



REPS INITIATIVE

Regional Educational Partnership for Sports

Child Safeguarding and Protection in Sports

Training Manual



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Using the Guide

You will find one or more of the following icons next to each section. These icons indicate the most suited groups for the section content.



The following icon will also help you know if the section is child-friendly in case the manual is used as a reference for child safeguarding and/or protection training for minors.



Part One: Setting the Scene

1.1. Goals and Outcomes

1.2. Who is this Training for?

1.3. FIFA

1.4. Asian Football Confederation (AFC)

1.5. Right to Play





Overview

This session provides participants with an overview of the training as a whole, including an introduction to the goals and expected outcomes of the training. Additionally, participants shall be informed of what is expected from them during and after the training.

Children and youth's exposure to protection concerns increased during the COVID-19 pandemic, leading to the protection and safeguarding of at-risk persons becoming a central focus point.

As a result, the significance of developing and communicating safeguarding and protection policies as a primary component of child-centred programs, including sports-related projects, programs, and activities, has increased.

Accordingly, the West Asian Football Federation (WAFF) has partnered with Right To Play (RTP) under the Regional Educational Partnership in Sports (REPS) initiative.

As part of the REPS initiative, this training was designed to achieve the following goals:

- Building a customized training manual and training methods for Member Associations (MAs) to meet the needs of safeguarding and protection.
- Improving the delivery of sessions through the adoption of Right To Play's (RTP) Sport for Development methodology.

By the end of the training, participants are expected to have achieved the following outcome:

- Obtain the required ability and information to recreate the initiative across countries.





This training is customized to suit the needs of:

Members:



This training will provide members of MAs with basic knowledge on protection, safeguarding, and Sport for Development methodologies. They will be able to recognize and describe the different forms of abuse, learn how to keep themselves and their peers safe, and understand policies and procedures related to protection and safeguarding.

Coaches:



This training will help coaches acquire basic knowledge on protection, safeguarding, and Sport for Development methodologies. Coaches will improve their knowledge in designing and implementing training sessions and raise their capacity for applying protection principles and safeguarding procedures through sport. They will also be able to recognize and describe different types of abuse, learn what they can do to keep young athletes safe, and understand reporting procedures.

Child Safeguarding Officers:



This training will help Child Safeguarding Officers expand their perspectives on the practical application of safeguarding and protection. It will also assist in improving their capacity to design and implement thematic activities which are relevant to safeguarding and protection. They will also discuss different types of abuse and form a deeper understanding of their role in safeguarding young athletes and developing their role in strengthening child safeguarding systems.



Overview

This session will discuss the history and background of FIFA with the participants. It will introduce them to the organization, their work, and what they do.

The Fédération Internationale de Football Association (FIFA) was founded at the rear of the headquarters of the Union Française de Sports Athlétiques in Paris on May 21, 1904, to oversee the international competition. Amongst national associations, it is the international governing body of association football, futsal, and beach soccer.

FIFA exists to govern football and to develop the game around the world. Since 2016, the organization has been fast evolving into a body that can more effectively serve the game for the world's benefit as a whole. The new FIFA is modernising football to be global, accessible, and inclusive for everyone, everywhere.

To make football genuinely international, FIFA ensures that it will help develop football through its worldwide institutions beside six confederations, recognized by FIFA, that oversee the game in the different continents and regions of the world. While national associations are members of FIFA, continental confederations are provided for in FIFA's statutes, and membership in a confederation is a prerequisite to FIFA membership.

In 2019, the FIFA Guardians' safeguarding programme was launched as part of FIFA's effort to promote safe sport in service of the broader objective of protecting human rights. FIFA's efforts to protect and safeguard children continue through their development of safeguarding policies and promotion of safeguarding across their member associations.

"Millions of children around the world are involved in football. What these children all have in common is the right to enjoy football in a safe environment, in a culture of respect and understanding."

Gianni Infantino, President of FIFA

Overview

This session will discuss the background of AFC with the participants.

It will introduce them to the organization, their work, and what they do.

Asian Football Confederation (AFC) is the governing body for Asian football and one of FIFA's six confederations. The AFC was authorised by FIFA in 1954, in Berne, Switzerland. The AFC currently has 47 Member Associations and is headquartered in Kuala Lumpur, Malaysia. The AFC launched its Vision and Mission on January 28, 2016, in Doha, Qatar, under the leadership of AFC President Shaikh Salman bin Ebrahim Al Khalifa of Bahrain, outlining its aspirations to be the leading confederation in the world, to have more successful Asian teams on the international stage, and to establish football as the most popular sport in the continent.

The new Vision and Mission slogan, "One Asia, One Goal," represents the fundamental values of unity, professionalism, and leadership. In addition to developing and regulating the game, upholding the game's integrity and laws, promoting grassroots and youth football, and conducting top-level competitions, the AFC collaborates closely with its Member Associations and key stakeholders to realize its vision and mission.





Overview

This session will discuss the history and background of Right to Play with the participants. It will introduce them to the organization, its work, and its benefits and impact on communities.

Right To Play is an international humanitarian organization which uses the power of play and sport to support children and youth development in communities affected by poverty, disease, and war. For more than 20 years, Right To Play has worked in some of the world's most challenging and dangerous places to help children stay in school and graduate, resist exploitation and discrimination, stay healthy, and heal from the impact and realities of war and abuse. Our mission is to protect, educate, and empower children to rise above adversity using the power of play.

Right To Play was founded by Olympic speed skating champion and four-time gold medallist Johann Olav Koss. Right To Play, formerly known as Olympic Aid, launched its first programs in Africa in 2001 in Ivory Coast and Angola. Since then, Right To Play has implemented projects in over 15 African, Middle Eastern, and Asian countries.

Right To Play has also enlisted the support of high calibre professional athletes as athlete ambassadors from all over the world. These athletes believe in the transformative power of sport and assist Right To Play by raising awareness about our work, assisting us in obtaining funding, and inspiring children.

What impact does Right To Play have?

Right To Play employs specially designed play and sports activities to improve the health and education of children while fostering peace and social cohesion in communities affected by war, poverty, and disease. Right To Play works within communities to contribute to the development goals of the United Nations and local governments.



Bringing the power of play to 15 countries across Africa, Asian, and the Middle East, each country having its own distinct set of challenges and concerns for children, Right To Play works with local communities affected by poverty, disease, and war. Local volunteers are trained by Right To Play to become Right To Play Coaches and Leaders who educate and empower children to overcome their challenges through engagement in play and sports programs. Children are reached through schools, community centres, and other local organizations.

Right To Play Programs assist in the development of:

- Positive education environments for children
- Safe and socially cohesive communities
- Improved health and healthier lifestyle behaviours
- Empowered individuals and communities

Who benefits the most from the work of Right To Play?

Right To Play is a non-profit organization that prioritizes programming for male and female children and youths. It is primarily concerned with at-risk children and youth, including poverty-stricken children, homeless children, refugees, former child combatants, children living with HIV and AIDS-infected or AIDS-affected, and children with special needs.

Right to Play works in play for change in 4 key areas:



1. Quality Education

RTP works to ignite a life-long love of learning in every child, making it fun, active and engaging.



2. Gender Equality

Girls are given a voice to claim their rights to equality, education, dignity and safety.



3. Health & Well-Being

Children learn about important health lessons and facts that can save their lives through play.



4. Child Protection

Children learn how to avoid violence, discrimination and exploitation.

Part Two: Sports for Development

2.1. Child Development

2.2. Sports for Development

2.3. Positive Practices

2.4. Session Planning

2.4.1 Reflect, Connect, and Apply (RCA)





Overview

This section will give participants an introduction on Child Development, describing the dimensions of development and highlighting the differences between age-specific development phases.

Five Main Areas

Analysis of players' characteristics is the first step in creating safe sports programs for young people. To enhance the protection of young people, it is essential to understand the different development stages they go through. By dividing young people into age groups, it will be easier to understand their physical and mental needs and predict and notice risk concerns.

What is child development?

As children grow older, they change in a variety of ways. These changes are physical, intellectual, social, and emotional. Every child goes through this process, which includes everything from physical skills like sitting and standing to social and emotional skills like smiling and forming relationships with others.

Children who build healthy relationships, encounter challenges, graduate from high school and obtain a degree and a diploma require the guidance of an adult to go through all of these experiences. Sports participation fosters children's and adolescents' overall development. In addition to the physical benefits, sports positively impact the social, and mental development of young people.

The following sections describe the dimensions of development and the age-specific differences between the phases of development.



These stages or skills are built across the following areas of child development:

1. Physical Health and Well Being:

This includes the senses (taste, touch, sight, smell, hearing, and proprioception — or bodily awareness of one's orientation in space), gross motor skills (large muscle movements), and fine motor skills (involving small muscles, particularly of the fingers and hands).

Sport for Development methods: helps build movement skills and physical abilities such as flexibility, strength, endurance, speed, coordination, orientation, reaction, rhythm, balance, and body awareness as these are stimulated and developed in children and youth through sports for development methods.

2. Language and Cognitive Skills:

The ability to mentally process information — to think, reason, and understand what's going on around you — is referred to as the cognitive domain of development. As children grow up, they must learn to think for themselves and make well-informed decisions about their future. As a result, a wide range of intellectual abilities must be developed, including attention span, memory, and problem-solving skills, which can be improved through training.

Sport for Development methods: helps to develop an individual's intellectual capacity to focus on what they're doing, observe, think logically, plan ahead, and make decisions.





3. Communicative and General Knowledge:

The ability to comprehend, apply and receive language may be one of the most powerful skills a person can learn. Language development is comprised of four components: 1) phonology (the formation of a language's constituent sounds into words), 2) syntax (the fitting of these words together into sentences according to language rules and conventions), 3) semantics (meaning and shades of meaning), and 4) pragmatics (how the language is applied in practical and interpersonal communication).

4. Emotional Maturity and Social Competence:

To truly thrive, we must learn to coexist with others and exist peacefully within ourselves. As a child grows up, he or she learns how to successfully regulate his or her own internal emotional state and read the social cues of others. Strong emotions can be properly controlled or expressed. Children and adolescents need to know that their efforts are valued and appreciated. They need love and attention at home, at school, and during training.

They have to work on managing their emotions by talking to one another.

Sport for Development methods: The coach's and the group's support is significant for children dealing with strong emotions like anger, frustration, or fear.

5. Adaptive Motor Skills:

This refers to the self-care component of growing up, which includes taking care of things like eating, drinking, toileting, bathing, and dressing on one's own. It also entails being aware of one's surroundings and any hazards that may be present in order to keep oneself safe and protected.



In the table below, the main development areas are explained in more detail for each specific age group. You will also find some methods and suggestions to keep in mind while designing activities.

Ages from 0 to 9

Emotional, Social, and Cognitive Skills: During this stage, children are eager to learn and explore their surroundings. They are easy to get excited or distracted.

Physical Health and Well-Being: Motor, physical, and technical skills aren't excellent during this stage. Many kids want to move and play, but they aren't very good at sports.

Methods and Suggestions: • Coaches can design fun activities that require different types of movements. • Make the games simple, fun, and easy to set up and understand. • Focus on simple movements.

Ages from 9 to 12

Emotional, Social, and Cognitive Skill: A sense of pride and a strong desire to improve one's skills start to surface in children.

Physical Health and Well-Being: Children make a lot of progress in developing complex moves during this stage. They can also improve their motor and sports-specific skills because they have more strength.

Methods and Suggestions: • Include technical drills to achieve sport-specific goals. • Include more and more complex exercises that work on group dynamics, motor skills, and sports-specific techniques.





Ages from 13 to 16

Emotional, Social, and Cognitive Skills: Youth start to pay more attention to what other people think and try to find out who they are on their own during this stage.

Physical Health and Well-Being: • There are apparent differences in the way people grow physically. • Gender differences become apparent during this stage.

Methods and Suggestions: • Help players strengthen their sense of personal independence, self-confidence, and participation, both on and off the field. • The complexity of activities should gradually increase, and the players should be given more and more responsibility for planning, organizing, and implementing training sessions and activities.

Ages 16 and Above

Emotional, Social, and Cognitive Skill: Young people's sense of independence becomes stronger. Their desire to build stronger relationships and friendships increases as well.

Physical Health and Well-Being: Young people's ability to put things together in a physical way and act intelligently increases. They improve their planning and functional skills too.

Methods and Suggestions: • Focus on helping players improve based on their unique skills (on the individual level). • Remember that games can be very complicated and help players improve their tactical and strategic skills.





Overview

This session will provide participants with an introduction to Sports for Development. It includes definitions, outcomes, components, tools, benefits, and the development aspects in the sports sector.

Introduction to Sports for Development

What is sport?

In 2003, the United Nations defined sport as "all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, including play, recreation, organized or competitive sport, and indigenous sports and games".

What is development?

Individuals' choices and lives are improved due to development, which includes improving the lives of individuals, their interactions with one another, the lives of societies and nations, and their interactions with other communities and nations.

Sport for Development

Sport for Development is the deliberate use of sport, physical activity, and play to achieve specific development goals and increase participants' choices. Sports for Development programs that are successful work to ensure that all members of society have the right to participate in sports and leisure activities.

Effective programs deliberately prioritize development goals and are carefully designed to be inclusive. These programs embody the best sporting values while maintaining the quality and integrity of the sporting experience.

This section was adapted from: Right To Play. Sport-Specific: Football for Development Coaching Manual. Right To Play, 2007, Accessed Apr. 2022.

This section was adapted from: Right To Play. Sport-Specific: Trainer Manual. Right To Play, 2010.



To maximize their effectiveness, intense Sport for Development programs combine sport and play with other non-sport components.

They are delivered in collaboration with other local, regional, and national development initiatives, resulting in mutual reinforcement.

Programs aim to empower participants and communities by involving them in designing and delivering activities, fostering local capacity, adhering to widely accepted principles of transparency and accountability, and pursuing sustainability through collaboration, partnerships, and coordinated action.

Sport, on its own, cannot guarantee peace or solve complex social problems. On the other hand, sports should be positioned as a highly effective tool in a broader toolkit of development practices, and it should be used in tandem with different interventions and programs to achieve the best results.

Note: Safeguarding and protection values should be embedded in every step of Sport for Development programming. As Sport for Development programs are usually conducted for young people who are more likely to suffer from abuse or harassment, all staff should be trained on applying safeguarding procedures and protection principles. Programmers should ensure that all young people involved in the program are safe at all times.

Sports for Development aim to achieve sport-related objectives, such as:

- Increasing the number of opportunities for people to participate in sports.
- Developing skilled players.
- Developing sports and coaching programs.

It also includes more than sport-related objectives and benefits, such as:

- Strengthening child and youth development and education.
- Promoting gender equity and empowering young girls & women.
- Enhancing the inclusion and well-being of people with disabilities.
- Promoting health and preventing disease.



Sport can be utilized to benefit the development sector as it:

1. is universally popular.
2. has the capacity as a globally influential communication medium.
3. has the ability to enhance connections.
4. is cross-cutting.
5. has the potential of empowering, motivating, and inspiring individuals.

Like any powerful tool, sports must be used with the intention and skill to achieve desired results. Sport for Development initiatives must be based on the most essential sporting values, such as teamwork, inclusion, and fair play. Nonetheless, they must be implemented by committed and highly skilled leaders and coaches to be effective.

Does sport contribute to achieving positive outcomes?

Sport is a versatile tool that can teach knowledge and skills, develop positive behaviours and values, and reinforce positive behaviours.

Impact on Al Baqa'a Refugee Camp

After the year 1967, Jordan established six camps to house displaced Palestinians. Jordan Valley camps were used from June 1967 to February 1968. It opened with 26,000 refugees in 5,000 informal settlements on 1.4 square kilometres. Over the course of three years, UNRWA built 8,048 prefabricated shelters. Residents have since replaced tents and prefabricated shelters with concrete ones. Baqa'a has around 104,000 UNRWA Palestinians. It was Jordan's largest refugee camp in 2011.





Built by Right To Play on behalf of the Supreme Committee for Delivery & Legacy, the football pitch in Al Baqa'a is a safe space for female and male players, where trainers represent their communities and become leaders. One young trainer fulfilled his dream of starting a football academy for boys and girls, and another created a hugely successful recycling project in the camp that he is now showcasing in Europe.

Community Impact

In Al Baqa'a, the project strengthened societal bonds, leading to greater participation in community activities and increased interactions between community members. Girls' and women's leadership and teamwork skills developed, and so did their abilities to express themselves, reinforcing the belief that women could play football. In Al Baqa'a, female youth weren't allowed to play football before this program, and the pitch was built.

Al Baqa'a Girls' League

15 RTP coaches organized and implemented a series of competitions for 80 young women at the Inspiration Hall in Al Baqa'a Camp in cooperation with UNRWA schools. Children were invited to take part in football tournaments every Saturday and reacted to the opportunity with enthusiasm. All of the participants who completed surveys after the event reported that they enjoyed the tournament, understood the key lessons and would implement the skills they had learned in their everyday lives.



Examples of Previous Challenges

One of the main goals of the program was to increase girls' participation in football in the community. However, getting parental support was a challenge in reaching this goal as some parents were unwilling to allow their daughters to play football. However, Right to Play team worked effectively with coaches and partners to convince those parents about the value of football. When parents came to the pitches to see the activities in action, they became more convinced of the values of Sports for Development.

Achievements and Feedback

In Al Baqa'a, the sheer scope of the project has been a cause for celebration. Although the project began with a target of 300 girls and 300 boys, the program has reached 1,000 children in the camp. The project had an unexpected impact on children as it made them reflect on their future careers, with many expressing an interest in becoming professional football players. On an individual level, children who used to be shy or did not interact well with others have noticeably improved their communication skills. This improvement will empower them in their academic, professional, and personal lives in the future.





Overview

In this session, participants will learn about the seven positive practices that should be applied in sports sessions.

The quality and success of any Sport for Development program heavily depend on a number of positive practices that should be applied. Regardless of the sport, coaches and program facilitators should:

1. Make the Program Safe
2. Make the Program Enjoyable
3. Make the Program Inclusive
4. Make the Program Relevant
5. Help Players Develop Their Sports Skills
6. Build Positive Relationships with Families and the Community
7. Go Beyond Play and Sport

1. Make the Program Safe

Coaches and Facilitators should ensure that players are physically and emotionally safe.

Emotional Safety

Players are emotionally safe during sports sessions when they feel:

- Welcomed and accepted, regardless of gender, race, religion, ability, culture, family structure, or social background,
- Encouraged and successful,
- Valued, recognized, and acknowledged for their unique skills and talents,
- Free from harassment, intimidation, and physical harm.



To achieve that, consider emotional safety as you plan for sessions and consider the whole group and individual players.

Note: Coaches and facilitators should look for indications of bullying among players.

If a player or a volunteer notices any kind of bullying, they should report it immediately.

Physical Safety

Physical harm can be prevented by following simple tips. As you are working with children, make sure to keep the following points in mind:



Warm-up and
cool-down
exercises



Explain the rules



Be flexible



Move around



Antcipate

Further, you should consider the safety of players during different kinds of weather. Make sure players dress appropriately, plan session timing in order to avoid direct sunlight, and ensure that there is an adequate supply of water.

When conducting activities indoors, make sure that there are no objects that may obstruct players, ensure there are no spills on the floor, and check all entrances and exits.

When conducting activities outdoors, ensure that all surfaces are free of hazards, identify holes and uneven surfaces, and be aware of vehicles.

Refer to checklist I.1. on p. 83 in the Annex.



2. Make the Program Enjoyable

Help players build a positive association with sports sessions and recognize that enjoyment means more than just having fun.

- Players can find delight in achieving goals and overcoming challenges, such as improving their skills and learning new information and applying them.
- Make the program enjoyable by combining fun and making progress.

3. Make the Program Inclusive

Children from all backgrounds should be included without being left out, regardless of their age, gender, ability, race, religion, culture, or social background.

How to enhance the inclusion of children with disabilities in sports?

Depending on the type of disability, different challenges can prevent young people from fully engaging in sports activities. Coaches and program facilitators can modify programs to meet the needs of players with disabilities by:

- **Changing the activities.**

Be flexible when implementing your activities. Change the rules and allow players to play in different positions.

- **Changing the play area.**

Mark the playing area, move the target and allow players to start at different points to meet all their needs.

- **Changing equipment.**

Choose balls of brighter colours and different materials and select equipment of different weights and sizes.



4. Make the Program Relevant

Customize your programs and activities to suit your players and meet their needs. To achieve that, consider different elements, including:

- Age, gender, ability, number, and skills
- Available equipment, play areas, and assistants
- The needs of the players and the community they belong to

5. Help Players Develop Their Sports Skills

Stages of Skill Learning

Players develop their skills at different rates. However, most of them go through several stages to master a skill:

- First, players get a general idea of what the skill is. To help them during this stage, explain and demonstrate the skill clearly, and focus on the form rather than the outcome.
- Then, players start to practice combining the parts of the skill to make it smoother. To help them, provide practice that focuses on the skill and give specific feedback and instruction.
- Finally, after players have learned the skill, they start refining it.





Supporting Players Learning

To help players learn better, consider doing the following:

- Keep them interested and motivated by making sessions enjoyable, choosing the activities to match the players' abilities, and giving positive feedback.
- Keep them active. Players learn best when they try and do.
- Recognize their effort and praise it.
- Explain skills gradually to build their understanding of how, why, and when to use them.
- Remind them that development takes time.
- Help them build on their experience and sequence instruction and activities from the basic to the advance.

Supporting Players to Teach Themselves

Self-learning can help players learn faster and more effectively. To help players teach themselves, encourage them to ask questions, examine themselves, and experiment with their techniques.

6. Build Positive Relationships with Families and the Community

Engaging families and the community in programming can help with sustaining the program and gaining their support.

- To gain the support of players' families, maintain contact with them, involve them as assistants, and explain the program to them.
- To gain the support of the community, contact and visit schools, clubs, and local officials, and keep them updated.
- Engage the community in safeguarding and protection and hold child protection training sessions.



7. Go Beyond Play and Sport

The positive effects of sports can go beyond sports skills.

Sport for Development programs can help players form meaningful relationships, contribute to their community, and have a healthy meaningful life.

When planning Sport for Development programs, remember to include, promote, and advocate for topics like:

- Health, safety, and the environment.
- Different life skills.
- Life-enhancing attitudes and values.





Overview

This session will give the participants an understanding of the importance of session planning, the methodology and its components, and deep knowledge of Reflect, Connect, and Apply (RCA), facilitating and evaluating sessions afterwards.

The Importance of Session Planning

A successful session requires careful planning. This is especially essential when coaching large groups, groups with varying abilities, or players you are unfamiliar with.

- Good planning ensures that you know:
 - What do you want to accomplish during a session.
 - How do you plan to accomplish it.
 - How to make changes if an activity is not working out.
 - How to avoid any risk concerns.
- A well-planned coaching session ensures that your sessions are appropriate for:
 - The players' stage of development.
 - The purposes you want to achieve.
 - The equipment, resources and space available.
- Good planning:
 - Reduce the number of disciplinary problems.
 - Ensures that your sessions are fun, effective, and safe.



Methodology: Session Components

The players themselves are your most important consideration. All of your planning decisions must be tailored to their specific needs, abilities, experience, motivation, safety, physical and emotional maturity, and fitness.

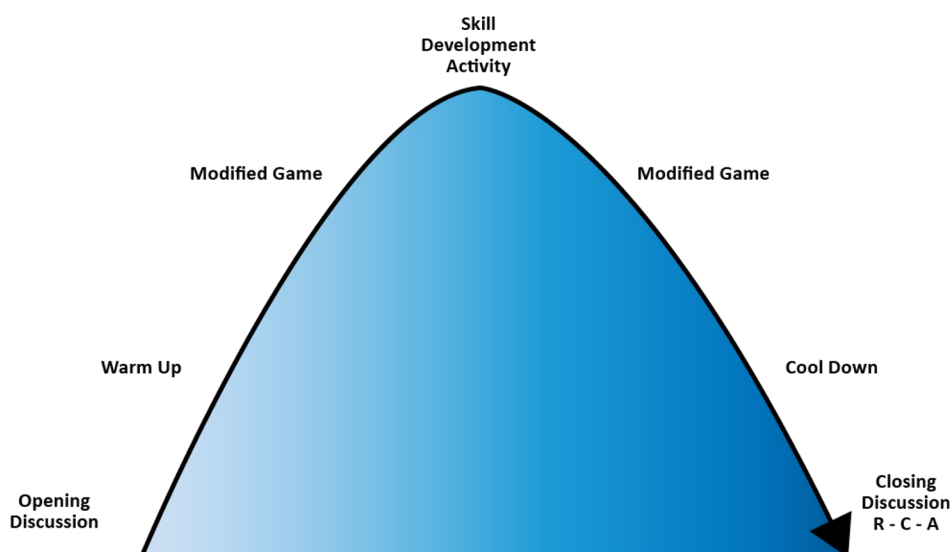
The number of sessions per week could range from one to five and it typically lasts for 45-60 minutes.

A Football For Development Session consists of the following components:

Session Components	Approximate Time
Opening Discussion	2-5 minutes
Warm-up and Stretching	5-10 minutes
Modified Game	5 minutes
Skill Development	10-15 minutes
Modified Game	5-10 minutes
Cool-down and Stretching	5-10 minutes
Closing Discussion (RCA)	5-10 minutes



Every Football For Development session follows the sequence shown below.



The Sequence of a Football For Development Session

1. Background Information: Before beginning your action plan for the activities, confirm all logistical information, such as the date, location, time, number of players (approximately), skill level, and duration.

Safety tip: make sure that the location and transportation from and to it are safe.

2. Sport-Specific Objectives: Choose which individual and team skills and strategies to emphasize. Not everything can be covered in a single session. Therefore, You should keep the number of new skills and techniques you introduce to a minimum. Provide numerous opportunities for players to practice skills learned in previous sessions.

3. Key Learnings: Choose a Key Learning based on the Sport-Specific Objectives, skill development activities, and the needs of the players.

Safety tip: Protection objectives can be taught during sports sessions. You can teach young people about their rights and how to keep themselves and their peers safe as part of sessions.



Selecting the key components of the session

4. Opening Discussion: Greet the players and prepare them for the learning experience. The discussion helps them focus on the key learning objectives. The opening discussion should be brief, but it should help children prepare their minds for the lessons they will learn during the session.

5. Modified Game(s): To select or create a modified game, consider both the sport-specific objectives and the key learning objective. Modified games are played twice during a regular Football for Development session: one after the warm-up and another before the cool-down.

To make modified games you can change any of the following:

1. The size of the playing area
2. The game rules
3. The equipment
4. Or the number of players.

6. Skill Development Activities: Choose appropriate drills and activities to achieve your goals. It is preferable to plan a lot of activities, and the ones that aren't used in one session can be used in the next.

7. Warm Up/Cool Down Activities: Choose the most suitable activities and/or stretches for your session.

Safety tip: Keep in mind that warm-up and cool-down exercises can help in reducing muscle soreness and reduce the risk of injury. They are very important and beneficial, and should never be skipped.



8. Closing Discussion (RCA): During the closing discussion, use the key learning objectives to select appropriate "Reflect," "Connect, and "Apply" questions.

Additional information

9. Equipment Needed: List down the equipment that you will need.

Safety tip: Take into account the age, skills, and abilities of players when choosing equipment. You may want to choose equipment of different weights, colours, or sizes.

Notes: Add any additional information that will help you plan the session. Information such as safety, individual players, and special modifications can help you lead a session. This is also a great place to write any next steps you have planned for the following sessions.

Reflect–Connect–Apply (RCA)

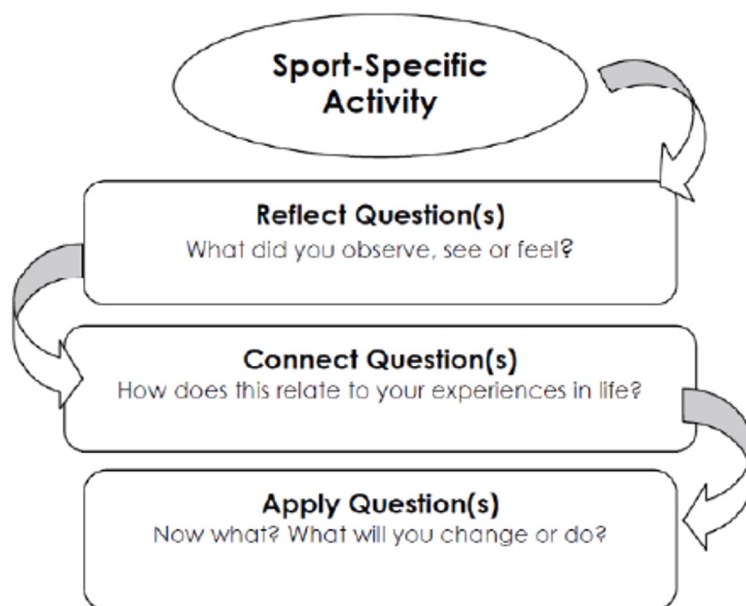
This Football as a Development Tool teaches children to reflect on their experiences, connect them to what they already know, and apply them to their lives outside of sports and play.

The Reflect–Connect–Apply Tool enables learners to consciously analyse their experiences, relate those experiences to what they already know, and develop plans for setting up their learning into action.





The strategy guides learners to process their experiences in this pattern:



What questions does a coach ask during the RCA discussion?

When you first start leading RCA discussions after an activity, you may find it challenging to come up with your own questions. Most coaches require some assistance during their first year of implementation as they gain knowledge to master the skills necessary to ask practical questions that:

- Link to the Key Learning Objectives,
- Help children reflect on their experiences during activities,
- Support children to recognise and share experiences from their past,
- Support children to make concrete plans for the future.





How does a coach select discussion questions?

When planning your Football For Development sessions, there are a few easy steps to keep in mind:

1. Observe and listen to the children with whom you work.
2. Determine an area in which you believe children need to grow or develop further. (for example, communication skills, strategic thinking skills, the ability to empathize, etc.).

This is what we refer to as the session's Key Learning Objective.

3. Choose drills and skills that will assist the children in focusing on your selected Key Learning.
4. Prepare 1-2 short opening discussion questions that are related to the Key Learning Objectives of your session.

Teachable Moments

A teachable moment can be either positive or negative.

Here are some examples of positive teachable moments:

- A random act of kindness practised by players.
- Amazing or incredible moments of support, encouragement, or teamwork among the players.
- Players who demonstrate a Key Learning Objective that can serve as a model for the rest of the team.





Take a look at the following example of **Reflect–Connect–Apply** questions that you can ask:

Reflect: What's something exceptional that happened during the session? How did you feel about it?

Connect: What similar accomplishments have you experienced? How did you reach those achievements?

Apply: What can you do to encourage similar successes in your life?

Teachable moments that stem from negative events could include:

- A conflict between participants,
- An activity that fails (for example, if somebody breaks the rules, or an accident happens),
- Or an unexpected question or concern raised by a child.

Take a look at the following example of **Reflect–Connect–Apply** questions that you can ask:

Reflect: What happened? Why did it happen?

Connect: When, in your past, has something like this happened to you? What did you do to resolve it?

Apply: How can we prevent it from happening again? What is our responsibility?

How does a coach determine which key learning objective to focus on?

Choosing which Key Learning Objective to emphasize is highly influenced by the needs of the children you work with. If you notice that children are often arguing, as a Coach, you may want to focus your RCA discussion on positive resolving conflict.

If you see that many of the children in your group have low self-esteem, you might want to concentrate your RCA discussion on ways to boost self-esteem. Choosing appropriate RCA discussion questions is a skill that is related to your ability to listen and observe the children you work with.



Strategies for Good Discussions

The strategies listed below will assist you in getting your discussions off to a good start and improving them as your program progresses.

Set up for good discussions:

Place the group in a semicircle:

- to enable better eye contact
- to encourage players to communicate with one another rather than just with you

If players do not know each other, have them:

- play name games
- introduce themselves
- interview a partner and then introduce their partner to the group

Set ground rules that create a safe atmosphere

Players must feel comfortable speaking up during discussions. Do not allow any other player to imply that a player's comment is silly or out of place.

In one of your first discussions, have players assist you in establishing ground rules such as:

- Everyone has the right to express themselves and speak up.
- Everyone is expected to contribute.
- Everyone should listen respectfully to others, even if they disagree.
- Only one person should speak at a time.
- No one should be made fun of.
- Everyone must listen to the person speaking.



Part Three:

Protection and Safeguarding

3.1. Common Ground for Safeguarding Children

3.2. Protection and Safeguarding

3.2.1. The Theory of Change in Sport for Protection

3.2.2. Sport for Protection Outcomes

3.3. Protection and Safeguarding Principles

3.4. Child Safeguarding Guidelines

3.5. The Five Steps Towards Safeguarding Children in Football

3.6. Children's Privacy

3.7. Risk Assessment

3.8. Reporting Child Safeguarding Concerns



Overview

This session will introduce Coaches to basic concepts related to child protection.

Before discussing safeguarding principles and safeguarding guidelines, it is important to be familiar with the following commonly used key terms:

Child

According to the United Nations Convention of the Rights of the Child, a child is any human being below the age of eighteen years.

Child Abuse

Child abuse is directly causing harm to a child or failing to prevent another person from causing harm. Abuse includes physical abuse, emotional abuse, sexual abuse, and neglect. It can be in person or online. Child abuse also includes children harming other children.

Physical Abuse

Physical abuse refers to any deliberate act of physically hurting a child. Physical abuse includes any form of punishment intended to cause pain or discomfort. Physical abuse mainly involves hitting, shaking, throwing, pinching, biting, or burning.

Emotional\Psychological Abuse

Emotional\ Psychological abuse is the persistent emotional maltreatment of a child. Emotional abuse involves shaming, silencing, blaming, bullying, or “making fun” of a child, which can affect his/her emotional development.

This section was adapted from: FIFA Guardians. Up to Us: Child Safeguarding Toolkit for Member Associations. FIFA, 2019, Accessed Apr. 2022.

This section was adapted from: UNICEF. “Convention on the Rights of the Child Text.” UNICEF, <https://www.unicef.org/child-rights-convention/convention-text>.



Sexual Abuse

Is forcing or tempting a child to engage in sexual activity. It includes acts such as kissing and touching a child's private body parts. It also includes acts that do not involve physical contact, such as involving children in the production of sexual images, forcing a child to look at sexual images, and grooming.

Child Grooming

Is gaining a child's trust by befriending and establishing a connection with them with the intention of sexual assault.

Bullying

Refers to unwanted, repeated and intentional, aggressive behaviour. Bullying can include actions such as making threats, spreading rumours, physical or verbal attacks, and exclusion.

Neglect

Is failing to provide a child's basic needs, including food, clothing, hygiene, supervision, and shelter, when those responsible (such as parents or guardians) have the means to do so. It might affect the physical development of the child.

Safeguarding

Are the actions taken to ensure that all children involved with the organization are safe.

It involves doing everything possible to protect children from any possible harm and abuse.

Child Protection

Are the actions taken as a response to a particular case of abuse, harm, or risk concerns

Overview

This session will introduce participants to protection and safeguarding in general and in sports context specifically. It will also equip participants with the knowledge they need to conduct sports sessions that promote social inclusion, social cohesion, and psychosocial well-being. Further, they will be familiar with FIFA protection principles.

Child Protection and Safeguarding

As the two may be confusing, it is important to remember that:

- **Safeguarding** is the action taken to ensure that all children involved with the organization are safe. It involves doing everything possible to protect children from any possible harm and abuse.
- **Protection**, on the other hand, is the set of actions taken as a response to a particular case of abuse, harm, or risk concerns.

The Theory of Change in Sport for Protection

Sport for Protection programs are conducted to provide young people with support, a safe space to engage with peers and mentors, and opportunities to grow and develop their skills. By achieving that, protection will be enhanced, young people will experience positive change, and the community will be safer and more inclusive.

This section was adapted from: IOC. Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings. International Olympic Committee, 2018.

This section was adapted from: FIFA Guardians. Up to Us: Child Safeguarding Toolkit for Member Associations. FIFA, 2019, Accessed Apr. 2022.



All Sport for Protection programs should follow the **Positive Youth Development (PYD)** model as a guide for achieving desired outcomes. According to the PYD model, Sport for Protection programs should provide four elements to succeed:

1. Safe and supportive environment

Programs should provide young people with a safe space to engage in sports and interact with peers.

2. Capacity building and asset development

Young people should be supported to develop their capacities, sports skills, and life skills.

3. Meaningful engagement and leadership experience

Programs should provide young people with opportunities to interact, lead, and 'give back' to the community.

4. Mentoring

Young people should receive support and guidance throughout the program.





The focus of Sport for Protection programs is to achieve three main protection outcomes, which are: social inclusion, social cohesion, and psychosocial well-being.

Social Inclusion

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

Sport for Protection programs aim to create an all-inclusive environment for young people, especially girls, children with disabilities, and displaced children who are more likely to face social exclusion.

Sport for Protection Programs can be designed to enhance the social inclusion of especially vulnerable groups:

Girls and Young Women

Some communities may resist the involvement of girls and women in sports. As a Sport for Protection programmer, make sure to:

- Appoint female coaches to train female players.
- Keep parents engaged as a part of the program.
- Engage community influencers and decision-makers in programming and gain their support.
- Choose closed spaces; or spaces that are booked only for your session.
- Keep cultural appropriateness in mind when designing sessions like avoiding mixing girls with boys. Also, make sure you provide them with appropriate attire.

This section was adapted from: IOC. Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings. International Olympic Committee, 2018.

This section was adapted from: FIFA Guardians. Up to Us: Child Safeguarding Toolkit for Member Associations. FIFA, 2019, Accessed Apr. 2022.



Young People with Disability

Sport for Protection programs can enhance the inclusion of young people with disabilities by:

- Equipping coaches with the necessary training
- Modifying activities to be more inclusive
- Including activities that focus on communication and teamwork
- Engaging all young people in planning and conducting the activities
- Using sports as a platform to promote awareness regarding including young people with disability

Sample template as an example is provided in the Annex

Social Cohesion

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

Over the past decades, millions of people were forced to leave their homes behind and refuge to neighbouring countries. Finding themselves in a new place, many displaced persons faced exclusion in host communities. In such cases, Sport for Protection programs can be utilized as a catalyst to enhance social cohesion and increase displaced people’s sense of belonging.

Sport for Protection Programs can be designed to enhance social cohesion by carefully designing sessions in order to:

- Promote peaceful coexistence
- Build young people’s capacities and conflict resolution skills
- Increase engagement between communities





Psychosocial Well-being

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

Sport for Protection programs can enhance the psychosocial well-being of young people by strengthening their ‘resilience’, which can be enhanced by:

- Having a relationship with a supportive trustworthy adult (e.g. coach)
- Having a sense of self-efficacy
- Developing skills and capacities
- Connection to sources of faith, hope and cultural traditions

Further, sports activities can naturally support psychosocial well-being as they help young people move and exercise, develop their skills, and reduce their stress levels.



Overview

The participants will understand the outlines of the responsibilities and obligations of representatives regarding Child Safeguarding

Child Safeguarding Principles

- Act in the best interests of the child by promoting and prioritizing children's safety, security and well-being.
- Listen to children, allow them to participate and willingly express their opinions in any concerns affecting them.
- As a representative, you must ensure that no child is ever discriminated because of their race, skin colour, gender, disability, language, physical appearance, religion, political opinion, wealth, birth or any other status, sexual orientation, ethnicity, national, or social origin.
- Maintain and promote a child-safety culture, regardless of function, level, or position.

FIFA's Five Protection Principles

- The interest of children is prioritized. They should be safeguarded and protected from harm.
- Protection and safeguarding roles should be defined within all MAs. Any risk concerns should be reported and dealt with immediately.
- All children involved in programming are entitled to safeguarding and protection.
- Any form of discrimination is not tolerated.
- Children's rights should be respected and promoted throughout programs.

This section was adapted from: AFC. AFC Child Safeguarding Policy. Asian Football Confederation, 2022.

This section was adapted from: IOC. Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings. International Olympic Committee, 2018.



Note: Any Sport for Protection program must follow three principles which are the Sphere Protection Principles of prevent, respond, and remedy. They should also focus on enhancing the safety, dignity and rights of children, avoid exposing them to further harm, and assist them to claim their rights and access to appropriate remedies.

Additionally, Sport for Protection programs should employ and apply four approaches which are: 1) The Human Rights-Based Approach; 2) The Socio-Ecological Approach; 3) The Protection Systems Strengthening Approach; and 4) The Mental Health and Psychosocial Support Approach (MHPSS).

Finally, it is important to note that, any Sport for Protection program should produce three outcomes by working towards enhancing 1) social inclusion, 2) social cohesion, and 3) psychosocial well-being.





Overview

The participants will get a deep understanding of AFC Child Safeguarding Guidelines and how to reduce and mitigate risks, in addition to developing safeguarding policies.

Child Safeguarding Guidelines

Like many other sports, football has potential risk areas that must be addressed. The following are examples of risks and recommended actions to reduce and mitigate any unacceptable behaviour associated with such risks:

Shared Facilities

Due to the joint activities of dressing and undressing in dressing rooms or toilets and shower areas, children can be vulnerable to abuse because they are less supervised.

The risk of child-to-child unacceptable behaviour, such as bullying or sexual harassment, is probably higher when coaches or members are not supervising children.





To reduce the risk of such unacceptable behaviour, it is preferred that:

- Any representatives should help or supervise all operational matters of the children involved in your organization's programme or activity.
- Shared facilities that are used by both adults and children must have access to separate changing, showering and toilet areas.
- Under no circumstances should adults undress in front of children in dressing rooms, or change or shower while children are using the same facilities.
- Separate dressing rooms must be available for boys and girls for any mixed-gender activities. If there is only one dressing room, boys and girls should use it alternately at different times.
- If a child is uncomfortable changing or showering in the dressing rooms, no pressure should be applied to the child to do so; rather, he or she should be encouraged to do so at home, hotel, or in official accommodation.
- If children with disabilities need to use facilities, ensure that they are accessible and that the child and their care supporter participate in determining whether and how the care supporter should assist them.
- When children use the dressing rooms to dress or shower, employees, representatives, or any other person, including children themselves, are not allowed to use mobile phones or photographic equipment with video recording capabilities.
- Before the game, children and their guardians should be made aware of the lack of dressing room facilities and advised to make alternative arrangements and bring appropriate additional clothing.
- Parents shouldn't be allowed in the dressing room unless needed (e.g., an injured or distressed child). In these cases, only a parent of the same sex as the child may enter. If a parent of the same sex is not available to accompany the child, at least one member of the coaching staff of the same sex should be present.
- Other employees, representatives, or other people, especially those of the opposite sex, should not be in the dressing room when the children are changing or showering.



Social Media

Misuse of information and communication technology puts children at risk of:

Misuse of information and communication technology puts children at risk of unwanted contact from adults with bad intentions; being sent offensive or inappropriate content; online bullying; and/or grooming with the intention of sexual abuse.

All Employees and Representatives who work with Children should ensure that their social media accounts are set up as securely as possible. Each website, app or device will require a slightly different configuration to set it up correctly.

Some general rules for all social media:

- If involved in your organization's programs or activities, posting inappropriate photos, images, or audio/video footage of a child is not allowed.
- Never share your password, pin, or login details with anyone. These details must be kept private. Other people (including children) could post in your name if you don't log out after using social media.
- Social media accounts of employees should not include junior players or officials. Online platforms' private chat functions are frequently unmoderated, leaving adults open to abuse accusations.
- If you need to contact a child associated with a sports program or activity, do so via an approved platform through your organization or a closed club or governing body page rather than your profile.
- When things are typed instead of said face to face, it is often difficult to understand the true meaning of the words, and people can quickly feel offended by a post you've shared with no intention of offending. This is especially true when online abbreviations, hashtags, or emojis are used in place of words, so think about how someone else might read your post before you post.



- Never post or share illegal messages, images, or audio-visual recordings, including content that may be deemed abusive, discriminatory, or sexually explicit.
- Representatives are personally liable for their content on social media and must be aware that what they post would not harm their image or the organization's reputation.
- Ensure that any online postings about your organization or its activities are accurate and not misleading.

Any online grooming or inappropriate behaviour toward children via any online platform is illegal and should be handled accordingly by the child safeguarding team and legal authorities.

***The use of social media shall be according to your organization's Social Media Policy.**

Use of Images and/or Audio-Visual Recordings of Children

Below are the best practices for reducing the risk of inappropriate use of children's images and/or audio-visual recordings.

- All photographers should be authorized and easily identifiable with a visible identification bib, tag, lanyard, or badge.
- Where appropriate, consider using models or illustrations for promotional/advertising purposes.
- Unsupervised access or one-on-one photography or video sessions with children under the age of 18 should be banned. If your organization requests it, at least one of the employees, representatives, or the child's parent or legal guardian must attend any one-on-one photography or video session.



- Before photographing a child, obtain written permission from the child's parent or guardian.
 - If there is a large event with a large number of children (e.g., grassroots/community events), seek consent with information and registration documents prior to the event.
- *If you do not get consent from any of the children, you should speak to the management team to make sure they don't appear in any of the images.
- If you have a non-competition event, avoid naming or identifying the child. And if it was necessary, do not use both their first name and surname. When providing only the first name, this makes it more difficult to find a child online.
 - Personal information such as a child's full name, home address, email address, or phone number should not be included on websites or in publications that contain images of children.
 - Do not share information about children's hobbies, likes and dislikes, school, or anything else that could be used for grooming by online predators or other harmful people.
 - Photographing or filming in changing rooms, bathrooms, or sleeping areas should be effectively banned.
 - Outline any restrictions for use and sale in a written contract with the hired photographers. Specify which activities are inappropriate and not allowed, including sharing images of children, taking indecent images, or taking pictures in designated private areas such as changing rooms or toilets, and not using the pictures for commercial purposes.





- There are protocols for accessing the photo gallery for employees (including images and digital footage of children).
 - Employees must have a valid work reason to visit the gallery.
 - Photos of children should not be sent to anyone unless it relates to work.
 - Hard copies of images should be kept in a secure place.
 - Electronic images should be stored securely in a folder with restricted access.
 - Images should not be stored on portable devices that are not encrypted, such as laptops, memory cards, or mobile phones.
 - Images must be deleted once the project is complete if any of the employees had to use personal equipment to take or download photos and recordings of children for work purposes.
- Use only images of the child that are relevant to football or approved activities. Determine that the child is appropriately dressed.
- To reduce the ability to copy images directly, you can disable the "right mouse click" function to make it harder to copy images from a website to another source.

Transporting of Children

When employees transport children, they should follow and apply the following guidelines:

Before travelling:

- Ensure that the Child's parent or legal guardian has given their permission for the Child to travel for the purposes of a program, event, or activity that requires a vehicle.
- Make sure you have a valid driver's license.



- You must not be under the influence of alcohol or illegal drugs.
- Make sure you notify your manager of your planned travel, location, departure and return details.

During travelling:

- Travel in a group with another employee or representative or more than one child if possible.
- Before leaving, ensure all children are seated in the back seat and wearing seat belts. An employee cannot drive a child without a seat belt or with a child in the front seat (unless all the back seats are filled).
- Guarantee that all children exit the vehicle on the sidewalk side of the road.
- Take the shortest and most logical route possible, with no unnecessary detours (e.g. do not run errands, take the scenic route, or stop unnecessarily).
- Children should not be taken to any remote places for any reason.
- Do not leave a child at a destination unaccompanied by another adult without prior arrangement.





Once you arrive/return:

- Always notify your manager or supervisor of your arrival and departure (via call, SMS, or email).

Safe use of buses and minivan vehicles during youth events and competitions should include:

- Each vehicle must always have a minimum of three players (children).
- Have a team official (or responsible adult) accompany the group in each vehicle.
- Children should sit in the back of the vehicle rather than directly behind the driver.

Children's Travel and Overnight Stays

Overnight stays in hotels, camps, and competition events are only allowed with written permission from the management of the relevant organization department. It is necessary to obtain written permission from the child's parents or guardians as well. This permission must be granted in writing and before the event.

Children can only attend formal events, such as an awards ceremony or regional conference, if a parent or guardian travels and attends the event with their child or if they expressly consent. All individuals involved in an overnight stay must adhere to the standard practices and behaviours when programs or activities are delivered.

Any organization should recognize that children may spend the night in hotels, camps, or competition venues in the region and require the implementation of several risk management standards.



All participants in an overnight stay must follow the following means of conduct:

- Giving children privacy in bathrooms and dressing rooms.
- Observing proper dress standards in the presence of children, such as no exposure to adult nudity, showering, or undressing.
- Not giving children access to areas where they can see pornographic material (for example, through movies, television, the Internet, magazines, or literature).
- Not leaving children under the supervision or protection of unauthorised individuals such as hotel staff, unapproved parties, or friends.
- Accommodations that could affect children's safety include unsupervised sleeping accommodation or an adult sleeping in the same bed as a child. Adults sleeping in rooms close to a child's room allow for easy monitoring of the child's room.
- Children have the right to contact their parent/guardian or others if they feel unsafe, uncomfortable, or distressed during their stay. Also, have an expectation that parents/guardians will be able to reach the child if they choose to.





Overview

This session will give the participants an introduction on existing safeguarding policies and how to develop and implement these policies, in addition to evaluating them.

According to the FIFA Guardian Toolkit, there are five steps that should be followed to safeguard children in football:

Step 1: Consider how children are involved in football and what safeguards already exist.

Step 2: Set out and define your safeguarding policy.

Step 3: Develop procedures and guidelines to implement your policy.

Step 4: Communicate and educate.

Step 5: Determine how you will monitor, evaluate, and review your policies, procedures and guidelines.

Step 1: Consider the involvement of children

Children can be present in youth or adult football at any level. From grassroots to elite football, children attend matches as a supporter, as junior coaches, as matchday mascots, or as ball boys or ball girls. It is essential to consider all the ways children are involved in football at the various levels so that organizations can develop policies, procedures, and safeguarding measures to protect children across all aspects of football and not only while they are playing.

Step 2: Define your safeguarding policy

Every member that engages directly or indirectly with children has to do all they can to protect children from harm and promote their well-being. A child safeguarding policy provides MAs with a formal approach to managing this duty of care. Safeguarding children is supported by having a good, clear, and accessible policy so that both adults and children are clear on what is expected from them and others.

This section was adapted from: FIFA Guardians. Up to Us: Child Safeguarding Toolkit for Member Associations. FIFA, 2019, Accessed Apr. 2022.



*This step refers to developing an “organisational policy” within MAs, meaning a policy that should be in place for all aspects of the game, all year round. Staff and volunteers should report any concerns to the safeguarding officer through established reporting channels (anonymously online, via email, or by phone).

The policy should adhere to the following guidelines:

1. Be approved by your executive committee or council and include a plan of action.
2. Recruit a safeguarding officer; although it is everyone's responsibility to keep children safe in football, it is essential to identify a focal point or lead officer, with the support of senior management, to help drive the process and make everyone “safeguarding literate”.
3. Establish a dedicated safeguarding internal steering group and an external advisory committee to assist in the development, implementation, and monitoring of your safeguarding policies.
4. Be reviewed regularly in response to changes in national legislation or for safeguarding practice or in response to the emergence of a specific issue or case.
5. The policies should contain explicit definitions of, for example, what is meant by a child, safeguarding, child protection, and abuse in line with your national legislation.
6. Include clear policy statements outlining the five safeguarding principles.





Step 3: Develop procedures and guidelines to implement your policy

- **Begin with answering questions such as:**

How will you respond to risk concerns about a child?

- Who should any concern be reported to?
- Who is responsible for managing any concerns?
- How will the concern be reported to the responsible person?
- What is the process that will be taken by the responsible person, including how the concern is reported to other non-footballing agencies (e.g. statutory authorities) and what should be investigated by the MA or the responsible person?
- How can staff members and volunteers get support when they have any concerns about a child?

- **Train individuals who work with children and young people:**

- Make sure safeguarding is included in role descriptions and interviews when recruiting for any role within your organization.
- Make sure you do background and criminal record checks before the appointment.
- Always get reference checks with previous employers or volunteer agencies.
- Hold awareness workshops that explicitly cover safeguarding.
- All staff and volunteers who work with children should sign a code of conduct that outlines expected and completely banned behaviour patterns.





- **Guidelines for identifying, preventing, or reducing risk concerns regarding children involved in football:**
 - Conduct risk assessment to gather information which identifies risks that involve children in football.
 - All staff and volunteers should sign a code of conduct explaining expected acceptable behaviours and banned behaviour.
 - Set minimum supervision ratios of adults to children for all kinds of activities, including transportation and sports sessions.
 - Plan for observational visits and tournaments; including overnight trips.
 - Set clear rules to guide communication and social media arrangements, especially for the use of images and communication on social media
- **Draft clear guidelines and policies for the procedure on what to do if a child goes missing.**
- **Draft clear policies detailing the safety of children in locker rooms and shower facilities.**

Step 4: Communicate and Educate

Communication and education are critical to ensuring understanding of safeguarding measures and principles and what they mean for everyone involved in football.





When it comes to education, there are certain aspects, you need to focus on:

- Organizations should be raising awareness for everyone who works with children in football. That includes recognizing and responding to concerns and expected behaviour.
- Education is a must for those who need more specific expertise, such as staff who will be dealing with child-related concerns or those who work directly with children.
- Families, in particular, should be empowered to prevent, detect, and report abuse, and they should be aware of whom to contact if they do have any concerns.
- Provide an easily accessible code of conduct or "provisions" on endorsing childhood for children and their parents or guardians.

Step 5: Monitor, evaluate, and review your policies, procedures, and guidelines

Monitoring and evaluating your policy and how it is implemented is critical to keeping children safe. This should include a process for reviewing any concerns received and success indicators to measure if your policy, procedures, and guidelines are followed.

Questions to ask yourself when you are monitoring:

- How will you ensure that everyone, including new employees, attends the training that is required?
- How will you ensure that the code(s) of conduct are read, properly understood, and signed?
- How will you ensure that the code of conduct is put into action?
- How will you ensure that children understand who to contact if they are worried or anxious about anything?
- How will you evaluate risk on an ongoing basis, both in relation to a specific activity and in general?
- How will you evaluate the effectiveness of your policy?



Overview

This session will introduce association members to general guidelines related to children's privacy and online safety.

Social Media

In the digital age of social media, everyone, including children, has access to almost all online platforms. However, as social media grows, the risk of personal privacy being undermined is getting higher as well.

Misusing social media can increase the risk of:

- Child Grooming
- Cyberbullying
- Cyberstalking
- Location Disclosure

How can employees and coaches that work with children help in avoiding these risk concerns?

- Use sports as a platform to teach children and promote online safety.
- Report any online grooming or inappropriate conduct concerns to your safeguarding focal point immediately.
- Any of the organization's representatives should not contact young athletes through private social media accounts.
- Any of the organization's representatives should not contact young athletes for non-work-related issues.
- Any of the organization's representatives should not share pictures, names, or any other private information that can be used to identify minors.



Use of Images and Audio Recordings

- Try to use photos of models or illustrations for making promotional materials.
- Get written consent from the child's guardian before using their images.
- Get the child's verbal or written consent before taking pictures/recording.
- Do not share any personal information when sharing images or audio recordings of children, including their names, addresses, and the school they go to so that they cannot be easily found online.
- Disable the right-click function when possible.
- Use appropriate images of children.
- Prohibit filming in changing rooms and bathrooms.
- Make sure photographers/videographers are aware of your child safeguarding policies and get their signature to confirm their understanding.



Overview

Participants will be aware of risk assessment to help them consider the possibility that children may be harmed while participating in sports. To mitigate risks, the participants will be trained to use risk assessment templates on the organizational level and activity level.

There is always a certain level of risk when children participate in sports; both at the activity level and at the organizational level. This refers to the possible risk of abuse or harm that can be mitigated and not general health and safety risks (these should be covered under separate health and safety rules set forth by the association and government). You can modify this evaluation according to your needs.

Terms used:

- **Potential for Child Harm:** identified risks for children.
- **Probability of harm existing:** the likelihood that the risk will happen: Choose from the low, medium, and high levels.
- **Required response policy, action, or guideline:** how is each policy, activity, or guidance necessary to mitigate the risk?
- **Accountability:** who is accountable for risk mitigation?

The Tree Tool (Adapted from the Sport for Protection Toolkit)

Developing Problem and Objective Trees

Step 1: Determine the key problem.

- Specify the key problem that your program intends to address in the given context.

This section was adapted from: FIFA Guardians. Up to Us: Child Safeguarding Toolkit for Member Associations. FIFA, 2019, Accessed Apr. 2022.

This section was adapted from: IOC. Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings. International Olympic Committee, 2018.



*These issues should be derived from the assessment findings and stakeholder consultations.

- Write the key question in the center of the paper or on a post-it note placed in the center of the wall. If there are different focal problems, create a problem tree for each.

Step 2: Determine the causes and consequences

Participants identify the problem's direct causes and consequences for each focal issue.

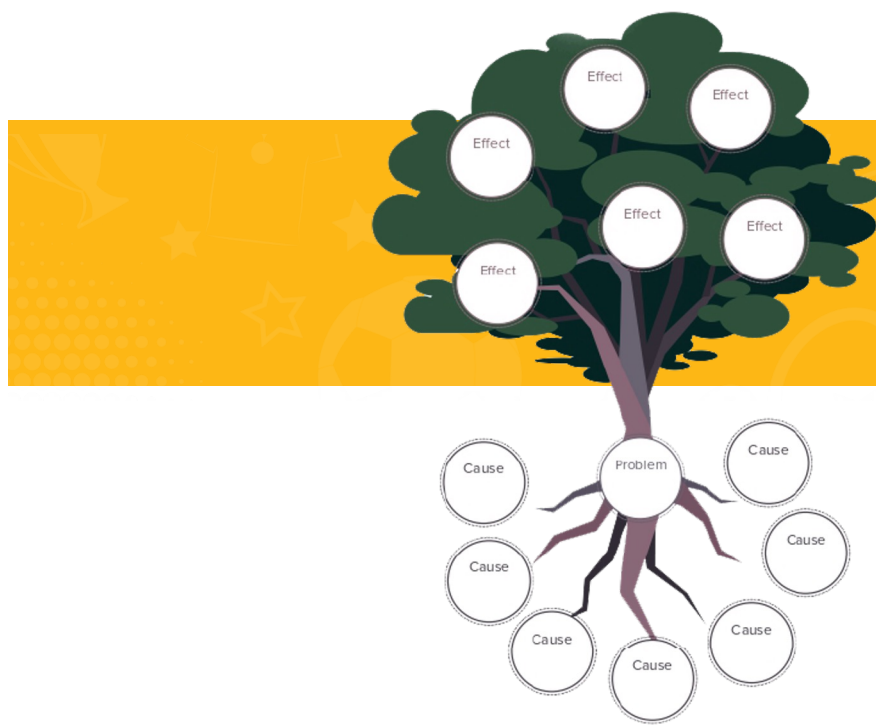
There are two approaches to this:

Option 1

- Participants generate statements about the key problem collectively, while the facilitator records each one on paper.
- The statements are then placed on a wall for analysis and reorganization into cause-and-effect relationships.

Option 2

- Participants work sequentially through the causes and effects, beginning with the key problem.
- The immediate causes of the issue are listed beneath the key problem.
- Immediate effects are prioritized over the problem.
- Any additional effects are listed above the immediate effects.

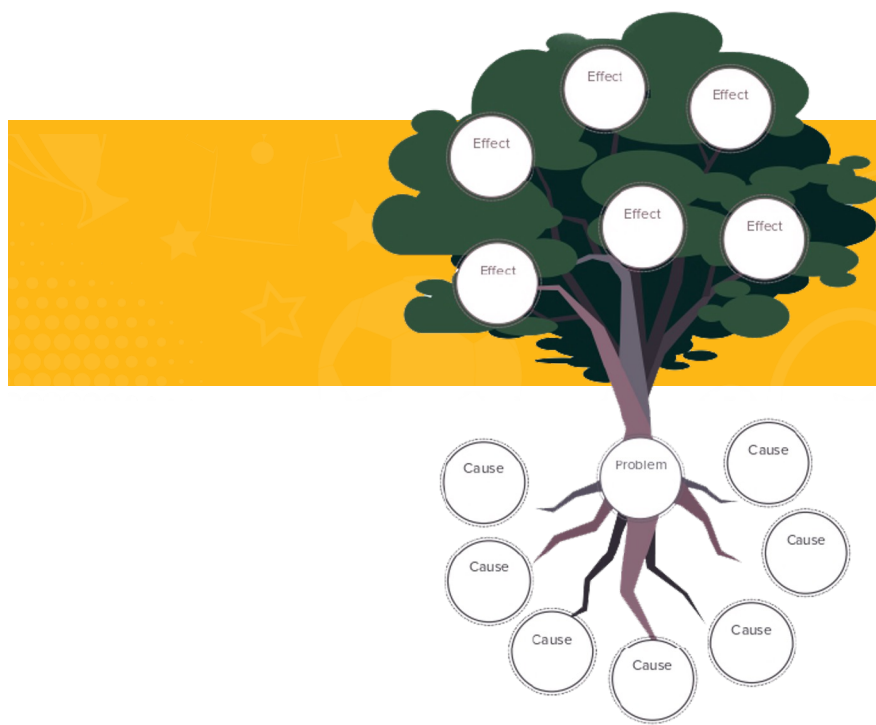


Create a problem tree's linear cause-effect relationship

- Participants repeat the procedure on successive horizontal lines until they are unable to identify any further underlying causes.
- Participants assess the clarity and logic of the sequence of causes and effects. (Does each cause result in its respective effect? Are there any steps missing?)
- If an effect has multiple causes, they can be arranged next to one another.
- Once the order and placement of all cause-and-effect relationships have been agreed upon by all participants, vertical lines can be used to connect them.
- Horizontal lines can connect related causes and effects. The result is a problem tree that illustrates the relationship between causes and effects at each level.

Step 3: create an objective tree

- A tree of objectives is created by transforming negative causes into positive objectives. [For example, the negative cause 'psychosocial distress' (from the problem tree) would be rephrased as the positive objective 'improved psychosocial well-being' (for the objective tree). The problem would be transformed into the solution, and the negative effects would be transformed into positive outcomes.]





- Examine the objective tree to ensure that all statements are clear, and no steps are missing. If necessary, revise the problem and/or goal trees by adding additional causes, effects, and/or goals.

Step 4: Choose the optimal interventions

- Selecting a strategy for the Sport for Protection program is the final step.
- Depending on funding, time, and relevance, the project or program may not be able to address all the causes.
- The objective tree may present several separate or interconnected activities to solve a problem. If all the causes cannot be addressed in a single project or program, it is essential to determine which of the branches, if any, will resolve the issue most effectively.
- The preferred interventions become the objective of the program.

The branches beneath represent the activities, while the branches above represent the results.



Overview

The participants will understand codes of behaviour, reporting charts, and concerns, in addition to incident reporting forms.

Codes of behaviour

Codes of behaviour are the required level(s) of professional conduct that employees and any of the organization's representatives must follow when working with or in the presence of children during any program or activity.

Representatives need to set out expectations on multiple aspects such as:

- Personal and professional restrictions.
- Proper ethical practices.
- Acceptable and unacceptable behaviour when working with or in the presence of children as part of your organization's program or activity.

Any representative should remember the values of the organizations with which they work at, show respect and courtesy to children, and prevent any harassment or discrimination towards them. You should also always prioritize the safety of children, not allow any unacceptable behaviour to occur, and report any risk concerns to help prevent and mitigate child abuse.



This section was adapted from: AFC. AFC Child Safeguarding Policy. Asian Football Confederation, 2022.

General Rules of Behaviour

When working with or in the presence of children during any programme or activity, representatives should not:

- Use or have any illegal drugs,
- Use alcohol or be under its influence,
- Or be incapacitated by the use of any other legal drug, such as prescription drugs.
- Further, an organization **must** not supply alcohol or drugs (including tobacco or e-cigarettes) to any child participating in its programmes/activities.

Unacceptable Behaviour

According to the AFC Child Safeguarding Policy, the following shall be deemed as unacceptable behaviours:

1. Any form of child abuse (including, but not limited to, physical abuse, emotional or psychological abuse, bullying, grooming, sexual abuse, and neglect) or similar behaviour.
2. Any conduct involving inappropriate or sexual touching of a child, and questioning or discussing sexual preference, experience, or knowledge with a child.
3. Any sexually suggestive behaviour, including undressing in front of children (such as in dressing rooms, accommodation settings, and bathroom areas used by children).
4. Displaying any offensive written material or images to a child, whether in hard copy or electronic form (e.g., any form of pornography, including via social media platforms).
5. Taking or displaying inappropriate, secretive photographs of a child without their parent or legal guardian's permission is prohibited.
6. Any contact attempts to reach a child for reasons unrelated to work.
7. Engaging in communication with a child outside the scope of your organization's programme or activity or for non-work-related matters is prohibited.

Reporting Concerns

Child Safeguarding concerns or suspicions (e.g. regarding any unacceptable behaviour by any person) **must** be reported to the organization's Child Safeguarding team and, if necessary, to external agencies to manage and address such concerns.

Representatives who fail to report any concern or suspicion of unacceptable behaviour should be considered to have violated safeguarding policies, and their failure to do so may result in disciplinary or other action against them.

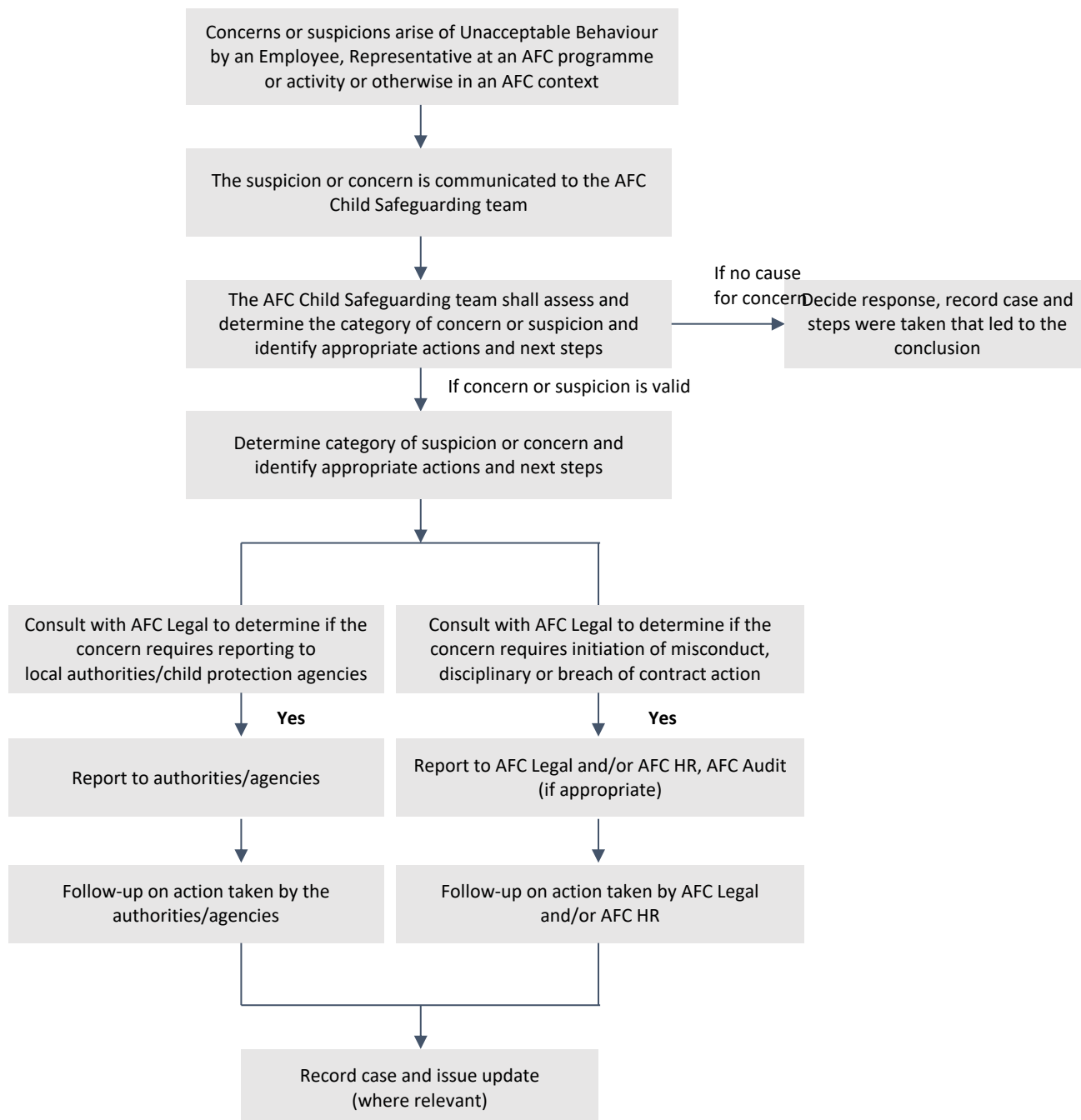
An example of [the AFC Child Safeguarding Reporting Flowchart](#) sets out the process to be followed when managing a reported concern or suspicion reported to the Child Safeguarding team. Please make sure that your organization must have its reporting system and that it must take responsibility for its reporting and response system.

To avoid any doubt, concerns or suspicions of unacceptable behaviour by third parties (i.e., not representatives like volunteers, staff or consultants) shall still be reported to the Child Safeguarding team and, where appropriate, directly to the local authorities.



The following flowchart illustrates the process of reporting at the AFC. Use it as a sample to create flowchart for your MA.

Child Safeguarding Reporting Flowchart



Part Four: Observing Abuse Indicators and Responding to Concerns

4.1. How to Recognize and Respond to Abuse

4.2. Standards of Expected Behaviors

4.3. Responding to Children Disclosing Information (Do's and Don'ts)





Overview

This session will give the participants an introduction to the recognition of abuse that will help them respond to and disclose abuse.

How to Recognize and Respond to Abuse?

Child abuse is a challenging topic for members and volunteers. Children, usually disclose that they are being abused or that they saw abuse cases. It is far more likely that you see clear indications that a child is being abused, so it is essential to follow some clear guidance. Children suffering from abuse often experience more than one type of abuse. Nevertheless, abusive behaviour typically happens for a while instead of an isolated incident. On top, other types of abuse include cyberbullying, which is a type of abuse that takes place online.

If you suspect child abuse, you should go through **three steps**:

1. Acknowledge and consider the possibility.
2. Look for indicators of abuse.
3. Carefully document and report.

1. Acknowledge and consider the possibility

In cases where a child appears to have suffered an unexplained injury, the possibility of abuse should be investigated. The same goes for children who appear to be distressed for no apparent reason or show continual behavioural issues that they have never had before. A child's unusual or fearful reactions to certain people, such as a coach or team doctor, or their parents or guardians, should also be considered.



2. Look for indications of abuse

Abuse can be reflected on the child in various ways. That includes observable physical, behavioural, or developmental changes.

3. Carefully document and report

A number of indicators of abuse can be found in the table below. Some of these may also be described by national legislation or government guidelines in your country.

PHYSICAL ABUSE	
Physical Indicators	Behavioral Indicators
Scratch Bite scars or bruises Burns (e.g. cigarette burns) Untreated wounds Broken bones	Self-harm dispositions Frequent attempts to run away Aggressiveness or withdrawal Worrying about returning home Excessive anxiety (around adults)

EMOTIONAL ABUSE	
Physical Indicators	Behavioral Indicators
Sudden speech disorders Bed-wetting and soiling Self-harm Poor peer relationships or friendships	Attention-seeking behaviour Rocking, thumb sucking Nervousness of change Attempts to run away



NEGLECT	
Physical Indicators	Behavioral Indicators
Unstable appetite Exposure to danger, lack of supervision Inadequate/inappropriate clothing Poor hygiene Untreated illnesses	Noticeable fatigue Poor peer relationships or friendships Low self-esteem Obsessive stealing, begging

SEXUAL ABUSE	
Physical Indicators	Behavioral Indicators
The child may suffer from pain, discomfort, or bleeding in their "private parts" Making sexual advances toward adults or children Painful urination Difficulty in walking or sitting Anorexia/bulimia Substance abuse	Depression The use of inappropriate language and/or having sexual knowledge Making sexual advances toward adults or children Low self-esteem Fear of the dark Caution of being approached by anyone Fear of adults

Standards of Expected Behaviors

When a child is abused, they can sometimes show some hints to indicate that something is wrong or even come out and say it. Disclosures should be given special consideration.



Responding to Children Disclosing Information (Do's and Don'ts)

Disclosures made by children should always be taken seriously. The most important thing to remember is that you should contact emergency services if the child is in immediate danger.

You should not ignore a child's pleas to share a "secret" or disclose information that suggests they are in danger or have been abused.

What to do if a child discloses information directly to you?

- Keep calm and don't show any signs of shock or doubt.
- When a child reveals that they have been sexually abused, offer comfort statements like "I'm sorry this has happened to you," or "That's not your fault."
- Do not ask questions that are detailed or inquiring.
- Tell the child that you will take what they have to say very seriously.
- Make what you will be doing clear, including how you intend to help the child and who you will be working with (depending on the child's age).
- Explain to the child that such disclosed information should not be kept a secret. Information will only be shared in order to protect the child. In many countries, reporting child abuse is a legal requirement.

What not to do if a child discloses information directly to you?

- Do not question the child.
- Do not promise confidentiality that you cannot keep.
- Do not assume anyone else will do what needs to be done.
- Do not laugh or express a strong emotion, such as shock or outrage.
- Do not speculate, accuse, or draw conclusions.
- Do not determine the truth or falsehood of the allegations against the alleged abuser.
- Do not look into the disclosure on your own.



REMEMBER

- It is not your responsibility to decide if abuse has occurred.
- **IT IS YOUR RESPONSIBILITY TO REPORT IT.**

It is essential to keep track of everything you see, from the date and time to the names and locations of the people you meet. These are critical information that could aid any future investigations aimed at ensuring child's safety.



Part Five: Monitoring and Evaluation

5.1. Guidance on Monitoring and Evaluation





Overview

This session will introduce participants to the basics of Monitoring and Evaluating Safeguarding policy and practice.

Monitoring is the tracking of progress through regular collection and analysis of data in order to keep children safe.

Evaluation is systematically assessing activities and policies to measure how effective they are in achieving stated objectives and help in making future decisions.

Monitoring a program's activities and constantly evaluating safeguarding and protection policies and procedures is an essential part of keeping young people safe and protected in sports programs. Monitoring and evaluation also help in measuring response procedures' success and effectiveness as well as measuring risk assessment.

Collected data also helps in measuring and monitoring:

- Attendance
- Codes of conduct implementation
- Children's knowledge on safeguarding

According to the Guardians FIFA Toolkit, a Safeguarding Officer should collect data to make sure that everyone understands:

- What is safeguarding?
- Why is safeguarding important?
- Who is responsible for safeguarding? (everybody)

Data can be collected through surveys, questionnaires, or interviews with facilitators, coaches, volunteers, young people, and everyone involved in program activities.

ANNEX I

- I.1. Safety Checklist
- I.2. Modifications Chart
- I.3. Child Safeguarding Reporting Form
- I.4. Consent Form Sample
- I.5. Risk Assessment Templates
- I.6. Monitoring and Evaluation Sample Questions



Safety Checklist

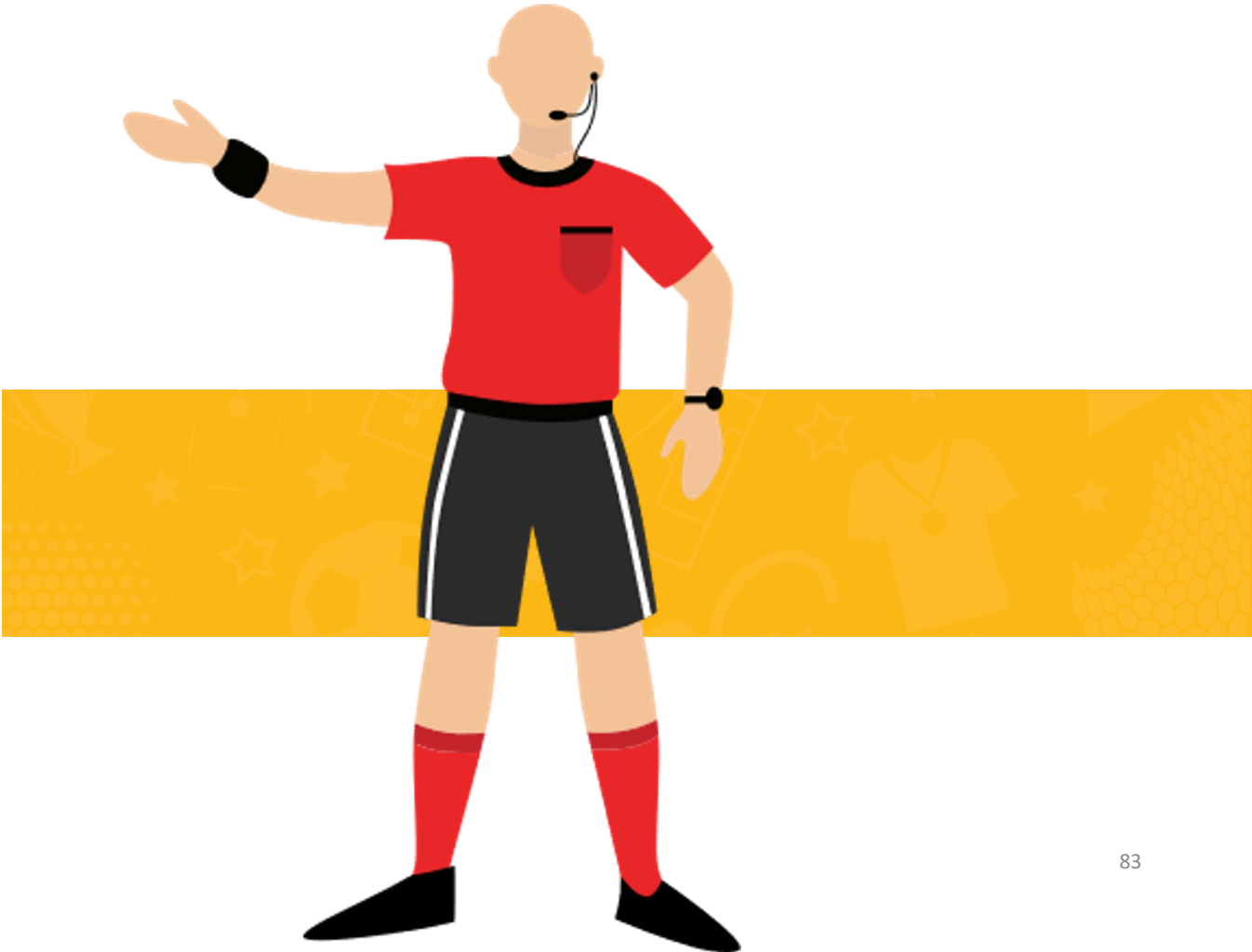
Positive Practices

Refer to the following [Safety Checklist](#), which is adapted from Right To Play’s *Sport-Specific: Football for Development Coaching Manual*, to spot safety concerns:

Factors	ISSUE / CONCERN	WITHIN SAFE LIMITS		ADDITIONAL NOTES
		YES	NO	
ENVIRONMENT: INDOOR	<ul style="list-style-type: none">• Emergency exits well-marked• Location of doors and windows• Location of stairs and walls• Location of appliances• Electrical wiring, outlets, switches• Temperature and ventilation• Sight lines to all participants in all play areas• Water/puddles or liquids on the floor• Storage space for equipment			
ENVIRONMENT: OUTDOOR	<ul style="list-style-type: none">• Condition of the playing surface• Size• Freedom from hazards such as holes, rocks, tree roots, trash, cars, other equipment• Play area clearly marked			
ENVIRONMENT: WEATHER	<ul style="list-style-type: none">• Temperature• Sun• Shade• Cold• Rain/ snow/ lightning			
EQUIPMENT	<ul style="list-style-type: none">• Condition• Suitability• Storage• Quantity			

Safety Checklist

Factors	ISSUE / CONCERN	WITHIN SAFE LIMITS		ADDITIONAL NOTES
		YES	NO	
ACTIVITIES	<ul style="list-style-type: none">• Suitability• Rules• Physical intensity• Variety• Adapted to suit all participants			
PARTICIPANTS	<ul style="list-style-type: none">• Number• Age range• Medical conditions• Limitations• Fitness level• Behaviour• Emotional maturity• All participants are included in the games			



Modifications Chart

Refer to the following Modifications Chart, which is adapted from Right To Play’s *Sport-Specific: Football for Development Coaching Manual*, to help you modify activities to suit players based on types of disability:

Disability	Possible Modifications
Vision	<ul style="list-style-type: none">• Have the player work with a partner.• Have others wear brightly coloured pinnies if a player has some vision.• Slow down the movement of the ball.• Simplify expectations for the game.• Use sound to signify a success; for example, a partner claps hands if the ball goes into the net.
Hearing	<ul style="list-style-type: none">• Make sure the player understands the demonstrations.• Have the player work with a partner.• Use simple signs for instructions.
Physical	<ul style="list-style-type: none">• Have the player work with a partner.• Simplify the expectations for the game.• Allow skill development based on strength; for example, allow the player to throw from a seated position.• Decrease the size of the playing field.
Intellectual	<ul style="list-style-type: none">• Have the player work with a partner until he or she feels comfortable.• Make sure the player understands the demonstrations.• Give the player time to observe before playing to ensure they understand.• Simplify the expectations for the game.

Child Safeguarding Reporting Form

Child Safeguarding Reporting Form (Adapted from AFC Child Safeguarding Policy)

Your information			
Name			
Contact number			
Email			
Name of organization (if not AFC)		Your role	

Personal information of the Child	
Name	
Gender	<div>Male <input type="checkbox"/></div> <div>Female <input type="checkbox"/></div>

Contact information – parent/carer	
Name	
Address	
Contact number(s)	
Email	

Incident details*			
Date and time of incident			
Please tick one:	<input type="checkbox"/> I am reporting my own concerns	<input type="checkbox"/> I am responding to concerns raised by someone else – please fill in their details:	
Name of person raising concern		Role within football or relationship to the child	
Contact number(s)			
Email			
Details of the incident or concern (include other relevant information, such as description of any injuries and/or disclosure made by a child)			

*Attach a separate sheet if more space is required (e.g. multiple witnesses)

Child's account of the incident (if disclosed by the child to you)			
Please provide the names of any witness to the incident			
Name of witness (please include if a child)		Role within football (Coach, Official, Player)	
Contact number(s)			
Email			
Details of any person involved in this incident or alleged to have caused the incident/injury			

Child Safeguarding Reporting Form

Your information				
Name		Role within football (Coach, Official, Player)		
Contact number(s)				
Email				
Please provide details of any action taken to date (Contacted AFC, removal of persons involved in incident, police contacted)				
Has the incident been reported to any external agencies?	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes – Please provide further details:
Name of organization/agency				
Contact person				
Contact number(s)				
Email				
Agreed action or advice given				
Declaration				
Your signature				
Print name				
Date				
Contact your Safeguarding Officer in line with the AFC's reporting procedures				
Safeguarding Officer's name				
Date reported				



Child Safeguarding Reporting Form

The following table contains sample questions that you can refer to when drafting your monitoring and evaluation questions. Remember: ask the right questions to the right people. And use a tool according to the context. (Adopted from the FIFA Guardians Toolkit.)

Safeguards	Sample Questions
Policy	<ul style="list-style-type: none">• How was the policy developed? Was everyone involved, including children, consulted?• What do you know about our safeguarding policy?• What does it mean to you?
Recruiting, training, and communicating	<ul style="list-style-type: none">• Is there an appointed person responsible for safeguarding?• Do they have the professional support they need?• Have all staff provided a criminal record clearance and received a background check?• Have all staff who work directly with children been trained on safeguarding?• Do all staff members understand the code of conduct and have they signed it?
Minimizing risk	<ul style="list-style-type: none">• Do you know how to minimize risk for specific events? For example:• While transporting athletes...• When using social media...• When using photos...• In different facilities...
Reporting and responding to concerns	<ul style="list-style-type: none">• What would you do if you had a risk concern?• Do you know who to report to?• Do children know who to report to?• Do you understand that it is not your responsibility to investigate about abuse or decide if abuse has occurred or not?• Were there any cases of abuse or risk concerns?• Is the process confidential?
Advice and support	<ul style="list-style-type: none">• Do you feel supported in your safeguarding role?• What further information would be useful?• Is the training which the staff received relevant to their roles?



Consent Form

نموذج موافقة

Dear participant,

By becoming a signatory of this sheet, you consent for yourself and/or your dependents to be recorded for the purposes of _____ on _____ (add date and time). You also consent for the images, sound, and video recordings to be used without charge and unconditionally for publication or private use.

You are entitled to the utmost confidentiality regarding your personal information, including your personal details, which will not be used nor indicated in the recorded content.

Please sign in the indicated space to indicate your consent.

أعزائي المشاركون

عند التوقيع على هذا النموذج بجانب اسمك؛ فإنك تصرح بالموافقة عن نفسك و/أو من تعولهم بالتصوير لغاية _____ في تاريخ _____، وتسمح باستخدام الصور ومقاطع الفيديو المسجلة لأغراض النشر والأغراض الخاصة بدون شروط أو مقابل مادي.

وعليه فإن لك ضمان أقصى درجات السرية فيما يتعلق بمعلوماتك الشخصية، بما في ذلك بياناتك الشخصية، والتي لن يتم استخدامها أو الإشارة إليها في المحتوى المسجل.

يرجى التوقيع في المساحة المخصصة أدناه بجانب اسمك للإشارة إلى موافقتك

Full name:

Signature:

Date:

الاسم الرباعي:

التوقيع:

التاريخ:

Legal Guardian Full Name:

Legal Guardian Signature:

Date:

الاسم الرباعي لولي الأمر:

توقيع ولي الأمر:

التاريخ:

Risk Assessment Templates

(These risk assessment tools are adapted from the “AFC Child Safeguarding Policy”).

A template for risk assessment (organizational level)

Terms used:

- **Potential for Child Harm** – identified risks for children participating in football.
- **Probability of harm occurring** – the chance of the risk occurring:
Choose between low, medium, and high.
- **Required response policy, action, or guideline** – which policy, activity, or guideline is required to address the risk?
- **Accountability** – who is accountable for risk reduction?

Potential Risk to Children	Likelihood of harm: (low, med, high)	Required Policy, procedure, guideline or activity	Who is responsible for managing this area of risk? (depending on the event)	Further action (if needed) Examples below
AFC Employees and Representatives				
Recruiting inappropriate people to work with Children	High	<ul style="list-style-type: none"> • Safe Recruitment • Child safeguarding training and induction 	Recruiting managers, Human Resources, Child Safeguarding team	Background and reference checks.
Lack of Child Safeguarding training for employees, officials, volunteers, and contractors	Medium	<ul style="list-style-type: none"> • Child Safeguarding training and induction • Child Safeguarding Policy 	Child Safeguarding team, Human Resources, and department superiors	
Other adults who may have access to children - e.g.: security, medical	High	<ul style="list-style-type: none"> • Child Safeguarding Training • Child Safeguarding policy 	Child Safeguarding team, and relevant departments involved	Identify who these groups of adults are and thereafter assess the risks and develop any necessary guidance that is context-specific. Implement steps to mitigate risks as referred to under this policy as the first step of action.

Risk Assessment Templates

Potential Risk to Children	Likelihood of harm: (low, med, high)	Required Policy, procedure, guideline or activity	Who is responsible for managing this area of risk? (depending on the event)	Further action (if needed) Examples below
Facilities and Accommodation				
Unauthorised access to children's activity areas (changing rooms, bathrooms)	High	<ul style="list-style-type: none"> Child Safeguarding Policy 	Child Safeguarding team, Competitions and events team and any other departments involved in such an area	Clarify responsibilities before a match / training session. To ensure the right signages are in place and to additionally brief all Employees and/or Representatives.
Children and adults sharing the same Accommodation or facilities	High	<ul style="list-style-type: none"> Child Safeguarding Policy 	Security and Events team	Plan ahead to create the safest possible environment, which shall include CCTV and guards on site.
Transport and Travel				
Transporting children between venues/training without approval	High Low (If it is in a bus/minivan)	<ul style="list-style-type: none"> Child Safeguarding Policy 	Security and Events team	Plan ahead to create the safest possible environment which could include ensuring that such vehicle is a van or a bus with many people per vehicle, indirectly reducing the risk of any form of abuse and always ensuring an AFC Representative and/or Employee is present.
Unvetted drivers employed to transport children	Medium	<ul style="list-style-type: none"> Child Safeguarding Policy Safe recruitment 	Security and Events team	Plan ahead to create the safest possible environment.

Risk Assessment Templates

Potential Risk to Children	Likelihood of harm: (low, med, high)	Required Policy, procedure, guideline or activity	Who is responsible for managing this area of risk? (depending on the event)	Further action (if needed) Examples below
Unregulated travelling and trips away	High	<ul style="list-style-type: none"> Child Safeguarding Policy Parental consent forms 	Security and Events team	Extensive early planning is required. Ensure there is a checklist for trips away and ensure there are enough trained and vetted adults to supervise. To obtain parental consent.
Communication and Social Media				
Inappropriate use of communication and social media by under-18 players	Low	<ul style="list-style-type: none"> Player's Code of Conduct (to be developed) Social Media guidance for under-18 players 	Child Safeguarding team and Grassroots department	<p>To encourage AFC Employees/ Representatives to report such matters to the AFC Child Safeguarding team if such links or pages are found online.</p> <p>AFC Child Safeguarding team to conduct random checks on their social media.</p>
Inappropriate use of social media and communication by adults with Children (under 18 years old)	Medium	<ul style="list-style-type: none"> Child Safeguarding Policy Guidance of communication with Children under 18 	Child Safeguarding team and communications team	<p>To encourage AFC Employees/ Representatives to report such matter to the AFC Child Safeguarding team if such links or pages are found online.</p> <p>AFC Child Safeguarding team to conduct random checks on their social media.</p>
Complaints and Discipline				
Concern about behaviour of an adult towards a child	High	Clear reporting guidelines as outlined in the Child Safeguarding Policy	Child Safeguarding team and Human Resources	Report Concern to Safeguarding Officer. Immediate action needed.

Risk Assessment Templates

Risk assessment template (activity level): to be completed at the start of every new project/activity

What contact will you have with children through this work project?	What potential risks to children can you identify?	What steps will you take to mitigate these risks?	Who is responsible for ensuring these steps are taken?	Please confirm date when the action was completed.
<ul style="list-style-type: none"> Will the contact be face to face and/or online/digital? What activities will children be involved in? Will the children be photographed, filmed or asked to share their stories? Will parents/carers be present or are staff/volunteers acting in loco-parentis? 	<ul style="list-style-type: none"> Are there any risks inherent in these activities? Who will be present? Will these people be MA staff/volunteers or third parties? What will the environment be like? What physical or emotional issues may arise? 	<ul style="list-style-type: none"> What have/will you include in your Safeguarding planning? Who is your designated safeguarding contact for this activity? What support will be available for the children present? How will concerns be managed if they arise? What safeguarding information will everyone involved receive at the start of the activity? 		
<p>Please confirm that this risk assessment has been copied to the AFC's Safeguarding Officer or focal point.</p>			<p>Your name and role:</p> <p>_____</p>	



Monitoring and Evaluation

Sample Questions

Checklist to help think through planning and organisation (adapt as necessary)

Purpose of the trip <ul style="list-style-type: none"><input type="checkbox"/> Competition<input type="checkbox"/> Training<input type="checkbox"/> Other (specify):<input type="checkbox"/> Combination:
Planning <ul style="list-style-type: none"><input type="checkbox"/> When<input type="checkbox"/> Where<input type="checkbox"/> Who (staff/volunteers/players)
Communication with parents <ul style="list-style-type: none"><input type="checkbox"/> Destination and accommodation details sent (address/telephone)<input type="checkbox"/> Name(s)/number(s) of safeguarding officer and/or approved chaperone(s) shared with parents and players<input type="checkbox"/> Drop-off/pick-up times agreed<input type="checkbox"/> Transport arrangements in place<input type="checkbox"/> Competition details shared<input type="checkbox"/> Kit and equipment list shared<input type="checkbox"/> Consent form signed<input type="checkbox"/> Information regarding medical conditions (including allergies) or impairments and access needs, and medication<input type="checkbox"/> Safeguarding arrangements (reporting concerns, supervision, etc.)



ANNEX II

II.1. Introductory Questions

II.2. Child Development Multiple Choice Questions

II.3. Sports for Development (Matching Exercise)

II.4. Scenarios for Positive Practices Application

II.5. Session Planning Exercise

II.6. Common Ground for Safeguarding Children (Matching Exercises)

II.7. Pop Quiz on Protection and Safeguarding Principles

II.8. Questions to Discuss (The Five Steps towards Safeguarding)

II.9. Two Truths, One Lie (Children's Online Privacy)

II.10. Risk Assessment Activity

II.11. Scenarios for Reporting Safeguarding Concerns Application

II.12. Scenarios for Observing Abuse Indicators and Responding to Concerns Application

II.13. Monitoring and Evaluation Activity

II.14. Recreate the Training - Activity



Introductory Questions



Divide participants into smaller groups and ask them to discuss the following questions:

- What do you expect this training to be about?
- What will you learn from the training?
- How are safeguarding and protection incorporated/ can be incorporated into your organization's activities?

Give participants 10 minutes to discuss the questions in groups. Then, let each group present their answers.

Child Development Multiple Choice Questions

Choose the correct answer:

- **Physical health and well-being include:**

- A. the senses, gross motor skills, and fine motor skills.
- B. bodily awareness of one's orientation in space only.
- C. strength, endurance, speed, and coordination.

- **Language and cognitive skills refer to:**

- A. learning multiple languages.
- B. how the language is applied in practical and interpersonal communications.
- C. the formation of a language's constituent sounds into words.
- D. the ability to mentally process information.

- **Adaptive Motor Skills is:**

- A. learning to coexist with others and exist peacefully within ourselves.
- B. dealing with strong emotions like anger, frustration, or fear.
- C. the self-care component of growing up and being aware of one's surroundings.
- D. technical drills for a specific sport.

- **Youth pay attention to what other people think depending on their.....**

- A. emotional, social, and cognitive skills.
- B. physical health and well-being.

- **The development stages are usually divided into the following age groups:**

- A. 0-9, 9-14, 14-16, +16
- B. 0-9, 9-12, 13-16, +16
- C. 0-7, 7-14, 14-15, +15
- D. 0-9, 9-13, 13-15, +15



Answer key:

- A
- D
- C
- A
- B

Sports for Development (Matching Exercise)

Match each area of development with their positive results.*

Areas of Development:	Sports lead to positive results at:
1. Social Development	a. Optimism
2. Educational Development	b. Endurance
3. Moral and Ethical Development	c. Fair Play
4. Cognitive Development	d. Gender Equality
5. Psychological and Emotional Development	e. Self-Sufficiency
6. Economic Development	f. Collaboration
7. Physical Development	g. Problem-Solving
8. Human-Rights Development	h. Quality and Achievements
	i. Honesty
	j. Self-Expression
	k. Speed
	l. Self-Respect
	m. Leadership
	n. Power



*This will give you a better understanding of how sports for development programs can assist child development.

Answer key:

1. f, m
2. h
3. c, i
4. j
5. a, l
6. e
7. b, k, n
8. d

Scenarios for Positive Practices Application

After discussing the seven positive practices adopted by RTP, divide participants into smaller groups and give each group a scenario where they have to apply one or more of the positive practices and come up with an appropriate detailed response.

Suggested scenarios:

- You train a team of young players (5-6 yo). Recently, you have noticed that a group of them are not engaging or enjoying themselves during training sessions.
- In a mixed program, girls are noticeably less active than boys in training sessions and matches.
- The players arrived to start their training but the weather is too hot to hold a session.
- An ethnically diverse group of players form teams of individuals who belong to the same ethnic background.

Give participants 10 minutes to prepare and 3 minutes to present each.



Session Planning Exercise

Steps:

- Divide participants into smaller groups.
- Provide each group with an empty session template.
- Ask each group to plan a full session and present it to teach young athletes about one of the following topics:

Child Safeguarding Officers	Coaches	Members
<ul style="list-style-type: none">• Online safety• Types of abuse• Bullying• Child rights• A topic of your choice	<ul style="list-style-type: none">• Protection-related topic (online safety, types of abuse, bullying, child rights, etc.)• Time management• Communication skills• Critical thinking• A topic of your choice	<ul style="list-style-type: none">• Protection-related topic (online safety, types of abuse, bullying, etc.)• A life skill (time management, communication skills, critical thinking, etc.)• A topic of your choice
<p>Note: Keep the age, gender, ability, and disability of participants in mind while designing your session.</p>		



Session Planning Exercise

*Use the following template Adapted from the Sport Specific Training Manual.

SPORT SPECIFIC SESSION PLANNING TEMPLATE		
Date:	Location:	Time:
Number of Players:	Skill Level:	Duration:
Sport Specific Skill Objectives:		Developmental Life Skill Objectives (Key Learnings):
Opening Discussion Questions:		
Warm-up: a)Pulse-raisers	b) Dynamic activities	c) Active isolated stretches
Modified Game:		
Skill Development Activities:		
Modified Game:		
Cool-down: a)Pulse-decreasers	b) Low-intensity skill development activities	c) Active isolated stretches
Closing Discussion: Reflect	Connect	Apply
Equipment Needed		Notes

Common Ground for Safeguarding Children (Matching Exercises)

- Match the options of types of abuse to select the one that best matches each description of abuse.

Descriptions	Types of abuse
1. Are the measures taken to guarantee the safety of all children involved with the organization? It entails doing everything possible to protect children from harm and abuse.	a. Emotional and psychological abuse
2. The mistreatment of a child, such as threatening, insulting, or ridiculing.	b. Neglect
3. Failing to provide medical care, education, or other essentials for a child’s physical and psychological needs when having the means to do so	c. Safeguarding
4. When someone deliberately hurts a child, such as hitting, kicking, shaking, or pushing.	d. Physical abuse



Common Ground for Safeguarding Children (Matching Exercises)



Answer key:

1. c
2. a
3. b
4. d

Common Ground for Safeguarding Children (Matching Exercises)

- After discussing the content of this session, classify the following examples into the types of abuse they represent:

Examples	Types of abuse
a. A physical therapist touches players inappropriately.	1. Emotional\Psychological Abuse
b. The players tease one of their teammates by calling him names. He asks them to stop, but they continue doing it.	2. Physical Abuse
c. A coach slaps players on their arms when they make a mistake.	3. Sexual Abuse
d. An adult undresses in front of minor players and watches them while they change in the dressing room.	4. Child Grooming
e. The players ignore one of their teammates and do not include him in their activities.	5. Bullying
f. A coach shouts repeatedly at children to discipline them.	6. Neglect
g. A coach ignores a minor player’s injury and leaves it untreated.	
h. An adult tries to befriend minor players and add them on social media with sexual intentions in mind.	
i. The adults that accompany minor players during an overnight trip leave them without supervision.	

Common Ground for Safeguarding Children (Matching Exercises)



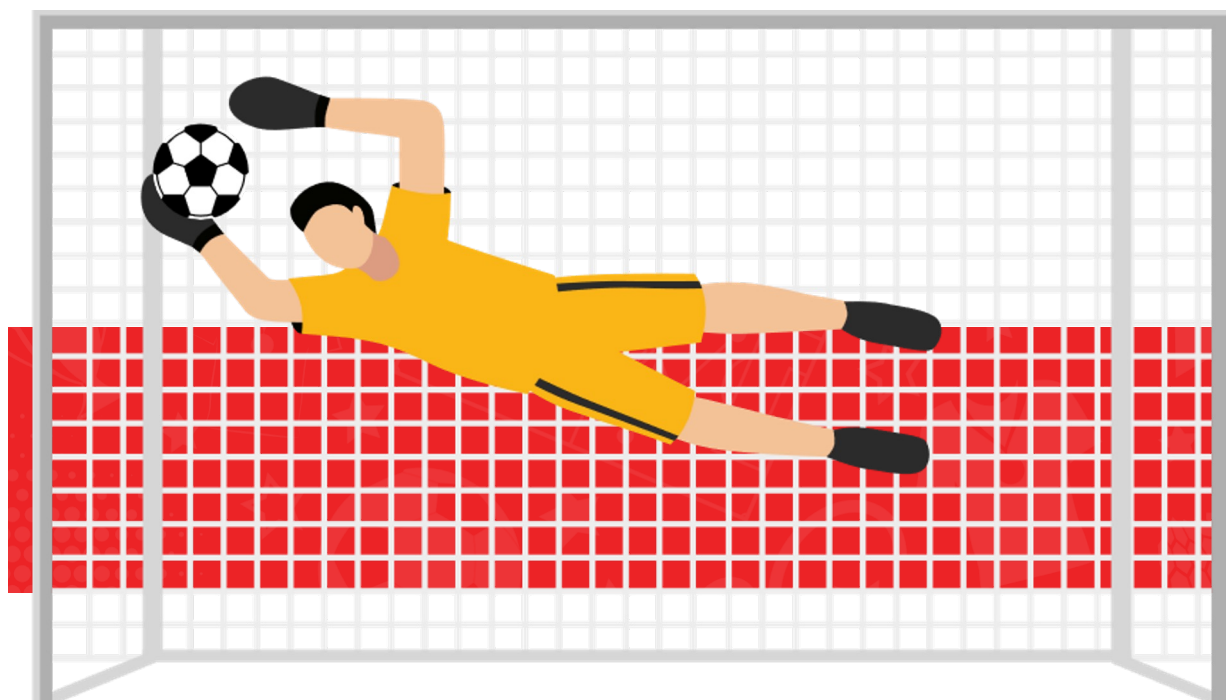
Answer key:

1. f
2. c
3. a, d
4. h
5. e, b
6. g, i

Pop Quiz on Protection and Safeguarding Principles

Identify three key responsibilities of a Safeguarding Officer from this list.

- a. To make sure everyone receives adequate safeguarding training
- b. To be a legal representative for safeguarding in football
- c. To impose safeguarding on the parents of children who are playing the sport
- d. To make sure the finances of the organization are protected
- e. To be a safeguarding focal point
- f. To make sure the organization responds if safeguarding concerns arise



Answer key: a, e, f

The Five Steps towards Safeguarding

Questions to discuss:

- In what ways are children involved in sports (at your organization)?
- Who are the people who interact with the children that you have identified as involved in sports and what is the nature of their interaction?
- Is there a safeguarding policy in place that covers each of the areas where children are involved in the game?



Two Truths, One Lie (Children's Online Privacy)

Spot the wrong statement.

1. How can employees and coaches that work with children help in avoiding these risk concerns?

- a) Employees should not contact young athletes through private social media accounts.
- b) Employees should not contact young athletes for non-work-related issues.
- c) Report certain grooming or inappropriate conduct concerns to your coach or any member immediately.

2. Use of Images and Audio Recordings

- a) Get written consent from the child before using their images.
- b) Do not share any personal information when sharing images or audio recordings of children.
- c) Try to use photos of models or illustrations for making promotional materials.

3. Misusing social media can increase the risk of

- a) Location Disclosure
- b) Child Grooming
- c) Great Friendships

4. Unsupervised photography or video sessions with minors under the age of 18:

- a) Should not be permitted.
- b) At least one staff member or the child's parents or guardians must be present during any one-on-one photography or videography session.
- c) Anyone can attend a photography or video session.



Answer key:

1	2	3	4
A ✓	A ×	A ✓	A ✓
B ✓	B ✓	B ✓	B ✓
C ×	C ✓	C ×	C ×

Risk Assessment Activity

Determine the level of risk (**high, moderate, low**), the policies and guidelines that should be applied, the person that is responsible, and any additional notes in each of the following situations:

- Recruiting a staff member with a criminal record to work with children.
- Lack of child safeguarding training for employees, officials, volunteers, and contractors.
- Hiring adults who may have access to children—e.g., security, medical staff.
- Unauthorized access to children’s activity areas (changing rooms, bathrooms).
- Children and adults share the same accommodation or facilities.
- Transporting children between venues/training without approval.
- Inappropriate use of social media and communication by minor players.



Risk Assessment Activity

Divide participants into groups and ask them to develop a Problem and an Objective Tree (refer to Risk Assessment) to discuss one of the following issues:

- Sports injuries occurred more frequently during the past 6 months.
- New players who joined your team recently are having a hard time adapting.
- One of your players was sick last week and attended the training session. This week, several players called in sick.
- Other.



Scenario 01

My name is Sadiq. I know my parents told the academy about my asthma. I don't have it all the time, but when I have a bad attack, I really struggle to breathe. I have an inhaler with me in case I have an attack. But one of the coaches disagrees and says, "it's all in your mind," and when I start to get short of breath, he tells me, "you are not fit enough and should train harder." Mostly, he's OK, but one time he wouldn't let me go to get my medication from the changing room. I didn't want to look weak in front of the others, so I tried to get through it. I worry that I could collapse if my breathing gets bad enough. I thought about telling someone else about it, but I don't want to get the coach into trouble. Besides—who could I tell?

Scenario 02

Even before the squad returned home, one of the coaches was interviewed by a journalist who published a story that blamed almost everything on Monica—a 16 years old girl. She had been seen as a potential world-class star, but like the rest of the team, Monica underperformed at the tournament. She comes from a very poor area in the capital city, and the article referred to her as a "lazy street urchin" and made derogatory comments about her religion—something that may have influenced the whole squad and staff. Monica is very distressed—and terrified. Since then, she's received hundreds of offensive messages from all over the country. She's had horrible threats too—about her family, even that she would be raped.

Reporting Child Safeguarding Concerns

*Choose one of the previous scenarios and fill out the following Child Safeguarding Reporting Form according to the situation.

Your information				
Name				
Contact number				
Email				
Name of organisation (if not AFC)		Your role		

Personal information of the Child				
Name				Date of birth
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Non-binary <input type="checkbox"/>	Another description (please state) <input type="checkbox"/>

Contact information – parent/carer	
Name(s)	
Address	
Contact number(s)	
Email	

Incident details*			
Date and time of incident			
Please tick one:	<input type="checkbox"/> I am reporting my own concerns	<input type="checkbox"/> I am responding to concerns raised by someone else – please fill in their details:	
Name of person raising concern		Role within football or relationship to the child	
Contact number(s)			
Email			
Details of the incident or concerns (include other relevant information, such as description of any injuries and/or disclosure made by a child)			

* Attach a separate sheet if more space is required (e.g. multiple witnesses)

Child's account of the incident (if disclosed by the child to you)			
Please provide the names of any witness to the incident			
Name of witness (please indicate if a child)		Role within football (Coach, Official, Player)	
Contact number(s)			
Email			
Details of any person involved in this incident or alleged to have caused the incident/injury			

Reporting Child Safeguarding Concerns

Name		Role within football (Coach, Official, Player)	
Contact number(s)			
Email			
Please provide details of any action taken to date (Contacted AFC, removal of persons involved in incident, police contacted "See next section")			
Has the incident been reported to any external agencies?		<input type="checkbox"/> No	<input type="checkbox"/> Yes – please provide further details:
Name of organisation/agency			
Contact person			
Contact number(s)			
Email			
Agreed action or advice given			

Declaration	
Your signature	
Print name	
Date	

Contact your Safeguarding Officer in line with the AFC's reporting procedures	
Safeguarding Officer's name	
Date reported	



Scenarios for Observing Abuse Indicators and Responding to Concerns Application

Read the following scenarios and answer the questions below.

Scenario 01

My name is Sadiq. I know my parents told the academy about my asthma. I don't have it all the time, but when I have a bad attack, I really struggle to breathe. I have an inhaler with me in case I have an attack. But one of the coaches disagrees and says, "it's all in your mind," and when I start to get short of breath, he tells me, "you are not fit enough and should train harder." Mostly, he's OK, but one time he wouldn't let me go to get my medication from the changing room. I didn't want to look weak in front of the others, so I tried to get through it. I worry that I could collapse if my breathing gets bad enough. I thought about telling someone else about it, but I don't want to get the coach into trouble. Besides—who could I tell?

Can you identify what type(s) of abuse Sadiq is experiencing?



This section was adapted from: "FIFA Guardians™ Safeguarding in Sport." FIFA Guardians Safeguarding in Sport, <https://safeguardinginsport.fifa.com/>.

Observing Abuse Indicators and Responding to Concerns

Answer key:

- Sadiq is being neglected by his coach, who is also emotionally abusing him. By ignoring Sadiq's medical condition and preventing him from accessing his medication, the coach risks making him seriously ill.
- In such a situation, the coach may be seen to have knowingly caused Sadiq physical harm or injury. Sadiq, or anyone aware of this situation, should report this concern to the academy's Safeguarding Officer.



Observing Abuse Indicators and Responding to Concerns

Read the following scenarios and answer the questions below.

Scenario 02

Even before the squad returned home, one of the coaches was interviewed by a journalist who published a story that blamed almost everything on Monica—a 16 years old girl. She had been seen as a potential world-class star, but like the rest of the team, Monica underperformed at the tournament. She comes from a very poor area in the capital city, and the article referred to her as a "lazy street urchin" and made derogatory comments about her religion—something that may have influenced the whole squad and staff. Monica is very distressed—and terrified. Since then, she's received hundreds of offensive messages from all over the country. She's had horrible threats too—about her family, even that she would be raped.

Can you identify what type(s) of abuse Monica is experiencing?



Observing Abuse Indicators and Responding to Concerns

Answer key:

- Monica is used as a scapegoat by the coaches (emotional abuse).
- Misinformation is fed to a journalist to publish criticism publicly (emotional abuse).
- Monica is subjected to personal insults, including references to her home area and religion (emotional abuse).
- She and her family are receiving threats—these should be reported to police or other appropriate authorities (emotional abuse)—and a potential risk of physical or sexual harm (neglect/failure to protect her from harm).



Monitoring and Evaluation Activity

Divide participants into groups and ask each group to do the following:

Safeguarding Officers:

Design and draft a tool/activity for one of the following:

Draft a survey to be answered by drivers who are in charge of children's transportation.

Draft a list of interview questions for coaches to measure their understanding of safeguarding in the context of social media.

Members:

Design and draft a tool/activity to:

Measure children's knowledge of the basics of safeguarding using a game.

Coaches:

Design and draft a tool/activity to:

Measure children's knowledge of the basics of safeguarding using a game.



Recreate the Training - Activity

Ask each group to choose one of the following:

- Design an activity to help you explain reporting protection concerns to children.
- Explain how you would teach children about online safety.
- Design a session to teach volunteers about your MA's code of conduct.

Give each group 5 minutes to present their findings.



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