United Nations | Department of Economic and Social Affairs

SDP TOOLKIT MODULE:

SAFEGUARDING, INTEGRITY AND HUMAN RIGHTS

Contents

Overview

Module Objectives
This module provides policy and program guidelines linking sport to safeguarding, integrity and human rights with the goal of contributing towards development and peace. It does so in line with the basic theories and understandings of the Sport for Development and Peace (SDP) sector, in which sport is used to meet non-sport goals related to development and peace.

Who is this module for?
This module is relevant to everyone that has an interest in SDP or is specifically interested in the organization of sport to support safeguarding, integrity and human rights. This includes (but is not limited to) policymakers, government officials, members of civil society, sport federations, and non-governmental organizations (NGOs).

What is this module about?
This module:

- Defines safeguarding, integrity and human rights, and connects them to SDP
- Identifies key links between SDP and the Sustainable Development Goals (SDGs)
- Identifies key steps to implement and evaluate relevant policies and programs

Learning Objectives
On completion of this module, participants will have:
• Explored the ideas and principles of SDP.
• Identified key concepts regarding sports programs and policies aligned with the Sustainable Development Goals (SDGs), and aimed at supporting safeguarding, integrity and human rights towards achieving development and peace outcomes.
• Considered the conception, implementation and evaluation of an SDP program or policy aimed at furthering safeguarding, integrity, and human rights.

MODULE MAP: SAFEGUARDING, INTEGRITY AND HUMAN RIGHTS

1. How does SDP connect to safeguarding, integrity and human rights?	**2. What is the current policy context?**	**3. How can relevant policies or programs be developed?**
4. The four phases of policy/program development	**5. Summary and key learning points**	**6. References and Further Reading**

Technical Content

Background

Using ideas and methods from the SDP sector, many governments and organizations have designed and implemented policies and programs to meet non-sport goals. The present module focuses specifically on the goals of safeguarding, integrity, and human rights. To meet these goals, government and other stakeholders can and should:

► **Review** the policy context of safeguarding, integrity, and human rights, in general and as it relates specifically to sport and SDP.

► **Raise awareness** of the importance and possibilities of connecting sport to safeguarding, integrity and human rights, especially through policies and programs. This awareness should be aimed at government officials, civil society organizations, and the public.

► **Mobilize** support of various stakeholders, including, for example, mainstream civil society organizations, youth groups, sports federations, development organizations and others.

► **Promote** linkages and coordination with other national programs, particularly in the areas of youth employment, inclusion, and values.

► **Create or adapt a program theory** that outlines the process by which sport will be used to support safeguarding, integrity, and human rights, and that aligns with the Sustainable Development Goals and current standards.

► **Set achievable targets** to use sport as a tool to support safeguarding, integrity and human rights, also in ways that align with the Sustainable Development Goals and that are consistent with international standards.

► **Determine the necessary budgets and advocate** for funding for sport policies and programs that can support safeguarding, integrity, and human rights.

► **Monitor and evaluate** the extent to which supporting safeguarding, integrity and human rights through sport is successful, and adjust these approaches where they are not.

Principles and Definitions

1. <u>Defining Safeguarding, Integrity and Human Rights</u>

   a. ***Safeguarding*** refers to the commitment, and actions taken, to promote the welfare of participants – particularly children – and to protect them from harm.

The safeguarding of children in sport is rooted in the Convention on the Rights of the Child, adopted by the United Nations General Assembly in 1989. Article 19 of the Convention is specifically relevant and reads.

According to Article 19, everyone has a responsibility to safeguard all children from all forms of damage, abuse, neglect, and exploitation.

In practice, safeguarding means:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring the provision of safe and effective care
- Taking action to enable the best outcomes for children and young people.[1]

   b. ***Integrity*** refers to prioritizing and maintaining honest, fair, safe, and healthy environments in sport, including both participatory and competitive-based sport.

In general, some main threats to sports integrity are doping and the use of performance enhancing drugs, corruption and match fixing, and the abuse of athletes, particularly youth. Safeguarding (as discussed above) can therefore be considered a component of integrity in sports.

   c. ***Human Rights*** are the rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion or any other status. [2]

The cornerstone of human rights is the Universal Declaration of Human Rights, adopted in 1948 and entailed a statement of principles. It took 18 years to integrate two binding international treaties (International Covenant on Economic and Social and Cultural Rights and the International Covenant on Civil and Political Rights) to be adopted in 1966, and, together with the Declaration became the International Bill of Human Rights. Human rights are further supported and enacted through international laws that provide the obligations for governments, that adopted the language and principles in national legislation and their Constitutions, to promote and protect human rights.

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[1] National Society for the Prevention of Cruelty to Children. https://learning.nspcc.org.uk/safeguarding-child-protection

[2] https://www.un.org/en/global-issues/human-rights

The UN Convention on the Rights of the Child is specifically relevant to children and the right to sport and physical activity.

- According to Article 31, every child has the right to play and to engage in leisure activities, including sport and physical activity.

d. Equality and Equity are terms used to express the notion of 'equal' and 'fair' access to resources between different entities such as in the case of gender. Gender equality refers to the equal and fair distribution of resources (from access to facilities, participation, or remuneration) at the 'input level', whereas 'equity' focuses at the 'output level'. Although the same resources are allocated, results may be different as women face more barriers and the outputs and outcomes are not the same. For instance, men and women may have the same opportunities, but women cannot take full advantage of them and remain at a disadvantage.

2. <u>Relevance and Connections to Sport for Development and Peace (SDP)</u>

Safeguarding, integrity and human rights all connect to ***development*** and ***peace***, broadly defined. On the one hand, for fair, equitable and sustainable development to occur, or peaceful co-existence to be achieved, individuals and communities must feel safe and protected, and know that their rights are recognized and will be defended. Practices or cultures of corruption or abuse run directly counter to fair, equitable and sustainable development. In turn, investing in, and working to realize the safeguarding of children, the integrity of cultural practices and the realization of rights, all serve to catalyze development and peace.

KEY POINT: Therefore, and particularly in line with Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), committing to and investing in safeguarding, integrity and human rights are ways to work towards achieving development and peace outcomes.

Sport can contribute to development and peace by promoting safeguarding, integrity, and human rights, and ensuring their realization. This, in turn, is likely to have cascading positive implications and effects. In fact, safeguarding, integrity and human rights all connect to key SDP themes and goals of *empowerment*, *social inclusion*, *community building* and *social capital* that are rooted in pro-social values.

Empowerment as defined in the Module on Values, Social Inclusion and Role Modelling, refers to the process of claiming rights and control over one's life, through skills, confidence, and agency. Empowerment through sport (for girls, young women, indigenous peoples, and persons with disabilities) and realizing *human rights* – such as the right to participate in sport or live free from abuse – is central to SDP.

According to the World Bank, ***social inclusion*** means improving the terms on which individuals and groups take part in society, particularly those disadvantaged based on identity. Positive sporting opportunities can provide participants with a feeling of belonging, regardless of their

identity or social standing. Safeguarding and human rights are both important for social inclusion, as they help people to feel rooted and connected, and to live free of fear and desperation. According to the UNHCR Sport for Protection Toolkit, social inclusion, social cohesion, and psychosocial well-being can all be achieved through safeguarding practices (see Figure 1).
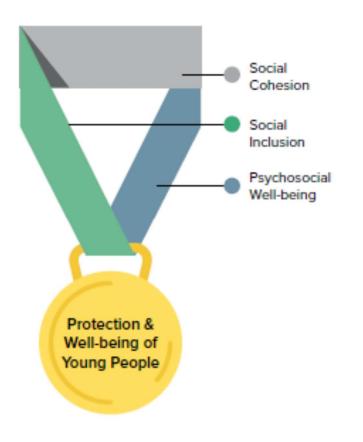

FIGURE 1: Outcomes and benefits of protection & well-being of young people

Source: Sport for Protection Toolkit, page 13.
https://www.unhcr.org/publications/manuals/5d35a7bc4/sport-for-protection-toolkit.html

Community building is important in SDP. Sport can offer cross-cultural, inclusive, and fun experiences that can develop community-based relationships, especially amongst groups who might not otherwise interact. Safeguarding can contribute to community building, by ensuring that children's sporting experiences are positive and that they feel connected to the sporting community. Safeguarding and human rights also support **social capital**, meaning the networks and connections among and between people that facilitate relationships of trust and bonding. It may also facilitate opportunities for people to connect with others outside the immediate social circle (bridging social capital).

KEY POINT: Safeguarding, integrity and human rights can all contribute to peace and development by creating and maintaining fair, equitable and sustainable experiences and cultures, in and through sport and SDP.

Policy Context

Safeguarding, integrity and human rights are directly connected to the Sustainable Development Goals, the UN's development agenda for 2030.

According to the UN's High Commission for Human Rights, "Human rights are essential to achieving sustainable development that leaves no one behind and are central to all its three dimensions – social, environmental, and economic."

Similarly, UNICEF recognizes the relationship between safeguarding children and the SDGs, stating that the SDG's "call to leave no one behind puts the world's most vulnerable and marginalized people – including children – at the top of the agenda."

The relationship between SDP and the SDGs is also articulated in the Kazan Action Plan (KAP), which resulted from the *Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI)* in 2017.

The KAP:
- recognized the SDGs as the overarching policy consensus regarding international development.
- stated that sport and physical education can make a strong contribution to meeting the SDGs and contributing to sustainable development, and
- connected sport to priorities of gender empowerment, partnership development and youth engagement.

According to the Commonwealth Secretariat, the Kazan Action Plan (and its associated MINEPS Sport Policy Follow-up Framework) connects sport and SDP to meeting SDG targets. SDG targets most relevant to the content of this module are from SDG 5 (Reduce gender inequality) and SDG 10 (Reduce inequalities between and in countries):

Target	MINEPS	Sport result areas
5.1 End all forms of discrimination against all women and girls everywhere.	I.5 Enforce gender equality/empower girls and women. II.8 Build effective, accountable and inclusive institutions at all levels.	⯀ Sport for gender equality and empowerment of all women and girls. ⯀ Inclusive access to sport for all. ⯀ Sport for quality education and lifelong learning for all. ⯀ Sport for economic growth and productive employment. ⯀ Building capacity, strengthening governance and protecting the integrity of sport.
5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.	II.6 Advance gender equality and empower all women and girls. II.5 Provide economic growth and full and productive employment and work for all.	
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation. 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.	III.2 Protect children, youth and other vulnerable groups.	⯀ Sport for gender equality and empowerment of all women and girls. ⯀ Sport for health and well-being of all.
10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.	II. Maximizing the contributions of sport to sustainable development and peace. II.4 Build peaceful, inclusive and equitable societies.	⯀ Inclusive access to sport for all. ⯀ Sport for peaceful, inclusive and equitable societies. ⯀ Physical education for boys and girls ⯀ Sport for quality education and lifelong learning for all. ⯀ Sport for gender equality and empowerment of all women and girls. ⯀ Building capacity, strengthening governance and protecting the integrity of sport.

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies.	III. Protecting the integrity of sport. III.1 Safeguard athletes, spectators, workers and other groups involved.	⬚ Sport for peaceful, inclusive and equitable societies.

Some issues related to these targets and may be considered relate to 'child labour' and possible unhealthy and abusive practices where young children are exposed to excessive training regimes. Another issue that indirectly protects children and youth from harm was the creation of safe spaces and trusting relationships that developed between participants and coaches or youth leaders that may lead to exposure of child-right transgressions, including forced child marriages that increased during COVID-19 restrictions. [3] The COVID-19 pandemic disrupted sport participation and restricted access to physical activity in addition to bringing safeguarding issues to the fore as discussed in publications by the Commonwealth Secretariat.[4]

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[3] Burnett, C. (2021). *Gender, Participation and Leadership in Sport in Southern Africa: The 2021 Study.* Gaborone: African Union Sports Council Region 5 & The Norwegian Olympic and Paralympic Committee and Confederation of Sports.

[4]Commonwealth Secretariat publications: https://thecommonwealth.org/implications-covid-19-community-sport-and-sport-development and Policy Analysis Tool for Community Sport and Sport for Development in response to COVID-19, https://www.thecommonwealth.io/wp-content/uploads/2021/02/CommonwealthMoves_COVID-19-CommunitySportPolicyAnalysisToolkit.pdf

Policy and Practical Guidelines

This section offers <u>seven</u> guidelines for developing policies and programs to support safeguarding, integrity, and human rights in and through sport.

1. <u>Inclusion of Key Stakeholders</u>

Developing policies or programs should involve a cross-section of actors that have a legitimate stake in the issues. In the case of Safeguarding, integrity, and human rights in and through sport, these stakeholders may include the following:

- Government Officials (National)from ministries or divisions of youth, labour, economic development, and education. They can share important information with colleagues to ensure awareness and shared responsibility and ensure coherence with existing policies and programs.
- Government Officials (Provincial, Regional, Local) at senior level from provincial, regional, and local governments can help to identify the issues related to safeguarding, integrity and human rights in their local context. They can also support awareness and taking ownership.
- Elected Officials can lend important credibility when establishing the links between sport and safeguarding, integrity and human rights. They are also able to support any necessary legislative reforms and to hold government to account.
- Sports Federations understand the national, regional and/or local sports context and delivery system. They can support the design and implementation of sport programs and policies in the service of safeguarding, integrity, and human rights. They can also build awareness and support amongst sport-based stakeholders.
- Grassroots Sports Organizations and NGOs already operate in most regions of the globe. They often possess strong working knowledge and institutional memories of the use of sport to meet non-sport goals and outcomes. They should be consulted in the design of policies and programs and can contribute to policy coherence and impactful programs and practices.
- Non-sport NGOs that operate in the field of safeguarding, integrity and human rights. Their knowledge of these fields is valuable to the development of sport-based programs and policies. They should be included in the design and implementation of such.
- International Organizations such as the United Nations, UNESCO, Commonwealth Secretariat and European Union, are key stakeholders in the broader policy context of sustainable development and safeguarding, integrity and human rights. Their policy statements and priorities should be consulted.
- Foundations, charities and advocates such as Comic Relief, Laureus Sport for Good, streetfootballworld (now Common Goal) prioritize sport programs related to safeguarding, integrity and human rights. They may offer institutional and/or financial support.

Exposure of human right transgressions is also linked to whistleblowing and necessitate mechanisms to protect victims and whistleblowers in all sectors. Legal entities and the media (investigative journalism) may have a key role to play in this regard.

2. Accessibility of the process

The development of policies and programs using sport to support safeguarding, integrity and human rights should be accessible and participatory. This requires the adoption of transparent and open approaches to the sharing of information. It is critical that such communications are in accessible formats and that accessibility is ensured for meetings, workshops, fora or other opportunities for personal participation.

Previous SDP research has called for a *communitarian approach*, where the free cultural exchange between cultural groups is supported, and groups are encouraged to learn from one another through a collaborative approach to sport participation.

3. Sustainability

Policies and programs using sport to support safeguarding, integrity and human rights should aim to achieve long term results, with benefits that extend beyond the lifespan of the policy or program itself. To do so, the inclusion of SDP principles is required. The policy or program itself should also:
- be based on existing legislation and relevant legal frameworks and a realistic assessment of existing and potential human and material capacity;
- consider, in all its elements, how capacity can be developed to meet short- and long-term needs; and
- dedicate time and resources to the development of national and local capacities.

4. Coherence

To ensure policy coherence, the creation process should take account of other relevant policies, programs and processes. This means that any sport-focused program or policy should take into consideration current policies, legislation and programs related to safeguarding, integrity, and human rights. For example, sport programs aimed at promoting and supporting safeguarding should investigate, and where appropriate align with, policy frameworks for child protection currently in place, or connect their work to the Universal Declaration on the Rights of the Child.

5. Flexibility

Policies and programs designed to use sport to support safeguarding, integrity and human rights need to be responsive to changing circumstances and include mechanisms for on-going monitoring and periodic review. Being open to new ideas and remaining responsive to changing circumstances is critical for success.

6. Language and Approach

Policy and programming guidelines should take care to use inclusive language that emphasizes strengths more than weaknesses or deficiencies. Research has found that some SDP training manuals focus too often on deficiencies, risks and individual limitations through the language used within their manuals and by their practitioners. Language based on improvement and empowerment is likely to be more effective.

7. Program Theorizing

To be both successful and sustainable, programs and policies must be based on a clear and well-defined program theory, which outlines the processes and/or mechanisms by which sport can contribute to safeguarding, integrity and human rights.

Practitioners and government representatives in the UK developed the following ToC to guide the implementation and evaluation of such interventions showing 'what might work' within sport and criminal justice contexts. The goal focuses on desistance from crime through participation in sport and follows a pathway of initial engagement in sport, the development of positive relationships that lead to positive individual development (human capital) (see Figure 2).
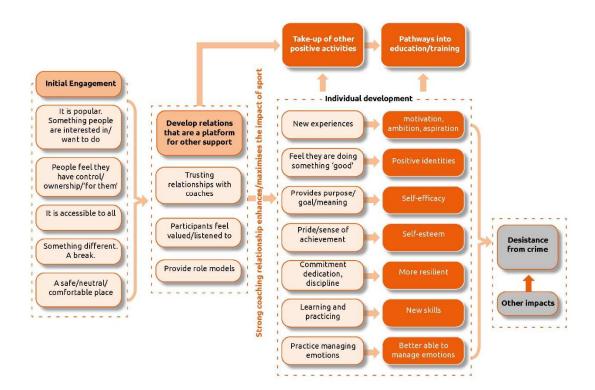

Figure 2. Alliance of Sport Theory of Change[5]

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[5] National Alliance of Sport for the Desistance of Crime. Available: allianceofsport.org

Source: Morgan, H., Parker, A., Meek, R., & Cryer, J. (2020). Participation in sport as a mechanism to transform the lives of young people within the criminal justice system: an academic exploration of a theory of change. *Sport, Education and Society*, *25*(8), 918. Doi: 10.1080/13573322.2019.1674274

The ToC supports the proposal that sport-based interventions work when young people can form a positive self-identity and experience enhanced self-esteem (psychological capital) linked to employment and educational opportunities as alternative pathways to crime (human capital).

Phases of Development

The development and implementation of SDP policies and programs designed to support safeguarding, integrity and human rights should proceed through the following four phases:

1. A **preparatory phase**, during which key agencies and organizations address the institutional structures for planning and engaging with sports organizations, relevant ministries, service providers, international organizations, and other stakeholders. This includes consideration of the international policy context and gathering of relevant data for evidence-based planning.
2. A **development phase**, during which key agencies and organizations elaborate a policy or program within a specific country context, intensify the consultation process, and draft the policy or program.
3. An **implementation phase**, during which relevant agencies implement the policy or program.
4. A **monitoring & evaluation phase**, which overlaps with the implementation phase and involves a process of adjustment of policy or programs objectives and activities in consideration of new data or shifting circumstances, followed by assessment and review to lay the foundation for a successor policy or program.

1. **Preparatory Phase**

The goal in the Preparatory Phase is to establish the ownership, leadership and support necessary to develop and implement a successful policy or program. Inputs from multiple stakeholders should be sought. This is also the phase during which to situate and connect the policy or program to the broader policy context. The Preparatory Phase should proceed through several steps:

- **Soliciting support or endorsement** – When key stakeholders or decision makers commit to the policy or program, the buy-in process accelerates. When led by national governments, for instance, heads of state can be key stakeholders for building support.

- **Designating leadership and coordination** – Depending on the policy or program to be developed, establishing leadership should involve stakeholders from sports organizations, government agencies, NGOs and funders at all levels of engagement. Depending on the scope of the policy, sub regional coordinating committees can also be put in place for support. A coordination structure is required to provide strategic leadership, dissemination and the implementation of the policy, ensuring effective communication among stakeholders (including strategic and implementing agencies).

- Leaders and coordinators should stay in **close contact with all stakeholders**, making sure that underrepresented groups are heard, both formally and informally, to ensure the input of all of those impacted by the policy or program, to raise awareness, ensure a well-designed and targeted approach for achieving set goals and objectives.

  Sport organizations and practitioners should strive to build meaningful relationships with participants and effective partnerships within their spheres of influence and respective communities.

- **Participation and consultations** – Since the Development Phase (below) requires identifying priorities and barriers, it is necessary to engage in consultation with all stakeholders about the specific challenges related to safeguarding, integrity and human rights in their context. This should be done in an open, transparent and participative manner.

Examples from the Preparatory Phase

Program: FIFA Child Safeguarding Toolkit for Member Associations

Location: Global

Background: FIFA, the world's governing organization for football, designed a safeguarding toolkit to assist its members in implementing best practices to keep children safe and ensure that participation in football is enjoyable for everyone. The administration of FIFA collaborated with the FIFA Child Safeguarding Working Group to create content for the toolkit.

Notably for the preparatory phase, technical assistance and guidance were provided by numerous partners, including UNICEF, the Council of Europe, the Scottish Football Association, the OFC, and Concacaf. The FIFA Development Committee and the OFC Just Play project managers also provided advice and comments. The toolkit therefore draws on a variety of sources, including safeguarding policies and recommendations from other organizations.

Aim and objectives: While FIFA does not have authority over its members' day-to-day operations, or their connected organizations and clubs, the toolkit served to establish baseline guidelines for all members and offered a framework for members to explore how they can prevent and respond to any risk of damage to children in football.

The process of starting the toolkit began with identifying four objectives:

1. To promote accountability and responsibility for keeping children safe from harm when involved in any football activity

2. To self-assess and inform the development of their safeguarding policies, plans and programs, including for human resource and training needs

3. To assist coordinators and technical staff with risk assessments and the development of safeguarding plans and programs

4. To support practitioners, such as coaches, trainers, medical personnel, staff and volunteers, who provide services, training and programs to children to apply good practice for effective action

These objectives were in turn translated into principles, and then eventually into five steps towards safeguarding children in football:

1. Examine how children are involved and what safeguards already exist

2. Set out and define a safeguarding policy

3. Develop procedures and guidelines to implement the policy

4. Commit to communication and education of the policy

5. Decide how to monitor, evaluate and review the policy

Link: FIFA Guardians. (2019). Child Safeguarding Toolkit for Member Associations. FIFA. Retrieved from https://girlsinthelead.org/wp-content/uploads/toolkit-fifa-guardians.pdf

Program: Advancing Human Rights in Sports in Rwanda – Centre for Sport and Human Rights

Location: Rwanda

Background: Since the 1994 genocide violence in Rwanda, which resulted in the deaths of over 800,000 people, sport has been viewed as a potential source of solidarity and catalyst for national healing. Women's soccer, for example, was initially introduced to the country as a means of assisting trauma survivors.

With 54 percent of Rwanda's population under the age of 19, youth development through sport is particularly important. Now, Rwanda holds the African record for the number of FIFA-certified female football players. However, challenges remain regarding human rights in and through sport, particularly how to protect the rights of women and children at all levels.

Rwanda is thus a notable example of how sport and human rights may be more closely integrated, and a model that might be used in other countries.

Implementation: The Commonwealth Games Federation convened its General Assembly in Kigali in September 2019 to commemorate the 25th anniversary of the Rwandan genocide. As an example of the preparatory phase, the Centre for Sport and Human Rights (CSHR) organized a workshop with 16 National Human Rights Institutions (NHRIs) from throughout the Commonwealth as part of this work in Rwanda. The event provided an opportunity for representatives from the National Human Rights Institutions, who are mandated to independently promote and protect human rights in their countries, to build relationships with their counterparts from the National Commonwealth Games Associations. They worked together to advance dialogue on how human rights can be protected in and through sport at the national level.

The CEO of the CSHR and the Rwandan Minister of Sport and Culture also agreed that the Centre would begin working with the Rwandan National Olympic Committee and the Rwandan National Commission of Human Rights to engage Rwanda's sports federations on human rights issues related to their activities.

As a result, CSHR has moved towards a scaleable and transferable model for advancing a human rights agenda, by bringing together NHRIs and sports organizations from across the Commonwealth. CSHR is bringing insights from Rwanda about gender and youth empowerment to other projects throughout the world.

Link: Centre for Sport and Human Rights. (2022). *Advancing Human Rights in Sport in Rwanda*. Retrieved from Centre for Sport and Human Rights: https://sporthumanrights.org/what-we-do/case-studies/advancing-human-rights-in-sport-in-rwanda/

- **Determining a funding strategy** for the whole life cycle of the policy or program is fundamental, so this phase should draw particular attention to it. Responsibility for the budget may vary, from government ministries to international donors. It is important to identify the best stakeholders to support in this area.

- **Preparing a preliminary assessment** – The preparatory phase should conclude with an explorative assessment or review of existing laws, policies and practices. For example, there may be legal frameworks related to safeguarding, integrity and human rights that are relevant to the development of sport policies or programs. See examples below:

Examples of Sport and Human Rights
Article 1 of the Revised International Charter of Physical Education, Physical Activity and Sport adopted by UNESCO's General Assembly (2015) states that: "The practice of physical education, physical activity and sport is a fundamental right for all."
Article 30 of the UN Convention on the Rights of Persons with Disabilities (2006) affirms the right of persons with disabilities to: "Participation in cultural life, recreation, leisure and sport".

> Article 31 of the UN Convention on the Rights of the Child (1989) states that: "Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities".

Due Diligence in Human Rights
A company or organisation "knows and shows" that it is respecting human rights in practice through ongoing procedures known as human rights due diligence. This involves:
1. Assessing actual and potential human rights impacts;
2. Integrating the findings and acting to prevent or mitigate the impacts
3. Tracking how effectively impacts are addressed
4. Communicating how impacts are addressed

Source: Institute for Human Rights and Business. (2018). *Rights Through Sport: Mapping "Sport For Development And Peace".* Institute for Human Rights and Business. Retrieved from https://www.ihrb.org/uploads/reports/Rights_Through_Sport_-_Mapping_SDP%2C_IHRB_April_2018.pdf

2. Development Phase

The development phase, which may be overseen by the coordinating mechanism, should include the following steps:

- **Determining Priorities –** Safeguarding, integrity and human rights all present a range of possible priorities for policy makers and programmers. These can range from ensuring that sport is free, and individuals are protected from abuse, to ensuring that participants have an experience that is safe and inclusive. It is therefore necessary to prioritize goals and identify gaps where action will be necessary to advance the policy development or program implementation. This can be done through consultations with both governmental and non-governmental stakeholders, in the form of meetings or workshops at national and local levels or opportunities for online or written submission of views, among others.

- **Identifying barriers –** Identifying the barriers to be overcome is crucial**.** A barriers model is a useful approach for programming and policy makers how to implement policies by demonstrating a commitment to the removal of barriers for target populations. These barriers might include current or ongoing human rights abuses; a lack of resources dedicated to safeguarding; a lack of awareness of integrity issues in sport. When developing a policy document or program, organizations should take an active role in ensuring barriers are being actively and effectively challenged.

Example from the Development Phase

Program: PlayOnside

Location: Thailand

Background: PlayOnside is a non-governmental organization located in Mae Sot on the Thai-Burma border. It is also registered as a non-profit organization in Spain and Norway. PlayOnside primarily utilizes football as a means of educating and empowering Myanmar migrants and refugees in Thailand. For its work with migrant communities, PlayOnside was nominated for the FIFA Diversity Award in 2019. PlayOnside's key objectives are social inclusion, gender equality, and empowerment.

Implementation: Around 1000 migrant children and young people from 27 different migrant schools get together at the end of each weekend to play, study, and compete while making new friends and growing their networks.

Notably for the Development Phase, PlayOnside developed an ethical code for its activities which both determines its priorities and identifies barriers. The components of the ethical code are:

- **Equal opportunity:** PlayOnside's tagline is "For Equal Opportunity." All children, regardless of their history, gender, ethnic group, religion, legal status, or social level, have the same right to participate, play, and learn.

- **Child-centered activities:** PlayOnside's main objective is the well-being of the child. Their interests always come first, and PlayOnside will always prioritize inclusion and participation over competition.

- **Professional and trustworthy:** Every member of the PlayOnside team is expected to be a professional and reliable partner. All projects will be carried out to the best of their ability and to the greatest possible quality.

- **Partnership and sharing:** PlayOnside will make its lesson ideas, curricula, and handbooks accessible for free download to all groups.

- **Fairness and equality:** Regardless of education, position, nationality, or history, all PlayOnside employees will be paid the same. Salaries are solely determined by the employee's level of experience.

- **Local decision-making:** All major strategic choices are made on the ground, not in the boardroom or by financial partners. PlayOnside will remain a grassroots group for the foreseeable future.

- **Transparency and Accountability:** PlayOnside believes in transparency and accountability. All of its financial records are accessible for download at any time. Every donation is monitored and accounted for.

Links: https://www.playonside.org/about

United Nations High Commissioner for Refugees (UNHCR), International Olympic Committee (IOC) and Terre des hommes organization (Tdh). (2020). Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings. https://www.tdh.ch/sites/default/files/s4p_toolkit_english_low_final.pdf

- **Developing a Program Theory –** It is crucial in developing a sport policy or program to create or adopt a program theory. In an effective program theory, everything a participant experiences leads to the next set of conditions that must be negotiated. This allows for an understanding of why a program works or not.

Figure 3 shows a sample program theory in sport and safeguarding.

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

ENABLES - This will enable young people to:
- Experience enhanced protection and well-being (as evidenced by greater degrees of social inclusion, social cohesion and psychosocial well-being)

RESULTS - Thus, young people will acquire the capacity to:
- Bring about positive changes in their lives and in the lives of others; and
- Develop an increasingly safe, rights-based society.

Figure 3. Theory of Change for Sport for Protection and Human Rights

Source: United Nations High Commissioner for Refugees (UNHCR), International Olympic Committee (IOC) and Terre des hommes organization (Tdh). (2020). *Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings.* https://www.tdh.ch/sites/default/files/s4p_toolkit_english_low_final.pdf

- **Establishing Indicators –** Indicators are necessary for the eventual monitoring & evaluation of the policy or program. The purpose of indicators is to provide relevant information that is clear and can be measured and objectively verified. It is also important to consider who is to be responsible for gathering indicators. See Module on Monitoring & Evaluation for the criteria for developing indicators.

In the case of sport for safeguarding, integrity and human rights, relevant indicators might include:

✓ The availability of resources dedicated to safeguarding, protecting integrity and realizing human rights.

- ✓ The inclusion of young people in the development of safeguarding programs and activities.

- ✓ Compatibility and coherence between sport programs and broader safeguarding and anti-corruption policies and practices.

- ✓ The provision of safe spaces and environments for all participants in sport, and particularly girls and women or ethnic minorities, in ways that serve to enhance their education, communication, negotiation skills and leadership toward their empowerment.

- ✓ The availability of SDP activities and components through which participants can realize their right to participate in physical activity and sport.

- ✓ Policies and reporting mechanisms in place through which to report abuse or corruption.

Figure 4 includes a list of indicators for safeguarding in sport

Checklist for Safeguarding

Involve young people in developing safeguarding policies and procedures using adolescent/youth-friendly language.

Involve young people in sharing safeguarding policies and procedures and peers.

Consider the risks facing your organisation. Organisations implementing a sport programme – especially a Sport Protection programme – must develop and enforce a safeguarding policy to address risk factors. Are there potential risks that you have not yet identified or fully acknowledged? What risks might lie on the horizon? Consider these questions in light of the needs of young people and your organization's existing culture, capabilities and resources.

Develop your policy. The time and attention required to write organisational policies dealing with prevention and response to abuse are well worth it. The worst thing that can happen to an institution is to have a crisis – a complaint of active abuse in the organisation – and have administrators scrambling for a way to respond.

Develop procedures for responding to safeguarding concerns. A protection policy for young people should outline how the organisation intends to deal with complaints.

Promptly respond to all complaints. Follow these good practices when responding to an allegation of abuse.

Direct the person to a designated staff contact with the experience and training to handle a complaint.

Presume the person is telling the truth. Listen respectfully, take good notes and get contact information. Explain what will happen next: There is a policy, and it will be followed.

Report. All referrals for investigation – whether to law enforcement or child protective services – should be documented by your organisation.

Investigate. Typically, an investigation of abuse should be handled by the proper authorities.

Remove the accused, at least temporarily, while a credible accusation is investigated by the proper authorities.

Act with confidentiality. Do not share information unnecessarily. The privacy of the person making the complaint, as well as the privacy of the accused, are both on the line.

Prepare to deal with the public. Not every complaint will result in a media inquiry, but consideration must be given to the need for a public response.

Figure 4. List of indicators for Safeguarding in sport

Source: United Nations High Commissioner for Refugees (UNHCR), International Olympic Committee (IOC) and Terre des hommes organization (Tdh). (2020). *Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings.*
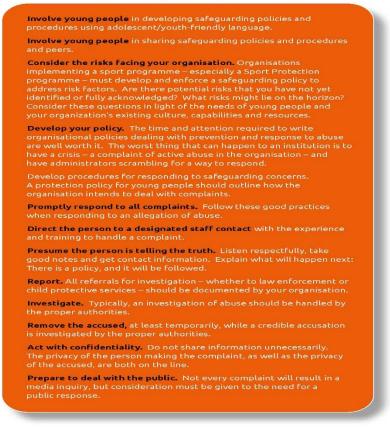https://www.tdh.ch/sites/default/files/s4p_toolkit_english_low_final.pdf

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Example from the Development Phase

Program: Save the Women and Girls in Africa (SWAGIA)

Location: South Sudan

Background: Even though elementary education in South Sudan is free and obligatory, at least 2.2 million children are not in school, and many young people from underprivileged communities are at risk of dropping out of school altogether. COVID-19 and a refugee crisis have enhanced the problem, with children making up 59 percent of refugees and asylum seekers.

Aim: Save the Women and Girls in Africa (SWAGIA) is a non-profit organization dedicated to women's economic empowerment and the safeguarding of children's rights. SWAGIA, founded in 2018, works to promote gender equality in South Sudan during emergency and post-conflict situations. Through programs focused on sport and well-being, SWAGIA also aims to safeguard children and increase vulnerable people's access to health-care services and education.

Approach: SWAGIA's approach is to develop, and then scale up, high-impact innovations that attend to barriers and react to the needs of vulnerable people in South Sudan. To do so, the leaders of SWAGIA moved from specific goals in response to barriers, to specific activities designed to overcome those barriers:

Objectives:

- Reinforce community child protection mechanisms and improve access by young people, particularly girls, to health-care services, quality education and sports activities.

- Promote cooperation between schools, universities, public institutions, and NGOs working for children's right

- Provide creative insights and the human resources training needed in South Sudan

- Strengthen personal development and talent through sport.

Activities:

- Carried out awareness-raising campaigns about girls' education, children's rights and measures to prevent diseases like COVID-19

- Organised sporting activities and held competitions, such as football and volleyball tournaments and marathons, between schools and villages

- Strengthened the inclusion of minorities, in particular vulnerable children with disabilities, and supported children affected by the pandemic.

Link: Sport en Commun. (2022). *Protecting children and advancing their rights through sport.* Retrieved from Sport en Commun: https://sportencommun.org/en/projects/protecting-children-and-advancing-their-rights-through-sport/

- **Preparing a draft action plan –** A core group should be identified to lead the drafting of the policy or program. The plan should clearly set out the overall goals and objectives and identify, based on the preparatory phase, priority areas and sectors. It should also set strategies for achieving objectives, including specific activities to be undertaken and plans for monitoring and evaluation within a set timeframe.

SDP and Safeguarding Children and Young People: Standards to be followed

The Safeguarding Children in Sport Working Group worked with SDP organizations to examine how sports activities could be made safer. Drawing on international frameworks, the group developed a set of standards to help SDP stakeholders ensure a safe sporting space for children at all levels of participation, and to serve as a benchmark for organizations. The eleven standards are:

1. To have a written policy on keeping children safe
2. To have procedures, personnel and systems to support safeguarding
3. To assess and minimize risks to children
4. To have written guidelines on behaviour towards children
5. To work with equity – ensuring *all* children are safeguarded
6. To communicate the 'keep children safe' message
7. To provide education and training for keeping children safe
8. To engage with advice and support from the wider child protection sector
9. To work with partners to meet the standards
10. To involve children in development, review and implementation of safeguarding
11. To monitor and evaluate compliance and effectiveness of safeguarding measures

Source: Twyford, L. (2014). Safeguarding Children and Young People in Sport for Development and Peace Programmes. In O. Dudfield (Ed.), *Strengthening Sport for Development and Peace: National Policies and Strategies* (pp. 30-39). London: Commonwealth Secretariat.

Retrieved from https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/Strengthening%2BSport%2Bfor%2BDevelopment%2Band%2BPeace%2BEB.pdf

- **Conducting Consultations –** Consultations are critical to the success of a policy or program. Once a first draft of the policy has been prepared, a series of consultations should be organized to review it. All relevant stakeholders should be included. The goal is to ensure that the program or policy:

    - ✓ Reflects appropriate priorities and addresses barriers,
    - ✓ Is based on an appropriate program theory; and
    - ✓ Enjoys buy-in and support before implementation.

- **Finalize Policy or Program** After consultations and stakeholders' participation, the policy or program can be finalized, in accordance with the broader policy context and SDP principles.

3. **Implementation Phase**

The implementation phase, during which the policy or program is put into use, should include the following steps:

- **Designate a coordinating group –** Implementation requires the designation of a coordinating group who should:
    - ✓ Promote coordination, information sharing, and relationship management between stakeholders involved in the implementation process
    - ✓ Communicate information on the policy or program's implementation, including to the public and through reporting to stakeholders
    - ✓ Ensure adequate financial management and good governance.
    - ✓ Lead the monitoring and evaluation processes (discussed in the next phase).

- **Profile and public awareness** – The implementation phase should include activities to raise awareness about the program or policy. These can include the sharing of positive outcomes, profiles of participants, or examples of behavior change achieved through

the program or policy. In this way, the relevance of the program or policy will be promoted and more people will understand its value.

Examples from the Implementation Phase

Program: Moving the Goalposts

Location: Kilifi, Kenya

Background: Moving the Goalposts (MTG) is a non-profit organization in Kilifi, Kenya, that utilizes football to promote the social status of women and girls. In 2010, as part of their safeguarding activities, MTG developed a child protection policy.

A lack of awareness about children's rights posed a challenge to gaining support for the policy, from players, volunteers and even parents in Kilifi. Therefore, a significant aspect of developing this policy was the implementation phase based on community promotion.

Implementation: To address the issue, MTG organized a forum for community discussion and problem-solving. This served as both a link between the community and the organization and as a community space to discuss child protection issues, such as early marriage, sexual reproductive health rights and safeguarding from abuse.

In addition, MTG began collaborating with local police, to collect formal background checks of individuals and character certificates of good conduct, before work with children began. In addition, MTG began conducting regular informal inspections, such as asking influential community members for their opinions on persons.

Eventually, to convert policy into practice, MTG made sure that all staff and community members understood the importance of safeguarding and considered the local context during implementation. They also developed basic principles to ensure safe sporting space for children such as strict schedules for football practices so that girls can return home before it is dark.

Link: mtgk.org

Source: Owusu-Sekyere, F. (2015, April 27). *The Safeguarding Journey of an S&D Organization: From Policy to Practice*. Retrieved from sportanddev.org: https://www.sportanddev.org/en/article/news/safeguarding-journey-sd-organization-policy-practice

Program: United Purpose

Location: Cardiff, Wales, and internationally

Background: United Purpose (UP), based in Cardiff, Wales, is a "movement of people and organizations that strive to end poverty and inequality across the globe." UP, through its

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collaboration with International Inspiration conducts sport-based development activities in Zambia, Kenya, India, Cameroon and Malawi.

Approach: UP considers safeguarding to be an essential aspect of sport, as well as all development activities. UP applies the International Safeguards in its program activities, organizes training for its employees and examines the effectiveness of the child safeguarding measures and systems.

Implementation: Notably for the Implementation phase, in 2018, UP organized a two-day workshop in Lusaka, Zambia, and invited its implementing partners and child safeguarding authorities, including police, justice services and the National Olympic Committee. The workshop served as a learning and sharing experience about International Safeguards for Children in Sport. The workshop addressed sensitive issues like sexual exploitation by coaches and analyzed best practices of safeguarding. Overall, the workshop encouraged relevant stakeholders to understand and learn about the local context of child safeguarding issues.

UP also developed its own safeguarding policy. Through this policy, they commit "to protect children and vulnerable adults from abuse, exploitation and organizational negligence." The policy also lays out the processes, structures, and standards in place to prevent abuse and respond to situations.

The policy publicly asserts and communicates that United Purpose is a safe, secure, and child-friendly organization committed to safeguarding children and vulnerable people.

It also communicates to UP staff and partners of the need to be respectful about their personal duties, compliant with the code of conduct and aware of the consequences of misconduct.

Link: https://united-purpose.org/about

United Purpose. (2018, April 6). *Keeping children safe in sport – a reminder on International Day of Sport for Development and Peace*. Retrieved from United Purpose: https://united-purpose.org/stories/2018/4/5/keeping-children-safe-in-sport-a-reminder-on-international-day-of-sport-for-development-and-peace

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4. **Monitoring & Evaluation Phase**

Monitoring and Evaluation (M&E) is an essential element of successful policies and programs that use sport, including those that aim to support safeguarding, integrity and human rights.

The four pillars of M & E which include planning, monitoring, evaluation, and learning (MEL) will be discussed in the Monitoring and Evaluation Module.[6]

Summary and Key Learning Points

This module linked safeguarding, integrity and human rights to peace and development within the context of SDP. Human rights concepts underpin the understanding of how integrity and safeguarding principles and practices are used by organisations for planning, program implementation, monitoring, evaluation and learning. The key point of the module is that sport is well positioned to support safeguarding, integrity and human rights and therefore to contribute to development and peace particularly through programs and policies that are youth-focused, inclusive, and attuned to the local context. Identifying barriers to safeguarding, rights, and integrity, and developing a Theory of Change in response, is a crucial aspect of this policy development.

Key elements of the current SDP policy context were provided as well as seven guidelines for the development of relevant policies and programs. The main component of the module are the four phases of policy/program development, including relevant examples from the SDP sector. Following these four phases can help to create sport-based policies and programs that support peace and development through safeguarding, integrity and human rights.

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[6] See Commonwealth Secretariat Sport & SDG Indicator Toolkit V4.0 Measuring the contribution of sport, physical education and physical activity to the Sustainable Development Goals. https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/SDGs%20Toolkit%20version%204.0_0.pdf

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