

TEMPLATE FOR REPORTING ON RECENT INITIATIVES ON SPORT FOR DEVELOPMENT AND PEACE

*UNHCR – Tegla Loroupe Peace Foundation
Refugee Athletics Project*

Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.

Since 2015, UNHCR and the Tegla Loroupe Peace Foundation (TLPF) has collaborated to support talented refugee athletes in Kenya. The project seeks to tap into the energy, potential and talents of young refugees through positive sports-based engagement. It also aims to develop a quality, consistent and sustainable programme that would provide talented refugee athletes with an opportunity for maximal development of their skills in competitive sports, alongside continued academic education, aimed at personal growth and potential livelihoods, with eventual positive impact and motivation to the society at large. The project also aims to foster inclusive engagement and peaceful co-existence, as envisioned under the Global Compact on Refugees.

In August 2016, 10 refugee athletes (five of them trained in Kenya under this project) competed in the Olympic Games for the first time in history. The refugee athletes were welcomed to the Olympic Games with the Olympic flag and anthem and competed as the Refugee Olympic Team. A second Refugee Olympic Team will be competing at the Olympic Games in Tokyo in 2020. It is envisaged that some athletes trained in the Kenya project will be selected as part of the Team.

Please provide more details on the initiative below:		
Objective(s):	<i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>	
	<ul style="list-style-type: none"> Ensuring that no one is left behind 	<ul style="list-style-type: none"> Eradicating poverty and promoting prosperity in a changing world
	<ul style="list-style-type: none"> Transformation towards sustainable and resilient societies 	<ul style="list-style-type: none"> Empowering people and ensuring inclusiveness and equality
	<ul style="list-style-type: none"> Research development, data collection and/or data dissemination 	<ul style="list-style-type: none"> Preventing and fighting corruption in sport
	<ul style="list-style-type: none"> Conflict prevention/peace building 	<ul style="list-style-type: none"> Strengthened global framework on sport for development and peace
	<ul style="list-style-type: none"> Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies 	<ul style="list-style-type: none"> Resource mobilization, programming and implementation
	<ul style="list-style-type: none"> Research, monitoring and evaluation 	<ul style="list-style-type: none"> Other (please specify)
Implementation mechanisms:	<p><i>What are the means/processes of implementation of the initiative? What is the time frame of implementation?</i></p> <p>The project is implemented at the TLPF Training Centre in Oloolua, Ngong, Kajiado County, Kenya, for which TLPF has secured a 10-year lease (with an option to purchase the property). The training facility includes an accommodation block, administration offices, a kitchen, a social hall and a gym with some basic equipment.</p> <p><i>What are the main deliverables/activities involved?</i></p>	

	<ul style="list-style-type: none"> ▪ The Training Centre currently hosts 18 refugee athletes (seven of whom are female) selected from across the country (refugee camps in Dadaab and Kakuma, Kalobeyei Settlement and urban areas) and five Kenyan athletes, also selected from across the country. ▪ UNHCR and TLPF have conducted selection events, in which refugee athletes (runners) were invited to compete in the selection competitions, and those who met International Association of Athletic Federations (IAAF) entry standards (based on their running times) were selected. ▪ Education is a crucial component of this project and the athletes are enrolled at various schools and tertiary institutions in the vicinity of the training centre and around Nairobi. 12 are in secondary school and six (6) are pursuing tertiary level education.
Target Audience(s):	<p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>Talented refugee athletes in Kenya who has potential to compete in local, regional and international level sporting events.</p>
Partners/Funding:	<p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation? What are the main sources of funding of the initiative?</i></p> <p>Support for the athletes (accommodation, subsistence, training, travel to events, education, monthly stipends, infrastructural development, training equipment and training gear) has been provided by UNHCR, the IOC (through TLPF), the International Association of Athletic Federations (IAAF) and Athletics Kenya (AK).</p>
SDG Alignment:	<p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <ul style="list-style-type: none"> ▪ SDG 3: Good Health and Well-being – 3.4 [Promote mental health and well-being] ▪ SDG 4: Quality Education – 4.4 [Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship] ▪ SDG 5: Gender Equality – 5.5 [Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making] ▪ SDG 8: Decent Work and Economic Growth. Target [By 2020, substantially reduce the proportion of youth not in employment, education or training] ▪ SDG 17: Partnerships for the Goals - 17.16 [Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries]
Alignment with global frameworks:	<p><i>How does this initiative align with/contribute to the objectives of the Kazan Action Plan, WHO Global Action Plan on Physical Activity or other related internationally agreed frameworks on sport and/or physical activity?</i></p>
Alignment with United Nations Action Plan on SDP:	<p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align? To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <ol style="list-style-type: none"> 1. Global framework for sport for development and peace – d) support and develop leaders and role models who encourage and facilitate action in sport for development and peace

	<p>2. Resource mobilization, programming and implementation – a) enhance funding mechanisms to sport for development and peace, including multi-stakeholder arrangements</p>																																																									
<p>Outcomes:</p>	<p><i>What are the expected/actual outcomes of the initiative?</i></p> <p>In addition to competing at the 2016 Olympic Games in Rio, Brazil, the athletes have also taken part in the following competitions courtesy of UNHCR, IOC, IAAF and AK support and have performed progressively well.</p> <table border="1" data-bbox="663 418 1814 938"> <thead> <tr> <th>EVENT</th> <th>VENUE</th> <th>YEAR</th> </tr> </thead> <tbody> <tr> <td>5th AK Track and Field Championships</td> <td>Mumias, Kenya</td> <td>2018</td> </tr> <tr> <td>7th AK Track and Field Championships</td> <td>Thika, Kenya</td> <td>2018</td> </tr> <tr> <td>Kajiado County Athletics Championships</td> <td>Kajiado, Kenya</td> <td>2018</td> </tr> <tr> <td>North Rift Region Athletics Championships</td> <td>Kitale, Kenya</td> <td>2018</td> </tr> <tr> <td>Trials for World U20 Championships</td> <td>Nairobi, Kenya</td> <td>2018</td> </tr> <tr> <td>Kenya Universities Athletics Championships</td> <td>Nairobi, Kenya</td> <td>2018</td> </tr> <tr> <td>Mombasa International Marathon</td> <td>Mombasa, Kenya</td> <td>2018</td> </tr> <tr> <td>Family Bank Half Marathon</td> <td>Eldoret, Kenya</td> <td>2018</td> </tr> <tr> <td>Tegla Loroupe Peace Race</td> <td>Kapenguria, Kenya</td> <td>2018</td> </tr> <tr> <td>Athletics Kenya 3rd Cross Country Series</td> <td>Kapsokwony, Kenya</td> <td>2018</td> </tr> <tr> <td>Athletics Kenya 4th Cross Country Series</td> <td>Kisii, Kenya</td> <td>2019</td> </tr> <tr> <th>EVENT</th> <th>VENUE</th> <th>YEAR</th> </tr> <tr> <td>5th Asian Indoor and Martial Arts Games</td> <td>Ashgabat, Turkmenistan</td> <td>2017</td> </tr> <tr> <td>IAAF/BTC World Relays Championships</td> <td>Bahamas</td> <td>2017</td> </tr> <tr> <td>IAAF World Championships</td> <td>London, United Kingdom</td> <td>2017</td> </tr> <tr> <td>IAAF World Half Marathon Championships</td> <td>Valencia, Spain</td> <td>2018</td> </tr> <tr> <td>IAAF World U20 Championships</td> <td>Tampere, Finland</td> <td>2018</td> </tr> <tr> <td>African Athletics Championships</td> <td>Asaba, Nigeria</td> <td>2018</td> </tr> </tbody> </table> <p>Furthermore, athletes have continued with their education with the ones in tertiary colleges expected to graduate, as opportunities for durable solutions, including complementary pathways through sports/scholarships are pursued.</p>	EVENT	VENUE	YEAR	5 th AK Track and Field Championships	Mumias, Kenya	2018	7 th AK Track and Field Championships	Thika, Kenya	2018	Kajiado County Athletics Championships	Kajiado, Kenya	2018	North Rift Region Athletics Championships	Kitale, Kenya	2018	Trials for World U20 Championships	Nairobi, Kenya	2018	Kenya Universities Athletics Championships	Nairobi, Kenya	2018	Mombasa International Marathon	Mombasa, Kenya	2018	Family Bank Half Marathon	Eldoret, Kenya	2018	Tegla Loroupe Peace Race	Kapenguria, Kenya	2018	Athletics Kenya 3 rd Cross Country Series	Kapsokwony, Kenya	2018	Athletics Kenya 4 th Cross Country Series	Kisii, Kenya	2019	EVENT	VENUE	YEAR	5 th Asian Indoor and Martial Arts Games	Ashgabat, Turkmenistan	2017	IAAF/BTC World Relays Championships	Bahamas	2017	IAAF World Championships	London, United Kingdom	2017	IAAF World Half Marathon Championships	Valencia, Spain	2018	IAAF World U20 Championships	Tampere, Finland	2018	African Athletics Championships	Asaba, Nigeria	2018
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<p>Challenges/Lessons learned</p>	<p><i>What have been/were the main challenges to implementation? What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <ul style="list-style-type: none"> ▪ Funding: Funding shortfalls, which have limited the participation of athletes in competitions ▪ Exit strategy: Founded on the solutions mandate, there is need for development of an exit strategy/incentives that would ensure that athletes do not abandon the project to seek asylum in third countries. Discussions are ongoing with UNHCR Headquarters on an approach that includes complementary pathways. ▪ Training facilities: The short lease held by TLPF for the property in Ngong, which limits the degree of improvements that can be made at the training centre to bring it up to requisite international standards. 																																																									

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*UNHCR – IOC – Terre des hommes
Sport for Protection Toolkit*

Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.

<p>Please provide more details on the initiative below:</p> <p>The ‘Sport for Protection toolkit: Programming with Young People in Forced Displacement Settings’ was created by United Nations High Commissioner for Refugees (UNHCR), the International Olympic Committee (IOC) and Terre des hommes organisation (Tdh), aiming to strengthen the potential of organised sport programmes to achieve positive protective outcomes and address challenges related to social inclusion, social cohesion and psychosocial wellbeing. The toolkit will guide organisations and stakeholders to better understand and implement effective Sport for Protection programming. The toolkit also represents an important step in better monitoring and evaluating the impact sport can have in the protection and well-being of refugee and internally displaced young people, and also more widely, as sport can be beneficial in a large range of settings.</p>		
Objective(s):	<i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>	
	<ul style="list-style-type: none"> Ensuring that no one is left behind 	<ul style="list-style-type: none"> Eradicating poverty and promoting prosperity in a changing world
	<ul style="list-style-type: none"> Transformation towards sustainable and resilient societies 	<ul style="list-style-type: none"> Empowering people and ensuring inclusiveness and equality
	<ul style="list-style-type: none"> Research development, data collection and/or data dissemination 	<ul style="list-style-type: none"> Preventing and fighting corruption in sport
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	<ul style="list-style-type: none"> Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies 	<ul style="list-style-type: none"> Resource mobilization, programming and implementation
	<ul style="list-style-type: none"> Research, monitoring and evaluation 	<ul style="list-style-type: none"> Other (please specify)
Implementation mechanisms:	<p><i>What are the means/processes of implementation of the initiative? What is the time frame of implementation? What are the main deliverables/activities involved?</i></p> <p>The toolkit was published in November 2018 after 2 years of work. More than 120 field practitioners, 500 refugee and IDP young people and an expert advisory group were engaged in the development process.</p>	
Target Audience(s):	<p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>The toolkit is aimed at supporting humanitarian field and programme staff and sports organisations working with refugees and forcibly displaced youth to better understand and implement effective Sport for Protection programming. The toolkit will benefit anyone working with adolescents and youth through sport including - UN agencies; International non-governmental organisations (INGOs); Local non-governmental organisations (LNGOs); Government departments;</p>	

	Community-based organisations; National Olympic committees; International and national sports federations; and Any other sports-focused organisations aiming to implement a Sport for Protection programme.
Partners/Funding:	<p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation? What are the main sources of funding of the initiative?</i></p> <ul style="list-style-type: none"> ▪ The Sport for Protection Toolkit was a multi-agency collaboration between UNHCR, IOC and Terre des hommes. ▪ The research was supported by a technical reference group made up of individuals and organisations from a broad cross-section of backgrounds and disciplines: International Institute for Child Rights and Development , Peace Players International, Right to Play, Swiss Academy for Development, Brock University, Fight for Peace, Mercy Corps, War Child, English Football Association and Women Win. ▪ 144 humanitarian practitioners provided insight on existing programmes and projects and the many good practices and gaps. ▪ 1104 forcibly displaced young people globally participated in this process by completing the online survey.
SDG Alignment:	<p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <ul style="list-style-type: none"> ▪ SDG 3: Good Health and Well-being [deliver psychosocial benefits, promote mental well-being] ▪ SDG 4: Quality Education [encourage inclusion and equal participation of women and girls, people with disabilities and other vulnerable and underrepresented groups and individuals] ▪ SDG 5: Gender Equality [foster increased self-esteem and confidence of women and girls, empower them and equip them with knowledge and skills, provide safe and fair environments] ▪ SDG 10: Reduce Inequalities [promote mutual understanding and address discriminatory practices and various forms of discrimination] ▪ SDG 17: Partnerships for the Goals [catalyze, build and strengthen multi-stakeholder networks and partnerships for sustainable development and peace goals]
Alignment with global frameworks:	<i>How does this initiative align with/contribute to the objectives of the Kazan Action Plan, WHO Global Action Plan on Physical Activity or other related internationally agreed frameworks on sport and/or physical activity?</i>
Alignment with United Nations Action Plan on SDP:	<p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align? To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>4. Evidence of impact and follow-up</p> <p>a) support the provision and dissemination of research, monitoring and evaluation, and measurement tools with regard to sport as a tool for development and peace</p> <p>c) support consensus among relevant stakeholders on common standards and methods for the evidence base concerning sport for development and peace</p>

Outcomes:	<p><i>What are the expected/actual outcomes of the initiative?</i></p> <ul style="list-style-type: none"> ▪ To provide better understanding of the role that sport can play in the protection and well-being of refugee and internally displaced young people. ▪ To guide the work of programme staff and sports organisations to develop, implement and monitor Sports for Protection programmes effectively. ▪ To produce evidence of the contribution sport can make to protection in displacement settings.
Mechanism for monitoring and evaluating implementation:	<p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i> <i>What are the specific monitoring and evaluation tools involved?</i></p> <p>The toolkit will be piloted in different contexts and cultural settings. User feedback (e.g. experiences, recommendations, resources, training materials and local modifications) will be collected via the e-version of the toolkit and accompanying on-line forum. The feedback obtained —from service providers, young people engaged as participants, and members of the pilot communities—will be incorporated into future revisions.</p>
Challenges/Lessons learned	<p><i>What have been/were the main challenges to implementation?</i> <i>What lessons learned have been/can be utilized in the planning of future initiatives?</i></p>

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*UNHCR – Football Club Social Alliance
Youth Coach Programme*

Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.

<p>Please provide more details on the initiative below:</p> <p>The Football Club Social Alliance uses the unifying power and values of football to contribute to the education of disadvantaged young people and to sustainably foster their development. UNHCR and FSCA is working together through the Young Coach Programme to educate young women and men, including refugees and forcibly displaced youth, to become coaches in grassroots football and proactive leaders and role models in their communities. Along with equipping young coaches with necessary skill sets, the programme activities have promoted the use of football for trauma relief and psycho-social support as well as a catalyst for social cohesion, inclusion and peaceful co-existence.</p> <p>Up to this day, FSCA and UNHCR have together implemented programmes in Ukraine, Lebanon, Rwanda and Mexico, benefiting more than 37,000 children and certifying more than 200 young coaches. Building on the success, a new programmes is being developed in Ethiopia this year (2020).</p>		
Objective(s):	<i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>	
	<ul style="list-style-type: none"> Ensuring that no one is left behind 	<ul style="list-style-type: none"> Eradicating poverty and promoting prosperity in a changing world
	<ul style="list-style-type: none"> Transformation towards sustainable and resilient societies 	<ul style="list-style-type: none"> Empowering people and ensuring inclusiveness and equality
	<ul style="list-style-type: none"> Research development, data collection and/or data dissemination 	<ul style="list-style-type: none"> Preventing and fighting corruption in sport
	<ul style="list-style-type: none"> Conflict prevention/peace building 	<ul style="list-style-type: none"> Strengthened global framework on sport for development and peace
	<ul style="list-style-type: none"> Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies 	<ul style="list-style-type: none"> Resource mobilization, programming and implementation
	<ul style="list-style-type: none"> Research, monitoring and evaluation 	<ul style="list-style-type: none"> Other (please specify)
Implementation mechanisms:	<p><i>What are the means/processes of implementation of the initiative? What is the time frame of implementation?</i></p> <p>The programme consists of 3 modules, spread over the course of 6 -12 months. Each module is comprised of 4-5 education days. FCSA sends highly qualified football instructors to the project regions in order to jointly inspire the Young Coaches in their work and teach valuable social and football-related education skills.</p> <p><i>What are the main deliverables/activities involved?</i></p> <p>The curriculum is based on three equal pillars – coaching skills, leadership skills, as well as training on how to convey life and soft skills through their activities.</p>	

	<ul style="list-style-type: none"> ▪ Coaching skills - Technical and organisational skills in the field of grassroots / children’s football (e.g. basic football techniques, organisation of football festivals, tournaments, training sessions) ▪ Leadership skills - Pedagogical and social skills to help Young Coaches work with children on and off the pitch (e.g. teambuilding, coaching methods, communication, acting as a role model, code of conduct) ▪ Life and soft skills - Locally relevant topics as well as skills for further personal development (e.g. health promotion, conflict management, problem solving, PR, strategic planning)
Target Audience(s):	<p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>The target group of the FCSA Young Coach Education programme is young women and men (18-28 years of age), including refugees and displaced youth as well as youth in refugee host communities, who already conduct social activities for underprivileged children in their communities. Through their work they may address different locally relevant topics, such as social cohesion, inclusion, child protection, peaceful co-existence, WASH (water, sanitation, hygiene), and female empowerment.</p>
Partners/Funding:	<p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation? What are the main sources of funding of the initiative?</i></p> <p>The FCSA programmes are funded by the SCORT Foundation. The workshops are led by professional instructors of the FCSA member clubs. For programme implementation, FCSA cooperates closely with both governmental and non-governmental organisations and takes advantage of a broad network of specialists in the fields of sport, development cooperation, economics, science, politics and communication. Strategic partners include:</p> <ul style="list-style-type: none"> ▪ AFC (Malaysia) ▪ Alive and Kicking (England) ▪ Cisco (USA) ▪ DFL Foundation (Germany) ▪ EFDN (Netherlands) ▪ Fondation Botnar (Switzerland) ▪ Greenpeace (Austria) ▪ Ministry of Foreign Affairs (Germany) ▪ Novartis International AG (Switzerland) ▪ Premier League (England) ▪ SOS Children’s Villages (Germany) ▪ Streetfootballworld (Germany) ▪ Swiss Agency for Development and Cooperation, SDC (Switzerland) ▪ UEFA Foundation for Children (Switzerland) ▪ UNHCR (USA)
SDG Alignment:	<p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <ul style="list-style-type: none"> ▪ SDG 3: Good Health and Well-being – 3.4 [Promote mental health and well-being]

	<ul style="list-style-type: none"> ▪ SDG 4: Quality Education – 4.4 [Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship] ▪ SDG 5: Gender Equality – 5.5 [Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making] ▪ SDG 17: Partnerships for the Goals - 17.16 [Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries]
Alignment with global frameworks:	<i>How does this initiative align with/contribute to the objectives of the Kazan Action Plan, WHO Global Action Plan on Physical Activity or other related internationally agreed frameworks on sport and/or physical activity?</i>
Alignment with United Nations Action Plan on SDP:	<p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align? To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>1. Global framework for sport for development and peace - Supporting and developing leaders and role models who encourage and facilitate action in sport for development and peace in their communities.</p> <p>3. Resource mobilization, programming and implementation - Enhancing funding mechanisms and resource allocation including multi-stakeholder arrangements and different sectors at all levels.</p>
Outcomes:	<p><i>What are the expected/actual outcomes of the initiative?</i></p> <ul style="list-style-type: none"> ▪ Ukraine (2016/17) <ul style="list-style-type: none"> ○ 39 young coaches trained, > 19,500 benefiting children ○ 3 modules, totaling 14 days of education ○ Promotion of integration of internally displaced people ▪ Lebanon (2017/18) <ul style="list-style-type: none"> ○ 31 young coaches trained, > 3,600 benefiting children ○ 3 modules, totaling 15 days of education ○ Social cohesion, healthy habits ▪ Rwanda (2017/18) <ul style="list-style-type: none"> ○ 85 young coaches trained, > 6,400 benefiting children ○ 3 modules, totaling 15 days of education ○ Healthy habits, child protection ▪ Mexico (2019/20) <ul style="list-style-type: none"> ○ 41 young coaches trained, > 7,700 benefiting children

	<ul style="list-style-type: none"> ○ 3 modules, totaling 15 days of education ○ Peaceful coexistence, social integration, inclusion
<p>Mechanism for monitoring and evaluating implementation:</p>	<p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative? What are the specific monitoring and evaluation tools involved?</i></p> <p>Donald Kirkpatrick’s four-level training evaluation model:</p> <ol style="list-style-type: none"> 1) Reaction: establishes if Young Coaches are satisfied with the content and programme 2) Learning: determines if Young Coaches have acquired the intended knowledge and skills 3) Behaviour: explores whether the new knowledge was used during the activities with children and the extent to which there was a change in application 4) Results: capture if the programme is having the desired impact on the Young Coaches self-perception of their ability <p>M&E activities involve:</p> <ul style="list-style-type: none"> - Baseline - Instructor observations - Assessment events - Module content survey - Interviews - Feedback groups - M&E Homework task - Final project online surveys <p>Furthermore, Young Coaches activities are tracked once a year for the period of three years post project to understand the long-term effect of the project.</p>
<p>Challenges/Lessons learned</p>	<p><i>What have been/were the main challenges to implementation? What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <ul style="list-style-type: none"> - Lack of equipment, Lack of space → Coaches actively planning to work together and attempt to develop partnerships with organisations that could provide support in provision of sport equipment. - Children’s parent not allowing their kids to play → It will often take time to develop trust with partners and local partners. Delivery of activities on a regular basis is important.

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Educate A Child - Sport for Protection Initiative

Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.

Sport can play a key role in involving children and youth from both displaced and host communities in joint activities that are fun and enjoyable, and in helping address protection risks as well as social and developmental needs. In addition to being a tool for child protection, sports programmes can contribute to achieve **universal primary education, as these incentivise children and youth to enrol and stay in school, encourage student engagement and enhance overall enjoyment in school.**

The aim of the UNHCR-EAC Sport for Protection Initiative, which will be implemented as part of the Educate A Child (EAC) programme in Chad, Kenya Kakuma, Rwanda and Uganda, is to use sport as an effective tool for enhancing the protection and the development of primary aged children through sporting activities designed and rolled out by trained youth. The initiative consists of two components: i) the roll-out of the *Youth Sports Facilitator course*, an accredited blended learning course that Jesuit Worldwide Learning (JWL) and UNHCR jointly developed, and ii) the implementation of Sport for Protection programmes in selected primary schools which are supported under the EAC programme.

The delivery of the blended learning course will be both classroom-based and online (through an e-learning platform). As the language of instruction of the e-learning platform and course materials were in English, in 2019, UNHCR and JWL worked together on the development of an Arabic version of the course and the redesign of its accompanying platform. With a view of implementing the initiative in the East of Chad, the initiative is now accessible to Arabic-speaking youth, who otherwise would have risked being excluded from the programme because of language barriers despite meeting the minimum requirements (e.g. age, educational level, strong commitment to community engagement, etc.).

Please provide more details on the initiative below:		
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	<ul style="list-style-type: none"> • Transformation towards sustainable and resilient societies 	<ul style="list-style-type: none"> • Empowering people and ensuring inclusiveness and equality
	<ul style="list-style-type: none"> • Research development, data collection and/or data dissemination 	<ul style="list-style-type: none"> • Preventing and fighting corruption in sport
	<ul style="list-style-type: none"> • Conflict prevention/peace building 	<ul style="list-style-type: none"> • Strengthened global framework on sport for development and peace
	<ul style="list-style-type: none"> • Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies 	<ul style="list-style-type: none"> • Resource mobilization, programming and implementation
	<ul style="list-style-type: none"> • Research, monitoring and evaluation 	<ul style="list-style-type: none"> • Other (please specify)
Implementation mechanisms:	<i>What are the means/processes of implementation of the initiative?</i>	

	<p>The implementation of the UNHCR-EAC Sport for Protection Initiative will soon start in four pilot countries that are participating in the Educate A Child (EAC) programme: Chad, Kenya Kakuma, Rwanda and Uganda, with a view to possible scaling in the future.</p> <p><i>What are the main deliverables/activities involved?</i> EAC primary school students will have improved community links and increased motivation to enrol in and remain in primary school. Likewise, the initiative will create safe spaces for both refugee and host community youth and will enable them to acquire skills along with an accreditation received after completing the blended learning course.</p> <p><i>What is the time frame of implementation?</i> The roll-out programme period for the initial EAC locations identified will be 3 years (6 months for the initial capacity development of the sport facilitators and project design, and 2 years for the Sport for Protection programme implementation in each primary school engaged in the initiative).</p>
Target Audience(s):	<p><i>Who are the beneficiaries of the proposed/implemented initiative?</i> Participants of the language learning course are refugee and host community youth (between the age of 18-25 years) interested in working with children in a sports related setting to encourage the development of transferable leadership and teambuilding skills. Primary school children from both refugee and host communities enrolled in the targeted primary schools, will be also engaged in the EAD Sport for Protection activities.</p>
Partners/Funding:	<p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation? What are the main sources of funding of the initiative?</i></p> <p>UNHCR and EAC/Education Above All Foundation</p>
SDG Alignment:	<p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <ul style="list-style-type: none"> ▪ SDG 3: Good Health and Well-being – 3.4 [Promote mental health and well-being] ▪ SDG 4: Quality Education – 4.4 [Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship] ▪ SDG 5: Gender Equality – 5.5 [Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making] ▪ SDG 8: Decent Work and Economic Growth. Target [By 2020, substantially reduce the proportion of youth not in employment, education or training] ▪ SDG 17: Partnerships for the Goals - 17.16 [Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries]
Alignment with global frameworks:	<p><i>How does this initiative align with/contribute to the objectives of the Kazan Action Plan, WHO Global Action Plan on Physical Activity or other related internationally agreed frameworks on sport and/or physical activity?</i></p>

Alignment with United Nations Action Plan on SDP:	<p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align? To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p>3. Resource mobilization, programming and implementation: Integrating “universal education” as a cross-cutting issue into sport for development and peace programmes. Sport activities will be used as a tool to increase education, social inclusion and social cohesion opportunities.</p>
Outcomes:	<p><i>What are the expected/actual outcomes of the initiative?</i></p> <ul style="list-style-type: none"> • Refugee and host community children enrolled in primary school involved in a Sport for Protection programme • Refugee and host community youth successfully trained in Sport for Protection activities
Mechanism for monitoring and evaluating implementation:	<p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i> <i>What are the specific monitoring and evaluation tools involved?</i></p> <p>N/A as the implementation of the initiative has not yet started.</p>
Challenges/Lessons learned	<p><i>What have been/were the main challenges to implementation? What lessons learned have been/can be utilized in the planning of future initiatives?</i></p> <p>N/A as the implementation of the initiative has not yet started.</p>