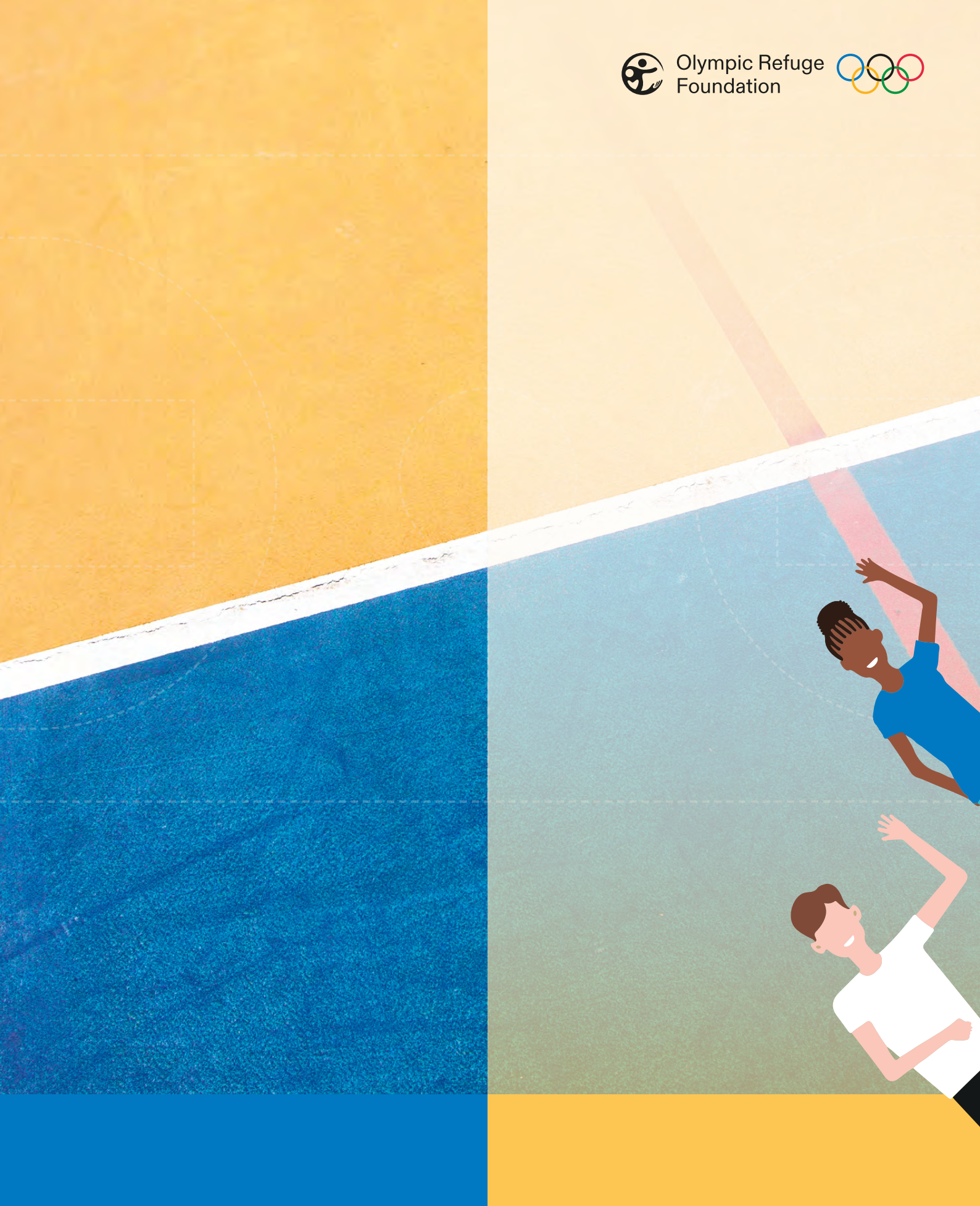
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