

**USER'S GUIDE** 

CHILD LABOUR AND THE RIGHT OF **CHILDREN TO PLAY** 

> **COACHING YOUNG AND INEXPERIENCED PLAYERS**

**MOBILIZING COMMUNITIES AND PARTNERS** A guide for implementing agencies

**FOOTBALL COACHING MANUAL** 

**CODE OF CONDUCT AND GOOD PRACTICE** 

FIFA

### **Football Resource Kit**

Using football in child labour elimination and prevention projects

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#### Foreword

Confronting the significant challenge of child labour requires the involvement and support of many actors and organizations at local, national, regional and global levels. It is a monumental task that has been spearheaded by IPEC since the programme's creation in 1992. IPEC's front-line action focuses primarily on assisting national stakeholders in developing appropriate policy responses and a national plan of action for the longer-term benefit of children vulnerable to this form of exploitation. It also assists in the identification of children in the worst forms of child labour and the design of effective interventions for the withdrawal of affected children and their rehabilitation through the provision of vital services such as education, social protection, health, and life skills training. It also places strong emphasis on awareness-raising and on measures to prevent the recurrence of child labour in particular sectors and locations.

Child labour is a complex issue. Most often, it has its roots in poverty, but also in cultural and social practices and attitudes. It has a broad range of contributing factors, making it difficult to overcome now and prevent in the future. IPEC is convinced of the importance of mobilizing a global movement against child labour, bringing together actors from across the whole spectrum of society and the international community and aiming to generate the level of political and social momentum required to end the scourge of child labour and its worst forms as quickly and completely as possible.

As well as delivering a wide range of essential services to protect and assist affected and at-risk children and their families, it is also important that these children be able to recover their childhoods and that they, their siblings and their peers have the opportunity to enjoy healthy recreational and sporting activities. Many of our projects around the world have ensured that working and at-risk children have access to some form of leisure activity through which they can interact with their friends and other children in their communities. However, an ongoing objective of IPEC has been to identify ways for children involved in its projects to channel their energy and enthusiasm positively and constructively, in 2002, it developed an education and social mobilization programme entitled "SCREAM Stop Child Labour", which uses the performing, visual and literary arts to promote life skills and empower children to express themselves through various art forms.

The opportunity to develop this approach further presented itself through IPEC's close collaboration with FIFA in Sialkot, Pakistan. FIFA has been a generous donor and effective partner, focusing on the elimination and prevention of child labour in the hand-stitched football manufacturing industry since the late 1990s. FIFA embraced the idea of introducing football to the lives of children involved in the project and to their peers in the community and gave its full support, including technical expertise through the Pakistan Football Federation.

This football resource kit captures the project's work and experiences, the objectives of FIFA's social responsibility programmes and other football-related development activities around the world. The aim is to provide the guidance, support and wherewithal for IPEC field staff, implementing agencies and committed groups and individuals around the world to give vulnerable children and their peers a chance to enjoy their childhoods as they should. We hope that this kit will lead to these children being able to benefit from healthy, fun and fulfilling activities, to acquire life skills and grow in confidence and self-esteem. It is vital that they have the chance to experience the same childhood activities as their contemporaries around the world. Football is a sport that can help this process.

This kit, therefore, guides organizations and individuals in putting together a comprehensive plan of action through which all stakeholders, particularly local and national football clubs and associations, join forces to help the most vulnerable children in society through recreational play and organized sport. It identifies volunteerism and child participation as being central to this strategic approach and highlights the positive impact these can have on community development.

IPEC sees the launch of this kit as a work in progress. Football is the most popular sport in the world and will be at the forefront of our campaign to introduce recreational activities into our projects. In time, it is our hope that more sports will follow so that we can further broaden the range of activities that are offered to the vulnerable children in our projects and help them experience the joy of childhood play and sporting achievement.

To help us reach this, we urge you to pick up this resource kit and use it! Good luck to you all in your football projects.

#### **Constance Thomas**

Director

International Programme on the Elimination of Child Labour

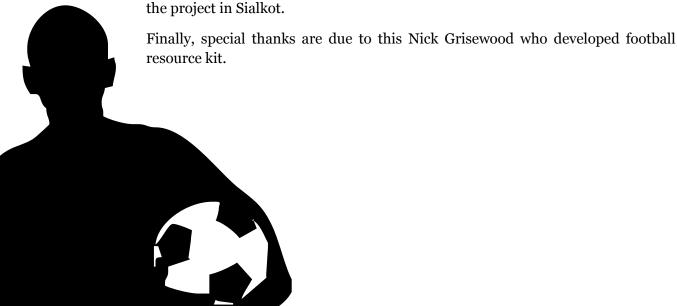


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In addition, special appreciation goes to all the IPEC team in Sialkot and Lahore and the key partners who collaborated in this project activity, including Sudhaar, Bunyad Literacy Community Council, the Child and Social Development Organisation (CSDO) of the Sialkot Chamber of Commerce and Industry (SCCI), SOS Children's Village Sialkot and the Pakistan Workers' Federation (PWF). Grateful acknowledgement is also made here to the technical expertise and support of the Pakistan Football Federation (PFF) and the Sialkot District Football Association facilitated by FIFA. Generous support was also provided to the project teams in the form of football clothing, materials and equipment by a number of sports good manufacturers in Sialkot and particular thanks go to the SCCI for the coordination of this sponsorship. The project also benefited significantly from the support of the Sialkot District Government, in particular the Departments of Labour, Education and Community Development.

A school established during the early phase of the IPEC projects in Sialkot deserves special mention. The school was set up in the community of Bhagwal Awan and was fortunate to have a dynamic and visionary principal, Farzana Yousaf, who ensured that the school grew and expanded to reach as many vulnerable children as possible. Through a generous personal donation of land by Ms Yousaf, a new school premises has been built in Bhagwal Awan, which now has sections for secondary and vocational education. In addition, Ms Yousaf was enthusiastic in her support for the project's football activities, trained as a football coach and helped to train Bhagwal Awan's girls' team. She was also appointed Secretary of the newly established Sialkot Women's District Football Association. Ms Yousaf epitomizes the spirit of the IPEC football project approach and was inspirational in the project in Sialkot.







## USER'S GUIDE







# Football can change the world for child labourers too

The main purpose of the football activities in the IPEC project in Sialkot, Pakistan, supported by FIFA, was to bring the joy of play into the lives of working children, former working children, their siblings and other at-risk, marginalized and disadvantaged children - something many of them had not known in their short lives. All too often, these children have been exposed to drudgery, hardship, fear, pain and worse, and a critical part of helping them to overcome their various traumatic experiences is to bring a sense of normalcy into their lives. This primarily means providing them with education and health services but also offering them the chance to engage in the day-to-day activities that other children enjoy, such as recreation, play and organized sport. As a first step, they need to have their childhoods returned to them, but the true power of sport is its capacity to help children to be healthy and to teach them a range of life skills that will serve them well as they grow and develop.

Many child labourers, particularly those in the worst forms of child labour, have suffered severetraumathathashadsignificant physical, psychological and emotional effects on their personal and social development. Sport and physical recreation in all their forms, and especially football, can support the healing process and provide children with a safe and friendly environment in which to develop fully. Football is also an activity which favours inclusivity and non-discrimination, thereby reaching out to all children regardless of race, gender, religion and level of ability.

This resource kit is made up of a series of modules to assist implementing partners and individuals in using football to support the rehabilitation and education of (former) child labourers, to prevent at-risk children from "If there is one guiding motto that our organization must work under in the 21st century, it is to put people at the centre of everything we do...

... There has been a growing understanding of the role sports can play in changing peoples' lives for the better — and those of young people, in particular. We have seen examples of how sport can build self-esteem, leadership skills, community spirit, and bridges across ethnic or communal divides. We have seen how it can channel energies away from aggression or self-destruction, and into learning and self-motivation.

I am convinced that the time is right to build on that understanding: to encourage governments, development agencies and communities to think how sport can be included more systematically in plans to help children — particularly those who live in the midst of poverty, disease or conflict.

In short, ... the Olympic Movement and the United Nations share the same fundamental goals: to ensure that every child should have the best possible start in life; that every child should receive a good-quality basic education; and that every child should have the opportunities to develop his or her full potential and contribute to his or her society in meaningful ways."

Kofi Annan.

Former Secretary-General of the United Nations

falling into situations of child labour, and to help other vulnerable children. It also explores constructive and healthy ways of encouraging children to play together, for example by linking football activities with formal education and sports programmes and integrating basic education activities into football coaching. The programme is intended to be flexible and adaptable to different geographical and/or cultural contexts and to formal and informal settings. It targets girls and boys of all ages based on the premise that children aged 5 to 17 are affected by child labour.

Children and young people need positive, safe and constructive outlets for their huge reserves of energy, and football is a natural and effective medium to channel this energy.

This is particularly important for adolescent children whose physiological development is often accompanied by emotional tension, even anger. As children grow and develop, so football can provide new areas of learning, self-exploration and development that can further enhance their capacities in the areas of leadership, self-expression, communication, negotiation and logical thinking, all of which will boost their confidence and self-esteem. It reinforces their life skills and provides opportunities for them to interact with each other and with adults and instils in them a sense of belonging and community.

In order to ensure a sustainable and lifelong programme, the resource kit provides relevant tools to teach children how to play football; offers guidance on involving different partners, parents and members of the community in the project; promotes the value of playing in a team; gives tips on setting up competitions, tournaments and competitive leagues; and explains how to link these processes and skills to community life, support and development. It also targets young people and adults willing to train as volunteers to support project activities by becoming football coaches, referees or administrators who can assist in the management and operation of football competitions, leagues, clubs and teams. In this way, projects can become a conduit for social integration, community development and education. Implemented within an appropriate enabling environment, the project can have a significant impact on the long-term prevention of child labour and support child protection generally.

# The roles of education and advocacy

The goal of this resource kit is to bring football into the lives of children who may have been withdrawn from situations of child labour, who may still be working, who may be marginalized and/or disadvantaged in various ways, who may live on the fringes of society, who may never have been to school or who may simply live in a community where a football project is being started up for others less fortunate than them. The approach is designed to support the reintegration of these children into the community and society as a whole and to offer a means to support their holistic education and development.

It is an ambitious approach, but if we are not ambitious in our activities and strategies for children's rights, how can we hope to achieve the United Nations Millennium Development Goals (MDGs) and the ILO's Global Plan of Action to eliminate the worst forms of child labour by 2016? If we are not ambitious, how can we aspire to further reduce the numbers of children pushed or drawn into situations of exploitation or help those who have been withdrawn from such situations and support their recovery and rehabilitation? We have to continue to think big and we have to involve everyone.

Two crucial areas of IPEC's work are education and advocacy. Education, particularly Universal Primary Education, which is one of the MDGs and the focus of the global Education For All (EFA) initiative, must be given high priority in national development programmes. This resource kit is a key part of that work. It can be operationalized in a wide range of settings linked directly to ongoing child labour elimination and prevention programmes, including: formal education, involving schools; non-formal education programmes which reach out to children in vulnerable communities in different ways; communitybased programmes; child participation programmes; and stand-alone programmes in key areas. If our work is to be sustainable in the long-term evolution of a fair and just global society, we have to integrate children and young people fully in this work. This is not a complicated concept. It simply means making education and awareness-raising important components of our overall strategy.



#### An inclusive programme

Another key characteristic of the resource kit is that it aims to involve as many actors in the wider community as possible. It promotes the integration of key stakeholders in all aspects of its activities, including national, regional and district/area football organizations, local and national football clubs, sports clubs, players, sporting goods companies, the media, schools, teachers, non-formal education programmes, development programmes, government and local authorities, the social partners, civil society organizations, communities, families and children.

#### The value of peer education

Peer education, i.e. children/young people teaching, mentoring and helping their peers, is another important element of the approach. It is an effective way to reach at-risk children, particularly in terms of preventing younger children from falling into situations of child labour or becoming vulnerable to other forms of exploitation. Based on their experiences, older children, especially former working children, can communicate with their younger peers in a language they understand and without any of the challenges and prejudices that adults would face in doing the same. Younger children often look to their older peers as role models and will copy their behaviour, actions and language. There is an inherent relationship of trust, confidence and respect between older and younger children that can take adults a long time to build with children and sometimes may never be achieved.

The approach focuses especially on capacity-building of older children and young people in the communities concerned to facilitate their role as peer educators. Through project activities, these volunteers will be trained to become football coaches, referees or administrators and helped to identify ways in which to integrate educational and other messages into their coaching sessions with younger children. This will enable them, through football, to send out messages of the dangers of premature entry into work

and the importance of education, children's rights, family and community. Furthermore, peer education can help to enlist the active support of hundreds of thousands of volunteers, thereby ensuring the sustainability of the programme's outcomes and making a significant contribution to the global movement for the prevention and elimination of child labour for the next and subsequent generations.

# The football resource kit and how it works

The resource kit contains this User's Guide and five modules:

#### • User's Guide

The User's Guide is key to understanding the project's kit's focus, objectives and approach. It highlights the important role of education and advocacy in child labour prevention and elimination and IPEC's intentions to broaden the services it offers children to include sport and recreation. It covers the main elements that implementing agencies should keep in mind when working with children in education and recreational and sports activities, particularly in terms of group management.

The module describes the role that football can play in education and as part of the healing process for children who have come through the traumatic experience of worst forms of child labour. It also underlines the importance of community mobilization in implementing football activities as they require significant amounts of help from groups and individuals within the targeted community. It also helps plan the project and ensure that the support needed is in place. Furthermore, it explores some additional ideas for developing football solidarity networks around the world and the potential to align project activities with the IPEC Red Card to Child Labour



initiative. Lastly, the module provides guidance in evaluating project outcomes and urges implementing agencies to provide feedback to IPEC to ensure that the approach is continually improved and extended.

### Child labour and the right of children to play

This module sets out the overall context of the project within the broader framework of the United Nations initiative "Sport for Development and Peace". It describes the causes and consequences of child labour and stresses the need for it to be tackled urgently. It introduces IPEC and its work to prevent and eliminate child labour globally. A key element of this work is to ensure that children affected by child labour or who are at risk of becoming so can benefit from the same fundamental rights as all other children, including their right to play and to enjoy recreational and organized sport.

It also refers to the work of FIFA and the Football For Hope movement and provides details of the IPEC/FIFA programme in Sialkot, Pakistan, which since 1997 has worked towards the elimination of child labour from the football-stitching industry. This resource kit is a product of the third phase of this project and aims to assist IPEC in integrating sport in general and football in particular in its worldwide efforts to give child labourers and at-risk children their childhoods back.

This module is essential reading for users to get a better understanding of the background of the IPEC and FIFA collaboration in producing this resource kit.

#### Mobilizing communities and partners

#### A guide for implementing agencies

This module is crucial for organizations implementing a football-related project. It highlights the importance of involving as many community groups and members as possible in the project through volunteerism.

Volunteerism is reinforced throughout the modules as it underpins the sustainability of project outcomes in the communities concerned. The module also describes the key attributes of successful project implementation, such as maintaining good communications with partners and stakeholders and reinforcing the need for gender sensitivity in all activities.

The module is intended to be as practical and pragmatic as possible, keeping in mind the realities that many implementing agencies face. It helps them put together a capacity- building strategy to support the project activities, focusing on the role of local, regional and national football clubs and organizations. It also describes the role of the main volunteers in project implementation, namely coaches, referees and football administrators.

As well as promoting the role of football and of sport in general in children's education and development, the approach aims to instil a sense of community responsibility in all those involved in the project and provides guidance to implementing agencies on integrating community services into the project. Likewise, it looks at how to integrate education and health activities, for example HIV/AIDS education, into the project. Awareness-raising is a major component of all IPEC projects: the module gives advice on raising awareness in communities and at regional and national level of the aims and objectives of the project and child labour elimination and prevention. This includes considering which partners the project should seek to engage and mobilize. Lastly, the module provides guidance on ensuring the longer-term sustainability of project outcomes and on ensuring that all those involved in the project receive acknowledgement and recognition.

#### Code of conduct and good practice

The code of conduct for football-related projects was developed during the pilot project in Sialkot, Pakistan. It is important



in all projects that deal with children, particularly very young and vulnerable children, that there is an agreed set of minimum standards of behaviour by those in responsible positions. In addition, because the projects are based on football activities, the beneficiaries themselves need to understand the importance of fair-play and respect for all those involved in the game, including their coaches, the officials and their opponents. The code of conduct is quite detailed, and each implementing agency is encouraged to discuss its contents with stakeholders and partners in order to establish a minimum set of standards acceptable to all. The module also includes references and links to FIFA's Code of Ethics and Disciplinary Code.

#### Football coaching manual

One of the first acts in launching project activities is to get in touch with the national football federation and its regional and local associations to establish contact and seek support for key activities, particularly the training of coaches, referees and administrators and to ensure the sustainability of football teams, clubs, leagues and competitions after the project is over. However, the level of support that is given will depend on a number of factors and it is possible that in some instances the support received will be minimal. Therefore, this manual provides some of the basic information that coaches will require to teach children how to play and enjoy football.

The manual sets out the basic rules of football and provides hints and tips for coaches on what they should do. It also gives some guidance on coaching girls' football. It provides information on basic football skills and how to teach these and goes on to assist coaches in setting up and running football coaching drills. The manual takes coaches through the process of understanding the fundamentals of physical education and provides a series of illustrated warm-up football drills for young and inexperienced players. It then suggests a series of skills

drills for ball control, dribbling, passing, shooting, heading and goalkeeping. Annexed to the manual are a series of sample practice sessions for these various skills to help coaches plan and carry out their training. The manual closes with some simple fun football games for children and the basic rules of mini-football. In addition, it provides links to two important and complementary coaching resources developed by FIFA, the FIFA 11+ warm-up programme and the FIFA Grassroots Manual.

### Coaching young and inexperienced players

This module complements the main football coaching manual described above providing additional guidance and advice to the coaches of young and inexperienced players. It highlights the attributes of good football coaches and provides a series of tips and hints on coaching the sport. It emphasizes the need for coaches to keep in mind the ages and abilities of the children in the group and to realize that some concepts of football may take time before they are fully understood and put into practice. It stresses the need to give positive reinforcement to all the children within the group and suggests a range of messages that coaches might use in communicating with children. The module underlines the need for coaches to be effective communicators. Lastly, it provides a basic guide to teaching football formations and positional sense to children.

The modules in the resource kit are based on the practical experiences of a pilot project undertaken from 2007 to 2008 in Sialkot, Pakistan. Football was not widely known and played at that time in that area and the locations were mixed rural and semi-rural and characterized by poverty. There were no football pitches in the targeted communities and no football teams, and the issue of girls playing football was particularly sensitive. Therefore, the pilot project was carried out in the most challenging of circumstances Nevertheless, and environments. outcomes were extremely positive, including the establishment of girls' football teams and competitions as well as of a women's district football association. The involvement of the Pakistan Football Federation and the Sialkot District Football Association was significant, and the football teams that were set up were ultimately integrated into their existing club structures. Volunteer coaches and referees from the project also became eligible to attend nationally and internationally accredited training programmes.

Therefore, the modules were developed and tested under extreme conditions, and for this reason, the activities are practical and accessible and can be used in almost any environment. The modules were written with a minimalist approach because resources, materials and equipment are often scarce. Ultimately, it is up to implementing agencies, stakeholders, partners and beneficiaries to shape the development and implementation of each individual project and its activities. We would strongly recommend that you take the time to study each module before you start and that you take time to plan your overall project in as much detail as possible.

### Football for Hope

Football for Hope is a movement that uses the power of football for social development. It is led by FIFA and streetfootballworld, a centre of expertise that supports a global network of local organizations in the field of development through football. The movement was established in 2005 by FIFA and streetfootballworld as part of their strategic alliance.

Football has a universal appeal and core values that reach across generations and cultures. Around the world, many organizations are using the game to communicate fundamental values and inspire positive change amongst both individuals and communities. Football for Hope aims to utilize the power of football in society. Supported programmes have five

focus areas: health promotion; peacebuilding; children's rights and education; anti- discrimination and social integration; and the environment.

Football for Hope has grown continuously since its inception. It is a unique movement, leading the way in social development through football. To reach its goal, Football for Hope is building on a range of elements:

- Football for Hope Programme
   Support Financial and programme
   support for local non-governmental,
   community-based organizations.
- Football for Hope Festivals The celebration of the social dimension of the game and the achievements of partner organizations regionally and during each FIFA World Cup™.
- Football for Hope Forum Held every four years during the FIFA Confederations Cup™, the forum enables partners to come together to discuss solutions to challenges in the field.
- **Football for Hope Campaigns** The use of FIFA competitions as platforms to raise awareness and funds for Football for Hope.
- Football for Hope Centres Centres that enable local partners in underprivileged communities to promote education and public health through football-related programmes.
- Football for Hope Global Monitoring and Evaluation System A comprehensive system to guarantee quality and accurately measure results.

More information on the Football for Hope movement can be found in the module *Child labour and the right of children to play*, including details on how to join the movement and become a Football for Hope implementing organization. In addition, an e-mail address for the Football for Hope movement is included in the "contacts" section of this *User's Guide*.



# Personal commitment and mutual respect

Organizations or individuals thinking of implementing football projects should ask themselves a number of important questions:

- What brought you to consult this publication? Was it because of your knowledge of or association with IPEC and its work or for some other reason?
- What made you think about using football to help vulnerable children?
- What sort of environment are you working in, for example urban or rural or both?
- What is your motivation and commitment to the prevention and elimination of child labour and to helping children affected by it or at risk of being affected by it?
- What is the shape and form of the relationship between you as an organization or individual and the group of children with whom you will be working?

If there are two characteristics of IPEC child participation programmes and key to their success, they are commitment and respect. Your own commitment to the successful implementation of a football-related project, to the global campaign to prevent and eliminate child labour, to the promotion of and respect for children's rights and to the group of children with whom you are working is the single most important factor in creating that same level of commitment and motivation within the group and among and between the children.

Mutual respect is also fundamental to success. In previous evaluations of IPEC child participation projects, a recurring comment from groups and individual children was that they appreciated the fact that their opinions were sought and valued. They felt that what they had to say was important, that their contributions and comments were listened to and that they were not put down in any way. This is very important for children,

particularly vulnerable, exploited and abused children, and for the success of football projects. Therefore, if we truly believe, as IPEC does, that children should be front and centre of these projects, we must accord them the respect they deserve in assuming their personal and social responsibilities.

In order to gain the respect, trust and confidence of the children in the group, you must first show your respect, trust and confidence in them. It is a two-way street and you will earn the children's respect and trust by showing them that you care, that you are compassionate and sensitive to their feelings, needs and expectations and that you believe in their abilities and want to help them through imparting new skills and the enjoyment of the sport of football. Establishing mutual respect, trust and confidence are critical early steps in the project and should be major goals to which you aspire at the outset. The ability to achieve this with children is the mark of a true coach.

# Group dynamics and management

Group dynamics and management are critical aspects of your project. This is an area into which you will have to put a considerable amount of thought and effort before, during and after activities. If the children in the group(s) do not work well together and are not cohesive, relaxed, happy and confident, the job will become much more difficult.

Think carefully about group dynamics. Try and find out as much asyou can about the individuals in the group and their relationships. The aim is to achieve maximum participation, so if the activities bring together children who might have existing tensions between them, it could undermine the effectiveness and impact of any activity. If you, yourself, are unaware of what tensions might exist, ask someone within the group whom you know and whose judgement you trust. The ultimate objective should be to



help the children to work out any differences they may have between them. In this respect, you will act as a mediator, a facilitator and a counsellor – but it is important for children to understand the values and importance of inclusion, non- discrimination and tolerance. This makes the exercise a significant life learning experience for them. These same issues are also enshrined in the concept of fairplay in football.

Some of the football coaching and related activities will require breaking larger groups up into smaller groups. In these cases, if you are working with a mixed group, it is preferable not to split the groups by gender, unless strict cultural or religious norms dictate that you do. If boys or girls are left in groups of their own, this can undermine the lessons of inclusion, non-discrimination and tolerance. If it is possible - and only you can be the judge of that by discussing these issues with parents, community leaders and other stakeholders - mix the genders and in this way you will stimulate the activities and enhance their impact further. Keep in mind the need to maintain gender balance in all football activities and to ensure that children understand the concepts of equality and respect between men and women, boys and girls. FIFA is also a strong proponent of girls and women playing football and this should be reflected in football projects to the extent possible. Talk about it with the community and the parents and point out that up to the age of puberty, girls and boys should be allowed to play football together. For adolescents, it might be preferable to organize girls and boys in separate teams. But again, this should be the result of discussions with stakeholders and beneficiaries.

Adolescence is a period of transition in the lives of young people in terms of their personal relations, particularly with the opposite sex. From early childhood, young people receive subliminal messages about the roles and "position" of boys and girls and men and women in society which affect and shape their attitudes and behaviour. Culture, tradition and prevailing attitudes and behaviour have a profound effect on social structures and

development. It is important to encourage the girls and boys in your group to talk about the similarities and differences in various aspects of their lives, including access to education, work and sport and the performance of domestic chores at home. These discussions will oblige young people to look into a "mirror" and find out more about their own attitudes and behaviour. Children need to know how they feel about issues that challenge our societies and what aspects they would like to change, if any. This is done in a most subtle way by building confidence and trust within the group and creating a non-threatening environment which does not seek to judge them, but to support them in their journey to awareness and understanding through the project.

### **Knowing your group**

The children themselves are the most important component of this programme. You will need to pay special attention to the ones who will be involved in the project with you. Their situations will depend, among other things, on the geographic location, the environment in which you are working, their ages and their social and economic backgrounds. As a first step, to get a better understanding of your target group's particular circumstances and how you might tailor activities to suit them, it is useful to reflect on some of the questions below. Not all of these questions will be relevant to your situation, and there may be other considerations not mentioned here. The list is designed mainly to get you thinking and to stimulate further ideas.

Suggested questions for reflection and preparation:

- Who are the children? What are their names? What are their likes and dislikes?
- How many girls and boys are there? Will girls and boys be able to play together, against each other and on the same teams and in the same training sessions? Do you need to



assess and discuss this issue with parents, local authorities, communities, schools and teachers? Could this be an opportunity to raise some challenging issues or would doing so jeopardize the project? How will you tackle this issue most effectively and in the best interests of all, keeping in mind how important it is that the project goes ahead and the children play?

- How old are the children? What is their age spread? If it is a wide age spread, how will you deal with this in coaching and games?
- Is there a big difference physically between the children in the group? Could this undermine the confidence of the younger and smaller ones? Will you have enough volunteers and equipment to split the groups into appropriate sizes and abilities? How can this be managed most effectively?
- How well do you know the children? Do you know them at all?
- What are their backgrounds? What is the nature of the environment they live in, for example their socio-economic background? Will this affect attitudes and abilities? How can you deal with this effectively?
- What has been their level of schooling, if any? Are they still at school? Are they illiterate or well educated, or in between?
- Can you integrate activities to boost literacy and numerical skills into the coaching sessions? Can you integrate social and community activities into the programme? How will you organize and manage these activities and what shape could they take?
- How would you describe the children's state
  of mind and body? Are they communicative,
  withdrawn, suspicious, fearful, content, sad,
  abused, fulfilled, abusive or uncooperative?
  Are they fit, healthy, strong and well
  nourished or weak, tired, undernourished
  and disoriented?
- Toyour knowledge, has any of the group been subjected to sexual exploitation or sexual abuse? If so, these young people are likely to have special needs or requirements. Are they undergoing psychiatric, psychological or physical medical treatment? Have you spoken to parents, guardians, friends,

- medical staff? Will aspects of the project help or hinder their treatment? How will you deal with these issues?
- Are HIV/AIDS or other sexually-transmitted infections (STIs) significant issues in the area where these children come from? Are any of the children infected or affected? How will you accommodate them and their needs and ensure coherence and solidarity within the group? Can you integrate sex education and health-related components, for example HIV/AIDS, into project activities? Is this a matter you should discuss with parents, local authorities, communities and/or health professionals and proceed accordingly? Are there ongoing related health and sex education programmes in the area and, if so, can you link your football project into these, for example by working closely with other organizations?
- Are any (or all) of the children disabled in any way, either mentally or physically? How will you accommodate these disabilities? Do they have special needs or requirements? Will you be able to fulfil these? Think about what you might need and be prepared to seek assistance, guidance and support. It is vital that the project embraces all children, whatever their mental, physical or emotional situation.
- Are the children all of the same nationality or from the same ethnic or cultural background? Do they all have the same mother tongue? Are there likely to be language or communication challenges of any sort? Are there likely to be potential cultural, traditional or social conflicts? Are you prepared and equipped to deal with these? Should you approach parents and community leaders for their support? Can the project be used to overcome any tensions within communities and among children?
- How would you assess their group relations? Is there any social or emotional tension between some individuals? Are any of them in a personal relationship within the group? Do you see any areas where relations could be problematic or require special attention? Should you approach and discuss these issues with parents, teachers and community leaders and, of course, the children themselves?

- How many of the children are former child labourers and have work experience? Would any of them have witnessed situations of child labour? Are any of them still working, either full or part time? How will you integrate these issues into the project activities and is this a potential opportunity to talk to employers and involve them in the project?
- How would you describe the level of interest in football of the children, their parents, the community and others? Perhaps other sports are better known to these children or more popular locally or nationally, so would they have any interest at all or would you expect them to be either disinterested or apathetic? How will you generate interest and enthusiasm and how will you maintain this over time? Could you build awareness, promote football and get some interest with the involvement of clubs, associations and the national federation or even the media?

Do not be daunted by this long list of questions as it is meant as a tool for guidance only! Hopefully, these questions will trigger others and help you prepare well for the project. The importance of good preparation cannot be overemphasized, particularly when working with vulnerable children and communities.



# Football as an educational and therapeutic tool

At various times, coaches may be working with children affected by physical, mental, emotional and/or sexual abuse and sexual exploitation, either directly or indirectly. Disadvantaged and marginalized children and child labourers are especially vulnerable to these forms of abuse and the commercial sexual exploitation of children is one of the worst and most harmful forms of child labour. These violations affect young people very deeply and will give rise to considerable emotional reactions within and among them. Some may feel ashamed and angry, others may become withdrawn, fearful and timid, whereas others may seem to have no reaction at all so deeply have they buried their feelings. The objects of abuse and exploitation, particularly sexual, must be handled sensitively, especially in certain cultural contexts where open discussion about sexual issues is challenging or in cases where you know or suspect that one or some of the young people in your group may have been victims of such abuse. It is also possible that the children concerned may have been sexually abused by members of their own family, people they love and trust.

The use of football as an educational and therapeutic tool can be effective in helping children and young people to deal with past or present trauma or in providing mental and physical channels for them to let out strong emotional responses that may be displayed as anger, frustration or even violence. By playing with their peers, on a team and with a strong sense of purpose and solidarity and by building their physical, emotional and mental health and strength within a safe, nonthreatening and secure environment, affected children can be helped on the long road to recovery. Obviously, football-related project activities alone will not provide a cure for the extent of the physical, psychological and emotional problems that afflict many children



withdrawn from worst forms of child labour, but, implemented in a caring, sensitive, safe and constructive manner, they can play a significant role in the healing process.

It helps for children to know that what they may have suffered, particularly if their own family members were involved, is fundamentally wrong and that they do not have to accept it or tolerate that it is done to others. International conventions and national legislation prohibit it, but society can still turn a blind eye and often does. Abuse takes place secretly, behind closed doors, even in the privacy of the family home. Attitudes and behaviour need to change to break the cycle of abuse and exploitation. Children need to know that they have rights which are protected under legislation, and these issues can be introduced creatively in the football project.

It is also important to look out for any adverse reactions when discussing abuse and exploitation, sexual or otherwise. If any of the group appears visibly upset or detached and withdrawn, you may want to seek the immediate advice of a professional. It is important to maintain an open line of communication with support services. Your first concern must be for the well-being of the individuals in your group. During the planning phase of your project, ensure that these aspects are included and that you are prepared for as many eventualities as possible.

# The challenge of adolescence

It will require as much effort and commitment to get to know and understand the project's target group and gain their confidence and respect as to conduct the activities themselves. All children and young people have considerable potential to develop as fulfilled and healthy individuals, but sometimes they can be their own worst enemies. Adolescence, for example, can be a difficult time of life. They are full of conflicting emotions and sometimes struggle to deal with

them. Peer pressure is also extremely powerful and must not be underestimated – but you can use it to your advantage as well. Football can be a very effective medium to help children cope with these changes in life and with past trauma and to channel the huge amounts of energy young people have in constructive, positive and healthy ways.

The project approach has been developed on a win-win platform. Your motivation, commitment, ambition and determination will inevitably be passed on to the children and young people with whom you work. Your aim should be to promote the holistic development of the child and to encourage positive attitudes in play, competition and training, including having a caring and appreciative regard for other children in the group, coaches, football officials, administrators, parents, teachers and others involved.

# Individual and group expression

It is very important that the children and/ or young people in your project group are allowed to express themselves in any and every way possible - within reason - during the football project. Obviously, group members should not be allowed to upset the harmony of the activities and nor be aggressive or abusive to you or each other. However, most of their emotions will be expressed through the various activities themselves, particularly those that require a physical outlet, such as anger. Nevertheless, it is important that IPEC learns about the project's impact on children individually and as a group. This would be a key part of the final evaluation exercise, which will enable IPEC to make continual improvements to the project approach.

There are several ways that this can be done, and each implementing agency is encouraged to identify the most appropriate methods, given local traditions, culture and specific constraints.



#### **Personal diary**

At the start of the project, you could ask each member of the group to maintain a personal diary of the project. Rather than imposing it, suggest that the group members keep a personalrecordduringyourinitial discussions with them. Tell them how important it is to assess the impact of the project and how this information will be shared with others in the ongoing development of the project and explain the need to assess how children, coaches, teachers, educators, families and the wider community have benefited from it.

Obviously, a key factor in writing a diary will be literacy, but challenges such as this can also spark innovative ideas. If some or all of the children are illiterate or semi-literate, then keeping personal diaries could be an educational activity through which literacy is taught and the children improve their reading and writing through the diaries. The services of a teacher or older literate children who might be willing to volunteer to help their younger peers could be sought. Illiterate or semi-literate children could also keep diaries in the form of drawings and paintings to show their feelings. Some organizations use football to encourage creative art among children, and the same approach could be used here. The main consideration is to avoid humiliating children by highlighting their weaknesses and to find ways that all the children can contribute to their diaries, whether by writing, painting or through story-telling. Find a way in which everyone contributes and no one is left out.

In their project diaries, the group members should give their impressions, feelings and activities. They can indicate what they liked and disliked, what they felt could have been done differently and what they felt was missing. Nobody should be forced to maintain a diary, however. Discuss it and make it become their idea and they will accept it more easily. You must also make sure that they would be willing to share these diaries with you and give their agreement for this information to be used by you and IPEC.

Reassure them that diaries will always be kept anonymous and there will be no repercussions on anyone for negative diary entries. Explain to the children that the aim is not to monitor diaries or try to influence what they say, but to contribute to the constant improvement of the project approach.

#### **Group diary**

The idea of a group diary can be used either to complement personal diaries or to act as a substitute in cases where too few members of the group would maintain a personal diary or for any other reasons. This idea might be particularly useful in situations where literacy is an issue or if the children are too young to have learned how to read or write.

A group diary would be best maintained as a group exercise at the end of each activity. If it is done as a group exercise, it is likely that more individuals will take part. Treat it as a brainstorming session in which the group is asked to give their impressions and opinions on the activities and exercises of a particular day. Establish a rota whereby each member of the group takes it in turns to lead the group diary exercise, making sure that children with literacy weaknesses are given support.

Keep in mind, however, that your physical presence during these brainstorming sessions might inhibit their expression. If you feel that this is the case, suggest to the group that they be left alone for 5 to 15 minutes to conduct the session themselves. This act of trust will deepen the bond within the group and with you. Encourage them to be open and honest during the session and for the "diarist" to write down everything that is said, positive and negative. However, explain the concept of "constructive criticism" to them, so that if there were aspects of an exercise that they did not enjoy, not only should they express their discontent but they should also explain why they did not like it and propose alternatives. Their thoughts and suggestions would be most welcome to IPEC, so please share these diary entries with us.



#### **Graffiti wall**

Another more creative manner of maintaining a record of group feelings is to put up a "Graffiti Wall". This activity often gets a very positive response from children as graffiti is spontaneous and unrestricted, which is in keeping with the creative expression favoured by this project.

The idea is to put up a long piece of paper on a wall in the room where your group meets, be it their classroom, their changing rooms, on an outside wall – if necessary, you may have to put up the paper and take it down after each coaching session to avoid it being spoiled. In length, the paper should take up as much of the wall as possible and be of reasonable height. Put up the paper the very first time you meet the group. Explain what it is called and what it should be used for. Ask the more artistic members of the group to design the title "Graffiti Wall" and draw it prominently near the centre/top of the paper.

The group should use the wall as a means of expressing anything they might feel during the project, at any time. You should allow them to write on it, draw on it and stick images and texts on it. You must transfer ownership of and responsibility for the wall to the group. In other words, they should also look after it and make sure that individuals inside and outside the group do not abuse or deface it. You should always make sure that there are pens and pencils near the wall so that they can write or draw whatever comes into their minds at any time. They can write up slogans, themes, key words and phrases. They can draw pictures expressing solidarity, fear, pain or love. They can write their own poetry or prose. The possibilities are endless.

Encourage the group to ask visitors to their project to write something on the wall. If different community or football representatives are invited to address the group or to observe or participate in their activities, these guests could be invited at the end of the session to contribute to the "writing on the wall". Perhaps visiting football players could write something on the wall. You will

probably find that, at first, the group will not contribute much to the wall. After a while, however, they will contribute more easily and less self-consciously. At the beginning of the first football coaching sessions, draw their attention to the wall all the time. Point out new contributions. Say how empty it might be looking. By the end, you might even fill one Graffiti Wall completely and have to add a new section to it.

Keep these Graffiti Walls at the end of the project. They are precious and act as an emotional and powerful collective record of the group's journey together. IPEC would be grateful of the opportunity to see examples of Graffiti Walls from all over the world. One way to do this is to photograph the wall in sections, send it to IPEC so that the photographs can be reconstructed, assembled and read, allowing them to observe what the children and young people in your group have felt and experienced.

#### **Record of achievements**

It is important for the confidence of the children in your group that they feel valued by you as the project leader and that they feel as though they are making progress. Needless to say, constant and consistent encouraging, positive and constructive remarks are the foundation stones of the roles of coaches, educators and mentors. These attributes are discussed in more detail in the *Football Coaching Manual*. However, their importance in fulfilling your critical role in the project cannot be overemphasized. By accentuating the positive and focusing on their strengths while helping to overcome their weaknesses in a subtle way, you will see children grow and flourish.

As well as oral expressions of support, another positive manner in which to show progression within the group and build the confidence and self-esteem of individual children is to record their achievements on a chart which can be pinned to a wall where they train. These achievements can be large or small, related directly to football or related to other aspects of the project, for example:

- Achieving a particular level in an aspect of football technique, such as passing the ball with either foot, passing while running, dribbling through a set number of cones, perfecting the header technique, and so on.• Fulfilling roster duties, such as making sure the football equipment is put out before training and put away afterwards.
- Getting good marks from school or a nonformal education centre.
- Participating well in the education sessions linked to the football project, such as spelling a certain number of words correctly, doing sums correctly, writing a small composition or understanding how HIV/AIDS is transmitted.
- Cleaning up a certain part of the community, removing waste and maybe painting a house or the community centre.
- Being in the team that wins a football competition or is progressing well through the league.

Every child is capable of improvement, and it is important to make sure that any such improvement is acknowledged in a publicly recorded and incremental fashion. This is particularly important for children with disabilities, with learning difficulties, from disadvantaged backgrounds, from socially dysfunctional backgrounds, from ethnic minorities, and so on. It is also important for very young children and for older children. These children may well have had their sense of self-esteem and self-confidence severely undermined. They may have been withdrawn

from particularly traumatic situations and have been severely affected in different ways, for example children infected with HIV. Rebuilding the lives of these children is a slow and challenging process and it can be helped by steadily building their confidence in their abilities and enhancing their sense of self- worth and value.

Be aware of the need to reinforce them and find ways in which they can all progress and benefit and see this happen before their eyes. As their confidence and self-belief grows, their achievements will progress faster and more significantly and they will feel a sense of pride in themselves and/or their team, which will encourage them to participate more and do better. In turn, this will have a positive effect on their academic achievement and their integration into their own social group and the community as a whole.

Be creative and imaginative in how you record these achievements. For example, take portrait photographs of the children and initiate a player of the month competition which will be judged by the children themselves. Then put the photograph of the child into a "hall of fame", a special piece of paper on a wall with the photographs all stuck on it to show who was the player of the month in a particular month of the year. There are all sorts of ways in which you can build the confidence of your group with a bit of imagination, and you should put a lot of effort into this aspect of their personal and social development.





### **Community integration**

The football project can be implemented in a wide range of different settings, urban or rural, all of which will have one key element in common: they will be set within a specific community. In this respect, it is important to identify different ways in which all actors in the community can be mobilized to participate in and support the football activities. Some of these ways will be explored in other areas of the resource kit, for example encouraging parents or older sisters and brothers to train as football coaches to assist you or training them as referees or football administrators to support the implementation of a children's football league, both with the longer- term sustainability of the project in mind.

There may be other members within the community who would also be interested in supporting the project and ensuring that the children are provided with a safe and healthy outlet for their young energies and abilities. These could include community leaders, teachers, business leaders, organizational leaders, religious leaders, ordinary community members, other children (particularly older children) and so on. There is no end to the list of potential stakeholders who may be pleased to be involved in some way or another, and you should exploit these potential areas of support to the full. The more the community can be mobilized to be fully active within the project, the more likely it is that it will both succeed and be sustained beyond the end of the project. And there are many areas where you will require support, depending on the size of the group(s) you will be working with and the size of the community in which your project is set, for example:

• If there are large numbers of children or a wide range of age groups and a mix of girls and boys, you will need additional coaching support to ensure that the coaching is both effective and fun for the children. If the group is too large for one coach, the children may find themselves inactive for long periods of time and lose interest. If you

lose their interest, you may ultimately lose the children themselves.

- If the objective of the project is to establish mini-football leagues or other forms of competition to keep up the children's interest and to draw in more of them from the wider community over and above the target group, you will need help to establish and manage teams, support the players during matches, ensure they are looked after, provide them with food and water, record the match results and transmit these to the league administrators, act as league administrators, maintain communication with district, regional and national football federations, and so on.
- Any match activity will require referees, and if there are many matches, one person will not be able to referee them all. You will need help from older children and adults prepared to train and qualify as referees so that leagues can function effectively.
- You will need to consider the long-term sustainability of the project, which will mean engaging the community to support the activities as fully as possible and potentially mobilizing local and other resources to support future activities. This could include working closely with the media and local, regional and national football federations to explore these areas and reinforce resource mobilization efforts.
- One of the key objectives of a football project is to find creative ways to integrate educational components into the overall activities, including reading, writing and arithmetic. It would, therefore, be a good idea to invite teachers, educators and young students to lend their support to the children in different ways. They could perform these functions while also acting as coaches, referees, administrators or supporters. What matters is that they assist you in ensuring that the children receive instruction other than football and physical education to provide a holistic and balanced combination of academic and physical support.
- Similarly, the project seeks to impart life skills to the children it reaches out to and this, too, would benefit from the support



of health professionals, psychologists, counsellors, skills trainers, artisans and others who would be able to coach the children in essential skills. This would be particularly important in communities afflicted by HIV/AIDS and where health and sex education are critical to the children's future well-being.

#### Integration with other projects

In many countries and regions, there are ongoing development programmes that could provide additional support to the project. The project could also reach out to others and ensure that any potential synergies are identified and acted upon. It is vital that there be coherence across development projects that seek to help and protect children. This issue is not the domain of one agency, organization or institution. In respect of the cross-cutting issue of child labour, there is a significant need to ensure a multi-sectoral and multistakeholder approach, bringing together government bodies, the social partners, civil society organizations and UN agencies, among others. It is important that there is as little duplication of effort and resources as possible. This will require carrying out a mapping exercise to be aware of other active programmes in the area and to enter into contact with other organizations to see how mutual support mechanisms could be established.

### Football in the formal school environment

The football-related projects will be implemented in conjunction with ongoing IPEC programmes in different countries, most likely in the context of non-formal education and community development activities, but also potentially as an individual activity. However, the approach also offers the potential to link formal and non-formal education programmes and enhance awareness-raising of child labour among teachers, schools and students. This activity can help sensitize (former) working children and their parents to the advantages

of formal schooling. Project implementing partners could consider approaching formal schools and teachers in the communities where football activities are being run, and neighbouring communities, to discuss the possibility of carrying out some of these on school grounds and involving their students. This would enable the football activities to reach out to a wider group of children and also bring out-of-school children into a formal school environment. As well as coaching football, the teachers and students from the school could also talk to the out-ofschool children and their parents about the advantages and importance of education. In this way, the project could serve as an additional support activity for community school enrolment drives.

# The importance of effective planning

It is vital to organize preparatory meetings with the different community groups outlined above. There may well be others and you should think carefully about which community groups to involve, primarily by visiting the communities concerned and talking to those who live and work there. The form and shape of community groups vary from area to area, region to region and country to country, and it is not the expectation of this resource kit to be all things to all people. The aim is to provide guidance, support and advice to those implementing football-related projects, but implementing partners should realize that the success of their activities will depend a great deal on their own commitment, motivation and creativity. You will need to be able to improvise and adapt, as environments and situations change all the time and only you can decide what action is appropriate to a particular situation. The resource kit is based on pilot activities and realities, but it can only serve to guide and support.



Early contact with the selected community(ies) and linking up to the different groups of community leaders and members, groups, schools, parents, professionals, children and others to be involved are crucial components of the planning and preparation of a project. This bottom-up approach will be important in ensuring a sense of project ownership among community groups and members and in mobilizing broad, positive and constructive support. Projects of this nature require goodwill and cooperation. If you feel that it might not be forthcoming from some community groups, it does not matter. Focus your energies and attention on those groups and areas where the ingredients are right and where you know you will get results.

By planning your project comprehensively at the outset, you will be able to ensure a seamless flow of activities and strong outputs. It is important to pre-empt as many challenges as possible before the activities themselves get under way. This would include some of the following:

- Clarifying the main objectives for implementing the project in the first place – what it hopes to achieve and how its achievements will be sustained in the long term.
- Identifying the project target group and secondary target groups in the selected communities.
- Mapping out other development projects and programmes ongoing in the area and where synergies and links can be made.
- Contacting other implementing agencies and organizing meetings to exchange information and explore joint activities and support.
- · Following up on all contacts made.
- Establishing who among the community groups, members, schools, parents, young people, and so on, is willing to assist as volunteer coaches, referees, administrators and support staff, and plan capacity-building accordingly.
- Establishing whether any local business interests could be mobilized to support project activities.

- Holding discussions with education, health and other public service officials who may be able to assist in the training programmes and identifying what support roles they can play.
- Entering into discussions with local schools, principals and teachers, formal and nonformal, to invite their involvement in the football activities, possibly share the use of their grounds or other resources and explore innovative and creative ways of integrating educational activities into the programme.
- Engaging community and religious leaders and parents in discussions on the football activities, mobilizing their support and involvement as volunteers if possible, and particularly encouraging the involvement of girls and women.
- Contacting local football clubs, local, regional and national football federations and other sports-related clubs and societies in and around the identified communities to explain the project concept and approach and mobilize their support for and involvement in activities.
- Contacting local and national media to discuss the project, its aims and objectives, engaging their interest and mobilizing their support in terms of covering some of the football activities.
- Identifying suitable playing areas for the football activities and securing access to and use of these.
- Assessing what equipment and materials will be required to implement the football activities, including footballs!

The list above is not exhaustive. As you tackle these various elements and map out a project strategy, you will soon be ready to proceed with the implementation of the activities themselves, by which time hopefully you will have ensured active community involvement.

You should prepare a detailed work plan and include the names and contact information of the individuals and groups providing the different forms and levels of support. It is also recommended that you plan regular meetings with these individuals and groups throughout the project lifetime and in consultation with



all stakeholders. Ensure that meeting agendas are well prepared so that discussions will be effective and time efficient and that stakeholders have the opportunity to add items to the agenda to address their own concerns, needs and expectations. These meetings will enable you, the overall coordinator, to keep track of progress and developments, while keeping the various community stakeholders informed.

Where possible, you should consider inviting different individuals and groups to visit the project activities and/or contribute specific skills, expertise or experience in a given area, such as technical football skills, literacy, arithmetic, sexual education, personal hygiene and fitness. Among the list of potential invitees, you might include well-known football stars, women and men, to come and talk to your group and observe their activities, and hopefully join in and play with the children. These visits will not only have a significant positive impact on you and your group, they will also send out ripples into the wider community so that more people will know what you are trying to do and offer their support.

# Peer solidarity and football and children's networks

These projects have the potential to link into the many national, regional and international networks that exist around children's rights and football. Children of all ages and from all parts of the world play football in either organized or non-formal settings, for example street football. Those that play in organized settings enjoy nothing more than playing other children in other parts of the country or even in different countries, for example in the Global Peace Games and the Norwegian Cup. Of course, the latter is rare due to the logistics and costs involved. Nonetheless, there is support available for some teams and individuals, so you should find out more about these events through district/area and national football federations, "Streetfootballworld¹ network and any other social and football networks that may exist. It will only be through your own commitment, ambition and motivation to push others that you may be able to get your group to participate in such competitions.

The same is true of competitions at national or regional level, although this will of course be easier and less costly. Local football clubs and district, regional and national federations will be the main source of information on such competitions and how to become involved and register. Of course, before moving up to such levels, you will need to ensure that your groups have been training and playing for a while in order to have achieved reasonable levels of skills and abilities. But, keep in mind the previous comment about being ambitious for the children in your group. Discuss these possibilities with them and see what they think and how they feel. Do they feel capable and interested in playing competitions at this level? If so, then encourage them and do whatever needs to be done to make sure that they experience such excitement at least once in their lives. They will remember the enjoyment of participating in a local, regional or national football competition for the rest of their days and you will have helped in making that dream come true.

One of the limitations, however, may be if the community is located in a rural area. Sometimes, because of a lack of resources and capacity, football federations concentrate their activities in urban or semi-urban areas to benefit from larger populations and services. Nevertheless, projects organized in rural areas should not allow such limitations to hinder the ambitions of the children. Be prepared to set up your own football structures and competitions, perhaps with neighbouring communities. All things have to start somewhere, so it may be that the

<sup>&</sup>lt;sup>1</sup> Visit www.streetfootballworld.org for more information



project activities are the start of something that can grow in rural areas.

Football is a way of life for many children, young people and adults. As such, it has created many networks and linked many lives together within countries and across borders. It is a powerful force in society, with incredible potential for good and positive outcomes for all. Exploit the potential of this sport to change the lives of the children through your project and rest assured that the project can only succeed in such circumstances.

## Showing the "Red card" to child labour



The red and yellow cards are symbolic in the sporting world in terms of punishment for transgressions committed by players. There is no other sport where these colours are more significant than

in football. The Red card, in particular, held aloft by a referee is a sign that shocks players, teams and supporters alike. It is the ultimate sanction in football, signifying the expulsion of a player from the field and excluding them from taking any further part in the game – and possibly other games depending on the outcome of investigations by the sport's decision-making bodies. The Red card, therefore, is a powerful image and symbolizes strong action against foul play.

In this spirit, IPEC saw the potential of using the symbol of the Red card as a means to further stigmatize child labour as a social injustice and mobilize public opinion through the globally popular sport of football. Football competitions are among the largest sporting events in a country or worldwide, covered by a broad media network and followed avidly by large numbers of the public. There are few who are not touched in some way by major football competitions. This sport shares similar values as IPEC: unity and team play, fairness, working towards victory through team effort, attracting the support of the general public, generating solidarity among and between countries, within countries and between generations. In addition, through the "Football For Hope" movement, FIFA defends the rights of children and young people, and spreads a global message of peace, combating discrimination in all its forms and safeguarding good health.

With these shared values in mind, IPEC aimed at collaborating closely with football administrative bodies around the world on the occasion of international football competitions, to create awareness of child labour among the general public, directly through the spectators at the matches and indirectly through them and the media to the wider public, and to stimulate action at national and international level. This action was further reinforced by the collaboration between IPEC and FIFA, working together in Pakistan since 1997 to prevent and eliminate child labour in the football-stitching industry.

The *Red card to child labour* campaign was launched during the African Cup of Nations in Mali in 2002. Since then, similar Red card campaigns have been implemented at various football tournaments worldwide and have involved some globally renowned football clubs and players. FIFA placed the global appeal of some of its main football competitions at the disposal of IPEC to significantly enhance the strength of its message to prevent and eliminate child labour. As well as being integrated into the African Cup of Nations, the Red card campaign has also been linked with other major football events, including:

- the centenary celebrations of Real Madrid, Spain
- International Football Day
- Under-20s South American Cup
- FIFA Women's World Cup
- FIFA World Youth Championship
- Asian Cup

On the strength of these events, the campaign has been seen by millions of people around the world. It is a uniquely effective way of raising awareness of the problem of child labour. Through football, the campaign reaches out to all people — including those beyond the reach of traditional lobbying methods — regardless of their age, gender, education or social background. Therefore, like the first Red Card campaign, launched to coincide with the 2002 African Cup of Nations, the ILO will re-launching it to coincide with the opening of the 2014 FIFA World Cup in Brazil which actually falls on World Day Against Child Labour — 12 June.

In planning and preparing your project, you should be forward-looking and ambitious in your vision to encourage the development of football and sports-related activities for (former) working children and other vulnerable and at-risk children. Think about how you might be able to integrate the Red card campaign into your activities. Talk to the children about the issues of fair-play and inclusion and what these mean, not only in the context of football but also in the context of society. Talk about the issue of children's rights and what this means in terms of having access to an education, a childhood and not to be exploited or abused in any way. If there are signs of discrimination in the local environment and also between some of the children, then this would be a good opportunity to show the real meaning behind the philosophy of the Red card campaign, to help children to understand and find solutions to these issues, ensuring that all children are treated equally within the project and the local community. The efforts of the children can then be promoted within the community and they can be empowered as agents of social change to foster social justice at the grassroots level.

### How to integrate the Red card campaign in project activities

Consider the following possible scenarios in which the Red card campaign might play a strong underlying role in your project activities:

- Planning football competitions with children's teams within your project, but also reaching out into the community to encourage other children, football clubs and programmes, schools, communitybased programmes and parents to become involved in implementing and facilitating such competitions.
- Ensuring that the Red card approach is adopted at the heart of these competitions, so that football becomes the medium to promote the message of preventing and eliminating child labour; encouraging children to go to school; encouraging parents to consider the impact of child labour on children and to avoid this by sending their children to school; encouraging schools and local authorities to actively reach out to marginalized and disadvantaged children through education and social protection programmes; and ensuring that football and physical education feature prominently in these programmes to assist the education and rehabilitation process and to help children to develop and flourish in a healthy and safe learning environment.
- · Contacting local, regional and national football clubs and federations to ask for their assistance and support in organizing football competitions. These bodies may be in a position to facilitate the involvement of local and national football players who can reinforce the message of the Red card campaign and act as role models for children. They may also be able to help the project itself, either financially or through logistical support of some kind, for example supplying referees, sending coaches to give additional support to children and parents, providing some materials, such as footballs, or by helping with media coverage. The role of football federations is to support the development and promotion of football at all levels in the country, and they can perform this function more effectively through good and timely communication at grassroots level. Do not be intimidated by these organizations, but be empowered knowing that they are strong supporters of your activities to help children.
- Contacting and mobilizing local and national media to ensure that news of



competitions and the overall theme of the project are promoted as widely as possible. By working through the media, you can get your message across more effectively and promote football project activities more widely. People want to hear the message from the children and the organizers, and the human element in a story is always important to the media. Be ambitious and courageous and ensure that the children play their part in mobilizing the media. These activities can enhance their life skills and personal development further.

- · Contacting and mobilizing local and national businesses and others in the private sector that may be willing to support football activities. It is vital that the private sector plays its part in assuming its social responsibilities. Mobilizing this sector may also help in sustaining your project activities in the long term, for example by identifying willing sponsors of materials and equipment. It is critical that football projects include a vision of how the activities will be sustained over time. Local private sector interests are often a key source of sponsorship for sports clubs and activities and a Red card-sponsored competition can provide an effective opportunity to explore financial support with different companies and individuals.
- Consider also how these competitions and activities might become a regular occurrence in the future. Not just as a feature of your project which might be finite, but in terms of what your project will leave behind in the community. The competitions do not have to be major local, regional or national events. They could include establishing teams within a community and putting together a competitive league in which the children can all participate. A small amount of creativity, with huge amounts of commitment and initiative, can go a long way to ensuring that the project makes a significant impact on the community where it operates and leaves behind a legacy that will benefit future generations of children and hopefully prevent them from falling into situations of child labour.

We want to hear more about your Red card efforts. Please do not hesitate to contact

the IPEC office in Geneva, Switzerland (see the back cover for contact details), and in your country to provide details of your competitions, leagues and other football activities. We would be pleased to receive photographs, videos, testimonials and letters (especially from children), pictures, press clippings, and so on, from any activity that you may implement and that can be used in further promoting the Red card campaign and the football project.

## Continuous and final evaluation

The implementation of the project will inevitably be challenging as the environment in which it functions is, in itself, challenging. Therefore, it is useful and informative – for you and IPEC – to think carefully about several aspects of the pedagogical process as you go along.

### Continuous evaluation by football coaches

Following the football coaching sessions throughout the project, review each one when you have a quiet moment by yourself:

- Emotions How did the different members of the group react during the session? Did you feel that they entered into the spirit of the activities? Did anyone become angry or feel upset? Did you feel that any individuals remained on the fringes of the group? Why should that be and how can you overcome this in your next training session? Do you feel that you might need some more experienced or professional help to deal with emotional issues among the children? Are you particularly concerned about any or all of the children and feel they should be referred for remedial health support or education?
- *Involvement* Was everyone involved, interested and motivated during the training? Did they respond well to

the activities? Do you feel you might have handled the session differently? How? Did you establish a good level of communication with them all throughout the sessions? Did you move around enough during the training? Did you talk to them, offer advice, help them? Did you help any other coaches enough who work with you? Did you talk to parents, community leaders, teachers and others involved in helping in the project? How do they feel about the project and the activities? Did you take their comments on board and act on them? Did the children respond well to the supporting coaches and referees? Is a strong bond of mutual respect, confidence and trust being built within the group and between players and coaches? Have you and the group initiated some form of recording mechanism for the project, such as personal diaries, either individually or as a group?

- *Commitment to the future* Do you believe that the group wants to move on in the activities? Do you think they are ready to move on? Do you get a sense of motivation and commitment from them? Do you have the feeling that the group dynamic has been strengthened through the activities? Are they showing confidence in the way they interact with each other, with you and with the other resource persons? Are they openly contributing to the activities? Are they vocal? Can you easily identify those who are supportive of what you are doing and those who are indifferent? How will you reach those who are indifferent while maintaining the motivation of those who are interested? Should you maintain the pace of the activities or slow things down a bit? Are they ready for new aspects of football technique, more reading, writing and arithmetic lessons? Should you think about integrating health and sex education programmes now? Are they ready to play as a team and maybe move on to competitions or friendly matches?
- Resource development Have you begun approaching individuals and groups within the community who have shown particular interest, motivation and commitment to the project to ask them if they would be interested in volunteering to help with

coaching, refereeing, administration or as helpers in some way? Are there older children in the community who are capable of helping? They may be footballers themselves, or just interested, or they may be athletic or strong on reading, writing and arithmetic. Have you considered implementing peer-to-peer activities? Are you and your team of volunteers ready to work on the administrative aspects and start putting together football teams, minileagues, competitions? Have you considered linking community service activities to the league table and points system? Are you ready to contact other football clubs for games? Are you ready to contact local, regional and national federations about competitions? Is it time to contact the national federation to invite them for a visit and to ask for some national players to come and support the children? Have you contacted other key groups – the business community, local authorities, politicians or other agencies and organizations - to invite them to come and support and interact with the children? Are you managing to keep to your work plan or do you need to revise it? Are the training facilities and equipment good enough for your work? Are the children in good health and improving?

This list of considerations and questions cannot take into account all the particularities of individual projects and different contexts. You will no doubt think of other questions that you should be asking yourself as you go along and share this experience and process with others too. Encourage those helping you to ask themselves similar questions and you should be able to help each other in finding solutions and planning progress. Your notes, reports, feelings and opinions are critical, as are those of the volunteers helping you.

#### **Continuous evaluation by participants**

The long-term impact of these projects is more difficult to assess as this requires detailed monitoring of individuals who have been involved, perhaps beyond the life of the project. Some aspects of progress will be



almost immediately visible. For example, the children will learn how to play football and how to play it better. They will have developed good techniques and probably be playing as a cohesive and effective team by the time the project ends. There may well be league tables and competitions in place and possibly even new football clubs. But you must keep in mind that the project is not just about football and enhancing the prowess of children at playing it. This project is linked intimately to the rehabilitation and support, through football, of (former) working children in particular, and it is critical for the success of this project that the children participating benefit in many other ways, for example by improving their education, life skills, personal and social development, and physical, mental and emotional health. From experience, we know that the level of success of these projects in these other aspects can sometimes not become apparent until later in life for these children. They would need to be monitored over a longer period of time to assess the true impact.

However, we can learn a lot from talking to them during and after the project in terms of how they feel it has helped them, if at all. Depending on their ages and capacities, you may not be able to elicit a lot of information, but any information is valuable and the longer-term evaluation will depend on the level of involvement of the community and the sustainability of the activities. Therefore, we recommend that you ask the children to evaluate the project and the activities continuously. This needs to be facilitated in such a way that the children do not feel that they will be judged on what they say and or fear there may be a negative reaction to their comments. They need to feel reassured that what they say is vital to the ongoing implementation of the project and that they can make their comments in a nonthreatening environment. If necessary, the comments can be given anonymously, and the children should be allowed to discuss these matters by themselves and privately if they so wish. They may prefer to talk to you or a volunteer involved. What matters is

that they have their say and they contribute to ensure meaningful child participation.

### **End-of-project evaluation**

We also recommend that you ask any other volunteers, educators, health professionals or other resource people who have worked with you on the project to provide some form of feedback both during and after the project.

Carry out an analysis of the evaluation exercise as soon as you can. This analysis can act as a comprehensive report of the whole exercise at the end of the project. On this basis, you will be able to draw your own conclusions as to how successful and useful the project has been and highlight those areas that might require further attention. It will also enable others to learn from your experiences, replicate those that have been particularly successful and communicate with you specifically. Please note that IPEC would be very interested to receive copies of these reports, analyses and any individual comments that you feel are particularly useful and pertinent. This feedback will assist us in the further development of football-related projects and in assessing their impact in different parts of the world.

## Follow-up

Ultimately, how you implement this project and what you and your group gain from it is up to you and them. IPEC's aim is to provide guidance and support based on its own experiences and expertise and to encourage frequent and broad use of the football approach across IPEC projects worldwide and with as many partner organizations as possible.

To reinforce the sustainability of project outcomes, follow-up should focus on:

- encouraging peer education;
- fostering community ownership;
- supporting the growth and development of local, regional and national football federations, clubs and organizations;

- linking education and other social service provision into football networks;
- encouraging the involvement of the private sector and reinforcing corporate social responsibility;
- developing and sustaining local, national, regional and international networks in which football and sport assist in the protection of vulnerable children and strengthen their personal and social development.

It is our hope that a significant number of children affected by or at risk of child labour, other vulnerable children and their peers will benefit from IPEC football-related projects and that the preventive component will act as a powerful mechanism to keep children from falling into situations of exploitation and abuse. Peer education, in particular, is a powerful tool and will help expand the impact of the football activities and ensure that the project will live on in the communities it touches. The children in your group may discuss what they are doing with their friends, their families and other people in their community. Broader interest can be generated by encouraging the children to talk openly and freely about what they are doing and bring other children into the project. Encourage them to take ownership of the project and to promote it in their own special way.

You should also encourage young people who may have been involved in the project activities as volunteers to continue to be involved and to expand their own activities. Children relate better to their older peers. They place a lot more faith in their relationships with their peers than with people in authority or even their parents. Young volunteers also need encouragement to help them to grow as responsible members of the community and they should be supported in their continued efforts to coach football, organize games and contribute to the healthy and safe development of their younger peers.

Wewouldwelcomesuggestionsandexperiences that might help the continued improvement of the IPEC football resource kit in any way. These experiences will grow over time and we would be interested to learn more about how implementing partners adapt some of the activities or create new ones to suit local cultures, traditions and settings. It is vital that these good practices are shared and we will endeavour to do that over the coming years, but we need to have this information before we can disseminate it further. In addition, some partners may decide to translate the resource materials into other languages, including local languages and dialects. This form of support would be warmly welcomed by IPEC. All we would ask of those who decide to undertake such an exercise is that they inform IPEC and provide us with copies of adapted or translated materials. It is very likely that there will be other groups around the world who may benefit from this work and we would like to share these experiences far and wide. We would also be grateful if you would include an acknowledgement of the source in your revised documents.

Lastly, the key to the success of these projects is widespread implementation. The resource kit needs to be used, copied and spread as far afield as possible. The kits should not sit on shelves or on office floors – they were made to be used and they are important tools for children's protection and development. We would urge any and all organizations and individuals around the world to work with this initiative. It is not limited to football clubs, organizations and practitioners by any means – it is about Football For All.

#### **Continuous feedback**

As you work with this resource kit, we want to hear from you, the project coordinator. We want to hear from the children involved in the activities, the support team, the volunteers and others involved in the project. The activities that are planned and implemented in the future will benefit significantly from this feedback and your input is critical.

We are always happy to receive case studies of practical project implementation, along with copies of photographic or video material. The



training and education process is threefold: children will learn from you and each other you will learn from them and us – and we will learn from you and them, hence, the vital importance of feedback and the quality cycle. For example, we would like to learn more about how you plan and implement the training activities and how the children respond. We would like to see the results of football matches and competitions, including press clippings. We would like to know if football teams, leagues and competitions have been set up and to have details of these. We would like to know if well-known football players and the football federations have been involved and supported your project. We would also like to know how the community has been involved, if at all.

In addition, we would be grateful once you have completed the project if you would fill out the enclosed participation form, which includes key details of your work. Please send the form to the address of IPEC headquarters provided below. When we receive a completed participation form, we will send a certificate of acknowledgement in recognition of the work you and your group have done to support the global campaign to eliminate child labour. In addition, we would like to provide special certificates of achievement in football for each child in your group and for each coach, referee, administrator and any other resource person or volunteer you suggest.

An integral part of the follow-up is for IPEC to know more about the frequency of use of the football resource kit, who is using the modules and why (and who is not using them and why not), their impact on coaches, trainers, educators, young people and children, their successes, their failures and their further development. Tell us what you think, how you believe the materials, methodology and impact can be improved. Send us your ideas for new activities and coaching/education techniques which we can integrate into the programme. We are all working for the same cause and understand the need to work together to reinforce the rights, health and general well-being of all

children and to banish child labour from our societies forever.

### **Contact details**

#### **IPEC**

For all queries and follow-up to football-related projects, please contact IPEC directly at the following address:

International Programme on the Elimination of Child Labour (IPEC)

International Labour Office (ILO)

4, Route des Morillons, CH-1211 Geneva 22, Switzerland

Telephone: +41 22 799 77 47

Fax: +41 22 799 81 81 Email: ipec@ilo.org

Web site: www.ilo.org/ipec

### **Football for Hope**

For specific questions regarding the use of football as a tool in social projects and for information on how to join the Football for Hope movement, please use the following contact e-mail address:

E-mail: info@footballforhope.org





# Annex 1: Participation form

If you have worked with the IPEC football resource kit in any way, please take the time afterwards to complete the participation form below. Upon receipt of your completed form, IPEC will send you a certificate in recognition of the support of you and your group for the global campaign to eliminate child labour.

Full name/description of the group:
Full name of organization/community/club/school:
Eull address including telephone for numbers a mail and web site addresses.
Full address, including telephone/fax numbers, e-mail and web site addresses:
Full name of respondent:
Title/responsibilities of respondent and relation to group:

### **USER'S GUIDE**



Dates of your project (start and finish):				
Names, gender and ages of young people involved in project activities (N.B. if you prefer not to give names, please give at least the gender and age breakdown) – this can be included on a separate sheet of paper:				
How did you come to learn about the IPEC football resource kit?				
Please describe briefly the achievements of the project and the group, for example were girls' and boys' football teams established? Were football leagues established? Did the community become involved? Did volunteers come forward to take on roles as coaches, referees and administrators?				





# CHILD LABOUR AND THE RIGHT OF CHILDREN TO PLAY







"Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict."

**Kofi Annan** 

Former Secretary-General of the United Nations, at the Olympic Aid Roundtable Forum, Salt Lake City Olympic Games, February 2002

# Child labour: What it is and why it needs to be tackled urgently

## Children's personal and social development

All over the world, children may start working at a young age. They may help around the home sharing household chores, running errands and helping their families in the fields, tending to crops or picking vegetables or fruit. These activities are often encouraged by adults and older children in the family because they can be beneficial to a child's personal and social development. Through them, children learn a sense of responsibility and take pride in carrying out tasks that help the family. By observing and working with others, children can also learn skills and gain knowledge that will help them in their later lives.

As they grow older, they may take on more responsible or heavy work, such as looking after younger siblings, fetching and carrying loads from family farms or plantations where their families work, or maintaining the family home. They may even take on a part-time job, outside school hours and involving light work<sup>1</sup>, either to earn some money for themselves or to supplement the family income. Work in this sense is a window onto the world of adult work and is part of the progression from childhood to adulthood. It is not work which prevents children from going to school, or takes them

away from their families, or uses up all their time so they have no time for play or leisure with their peers. Nor is it work that harms them physically, mentally or emotionally.

Work of the nature described above is an essential part of childhood and is not what is termed child labour. Unfortunately, many children are obliged to do work which, far from having a positive effect on their lives, actually impedes their growth and development and, in many cases, can do them harm – harm that is sometimes irreversible. This is what is known as child labour.

### The exploitation of the most vulnerable in society

Child labour is not children performing small tasks around the house, nor is it children participating in work appropriate to their level of development and which allows them to acquire practical skills and learn responsibility. Child labour is about the exploitation of the most vulnerable, disadvantaged and marginalized in society. According to the recent estimates2 of the International Labour Organization (ILO), there were approximately 168 million child labourers between the ages of 5 to 17 in the world. Of these 168 million child labourers, just over 85 million were engaged in hazardous work, which is "work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children."3

Many of these children are deprived of an education or bear the dual burden of school and work, and may suffer physical, mental, emotional and sexual abuse. Some will be

<sup>&</sup>lt;sup>1</sup> ILO Convention No. 138 concerning Minimum Age for Admission to Employment states that "light work": (a) will not be harmful to [children's] health or development; and (b) will not prevent them going to school or attending skills training programmes.

<sup>&</sup>lt;sup>2</sup> ILO-IPEC: Marking progress against child labour - Global estimates and trends 2000-2012. Geneva, ILO, 2013. Available at: www.ilo.org/ipec/Informationresources/WCMS\_221513.



physically or mentally handicapped or may even die before reaching adulthood as a direct result of their labour. Others will be emotionally scarred for life.

These children work in a variety of industries and situations and in many parts of the world, including industrialized countries. The vast majority (almost 59 per cent) can be found working in the agricultural sector, where they may be exposed to dangerous chemicals and equipment. Others may be street children, peddling or running errands to earn a living. Some may be domestic workers or can be found in workshops in informal markets and sectors making a wide variety of products. Children can also be found in the commercial sex trade. The most significant common element that all of these children share is that they are denied a fair chance to enjoy a real childhood, an education and a better life.

Children work because their survival and that of their families depend on it. Sometimes, children may end up working simply because that is the way it has always been in their families or communities – their parents worked as children before them. It might be as a result of parental attitudes generally, for example, distrust of or lack of confidence in the education system, or even cultural or traditional practices and norms which consider child labour acceptable or even normal. It can be a very complex and complicated issue. Child labour persists even where it has been declared illegal, and is frequently surrounded by a wall of silence, indifference and apathy, making these children invisible. But the wall is slowly beginning to crumble.

### Progress in global efforts to combat child labour

While the elimination of all child labour is a longterm goal in many countries, certain forms of child labour must be tackled as a priority. Almost half of the world's child labourers are engaged in hazardous work, work which threatens their physical, mental and emotional health and even their lives. The effective elimination of these worst forms of child labour, therefore, is one of the most urgent challenges of our time.

Nevertheless, the latest Global Estimates,<sup>4</sup> paints a picture of both important progress, and of substantial remaining challenges. On the one hand, the sustained global efforts against child labour over the past 12 years appear to have borne fruit – child labour fell by almost a third and hazardous work by over half in the period from 2000 to 2012. On the other hand, the pace of progress still remains much too slow to achieve the goal of eliminating its worst forms by 2016. (see Annex 1 for further details).

The agriculture sector still accounts for the largest share of child labourers, but evidence indicates that the make-up of child labour is beginning to change. Child labour outside the agriculture sector, and particularly in services, is gaining in relative importance. The policy implications of these changes are clear. While addressing child labour in the agriculture sector remains critical, child labour elimination efforts must also address the growing share of child labour occurring within the informal economy in services and the substantial numbers of child labourers in the informal economy in different areas of manufacturing.

This also requires the development of further work with the relevant employers' and workers' organizations in the sectors concerned. Within the services sector, attention to child domestic workers is especially important given their heightened vulnerability to exploitation and abuse

Indeed, it is difficult to get an idea of the full extent of some of the more "hidden" forms of child labour, such as child domestic labour, trafficking and the commercial sexual exploitation of children (CSEC). The statistics in the ILO's 2010 Global Report did not include numbers on child domestic labour, for example. Yet, it is precisely these hidden forms

<sup>3</sup> ILO Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, article 3.

<sup>4</sup> ILO-IPEC: Marking progress against child labour - Global estimates and trends 2000-2012. Geneva, ILO, 2013. Available at: www.ilo.org/ipec/Informationresources/WCMS\_221513.



of exploitation that require our most concerted efforts to prevent and eliminate them.

The largest absolute number of child labourers is found in the Asia and the Pacific region but Sub-Saharan Africa continues to be the region with the highest incidence of child labour, even though there has been a decline there. For the overall 5-17 years age group, child labourers number almost 77.7 million in Asia and the Pacific. For the same age group, there are 59.0 million child labourers in Sub-Saharan Africa, 12.5 million in Latin America and the Caribbean (LAC) and 9.2 million in the Middle East and North Africa (MENA).

In this context, there is every reason to focus action and strategy on Africa, where the highest proportion of working children is found and the region where the least progress is being made in reaching the United Nations Millenium Development Goals (MDGs)<sup>5</sup>, especially that of free, compulsory and universal primary education. While Sub-Saharan Africa accounted for 30 per cent of all 5-17 year-olds in child labour in 2008, four years later this figure had risen to 35 per cent.

Data shortcomings, however, mean that the regional child labour picture still remains only partial. There are insufficient data to generate separate estimates for the Eastern European and Central Asia regions, for the Pacific and the Caribbean countries or for the industrialised economies.

Success in reducing child labour, particularly its worst forms, has not been automatic. It has taken the political mobilization of workers, employers and governments combined with the practical action of parliaments, civil society organizations, local authorities, consumers and the general public. There is a need to strengthen and broaden the worldwide movement against child labour, and the ILO report outlines the steps that need to be taken in this respect, including supporting national responses to child labour, in particular through effective mainstreaming in national

development and policy frameworks.

Annexes 1, 2 and 3 provide more detailed information on child labour and its causes and consequences. Child labour is a complex and multi-layered issue that cuts across a range of human development areas, including health, education, poverty and gender. As such, it requires a multi-faceted and multi-stakeholder approach as has been developed by the ILO through its International Programme on the Elimination of Child Labour (IPEC).



IPEC is the world's largest technical cooperation programme on child labour. Its aim is the progressive elimination of child labour worldwide, with the eradication of the worst forms an urgent priority. Since it began operations in 1992, IPEC has worked to achieve this in two ways: through country-based programmes which promote policy development and reform, build institutional capacity and put in place concrete measures to end child labour and through awareness-raising and mobilization aimed at changing social attitudes and promoting ratification and effective implementation of the ILO's Child Labour Conventions.

<sup>&</sup>lt;sup>5</sup> For more information on the MDGs, visit: www.un.org/millenniumgoals



The ILO's 2006 Global Report on Child Labour estimated that, since 2002, around 5 million children have benefited directly or indirectly from IPEC's work. These efforts have resulted in countless numbers of children being withdrawn from work and rehabilitated or prevented from entering the workforce. In addition to this direct action, there has been substantial in-depth statistical and qualitative research, policy and legal analysis, programme evaluation and child labour monitoring, which have permitted the accumulation of a vast knowledge base of statistical data and methodologies, thematic studies, good practices, guidelines and training materials.

IPEC is operational in many countries around the world. It was first established with the support of one donor country, Germany, and now has a broad range of donors, including workers' and employers' organizations, municipalities and other non-state actors, for example FIFA, which supported the production of this football resource kit. In addition, a number of organizations and authorities provide various levels of support nationally, regionally or locally, including technical support.

The programme has been successful in informing global partners about, generating widespread public awareness of and mobilizing various actors against child labour. It has also been responsible for the rapid ratification of the ILO's Conventions 138 and 182 on minimum age of employment and worst forms of child labour respectively and the inclusion of references to these and child labour in international policy statements and documents.

### Integrated approach to child labour elimination

It is now widely acknowledged that an approach that aims at both reducing poverty and promoting universal education and skills training is the most effective way of tackling the root causes of child labour and eliminating it in a manner which can be sustained in the longer term. IPEC's overall strategy is thus firmly based on the premise that the reduction of child labour and poverty through reforming policies, enhancing capacity, protecting children's rights and mobilizing community participation and the empowerment of parents and children can have a more significant and durable impact than direct action alone. In this respect, IPEC links its work closely with related global initiatives, such as the MDGs, Education For All (EFA) and Poverty Reduction Strategy Papers (PRSPs), and to the work of key UN and international agencies, such as the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank and the Global Campaign for Education alliance.

## Resource support for programme partners

An important aspect of the thematic structure of IPEC's support for the prevention and elimination of child labour has been the development of a wide range of focused resource materials for the diverse partners with which it works. In addition, resource materials have been developed that accentuate the quality dimension of education and learning capacities of (former) child





labourers, their siblings and their peers. These approaches place the child as the learner at the heart of the education and support process, which is critical for their success in building self-confidence and self-esteem and providing children with skills in self-expression and the ability to make effective use of these skills in their everyday lives.

It is essential that all children receive an education because:

- It gives them the opportunity to develop their capabilities and talents. The basic knowledge and skills they acquire, such as reading, writing and arithmetic, are essential in their everyday lives and will help children to find better jobs when they reach the legal age to work.
- Education prepares children to play an active role in society, to develop values and learn communication skills that will help them become responsible and involved citizens in the future.
- Through education, children are made aware of their rights and responsibilities and are less likely to accept hazardous work and exploitative working conditions when they reach the legal age to work.
- For working children in particular, education can play a key role in improving their existing situation. Relevant and quality vocational and technical training enables them to seek better work alternatives in the future.

# Recreation and sport: integral elements of education, childhood and development

Education is the basic right of every child and should be upheld along with their other fundamental rights, such as healthy childhood development, which includes the opportunity to engage in recreational play and organized sports. IPEC is increasingly aware of the need for its field operations to focus attention on ensuring former child labourers, their siblings and peers have access to healthy activities such as recreation and sport as an integral part of their education and rehabilitation.

IPEC aims to provide children withdrawn from or at risk of child labour with access to basic education in either formal and/or nonformal settings or to vocational education and skills training. For example, nonformal education can help in facilitating the transition of former working or at-risk children into formal school programmes. While these interventions are vital in providing alternatives to former working or at-risk children and their families, it is also important for these children to benefit from activities that will support their personal and social development and improve their general health, well-being, enjoyment and outlook on life.

# The right of all children to play and take part in organized sport

Sport is an increasingly important component of development programmes worldwide. It is in the nature of all children to play, and the right to play is enshrined in the United Nations Convention on the Rights of the Child (1989).<sup>6</sup> This right was further upheld by world leaders at the United Nations General Assembly Special Session on Children<sup>7</sup> in May 2002, which culminated in the global action plan "A World Fit for Children" in which it was agreed to:

• Promote physical, mental and emotional health among children, including adolescents, through play, sports, recreation, artistic and cultural expression.

<sup>&</sup>lt;sup>6</sup> Article 31 of the Convention on the Rights of the Child (1989) declares: "States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child ...".

<sup>&</sup>lt;sup>7</sup> United Nations Special Session on Children, May 2002: www.unicef.org/specialsession/.

International Charter of Physical Education and Sport, adopted by the General Conference of UNESCO at its 20th session, Paris, 21 November 1978.



 Provide accessible recreational and sports opportunities and facilities at schools and in communities.

Furthermore, Article 1 of UNESCO's International Charter of Physical Education and Sport (1978)<sup>8</sup> states: "The practice of physical education and sport is a fundamental right for all."

These international measures to protect and promote the development of children recognize the importance of play, recreation and sport, whether organized or otherwise, in providing the mental and physical stimulation that underpin their holistic growth and capacity for learning. At every stage of their natural development, children need to express themselves in all manner of ways, and it is also through play and sport that their cognitive, social, coordination and practical skills evolve. It promotes good health, builds strength and increases fitness. As children grow older, sport and recreation help them develop communication and leadership skills, enhances their ability to work in a team, builds their self-confidence and self-esteem, and instils in them the concept of mutual respect and social values.

# UN Inter-Agency Task Force on Sport for Development and Peace

Following the Olympic Aid Round Table Forum in Salt Lake City, USA, February 2002, the then UN Secretary-General Kofi Annan convened an Inter-Agency Task Force on Sport for Development and Peace,9 co-chaired by Adolf Ogi, Special Adviser to the UN Secretary-General on this issue, and Carol Bellamy, Director of UNICEF at the

time. The Task Force brought together ten UN organizations, including the ILO, with significant experience of using sport in their work and was mandated to review all activities involving sport within the UN system.

In March 2003, the Task Force produced final report entitled "Sport for Development and Peace: Towards achieving the Millennium Development Goals",10 which provided an overview of the growing role that sporting activities are playing in many UN programmes and highlighted the lessons learned. The report concluded that sport – from recreational play to organized and competitive sport - is a powerful and cost-effective way to advance the MDGs. It also included recommendations aimed at maximizing and mainstreaming the use of sport. The mission of the Task Force was to encourage a more coherent approach to the use of sport-related initiatives in the pursuit of UN development goals, particularly at the community level, and to promote the use of sport as a recognized tool in development policy.

The recommendations of the Task Force report included:

- Sport should be better integrated into the development agenda.
- Sport should be incorporated as a useful tool in programmes for development and peace.
- Sport-based initiatives should be included in the country programmes of UN agencies where appropriate and according to locally assessed needs.
- Sport for development and peace programmes need greater attention and resources by governments and the UN system.
- Communications-based activities using sport should focus on well-targeted advocacy and social mobilization, particularly at national and local levels.

<sup>&</sup>lt;sup>9</sup> UN web site "Sport for Development and Peace": www.un.org/themes/sport/index.htm.

<sup>&</sup>lt;sup>10</sup> The report was made public by the UN on 17 September 2003 in New York. A full copy can be downloaded from the UN web site: www.un.org/themes/sport/task.htm.



A final recommendation of the Task Force was that the most effective way to implement programmes that use sport for development and peace is through partnerships.

# Magglingen Declaration reinforces commitment to sport and development

The year 2003 was particularly significant in reflecting the growing emphasis on sport within the UN system and more broadly among civil society organizations. The first international conference on sport and development was hosted by the Swiss Agency for Development and Cooperation (SDC) in the city of Magglingen, Switzerland, in February 2003. The conference brought together representatives from the international community, including UN agencies, national and international sports organizations, and the media, as well as numerous athletes past and present. Discussions revealed the need for an international platform to facilitate information exchange and to promote sport and development as a new domain of international cooperation.

This resulted in the launch of the Sport and Development International Platform<sup>11</sup> to bring to life to "The Magglingen Declaration" (see annex 4), which embodies initial efforts to put into action the recommendations of the UN Task Force report. The Declaration underpinned the belief of all conference participants that sport can play a vital role in national and international development work and called upon governments, UN agencies,

sports federations, civil society organizations, the sporting goods industry, media, business and people everywhere to contribute to sport and development.

In addition, the conference issued a series of recommendations regarding human development, health, education, media, violence, situations of crisis, conflict prevention, promotion of peace, local development, social dialogue, corporate social responsibility and safe and sustainable sport. On the last topic, participants called for a new vision of sport called "SAFE sport", with SAFE standing for **S**ustainable, **A**ddiction-free, **F**air, **E**thical.

# The Next Step conference

At the 58<sup>th</sup> session of the UN General Assembly in September 2003, a resolution on "Sport as a means to promote education, health, development and peace"<sup>12</sup> was adopted and proclaimed the year 2005 as the International Year of Sport and Physical Education.<sup>13</sup> Since this time, the UN as a whole has begun to work in a more focused and coherent manner on the integration of sport into its wide-ranging programmes, including those of the ILO.

Soon after the adoption of this resolution, around 140 delegates from 45 countries gathered in Amsterdam, the Netherlands, in November 2003 to discuss the many ways that sport could be used in development. The International Expert Meeting on Sport and Development, <sup>14</sup> dubbed "The Next Step Conference", brought together professionals from the world of sports and development to jointly make a "next step" towards achieving

<sup>&</sup>lt;sup>11</sup> Sport and Development International Platform: www.sportanddev.org.

<sup>&</sup>lt;sup>12</sup> A/RES/58/5, "Sport as a means to promote education, health, development and peace": www.un.org/Depts/dhl/resguide/r58.htm.

<sup>&</sup>lt;sup>13</sup> UN International Year for Sport and Physical Education: www.un.org/sport2005/.

<sup>&</sup>lt;sup>14</sup> The Next Step Conference, the Netherlands, November 2003: www.sportdevelopment.org/nextstep.

<sup>&</sup>lt;sup>15</sup> Sport and Development Project Base: www.sportanddev.org/en/projects/index.htm.



sustainable development in and through sport. The meeting promoted numerous examples of good practices from all over the world in which sport had been used to work towards the achievement of the MDGs, many of which can be found in the Sport and Development Project Base,15 a collection of projects from around the world that use sporting activities as a tool for development. These activities focus on such critical areas of development as health, particularly HIV/ AIDS, the disabled, community development, personal development, peace building and dealing with traumas. Discussions during the workshop covered a wide range of subjects, including the vital aspect of capacity-building.

The meeting was hosted by the Dutch Ministry of Health, Welfare and Sports, the **Dutch National Committee for International** Cooperation and Sustainable Development, Netherlands Olympic Committee/ Netherlands Sports Confederation and the Management for Development Foundation Workshop discussions encouraged participants to consider such key areas of sport in development as ownership, partnership, technical assistance, capacity building and sustainable funding Participants were also able to elaborate a set of nine common principles on partnership for sport and development, which can be found in annex 5.

# 2005: UN International Year of Sport and Physical Education

As mentioned above, the UN General Assembly declared 2005 the International Year of Sport and Physical Education. The UN Secretary-General's report to the General Assembly in September 2005 highlighted some of the

sport-related activities undertaken within the framework of the International Year and called for greater efforts to strengthen advocacy and social mobilization. Furthermore, it pointed out that sport, in conjunction with humanitarian and development activities, can contribute significantly to raising public awareness and mobilizing support and resources. The report also called for further initiatives to incorporate sport as a tool into programmes for development and peace and to include sports-based initiatives in country programmes where appropriate and according to local needs to ensure sustained long-term effects.

In celebration of the UN International Year of Sport and Physical Education and to ensure that its legacy would be kept alive and reinforced over the coming years, a follow-up international conference was again organized in Magglingen, Switzerland, in December 2005, under the theme "Development through Sport: Moving to the next stage".16 Co-organized by the Office of the Special Adviser to the UN Secretary-General on Sport for Development and Peace, the Swiss Federal Office of Sports and the SDC, the conference resulted in the issue of a call to action in which ten steps to affirmative action were outlined for different groups (see annex 6).

Break-out sessions during the conference focused on key elements in sport and development, including:

- Education, training and capacity-building strategies
- Roles, responsibilities and interfaces for effective partnerships
- · Sport and economic development
- · Sport as a means to social integration
- Evaluation methods and instruments
- · Overcoming trauma through sport
- Promoting gender equity through sport

<sup>16 2</sup>nd Magglingen Conference, "Development through sport: Moving to the next stage": www.magglingen2005.org/.

<sup>&</sup>lt;sup>17</sup> For more information on MYSA, visit www.mysakenya.org.



The conference also identified ten challenges facing the international community in building a global partnership for sport and development and highlighted potential action to address each of these (see annex 7). For example, the need to engage decisionmakers and opinion-leaders for the public and private sectors in order to ensure that sport is recognized as a national priority. The issue of partnerships of all kinds was raised during various sessions, particularly in respect of achieving the MDGs through sport. It was emphasized that there was an urgent need to move towards the implementation of more activities and the scaling up of these where possible. In addition, participants highlighted the need for effective multistakeholder partnerships, including those with the private sector. Making these partnerships work was also underscored in the list of challenges facing the next stage of development through sport.

There are a number of examples of effective partnership initiatives that can be found on the Sport and Development Project Base, including the Football for Development programme of the Royal Netherlands Football Association (KNVB) Academy, which works closely with several grassroots sport and development programmes, such as the Mathare Youth Sports Association (MYSA)17 in Kenya. MYSA is a communitybased sports programme in the Mathare slum area of Nairobi which has an impressive track record of helping children and young people to overcome the challenges they face in life through sport, recreation, education and skills training. In 2006, the KNVB contributed to the construction and equipment of a community hall in Mathare which serves as a library, an educational work space, and changing and storage rooms for one of the slum's many youth football teams. MYSA is a living example of how to put into practice the fundamental principle of development through sport.

# 2010 and 2013 — Global Conferences on Child Labour

In the framework of the 10th anniversary of the coming into force of ILO Convention 182 on the Worst Forms of Child Labour (WFCL), in 2010, while the global movement has achieved much progress in reducing the incidence of child labour, efforts must be stepped up if we are to deliver the commitment of a world free of the worst forms of child labour by 2016. In order to meet that challenge, the Dutch Ministry of Social Affairs and Employment, in close collaboration with the ILO (and in cooperation with UNICEF and the World Bank), organized in May 2010 a global conference on child labour in The Hague (The Netherlands). The conference objectives were:

- to achieve rapidly universal ratification of ILO Conventions Nos. 138 and 182;
- to deliver the commitment to take immediate and effective measures to end the worst forms of child labour as a matter of urgency; and
- to agree on significantly intensified efforts to reach the 2016 goal laid down in the Global Action Plan.

More than 450 delegates from 80 countries have agreed on a Roadmap aimed at "substantially increasing" global efforts to eliminate the worst forms of child labour by 2016 and approved the Roadmap that calls on governments, social partners and civil society organizations to strengthen access to education, social protection and decent work.

At the The Hague Global Child Labour Conference, after having accepted the Dutch invitation to host the next conference, the Government of Brazil held in October 2013 in Brasilia the III Global Conference on

<sup>&</sup>lt;sup>18</sup> The section on the history of FIFA has been reproduced from "The History of FIFA" from www.fifa.com.



Child Labour that measured progress in the implementation of the Roadmap agreed at The Hague and towards the goal of eliminating the worst forms of child labour by 2016.

The main outcome document of the Conference, the Brasilia Declaration on Child Labour, signed by quadripartite delegations from 156 countries, underlined the need for a coherent and integrated approach to achieving the sustained elimination of child labour by eradicating its socio-economic root causes. It also acknowledged the need for reinforced national and international action and cooperation, with a focus on the informal economy; the leading role and primary responsibility of governments, in cooperation with the social partners and wider civil society actors; and the importance of social dialogue and concerted publicprivate action, of decent work for all adults, of free, compulsory and quality education for all children, and of progressive universalization of social protection.

Additionally, it reiterates the importance of the worldwide movement against child labour through stronger international cooperation, including South-South and triangular cooperation, noting in particular the challenges faced by conflict-affected countries; the importance of awareness and of challenging attitudes and practices that condone or tolerate child labour; and the need for the fight against child labour and the Decent Work Agenda to be given due consideration in the UN post-2015 development agenda.

In 2017, the government of Argentina will host the next Global Conference on the Sustained Eradication of Child Labour in 2017.

# Partnerships in sport for development: The role of football

### **Brief history of FIFA**

The Fédération Internationale de Football Association (FIFA – International Federation of Football Association) was founded in Paris, France, on 21 May 1904, by football Belgium, associations from Denmark, France, the Netherlands, Spain, Sweden and Switzerland.<sup>18</sup> At this point, international football began to be organized at a higher level and the first FIFA Statutes were laid down. The first FIFA representatives were faced with the immense task of establishing the organization. It was not until the following year, 1905, that the English Football Association joined, closely followed by Austria, Germany, Hungary, Ireland, Italy, Scotland and Wales.

In the ensuing years, football became more united and an initiative was launched to establish uniformity in the Laws of the Game. International competitions were organized in the context of the Olympic Games in London, UK, in 1908 and in Stockholm, Sweden, in 1912. This virtually unknown sport at that time was regarded with suspicion at the Olympic Games. England won both the 1908 and 1912 tournaments.

Eventually, there was success in setting out uniform Laws of the Game and these became compulsory. Clear definitions were also established of international matches. Until 1909, FIFA was made up of only European associations but from 1909 to 1913 the first members from overseas joined, including Argentina, Chile, South Africa and the USA. This marked the start of FIFA's international activities.



#### Post World War era

Following the First World War, a new administrative board was set up under the leadership of Jules Rimet, and the development of FIFA was to become his lifelong task. At the time he was elected, there were 20 members. However, this figure was to climb to 85 by the time he opened the 5<sup>th</sup> World Cup in Switzerland. It was during his presidency that the ambition of a FIFA World Cup finally materialized and the first competition was held in the Centenary Stadium in Montevideo, Uruguay, on 18 July 1930. A new era had begun for world football.

At the FIFA Congress in 1946, President Jules Rimet was presented with a special gift: from this date onwards, the World Cup would be called the "Jules Rimet Cup". He subsequently became the first Honorary President of FIFA in June 1954. The 1960s was an extraordinary time in world politics and often one of the first steps taken by newly independent nations was their affiliation to FIFA. So, the number of members grew steadily. Televised transmission of the World Cup also contributed to worldwide expansion.

### Launch of FIFA as a dynamic global organization

As a private institution, FIFA received neither governmental subsidies nor funds from other sources. Funds came strictly from profits of the World Cup and this provided its income for the four years between competitions, which meant that the organization was quite conservative in its activities and vision. However, this changed with the arrival of Dr João Havelange of Brazil in 1974, who had studied the major problems of world football and begun to consider possible solutions. Following his election, he sought new ways and means to promote the global technical development of football and to prepare new generations for these developments.

Dr Havelange transformed FIFA into a dynamic enterprise brimming with new ideas and the will to see them through. At the 1982 World Cup in Spain, he increased the number of competing teams to 24, thus opening the competition to more countries, particularly from Africa, which was a growing football continent. The unqualified success of this decision reinforced Havelange's notion that his policies were right. For the 1998 World Cup in France, the number of participating teams was increased to 32, making it the largest in the history of the event, and allowing even greater participation from all its confederations.

Under Havelange's leadership, FIFA also became the hub of sporting diplomacy. He showed a flair for using the conciliatory potential of football at exactly the right moment and had significant success in bringing football confederations of all nationalities together to discuss competitions in an environment of peace and harmony.

### Football uniting people

Over the past 30 years, football has not only taken root as the world's major game, but has also blossomed in other branches of society, commerce and politics. Football, more than any other factor, has enveloped entire regions, people and nations. Today, the FIFA World Cup holds the entire global public under its spell. An accumulated audience of over 37 billion people watched the 1998 tournament in France, including approximately 1.3 billion for the final alone, while over 2.7 million people flocked to watch the 64 tournament matches.

With approximately 200 million active players worldwide, it now constitutes a substantial element of the global leisure industry, having opened up new markets for itself and for the rest of the business world. This potential has yet to be exhausted, especially in Asia and North America. By 2009, FIFA's membership had grown to 208 football associations, thus making it one of the biggest and certainly the most popular sports federations in the world.



In June 1998, Joseph S. Blatter of Switzerland was elected as the successor to Dr Havelange as the eighth FIFA President. President Blatter is one of the most versatile and experienced exponents of international sport diplomacy and is totally committed to serving football, FIFA and the world's youth.

## Football for Hope

Football is played by millions around the world. As the guardian of this game, FIFA — with its 208 member associations — has a responsibility that does not end with organizing the FIFA World Cup™ and developing the game itself. With the definition of a social responsibility strategy, the formation of a Corporate Social Responsibility Department and the creation of Football for Hope movement in 2005, FIFA further strengthened its commitment to building a better future.

Football has become a vital instrument for hundreds of social development programmes run by non-governmental and community-based organizations all around the world. These programmes are providing children and youth with valuable tools to actively make a difference in their own lives. Through addressing the most pressing issues in each community, these programmes are contributing to positive social change on a global scale.

In 2005, FIFA and streetfootballworld jointly began to bring these organizations together, strengthen their programmes through direct support, and increase their visibility. Football for Hope was thus created as a unique and global movement through which the power of football is used as a force for sustainable social development.

# The role of football in protecting children's rights

Football and its integrating qualities, such as tolerance, team spirit and equality of opportunities, have a strong impact on society. Football for Hope makes the most of this potential by targeting certain social and human themes, including peace building, anti-discrimination and social integration, health promotion, good governance, the environment and – particularly important for IPEC projects – children's rights. As mentioned previously, the UN Convention on the Rights of the Child guarantees all children the right to play and participate in recreational activities. FIFA aims to help girls and boys to enjoy these rights through football-related programmes, fostering self-confidence and integration and providing them with the necessary tools to enhance their chances of a better future.

The initiative places particular emphasis on education in the belief that the educational value of its programmes guarantees a long-lasting effect of the results achieved and the sustainability of its efforts. In this respect, football and education are considered mandatory components of the Football For Hope movement.

## Criteria for Football for Hope programmes

Football for Hope supports programmes all over the world that combine football and social development. This support includes funding, equipment, as well as projects that offer training, capacity building, and knowhow exchange on topics such as monitoring and evaluation, curriculum development, and communication.





Football for Hope supports programmes run by organizations which:

- are legally-registered entities with nongovernmental status and not-for-profit status;
- are politically and religiously independent and non-discriminatory in every way;
- usefootball to promote social development;
- have ongoing programmes that address social issues and target children and youth;
- are financially stable and have a long-term approach.

The above criteria also play an important role in the screening process of organizations interested in joining the Football for Hope movement. This is a step that organizations implementing IPEC football projects may decide to take in terms of furthering and enhancing their capacities in this field and provides potential added value to implementing agencies.

Organizations interested in joining the movement should first visit the Football for Hope section of the FIFA web site in order to better understand its principles, objectives and activities before making an application. The web site address is:

### www.fifa.com/aboutfifa/ worldwideprograms/footballforhope/ index.html

If an organization decides to proceed with an application, it should contact Football for Hope directly by writing to **info@footballforhope.org**. The Football for Hope secretariat will then communicate with the applicant to carry out a preliminary screening process to assess whether or not the organization fulfils the movement's basic criteria.

Following this process, applicants will receive an information pack from Football for Hope, including a profile questionnaire.

Organizations should study the pack and consider if they and their programmes fulfil the eligibility criteria and then complete and submit the profile questionnaire. Submissions are evaluated by Football for Hope to decide whether or not organizations may join the movement.

Upon a positive response, organizations will benefit from various advantages, including invitations to participate in Football for Hope festivals organized around the world and the forum held once every four years. They will also be able to submit applications for financial and programme support for football projects.

## Support for ILO's Red Card to Child Labour global campaign

In addition, FIFA supported the ILO's successful global awareness-raising campaign on child labour "Red Card to Child Labour" (see User's Guide for more details), which draws on the symbolism of the red card used in football in particular as the maximum punishment to a player who breaks the rules and is dismissed from the field of play. As the red card sends players off the field, so it also embodies the desire of the ILO and FIFA to join together to eliminate the scourge of child labour from the lives of vulnerable children worldwide. The campaign was run in FIFA competitions and continental championships and was also promoted through public transport systems of major European cities, including Paris and Rome.

# The FIFA Quality Concept for Football

The "FIFA "Quality Concept for Footballs" is a testing programme for outdoor and indoor footballs. Manufacturers have the possibility to

<sup>&</sup>lt;sup>19</sup> For more information on the ILO's Declaration on Fundamental Principles and Rights at Work, visit: www.ilo.org/dyn/declaris/DECLARATIONWEB.INDEXPAGE.

<sup>&</sup>lt;sup>20</sup> For the full text of the WFSGI Code of Conduct, visit: www.wfsgi.org/main\_pages/wfsgi/codes/Code\_conduct.pdf.



enter into a licence agreement for the use of two prestigious FIFA hallmarks on footballs that have passed the rigorous testing procedure. Licensees enjoy extensive trademark protection of the FIFA marks and benefit from comprehensive marketing services.

FIFA's commitment to social responsibility has come to the fore as part of its Quality Concept. Licensees are contractually obliged to ensure that no child labour is used at any stage of the manufacturing process and they have to pledge to comply with the following two instruments relating to the treatment of workers:

- 1. Declaration on Fundamental Principles and Rights at Work, ILO, 1998.<sup>19</sup>
- Code of Conduct of the World Federation of the Sporting Goods Industry (WFSGI).<sup>20</sup>

In addition, FIFA requires that the manufacturers and distributors used by these licensees comply with these same instruments. Furthermore, licensees have to pledge their support for any initiative to end child labour in the football industry. Footballs bearing the FIFA Quality Marks are therefore helping children worldwide. The net revenues from the project are made available to various children's projects, including IPEC, SOS Children's Villages and UNICEF.

# FIFA's role in eliminating child labour from football manufacturing

FIFA recognizes that child labour is a complex phenomenon and, as such, is extremely difficult to combat. As a sporting organization, FIFA has neither the experience, expertise nor the means to eliminate the problem on its own. However, it plays an important contributing role to the extent it can. FIFA is fully aware of decent work issues, including non-use of child labour, and pays special attention to them in its commercial activities, for example producing licensed FIFA equipment and materials. Strict contractual obligations are continually and consistently imposed on its partners in this respect, and

FIFA collaborates closely with UN agencies, such as the ILO and UNICEF. Furthermore, FIFA's relationship with the World Federation of the Sporting Goods Industry (WFSGI) ensures that both organizations work closely together to eliminate and prevent child labour in the industry.

# The elimination of child labour from the football industry in Pakistan

In February 1997, the Sialkot Chamber of Commerce and Industry (SCCI) signed an agreement with the ILO and UNICEF, known as the "Atlanta Agreement" (see Annex 8 for the full text of the agreement). The agreement focused on joint efforts for the prevention, phased withdrawal and eventual elimination of child labour in the football manufacturing industry in Sialkot, Pakistan. Based on this document, a project titled "Elimination of child labour in the football industry in Sialkot" was launched with the financial support of the U.S. Department of Labour, FIFA and the SCCI.

The Atlanta Agreement had three main





objectives:

- To assist manufacturers seeking to prevent children under the age of 14 from participating in the manufacture or assembly of footballs in the Sialkot District and its environs.
- 2. To identify and remove children from conditions of child labour in the manufacture or assembly of footballs and to provide them with education or other opportunities.
- 3. To facilitate changes in the community and family attitudes on the acceptability of child labour in the industry.

### **Pioneering project**

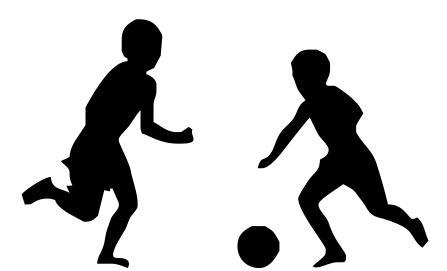
The project has been a pioneer in Sialkot which, at the time of the project's launch in 1997, was the world's most important football production area, responsible then for over 50 per cent of the global production of handstitched footballs. The successful combination of workplace monitoring and education and social protection programmes resulted in increased awareness among children and their parents, as well as communities in general, about the value of education and the negative impact of premature involvement of children in work. In turn, this contributed directly to the progressive elimination and prevention of child labour in this area of Pakistan. FIFA's collaboration and generous financial support were crucial to the success of the project, which ended in 2009.

The overall aim of the project in Sialkot was to provide education to working children as an alternative to work. It further sought to mobilize local communities to take ownership of the nonformal education plan and link it to the formal education system to facilitate the integration of these children. To this end, non-formal schools were established to provide education to football-stitching children and those at-risk of child labour. A family-based approach was adopted to reach out to other members of the children's families and to develop viable income generation schemes for them. The participation of manufacturers, exporters, contractors and other workers was assured through awarenessraising and mobilization and emphasis was placed on action-oriented research, monitoring and evaluation and systematic feedback of results to constantly improve implementation.

### First project phase

During the project's first phase from 1997 to 1999, over 10,500 students benefited from education programmes provided through non-formal education centres. More than half of these children were subsequently integrated into formal education and more than 5,000 benefited from health programmes. In addition, the project was able to remove children from 95 per cent of the manufacturing line of hand-stitched footballs in Sialkot District.

The real contribution of the project, however, went far beyond these more tangible targets and could be seen in the social transformation of the communities it touched. The most telling long-term impact of the project was convincing the people of Sialkot District that children should not be denied their right to a childhood, an education, recreation and health





services. It changed the way the general public looked upon the issues of child labour and education, and built up a rich social capital to sustain these beliefs in the long term. For example, a number of the non-formal schools were sustained by the communities and partner NGOs and are living examples of their commitment to the ideals of education as established by the project.

This significant change in social attitudes and behaviour was acknowledged and formalized at the political level in 2003 when the District Government of Sialkot, under popular pressure, pledged to purge the entire district of all kinds of child labour to make Sialkot a "Child Labour Free District". Efforts got under way to remove child workers from the hotel and automobile industries. The determination of the District Government in achieving its aims was reflected in the fact that over 70 per cent of its budget was directed towards the education sector. Sialkot was the only district in the country with such a significant allocation for education at that time.

#### Second project phase

The second phase of the IPEC project took place from 2000 to 2004 and succeeded in mobilizing even more manufacturers in Sialkot District – around 50 or so – to join the project. It put in place a monitoring system of the education centres to ensure children removed from work remained in school and it also adopted an area-based approach to reach out to those children stitching outside registered centres. In addition, project monitoring responsibilities were transferred from the ILO to an independent body, formed with the ILO's financial and technical assistance, called the Independent Monitoring Association for Child Labour (IMAC), and efforts were made to ensure the financial sustainability of both monitoring and social protection components of the project through IMAC.

### Third project phase and beyond

The objectives of the project's third phase (2005–2009) were established following a

joint mission to Pakistan at the end of 2005, which comprised representatives of IPEC, FIFA and the WFSGI. During this phase, financial resources focused primarily on the education and social protection components of the programme. In terms of education, FIFA and IPEC met with girls withdrawn from stitching centres in 1997 and who had completed their primary schooling to grade 10. These students were unable to continue their studies due to the absence of a secondary institution in the community and were also unable to access skills training programmes. This is a common challenge for girls in rural communities or communities in suburban areas. A key element of this phase, therefore, involved establishing a non-formal secondary school and skills training institution in a pilot community to facilitate the continuation of children's education.

In recalling the fundamental objectives of the Football for Hope movement on the dual importance of education and football in terms of children's development and sustaining project outcomes, a key element of the third phase was the reinforcement of educational support through the provision of organized and recreational football activities for children. Initially, the pilot phase of the project focused on those children in the community-based non-formal education centres. However, over time and through further replication of this approach, the football activities reached out to a wider range of vulnerable children and young people in the communities affected and therefore played a much greater role in prevention and reducing the incidence of child labour.

This was particularly important in the field of child labour elimination in the long term as the expression "prevention is better than cure" applies more effectively in the area of child labour and reducing children's vulnerability than almost anywhere else in development. It is vital that child labour programmes reach at-risk children, families and communities and instil an understanding of and commitment to education and child protection to help avoid children working at a premature age in any



way at all. It is an effective intervention in terms of human and financial resources and in ensuring that future generations of children are equally protected.

### The power of football

The multiplier effect set in motion by the third phase of the IPEC/FIFA project in Sialkot knows no bounds. The publication of this resource kit underpins this potential and will serve to reinforce the principles of the Football for Hope movement and IPEC's objective of the elimination of child labour across the globe. This particular module has set in context the reason why this resource kit has come into being and its significance within the global framework and approach towards sport for peace and development. Context is crucial as it provides meaning and substance. This resource kit is part of a deliberate and comprehensive programme approach by IPEC in collaboration with FIFA.

We hope that the context will serve to motivate others around the world engaged in the vital work to protect children and provide them with the wherewithal, skills and confidence to enjoy a safe, healthy and loving childhood and avail of life's opportunities and their fundamental rights. We hope it will motivate you to pick up the ideas and activities suggested in this kit and to make effective use of this popular sport and pass on its healing and uniting power to children who have suffered through the exploitation of their labour or who run the risk of such exploitation through their vulnerability.

### **IPEC Football Resource Kit**

As has been amply demonstrated in the foregoing sections, sport in general and football in particular can contribute to global economic and social development, improving health and personal growth in people of all ages, particularly those of children and young people. Sport-related activities can also generate employment and economic activity at many levels. It can help build a culture of peace and tolerance by bringing people together on common ground, crossing national, cultural and other boundaries understanding promote tolerance, and mutual respect. For many years, the UN and its related specialized agencies, including the ILO, have acknowledged the importance of sport in society. Organizations at all levels have enlisted star athletes, sports professionals and major sporting events in campaigns with various aims, including immunization against childhood diseases and other public health measures, supporting the fight against racism, and promoting human rights and children's rights.

As a major step towards achieving this objective introducing and sport and recreation more broadly into IPEC field operations worldwide, FIFA provided funding and technical support to produce this football resource kit which aims to assist partners, stakeholders and a wide range of organizations and individuals in using football as a tool for rehabilitation, education and social mobilization in child labour elimination and prevention programmes.

<sup>&</sup>lt;sup>21</sup> The end of child labour: Within reach, June 2006, ILO, Geneva, Switzerland.

<sup>&</sup>lt;sup>22</sup> "Hazardous work" by children is any activity or occupation that, by its nature or type, has or leads to adverse effects on the child's safety, health (physical or mental) and moral development.



### A programme built on partnership

Fundamentally, the resource kit promotes a strategy through which local partners, including NGOs, community-based groups, local governments, employers' and workers' organizations, schools, football clubs and football associations, IPEC offices and other international agencies and organizations are encouraged and inspired to introduce football as an active and participatory intervention to help children emerging from the trauma of child labour, support their rehabilitation and education, and reach out to at-risk children, families and communities and disseminate a message of prevention. It aims to do this by reinforcing the power of local, regional, national and international partnerships and encouraging the development of alliances and sharing ideas, resources, knowledge, energy and commitment. Capacity-building plays a key role in this approach, developing the abilities of individuals and organizations to continue to deliver much-needed support to maintain football programmes in the longer term and thus ensuring their sustainability.

The resource kit guides the user through strategy designed to support development or improvement of activities using football to reach out to affected children. For example, identifying which local or national organizations might be useful to support a project; encouraging volunteerism within communities support the implementation of football activities; developing mini-leagues for children in affected communities and linking league activities to community development projects; and using football to raise awareness of child labour. Football inspires creativity and imagination, and it is inevitable that new ideas will emerge through the use of this resource kit and this is a key objective of the overall programme. What is important is that these ideas are collected and shared as time goes by so that we can continue to identify and disseminate effective practices among the growing number of IPEC partners and that football can become a source of hope for child labourers and children at risk.

This resource kit has been designed to bring football, sport, recreation, joy, fun, friendship, learning, health and healing into the lives of the millions of children who continue to suffer from the exploitation of their labour worldwide. It also aims to bring children, young people and communities together through football's power of solidarity - the less fortunate with the more fortunate - to learn from each other, to help one another and to be united in a common cause: the elimination and prevention of child labour while promoting physical, mental and emotional growth and development and protecting children's rights.

<sup>&</sup>lt;sup>23</sup> ILO Convention No. 138 concerning Minimum Age for Admission to Employment states that "light work": (a) will not be harmful to [children's] health or development; and (b) will not prevent them going to school or attending skills training programmes.



# Annex 1: The global picture of child labour

#### Revised estimates

Far too many children in the world remain trapped in child labour, compromising their individual and our collective futures. The new estimates presented in this Report indicate that 168 million children worldwide are child labourers, accounting for almost 11 per cent of the child population as a whole. Children in hazardous work that directly endangers their health, safety and moral development make up almost half of all child labourers, numbering 85 million in absolute terms. The risk of child labour is highest for children in sub-Saharan Africa, where one child in every five is in child labour. Taken together, the results presented in this Report make it clear that a world without child labour is still too far in the future.

But the latest global estimate results also indicate clearly that we are moving in the right direction in this regard. As a result of ILO statistical efforts, in this fourth round of the global estimates we are able to put together a dynamic picture of the global child labour situation for the 12-year period beginning in 2000. This dynamic picture is one of significant progress. There were almost 78 million fewer child labourers at the end of this period than at the beginning, a reduction of almost one-third. The fall in girls in child labour was particularly pronounced – in the period 2000-2012 there was a reduction of 40 per cent in the number of girls child labourers as compared to 25 per cent for boys.

Reducing children's involvement in the worst forms of child labour is the most urgent child labour-related challenges facing the global community and the significant progress in this regard is therefore especially noteworthy. The total number of children aged 5-17 years in hazardous work, which comprises by far the largest share of those in the worst forms

of child labour, declined by over half during this 12-year period, from 171 to 85 million.

The largest absolute number of child labourers is found in the Asia and the Pacific region but Sub-Saharan Africa continues to be the region with the highest incidence of child labour, even though there has been a decline there. For the overall 5-17 years age group, child labourers number almost 77.7 million in Asia and the Pacific. For the same age group, there are 59.0 million child labourers in Sub-Saharan Africa, 12.5 million in Latin America and the Caribbean (LAC) and 9.2 million in the Middle East and North Africa (MENA). Seen in relative terms, however, the biggest concern remains the Sub-Saharan Africa region. There, more than one in five children (21 per cent) in the 5-17 years age group are in child labour. This compares with 9 per cent in Asia and the Pacific and LAC and 8 per cent in MENA.

The Asia and the Pacific region registered by far the largest absolute decline in child labourers among5-17 year-olds from 114 million to 78 mllion. The number o fchild labourers in the sage age grouop also decreased in sub-Saharan Africa, by 6 million and modestly in LAC, by 1.6 million for the 2008 – 2012 period.

#### **Definitions and conventions**

"Economic activity" is a broad concept that encompasses most productive activities undertaken by children, whether for the market or not, paid or unpaid, for a few hours or full time, on a casual or regular basis, legal or illegal. It excludes chores undertaken in the child's own household and schooling. To be counted as economically active, a child must have worked for at least one hour on any day during a sevenday reference period. "Economically active children" is a statistical rather than a legal notion. It includes both work that is permissible under the ILO Child Labour Conventions and that which is not.



"Child labour", however, is a narrower concept and excludes the activities of children aged 12 and older who are working only a few hours a week in permitted "light work" and those of children aged 15 and above whose work is not classified as "hazardous". ILO action targets the elimination of child labour as defined under ILO Convention No. 138 concerning the Minimum Age of Admission to Employment (1973) and ILO Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (1999). Article 3 of Convention 182 defines "worst forms of child labour" as follows:

- a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

# Annex 2: Causes and consequences of child labour

### Why do children work?

Across the globe, children are forced, either by circumstances or coercion, to undertake work which damages them psychologically and physically and deprives them of their childhood. This is known as child labour. It is work carried out to the detriment and endangerment of the child, in violation of international law and national legislation. It includes work and activities that are mentally, physically and socially dangerous or morally harmful to children. It is work that either deprives them of schooling or requires them to assume the multiple burden of schooling and work.

Child labour can involve work that enslaves children, separates them from their families and condemns them and their families to a downward spiral of poverty and deprivation. It undermines sustainable development and deprives countries of one of their richest resources: human capital. It can be simply defined, therefore, as work which, by its nature or the conditions under which it is carried out, harms, abuses and exploits the child, or deprives her or him of an education.

Millions of children, therefore, are doing work that is hazardous, abusive and exploitative. Child labour exists in many forms and the rapid growth of the informal sector in different countries has resulted in new areas of work in which children can be found. It is important to understand the context in which this tragic tale unfolds for so many children, including why they are in these situations at all.



### **Poverty**

Children work for many reasons, although poverty emerges as the most compelling reason. The World Bank has described child labour as one of the most devastating consequences of persistent poverty. Many governments, when facing economic crisis, do not give priority to areas that would help to alleviate the hardships endured by the poor, such as health care, education, housing, sanitation, incomegenerating schemes, skills training and social protection. Life consequently becomes a day-to-day struggle for survival for the poor, and children are forced to take on greater family responsibilities, including working full time to earn money for the family.

Children commonly contribute around 20 to 25 per cent (one quarter) of family income in poor households. Since the bulk of their income is spent on food, it is clear that the income provided by working children is critical to their survival. It cannot be said, however, that poverty necessarily causes child labour. The picture varies. In many poor households, at least some of the children are singled out to attend school. Similarly, there are regions in poor countries where child labour is extensively practised, while in other equally poor regions it is not. Kerala state in India, for example, though poor, has virtually abolished child labour. Countries may be equally poor and yet have relatively high or low levels of child labour.

### Poor access to and low quality of education

Another key reason for children working is the issue of poor access to education and the wide variation in its quality. Basic education in many countries is not always "free" and is not always available to all children. Hidden costs of education, including uniforms, materials, transport, food and so on, are often impossible for poor families to meet and mean that they either do not send their children to school or only send a few of their children, with girls usually missing out. Where schools are available, the quality of education, in terms of teaching, facilities or materials, can be poor

and the content not relevant to the everyday realities of the lives of poor children and their families. In situations where education is not affordable or parents see no value in education, children might be sent to work, rather than to school. This particularly affects children in poverty and those belonging to culturally and socially disadvantaged and excluded groups. As a result, they easily fall into situations of child labour.

### Traditional, social and cultural factors

Another potential factor is the belief in many societies that children should share family responsibilities by participating in the work of the parents, earning outside of the family or helping with the running of the home. The last is especially true for girls, who are expected to look after their siblings and take care of household duties, to the extent that it becomes their main and only activity in life, which differentiates it from just helping with household chores. These cultural beliefs mean that the burden of responsibility is taken on by children at an early age, unquestioned, from generation to generation.

In addition, in some areas it is traditional for the children to follow in their parents' footsteps. If the family has a tradition of engaging in a hazardous occupation such as leather tanning or brick or glass making, it is likely that the children will be caught up in the same process. In industries where payment is on a piece-rate basis, children are frequently summoned to "help" other members of the family, a common practice in construction and home-based work.

### Specific vulnerability

Child labour in hazardous conditions is most prevalent among the most vulnerable families in society – families whose low income allows them little margin to cope with the injury or illness of an adult or the disruption resulting from abandonment or divorce. Such families may often be in debt, or under the threat of it – factors which are often at the root of hazardous and bonded child labour, children



being in effect sold to pay off the family debt. This situation is common in countries and regions where HIV/AIDS is prevalent and where older members of the family fall sick and often die. Children stay at home to look after the sick family member, whether it is the mother or father. Following the death of one or both parents, HIV/AIDS orphans can often be left to fend for themselves, with older children working to ensure the survival of themselves and their siblings.

#### **Demand for child labour**

Employers may prefer to hire children because they are "cheaper" than their adult counterparts and also form a largely docile work-force that will not seek to organize itself for protection and support. Part of the solution, therefore, is to target those who profit from the economic exploitation of children, bring a halt to such exploitation and oblige them to contribute towards the rehabilitation and support of affected children and their families.

Research on the causes of child labour tends to concentrate on the supply factors, chiefly because of the common view that poverty is the driving force. But the demand for child labour also needs to be taken into account. Why do employers hire children? The most common explanations are the lower cost and the irreplaceable skills afforded by children, the "nimble fingers" argument. In fact, both these claims are often unsupportable, as has been proved by the ILO research.

ILO field research has concluded that the "nimble fingers" argument is entirely fallacious in several hazardous industries, including carpet making, glass manufacturing, the mining of slate, limestone and mosaic chips, lock making and gem polishing. In all these industries, most of the activities performed by children are also performed by adults working alongside them. In fact, children are more often than not consigned to unskilled work. Even in the hand-knotting of carpets, which calls for considerable dexterity, a study of over 2,000 weavers found that children were no more skilled than adults. Indeed, some of the

finest carpets are woven by adults. If a child's "nimble fingers" are not essential in such demanding work, it is difficult to imagine in which trades the claim might be valid.

The "economic irreplaceability" argument also collapses under close scrutiny. It is true that in most cases children are paid less than adults, but these savings are not as obvious or compelling as is claimed. The ILO has found that, as a portion of the final price of carpets or bangles to the customer, any labour-cost savings realized through the employment of children are surprisingly small – less than 5 per cent for bangles and between 5 and 10 per cent for carpets. At this level, sellers and buyers could between them easily absorb the added cost of hiring adults only. Given this situation, why do these industries hire children? The answer lies in where the gains occur. For example, in the carpet industry, it is the loom owners who supervise the weaving who benefit directly, for they are usually poor, small contractors who can double their meagre income by using child labour. This could potentially be overcome by putting a small levy on the consumer price and targeting payments to the contractors.

The implications are that children are not economically necessary for the carpet industry to survive in an extremely competitive market. The study raises serious doubts that any industry at all need depend on child labour in order to compete. It remains true, nevertheless, that in a free global market abolishing child labour in one country could have the effect of simply transferring business to others that still employ it. Therefore, international action to discourage the use of child labour needs to encompass all the major producers.

In the light of the above findings, a major reason for hiring children seems to be noneconomic. Basically, children are easier to manage because they are less aware of their rights, less troublesome, more compliant, more trustworthy and less likely to absent themselves from work.



### Impact of work on children

Childhood provides us with important opportunities to learn from the world around us. We develop skills that enable us to become social beings and participate fully in family and community life. This early period of life is critical in determining our future existence. Child labourers miss out on much of this precious time. Their work gets in the way of childhood activities and becomes an obstacle to their physical, emotional and social development.

Because children differ from adults in their physiological and psychological makeup, they are more susceptible to and more adversely affected by specific work hazards than adults. Because they are not yet matured mentally, they are less aware of the potential risks involved in the work place.

### Physical development

Child labourers are far more vulnerable than adults because their bodies are still growing and are not yet fully formed. They experience poor physical health because the work that they do exposes them to the risk of injury and illness. These effects can be both immediate, like a burn or a cut, or can have consequences that last a lifetime, like suffering from a respiratory disease or contracting the HIV virus leading to full-blown AIDS.

The effects of hazardous working conditions on children's health and development can be devastating. The impact of physically strenuous work, such as carrying heavy loads or being forced to adopt unnatural positions at work, can permanently distort or disable growing bodies. There is evidence

### Summary of causes of child labour

Child labour can stem from one or more causes in any given country, such as:

- extreme poverty and the need for all family members to contribute economically to their survival;
- very limited access to education institutions or programmes, for example, lack of school facilities in rural sub-Saharan Africa;
- cultural and/or traditional practices in certain geographical locations or among certain peoples, for example, migrant workers, indigenous populations and lower castes;
- employment practices where small businesses may prefer to employ children as they can pay them less than adults and because children are young, defenceless and docile and may be bullied into doing work they should not do or work long hours;
- vulnerable children being coerced into illegal activities, such as drug smuggling;
- poorly funded, trained and equipped education systems and teaching staff;
- discriminatory practices in society and in education, for example against girls or certain population groups, such as indigenous peoples;
- lack of acknowledgement of the problem of child labour by some governments, other socio-economic and political actors and even the public at large, and a failure to deal with the issue as a priority;
- lack of social protection programmes, such as social welfare, through which poor and vulnerable families could access government and local authority support, particularly in times of difficulty;
- the death of parents or guardians from HIV/AIDS, creating a new generation of child-headed households;
- armed conflict and children being forced to take up arms or give support in other forms of labour;
- trafficking or criminal practices, such as commercial sexual exploitation;
- absence of strong trade union presence in informal economic sectors where child labour is prevalent, reinforcing the employment of children to the detriment of adult employment and a continued erosion of working conditions and respect for fundamental rights;
- or any combination of the above or other phenomena that either encourage or oblige children to leave their childhood, education and family behind and enter the labour market.



that children suffer more readily from chemical hazards than do adults, and that they have much less resistance to disease. The hazards and risks to health might also be compounded by poor access to health facilities and education, poor housing and sanitation, and a generally inadequate diet.

### Emotional development

Children are much more vulnerable than adults to physical, sexual and emotional abuse and suffer more devastating psychological damage from living and working in an environment in which they are denigrated, humiliated or oppressed. They frequently work in environments that are exploitative, dangerous, degrading and isolating. They often suffer ill-treatment, abuse and neglect at the hands of their employers. Children may, as a consequence, find it very difficult to form attachments and feelings for others. They have problems interacting and cooperating with others and attaining a real sense of identity and belonging. They often lack confidence and experience feelings of low self-esteem.

These vulnerabilities are particularly true in the case of the very young and girls. In addition, girls are more likely to:

- begin working at an earlier age than boys;
- be paid less than boys for the same work;
- be concentrated in sectors and areas that are characterized by low pay and long hours;
- be working in industries which are hidden and unregulated, for example, child domestic labour, making them more vulnerable to exploitation and abuse;
- be concentrated in industries which pose excessive dangers to their health, safety and welfare;
- be either excluded from education or suffer the triple burden of housework, school work and economic work.

### Social development

Children who work do not have the opportunity to participate in activities that are a crucial part of growing up, such as playing, going to school and socializing with their peers. They do not obtain the basic level of education that is needed to cope in life.

Nor do they get the opportunity to interact with others and actively participate in and enjoy life. These activities are abandoned in favour of work, and children are consequently pushed into adulthood before they are ready, doing work that requires an adult level of maturity.

Child labour is an obstacle to children's development and future prospects. All children, regardless of race or social and economic status, are entitled to enjoy their childhood years and to grow up fully and naturally. All have the right to love, education and protection. Knowing and understanding these rights is the first step in preventing child labour and providing children with education so that their future can be a better one.

Child labour is about the exploitation of the most vulnerable in society – children. For many, child labour is an invisible phenomenon, invisible because many children work in hidden occupations but also because society is only too willing to turn a blind eye. Making child labour visible will help strip society of its indifference to their plight.



# Annex 3: The nature of hazardous and exploitative work

The dangers that children face vary with the kind of work they do. Some dangers are immediate, others have long-term consequences. Below are some examples of the threats child labourers face.

Characteristics	Consequences for children	
Dangerous work	Work in hazardous conditions that can cause serious injuries, disease and even death.	
Working too young	Work that prevents children from going to school and deprives them of the chance to enjoy their childhood. Young children lack physical, mental and psychological maturity necessary for work.	
Long hours	Work that can last from 12 to 16 hours a day, sometimes for seven days a week. Children frequently suffer from physical and mental exhaustion.	
Bondage and slavery	Work whereby children and their families attempt to pay off a debt or loan. Some children are born into an enslaved family; others may be kidnapped or sold to employers.	
Strenuous work	Physically demanding work. Heavy work can affect normal growth and can cause emotional distress.	
Sexual exploitation	Exploitation of children for sexual purposes, prostitution and sexual abuse. Girls, but boys too, who are subjected to any kind of sexual exploitation are vulnerable to sexually transmitted diseases, AIDS and psychological trauma.	
Violence and abuse	Beatings, physical punishment and verbal abuse. Employers may take advantage of children's docile nature and vulnerability with devastating effects on their physical and mental well-being.	
Heavy responsibilities	Work requiring a level of responsibility for which the child is too young and ill-prepared.	



### **Examples of hazardous occupations**

Occupation /industry	Main tasks	Hazards	Possible consequences
Mining	Underground digging; carrying heavy loads	Exposure to harmful dusts, gas, fumes, extreme humidity and temperature levels; awkward working positions (bending, kneeling, lying); cave-ins	Respiratory diseases that can develop into silicosis, pulmonary fibrosis, asbestosis, emphysema; musculo- skeletal disorders; fractures and death from falls/cave-ins
Brick-making	Processing of clay (extraction, crushing, grinding, screening and mixing)	Exposure to silicate, lead and carbon monoxide; excessive carrying of weights; burns from ovens; accident-provoking equipment	Musculo-skeletal deformation; injury
Agriculture	Working with machinery, agrochemicals, animals; picking crops and loading	Unsafe machinery; hazardous substances (insecticides, herbicides); heavy lifting; reptile, animal or insect bites and stings; extreme temperatures	Chemical poisoning (chronic and acute); cuts and other bodily injuries; diseases
Carpet weaving	Weaving hand- knotted carpets on a loom	Inhalation of wool dust contaminated with fungal spores; poor (squatting) work posture; poor lighting; poor ventilation; hazardous chemicals	Respiratory diseases; musculo- skeletal diseases; eye strain and defective vision at premature age; chemical poisoning; aggravation of non-occupational diseases
Construction work	Digging earth; carrying loads; breaking stones or rocks; shovelling sand and cement; metal work	Being struck by falling objects; stepping on sharp objects; falling from heights; exposure to dust, heat and noise; heavy lifting	Health impairments from noise, vibration and exposure to harmful substances; incapacitation through accidents and injury such as falls
Tannery	Tanning and preserving hides and skins	Exposure to corrosive chemicals and bacterial contamination of the hides	Anthracosis, dermatitis and fungal infection
Deep-sea fishing	Diving to depths of up to 60 metres to attach nets to coral reefs	Exposure to high atmospheric pressure; attacks by carnivorous and poisonous fish; congested and unsanitary conditions	Decompression illness (rupture of ear drums); death or injury; gastro- intestinal and other communicable diseases
Glass factory	Drawing molten glass, carrying molten loams	Radiant heat and thermal stress; noxious fumes; silica dust; stepping on or handling hot broken glass	Accidental trauma; eye injuries; heat stress; respiratory diseases; serious burns and cuts
Matches and fireworks	Mixing hot (steaming) chemicals, making matchsticks and stuffing cracker powder into fireworks	Exposure to hazardous chemicals; fire and explosions	Synergistic effects of chemical intoxications; respiratory diseases; burns; injuries and death from explosions
Scavenging	Demeaning, unsanitary work; reclaiming usable material from garbage heaps including dangerous waste from hospitals and chemical plants, often with bare hands	Cuts from glass/metal; exposure to hazardous substances; inhaling stench from putrefied matter; infestation by flies; temptation to eat leftover food	Cuts resulting in death from tetanus; chemical poisoning and risk of contracting or carrying infectious diseases; food poisoning; burns (from build-up of methane gas and explosions)
Slate making	Carrying heavy loads; making pencils and slates	Effects of carrying heavy loads; exposure to siliceous dust	Musculo-skeletal diseases; lung diseases and premature incapacitation



## Annex 4: The Magglingen Declaration 2003

This declaration represents our commitment to sport and development. While accepting the diversity of sports, we believe it is a human right and an ideal learning ground for life's essential skills. We acknowledge the possibilities and values sport offers, and declare that:

- Sport and physical activity improves people's physical and mental health at a low cost, and are essential for development.
- Making physical education and sports a part of the schooling system helps young people perform better, and improves their quality of life.
- Play and recreation can help to heal emotional scars, and overcome traumas for people in situations of conflict, crisis or social tension.
- Local sports is the ideal place for bringing people from all walks of life together, and helps to build societies.
- Sport can help to overcome barriers of race, religion, gender, disability and social background.
- Sport is effective when practised free of drugs or doping, in a fair way, with respect and including everyone.

- By committing to ethical practices, the sports goods industry adds value to its products and helps to build society in a positive way.
- Partnership between the sports world, media and development workers will boost understanding of the contribution sport can make to sustainable development.

All this can be achieved by making sport an important part of national and international development work. Therefore, we call upon governments, United Nations agencies, sports federations, NGOs, the sports goods industry, media, businesses and all people to contribute to sport for development.

Magglingen is a first step in our commitment to create a better world through sport.

Magglingen, Switzerland 18th February 2003





# Annex 5: Common Principles on Partnership for Sport and Development

### The NextStep Conference, the Netherlands, 13–14 November 2003

All participants of the NextStep Conference seem to agree on a common vision on partnership that is meaningful and practically relevant, both in principle and operationally – a common vision with the overriding goal of long-term sustainability that is locally rooted.

The initiative for this common vision was taken some time back by the Australian Sports Commission, the Commonwealth Games Association of Canada, and UK Sport. These organizations, along with the Ministry of Health, Welfare and Sport of the Netherlands, the National Commission for International Cooperation and Sustainable Development (NCDO) of the Netherlands, and the Netherlands Committee/Netherlands Olympic **Sports** Confederation (NOC\*NSF), contributed to a summary of this common vision on partnership in the world of sport and development. This common vision was confirmed by the outcomes of the workshops of the NextStep Conference and is reflected in a set of ideals and standards entitled "Common Principles on Partnership for Sport and Development":

- Shared values and a common willingness to work towards building reasonable consensus, matched by thoughtful recognition of diversities.
- 2. Openness and mutual trust based on a thoroughly communicated understanding of the needs and priorities of all partners, as well as ongoing and mutual sensitivity to each other's norms, values and attitudes.
- 3. Inclusiveness and interaction where all partners have equal status and engage each other on equal terms, promoting equitable participation in leadership, management, strategic planning, decision-making, monitoring and evaluation, cost-sharing and resource allocation.

- 4. Clearly defined roles and responsibilities of the various partners, both donor and implementing actors, which are well communicated and consistently upheld, and where the contributions of all parties are recognized on agreed, appropriate terms.
- 5. Recognition that equitable partnership will not always translate to mean that in all circumstances, all partners will have an "equal" role or responsibility. There may be an equal capacity of all partners to contribute and participate, observing that where contributions and participation may be in different areas or phases of the development project cycle, it should be a difference only of degree and not kind.
- 6. Transparency both in action and communication.
- 7. Enhanced accountabilities, fiscally and otherwise, that aim to locate and insist on shared responsibility for decision-making, outcomes, successes and failures backed by the naming of specific and direct accountabilities for all partners, emphasizing reciprocity in obligations and a team approach to ensuring good governance.
- 8. All new initiatives in development through sport should complement and not duplicate existing activities and projects undertaken by the region and/or nation from within its own resources and/or with the support of other contributing actors and, similarly, should seek to complement other projects and broader development goals.
- 9. Exchange and establishment of best practices for operationalizing successful strategies for partnerships, fostering linkages among an increasing diversity of actors, North-South, South-South, locally, regionally, nationally and internationally.



## Annex 6: The Magglingen Call to Action 2005

#### **Ten Steps to Action**

We, the participants at the 2<sup>nd</sup> Magglingen Conference on Sport and Development, the culminating global event of the International Year of Sport and Physical Education (IYSPE 2005), pledge our long-term commitment and determination to making sport in its broadest sense an essential component of the world's efforts to achieve the internationally agreed development goals, including the Millennium Development Goals. We reaffirm the Magglingen Declaration adopted at the 1<sup>st</sup> Magglingen Conference held from 16-18 February 2003 - and recall all relevant initiatives, conference outcomes, projects and events being implemented so far, especially during the IYSPE 2005. We resolve to use sport, with due attention to cultural and traditional dimensions, to promote education, health, development and peace. In doing so, we respect the principles of human rights - especially youth and child rights – human diversity, gender equity, social inclusion and environmental sustainability.

Therefore, we commit ourselves and call upon the different stakeholders to contribute to sport and development by taking the following action:

- 1. Sports organizations: integrate and implement sustainable development principles into their policies, programmes and projects.
- 2. Athletes: act as role models and actively use their influence and experience to advocate for development and peace.
- 3. Multilateral organizations and the UN system: take a lead role in policy dialogue on strategic and global levels; raise the awareness of international actors and other partners; strengthen networks and enhance coordination; and carry out and evaluate projects and programmes.
- 4. Bilateral development agencies: integrate sport in development cooperation policies



and programmes; and, implement and evaluate projects and programmes.

- 5. Governments across all sectors: promote the ideal of sport for all; develop inclusive and coherent sports policies; involve all stakeholders in their coordination and implementation; strengthen and invest in sport and physical education in schools and educational systems; and, integrate sport, physical activity and play in public health and other relevant policies.
- 6. Armed forces: use sport for promoting friendship and for building peace and security.
- 7. NGOs: realize projects that demonstrate the potential of sport for development and peace; transfer experience and knowledge; and engage other members of civil society.
- 8. Private sector/sports industry: take an active role in addressing social and environmental impacts in business operations and across supply chains; and support and invest in sports-based development activities.
- 9. Research institutions: develop collaborative research agendas including the documentation, analysis and validation of experiences and the development of monitoring and evaluation methods and instruments.
- 10. Media: adopt editorial strategies that ensure the coverage of social and political aspects of sport; train journalists; and raise awareness of the possibilities of sport for development and peace.

All stakeholders engage in a dialogue on visions, goals and frames of action, and participate and invest in the consolidation and expansion of global partnerships for sport and development.

Magglingen, Switzerland 6 December 2005



# Annex 7: Development through sport: Challenges of the next stages



To build a worldwide partnership for sport and development the 2<sup>nd</sup> Magglingen Conference identified ten important challenges. Mr Walter Fust, Director-General of the Swiss Agency for Development Cooperation (SDC), suggested different lines of action to meet each of them:

Challenges	Lines of Action
1. Foster political will	Intensify dialogue and exchange with heads of state and government, create support groups in national parliaments.
2. Recognize sport as a national priority	Engage decision makers and opinion leaders from the public and private sectors.
3. Enhance creativity	Create opportunities and partnerships for sport for development and peace.
4. Imagine and think the impossible	Make young people's dreams come true through access to sport and physical education.
5. Dare to be innovative	Discover the unknown and don't be discouraged by setbacks
6. Get engaged and stay committed	Engage yourself, your friends and others, and convince your community and your organization to get committed.
7. Make partnerships work	Be a team player and contribute actively and constructively — "as a team we can win".
8. Walk the talk and implement	Turn your visions into reality.
9. Involve the media	Communicate actively and attract media attention.
10. Raise financial support	Mobilize resources by showing the dividends of sport for development and peace.



## Annex 8: The Atlanta Agreement 1997

## Partners' agreement to eliminate child labour in the football industry in Pakistan

WHEREAS, the communities surrounding Sialkot, Pakistan are the centre of the global market for soccer ball, producing over half of the world's hand-stitched balls each year for export to customers around the world;

WHEREAS, the International Labour Organization's (ILO) Minimum Age Convention (No. 138), 1973, provides that noone under the age of 15 years shall be shifted to employment or work in any occupation, but permits a ratifying Member whose economy and educational facilities are insufficiently developed, after consultation with employers and workers concerned, to initially specify a minimum age of 14 years;

WHEREAS, Pakistan has ratified the ILO Minimum Age (Industry) (Revised) Convention, 1937 (No. 59);

WHEREAS, for purposes of this Agreement, "child labour" shall be deemed to be present in Pakistan whenever children under age 14 are working in conditions that interfere with schooling, or that are hazardous or otherwise injurious to their physical, mental, social or moral well-being;

WHEREAS, the ILO set up the International Programme on the Elimination of Child Labour (IPEC) to assist all elements of society, including government, industry and labour to work together to develop programmes and strategies to end child labour and to that end a Memorandum of Understanding between the Government of Pakistan and the International Labour Office was signed on 21st June 1994 and extended on 21st August 1996;

WHEREAS, the United National Children's Fund (UNICEF) has been operating in Pakistan pursuant to the current Basic Cooperation Agreement between the Government and UNICEF, entered into

force on 24<sup>th</sup> November 1995 and the Master Plan of Operations 1996-98, in order to secure and promote the rights of children as identified and articulated in the Convention on the Rights of the Child, ratified by the Government of Pakistan in November 1990;

WHEREAS, the Sialkot Chamber Commerce and Industry (SCCI), the All Pakistan Sporting Goods Association and other interested business organizations located in the Sialkot District, Punjab Province, have created a Steering Committee on Child Labour (SCCL) to coordinate the efforts of the business community in Sialkot to contribute to end child labour in Pakistan by supporting the efforts of its members and their customers to eliminate child labour from the manufacture or assembly of soccer balls and other products for which Sialkot is internationally known;

*NOW THEREFORE*, this agreement is entered into as of 14<sup>th</sup> February 1997 by and among the ILO represented by IPEC, UNICEF and SCCI (collectively the "Partners") for the creation of a Project to Eliminate Child Labour in the Soccer Ball Industry in Pakistan (the "Project"):

#### I. Goals of the Project

## A. Elimination of child labour in soccer ball production

The primary goal of the Project is: (i) to assist manufacturers seeking to prevent child labour in the manufacture or assembly of soccer balls in Sialkot district and its environs; (ii) to identify and remove children from conditions of child labour in the manufacture or assembly of soccer balls and provide them with educational and other opportunities; and, (iii) to facilitate changes in community and family attitudes to child labour, including in the soccer industry. The Partners acknowledge



that the success of the Project depends on integrating the implementation of these elements and receiving the support of other institutions operating in the region, particularly the Government of Pakistan. The target timetable for realizing this goal has been set by the Partners at 18 months.

## B. Elimination of child labour in other local industries

The Partners recognize that efforts to eliminate child labour in the soccer ball industry in Pakistan can best succeed if they are complemented by similar efforts in other local industries and by the creation of meaningful new opportunities for children in this district. It is the hope of the Partners that the development of the Project shall encourage other sectors of the business community in Sialkot, the Government of Pakistan and other important institutions in Pakistan to explore how they might do more to contribute to the end of child labour.

#### II. Elements of the Project

The project shall consist of two basic program elements (collectively the "Programs"):

#### PREVENTION AND MONITORING PROGRAM

Manufacturers engaged in the production and assembly of soccer balls shall be invited to join a voluntary program of prevention and monitoring (the "Prevention and Monitoring Program").

## 1. Registration of contractors, stitchers and stitching facilities

By joining the program, participating manufacturers shall publicly commit to a series of actions designed to prevent the practice of stitching by children under 14 years within 18 months by requiring the formal registration of: (i) all contractors responsible for overseeing stitching on behalf of the manufacturers; (ii) all stitching locations, such that they are clearly identifiable and open to unannounced inspection; and, (iii) all

stitchers, including documentation verifying that they are over 14 years.

## 2. Establishment of internal monitoring systems

Each participating manufacturer agrees to establish an internal monitoring department to verify that it is in compliance with the program and to designate a senior manager with responsibility for this function. Each participating manufacturer agrees that its monitoring department shall provide training to employees to enable them to monitor the age of stitchers and to prepare periodic reports on its monitoring efforts.

#### 3. Agreement to independent monitoring

Participating manufacturers also agree to have their compliance with the Program verified by an independent third party (the "Independent Monitoring Body") who shall provide periodic reports to the Coordinating Committee and to the World Federation of Sporting Goods Industry (for dissemination to their customers and consumers in Europe, the Americas and Asia). These reports shall be made public.

## 4. Coordination with Social Protection **Program**

Participating manufacturers commit to work closely with the ILO and other organizations involved in the Project to integrate their efforts to remove children from conditions of child labour with the effort to provide such children with educational and other opportunities. These other efforts are described more fully in the description of the Social Protection Program in the following section.

#### **SOCIAL PROTECTION PROGRAM**

The Partners recognize that a comprehensive program must be developed (the "Social Protection Program") to ensure that the elimination of child labour does not create new and potentially more serious dangers to the affected children or their families. This program shall have the following elements:



#### 1. Protection of children removed from child labour by providing educational and other opportunities

The Partners acknowledge that it is essential to identify children at risk of child labour in the manufacture or assembly of soccer balls and provide them with appropriate education and facilities. Some combination of the following initiatives shall be developed to address the needs of these children:

- (i) Rehabilitation A rehabilitation initiative shall target children under 14 removed from the soccer ball industry to support their placement into appropriate education programs.
- (ii) *Education* An educational initiative shall also seek to discourage children at risk of becoming engaged in Child Labour from abandoning the educational system by upgrading the relevance and value of educational opportunities currently available to them.
- (iii) *In-kind assistance* An assistance initiative shall seek to provide appropriate in-kind forms of support to facilitate the participation of children in educational programs.

The Partners agree that the development and implementation of these initiatives shall require the close cooperation of industry to ensure that children engaged in child labour are properly identified and that they promptly receive the education opportunities.

## 2. Changing community attitudes towards child labour in the soccer industry

The Partners also acknowledge that sustaining the elimination of child labour shall require more fundamental changes in community attitudes and family approaches towards work. They agree that some combination of the following initiatives shall be developed to facilitate this change:

 (i) Awareness-raising – An awarenessraising initiative shall target communities in Sialkot which serve as important sources of child workers and educate

- local community leaders, including members of the business community, religious leaders, parents and children, on the importance of education for all children and the serious health and developmental consequences of sending children to work instead of school.
- (ii) Income generation An income generation initiative shall offer families the opportunity to replace the income lost when children have been removed from the soccer ball industry by means that do not require child labour. Such opportunities shall include, but not be limited to, replacing stitchers under age 14 with qualified members of their families who are older than 14 years.

#### III. Administration of the Project

#### A. Coordinating Committee

The Partners agree to establish a Coordinating Committee to administer implementation of the Project.

### 1. Membership of the Coordinating Committee

The Coordinating Committee shall consist of an authorized representative of each of the Partners as well as other members that the Committee may decide to invite. Each Partner shall designate one individual to serve as its representative on the Coordinating Committee. The Partners have invited Save the Children Fund-UK ("SCF"), an independent international non-governmental organization, to serve as a member of the Coordinating Committee, in recognition of SCF's significant experience working to advance the interests of children in Pakistan.

#### 2. General responsibilities

General responsibilities of the Coordinating Committee shall include:

 Facilitating communication among the Partners to ensure that all elements of the Project are proceeding in an orderly and efficient manner;



- II. Promoting cooperation among the Partners in providing technical and other resources to assist in the development or implementation of the Project;
- III. Identifying individuals and organizations qualified to implement the various elements of the Project and delegating responsibility for implementation to them:
  - (i) Assuring the proper integration of efforts to prevent child labour with efforts to provide meaningful educational opportunities to affected children and alternative income generation opportunities to their families;
  - (ii) Making public, on a regular basis, status reports on the Project and on its success;
  - (iii) Encouraging foreign companies, in particular members of the World Federation of the Sporting Goods Industry and the Soccer Industry Council of America, to support this Project; and
  - (iv) Encouraging manufacturers in other business sectors operating in Sialkot to join in efforts to eliminate child labour.

### 3. Approval of Social Protection Program Plan

The Coordinating Committee shall approve a planthat articulates the programmatic priorities for the Social Protection Program and proposes non-governmental organizations to implement them within a timeframe that is consistent with the Prevention and Monitoring Program. The Coordinating Committee shall be responsible for overseeing the implementation of the Social Protection Program plan, including approving the disbursement of funds.

#### 4. Approval of terms of reference

The Coordinating Committee shall review and approve the terms of reference for the Prevention and Monitoring Program provided, however, that the members of the Coordinating Committee other than SCCI may delay the implementation of the Program if they agree that this is necessary to protect the best interests of the children who are the intended beneficiaries of the Social Protection Program. The rationale for any such determination shall be made public.

## **5.** Approval of independent monitoring **body**

The Coordinating Committee shall select an internationally credible independent monitoring body to verify the compliance of participating manufacturers with the terms of reference of the Prevention and Monitoring Program. The Coordinating Committee shall be responsible for overseeing the performance of the independent monitoring body, facilitating the distribution of its public reports and approving the disbursement of Project funds for its work.

#### 6. Management and decision-making

The chairpersonship of the Coordinating Committee shall rotate among the Partners every six months, with the ILO representative serving as the chair for the first six months and the order of subsequent chairs to be determined by lot. Except as otherwise provided for in Section III paragraph A-4 above, the Coordinating Committee shall decide all matters by consensus.

#### B. Specific responsibilities of the ILO

## 1. Determination of programs and implementing agents

Inconsultation with the Coordinating Committee, the ILO shall be responsible for proposing for approval by the Coordinating Committee a plan that articulates the programmatic priorities for the Social Protection Program and proposes non-governmental organizations to implement them within a timeframe that is consistent with the Prevention and Monitoring Program. This plan shall be presented for approval by the Coordinating Committee within two months following the execution of this agreement.



### 2. Enlisting the participation of the Government of Pakistan

The Partners acknowledge that the basic education of the children of Pakistan is ultimately the responsibility of the Government of Pakistan. Attempts to eliminate child labour shall only succeed in Sialkot if the Government makes a sustained commitment to increase the resources available to educate children. The ILO shall make every effort to secure additional resources from the Government of Pakistan to improve educational opportunities for all children in Sialkot and to assist in the implementation of the Social Protection Program.

#### 3. Financial and technical support

The ILO agrees to make available over the next 24 months no less than US\$500,000 in IPEC programmatic funds contributed by the Government of the United States of America to support the Social Protection Program element of the Project and to provide technical advice and support for the establishment and implementation of the Prevention and Monitoring Program. In addition, the ILO shall make available appropriate technical resources, staff assistance and expertise to support the Project and to facilitate the operations of the Coordinating Committee.

#### C. Specific responsibilities of SCCI

#### 1. International support for the Project

SCCI agrees to work with the World Federation of the Sporting Goods Industry (WFSGI), whose members represent over 12,000 sporting goods manufacturers, distributors and retailers around the world, and the Soccer Industry of America (SICA), the trade association that represents the U.S. soccer industry, to determine how their members can demonstrate their support for the Project and encourage Pakistani manufacturers of soccer balls to participate.

#### 2. Development of the terms of reference

SCCI agrees to work with the members of the Coordinating Committee to propose a definitive version of the terms of reference for the Prevention and Monitoring Program, which shall be made available to the public.

## 3. Selection of the independent monitoring body

SCCI agrees to work with the members of the Coordinating Committee to identify and propose an internationally credible independent monitoring body for approval by the Coordinating Committee.

#### 4. Financial and technical support

SCCI has indicated that all costs associated with the development and implementation of the Prevention and Monitoring Program, including the costs associated with constructing new stitching facilities, establishing internal monitoring departments within participating manufacturers and complying with the terms of reference for the Program, shall be borne by the companies participating in the Program. In addition, SCCI has agreed that participating companies shall contribute funds to finance verification of their compliance by the independent monitoring body. This amount is expected to total no less than US\$250,000 over the next 24 months.

#### 5. Contribution of SICA

SCCI has informed the Partners that the Soccer Industry Council of America (SICA), the trade association that represents the U.S. soccer industry, has agreed to contribute US\$100,000 over the next 24 months on behalf of SCCI to support elements of the Social Protection Program approved by the Coordinating Committee.

#### D. Specific responsibilities of UNICEF

#### 1. Awareness campaign on child labour

In consultation with the Coordinating Committee, UNICEF will develop an awareness campaign to educate parents, employers, community members and children in Sialkot on ways to protect against the exploitative and hazardous conditions associated with child labour. At the national and provincial levels, UNICEF will advocate with parliamentarians



and policy-makers to revise laws, improve enforcement and monitor violation of rights of children at risk of child labour.

## 2. Determination of programs and implementing agents

consultation with the Coordinating Committee, UNICEF shall present a plan in collaboration with the ILO for approval by the Coordinating Committee which articulates the programmatic priorities for the Social Protection Program and proposes non-governmental organizations to implement them within a timeframe that is consistent with the Prevention and Monitoring Program and other elements of the Project. This plan shall be presented for approval by the Coordinating Committee within two months following the execution of this agreement.

## **3. Enlisting participation of the** Government of Pakistan

The Partners acknowledge that the basic education of children of Pakistan is ultimately the responsibility of the Government of Pakistan. Attempts to eliminate child labour shall best succeed in Sialkot if the Government makes a sustained commitment to increase the resources available to educate children. UNICEF will work with the ILO and other members of the Coordinating Committee to improve educational opportunities for all children in Sialkot and to assist in the implementation of the Social Protection Program.

#### 4. Financial and technical support

UNICEF agrees to make available over the next 24 months no less than US\$200,000 for the Project. UNICEF shall make available appropriate technical resources, staff assistance and expertise to support the Project and to facilitate the operations of the Coordinating Committee.

#### E. Other provisions

#### 1. Respect for logos, trademarks, etc.

Nothing in this agreement shall be construed to permit any member of the Coordinating Committee to use or permit to use the logos, trademarks or service marks of any other Coordinating Committee member or of WFSGI, SICA or of any WFSGI or SICA member or affiliate, without obtaining the express consent of the organization owning the rights to the logo or mark. In addition, SCCI shall be responsible to ensure that the logos, trademarks or service marks of any of the members of the Coordinating Committee are not used by WFSGI, SICA or by any WFSGI or SICA member without the express consent of the organization owning the rights to the logo or the mark.

#### 2. Resolution of disputes

The Partners shall make every effort to resolve amicably by direct informal negotiations any disagreement or dispute which may concern the commitments they make as part of this Agreement. Where any such agreement or dispute cannot be resolved by mutual agreement, it shall be settled by arbitration in accordance with UNCITRAL Arbitration Rules as at present in force. In no event, however, shall this mechanism be employed to resolve disagreements or disputes between members of the Coordinating Committee when making decisions about the design or implementation of the Project.

*IN WITNESS WHEREOF*, the Partners to this Agreement do here by signify their agreement as of 14<sup>th</sup> day of February 1997.

### For and on behalf of the International Labour Organization (ILO)

By /s/ Kari Tapiola, Deputy Director General

### For and on behalf of United Nations Children Fund (UNICEF)

By /s/ Stephen H. Umemoto, UNICEF Representative for Pakistan

## For and on behalf of the Sialkot (Pakistan) Chamber of Commerce and Industry (SCCI)

By /s/ Khurshid Soofi, Chairman, Steering Committee on Child Labour



## COACHING YOUNG AND INEXPERIENCED PLAYERS







#### Acknowledgements

IPEC would like to express its gratitude to Mr Steve Watson of Footy4Kids for agreeing to the adaptation of materials for this resource kit. Footy4Kides is a high-quality, internet-based resource for children's and youth football coaches. The web site, www. footy4kids.co.uk, is highly recommended for coaches working with young children and inexperienced players and is bursting with ideas, drills, hints, advice, tools and games.

## Basic aim of coaching

It is important that football coaches:

- encourage their players to recognize and solve challenges on their own, in other words, encourage their problem-solving skills;
- are as concerned with developing their players' life skills as their football abilities.

Throughout an IPEC football project, this approach should help in forming teams of capable and confident players who can eventually do well in football matches without being told what to do and, more importantly, will enjoy playing football regardless of whether they win or lose.



## Attributes of a good football coach

Among the most important attributes of any children's football coach are personality and character. Working with children requires patience, kindness and respect. These attributes are even more important in IPEC football projects, which seek to help vulnerable children who may have suffered traumatic experiences in their short lives. Coaches need to think about the way in which they communicate with the children, particularly their tone of voice. You should avoid talking down to the children or treating them unkindly or unfairly.

You should treat them firmly but fairly and, above all, be consistent in what you say, do and expect of each of them. Take time to be with those who are more introverted or less confident than their peers and give them extra support. You need to be observant and react accordingly, adapting your expectations accordingly and use "positive reinforcement" to build their confidence.

#### What is positive reinforcement?

Positive reinforcement is observing one of your players doing something you want them to do and rewarding it. The child gets attention and reward as positive reinforcement for doing the right thing and will focus on repeating that behaviour. So, for example, if you praise a child for passing accurately in a football match or training session, he/she will try to repeat the action because of the approval it attracts. Similarly, other players will also try to replicate the



behaviour because they want to be rewarded in a similar way.

Children really do want to be "good", you just need to make sure you reward them for doing so. This could be through a simple clapping of your hands and calling out "Well done!", or drawing attention to the action of the child so that the other children observe it and learn. In some cases, you might decide to set up a small tangible reward or prize for children as they perform well in matches and in training sessions. However, this should be done in such a way that everybody eventually benefits from a reward or prize and no one is excluded. Positive reinforcement works because it gives children positive goals to work towards instead of only focusing on negative consequences to avoid. Positive reinforcement fulfils strong basic psychological needs of every child.

And it is worth keeping in mind that positive reinforcement works best when it is not something that a coach does once in a while. The more it happens, the more effective it is.



## How to go about coaching football

The most fundamental skill in football is individual mastery of the ball, its control, and the creativity that comes with it. This should be a priority in training and games, especially in the early years. As the children learn to master this particular skill, the rest of the game becomes easier both to teach and to learn. Coaching sessions should be built around facilitating the development of the skills necessary to move and control the ball well. As these individual skills are developed to a level of competence, the finer points, first of passing skills and later of team organization, can be taught. Putting together a coaching plan is a key part of this process.

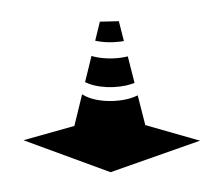
#### **Coaching tips**

- Set up situations where the players can learn by playing the game.
- Avoid the "three Ls" Lines, Laps and Lectures – in other words, constantly running different line drills, making children run around marked-out areas and making them either sit or stand and listen to you delivering long lectures about football. Remember that the game is the best teacher for young and inexperienced players.
- Coaches can often be more helpful to a player's development by organizing less, saying less and allowing the players to do more. Set up a game and let the children play. Keep most of your comments for before and after practice sessions and during breaks. Comments should be kept short and simple.
- Teaching and learning the game of football is a process. Therefore, you should make your coaching objectives on a daily, weekly, monthly and possibly annual basis. Often, at younger ages, the developmental efforts of one football season are not noticeable in children until sometime in the next football season, i.e. from one year to the next.



- Set age-appropriate goals for each child knowing what the child is able to do at that age.
- From a developmental standpoint, the young ages are the best ones for learning football skills. Spend that time encouraging this growth in the children. By the age of 17, the capacity to pick up new motor skills begins to wane, while the ability to conceptualize team organization, tactics and strategy increases. As a coach, work with these strengths, not against them.
- Do not expect games and coaching sessions to look like professional football. Give your players opportunities to see what older, more skilled players can do with the ball by occasionally inviting some of these players to participate in your coaching sessions. These can be adults, older children or even professional or semi-professional players. Use them to show good football qualities and let your players learn by experiencing the game alongside or against these better players. Older players can also be used as "neutral players" in a coaching session or game. For example, the neutral player helps whichever team has the ball, in other words he/she never defends. You might want to introduce other limitations, for example that the neutral player has a limited number of touches of the ball and/or cannot score, but he/she gives the team with the ball a better chance of keeping the ball. By helping to maintain possession, the neutral player helps the game maintain some rhythm and gives the younger children a better idea of the game's possibilities.
- Recognize and understand how the skills learned at each age are connected to preparing the player to move into the next phase of his/her development. Know what the next level of play is, and the general tools that your players should carry with them as they move on. Help them to be prepared.
- Allow your players to develop the requisite skills in an environment where the main goal is to have fun with the ball.
- The value of matches is that they provide young and inexperienced players with an opportunity to show off their newly

- acquired skills and creativity. And remember, while it is always nice to win, that should not be your focus nor that of your players for younger age groups.
- Have a clear idea of what you want to accomplish at a coaching session. Create exercises and games that replicate and repeat the movements and situations that are found in football and that allow the players to grow comfortable and confident with the ball at their feet. Encourage players to move with the ball at their feet and deal with boundaries, opponents, team mates and goals. Keep in mind that football is a pretty simple game. When you have been involved with football long enough, you begin to realize that all the many little tricks and tips that work are really just variations on the same basic concepts. As long as the parameters that you have established in your exercises and small-sided games are true to football (for example goals for scoring and defending), create the problems that you want the children to solve (for example protecting the ball while dribbling), and allow your players to be challenged and find some success, then you are on the right track.
- Do not be afraid to experiment to find what works best for the team and the individual players.
- Remember that the game is the best teacher for the players. Coaches should think of themselves more as facilitators, monitors, guides or even participants, to provide a rich environment for the children to learn from and enjoy. Your coaching style is important.





## Planning ageappropriate football training sessions

Football coaches for young and in experienced players should bear in mind the physical and mental age of their players when planning their training sessions. This might seem like stating the obvious, but many coaches experience discipline problems simply because their plans are either too ambitious or too easy for their players. Also, some coaches expect their players to master skills or techniques that they are simply not capable of at their age. For example, children up to the age of about ten may lack the physical ability to lock their ankle – a skill that is necessary to accurately strike a ball. With this in mind, there is no point in getting frustrated with an eight-year-old who cannot kick the ball from one end of the pitch to the other! Keep in mind how old they are and how physically immature they are and plan and implement your coaching sessions accordingly.

Coaches whose players are aged up to six or seven should also bear in mind that young children are very egocentric – they see the world only from their perspective. As a result, they are not going to want to pass the ball to their team mates as they will be worried they might never get it back. So, do not be surprised that it is difficult to get six-year-olds to stop swarming around the ball. Also, young children lack the ability to "look ahead" and see what is about to happen. This is a limiting factor that coaches need to bear in mind when teaching certain skills, for example how to attack the ball at corner kicks.

Therefore, when planning practice sessions, coaches need to take into consideration the age characteristics of their players. Activities should be picked that fit the developmental needs of the children, rather than trying to make the children participate in activities that are developmentally inappropriate for them.

### What are "developmentally appropriate" exercises?

When choosing training activities, coaches should try to keep in mind what the game of football is like: players are moving around constantly. Because everyone is moving, the environment is constantly changing, which requires players to be constantly making decisions. It is because of this that some coaches prefer to use practice games than coaching drills when teaching children how to play football. However, there is good and bad in every approach and much of this comes down to personal preferences and approach. Some coaches like to use coaching drills to teach the children the techniques and then get them to practise these techniques in playing friendly mini-games. There is no "right" or "wrong" approach to coaching football. Ultimately, what matters is that the children are playing and learning new skills in doing so. You need to decide what is more comfortable and natural for you and your players and then adapt accordingly. Always be prepared to change your style if it does not suit the group with which you are working.

#### **Football for fun**

Enjoyment is the unifying motive. Some children do not want to learn and some do not care about winning. A few have no interest in hard work and one or two probably cannot remember which goal they are supposed to be attacking. In spite of all of their different agendas, they all want to have fun and play a game and that is what will continue to bring them to your coaching sessions.

They also want to be children. Sometimes, a coach might see them as an extension of his/her vision and the children run the risk of becoming slaves to what he/she wants. The time spent at football practice and at games is a part of the children's childhood and it should not reflect the adult world. Sometimes adults can forget this and their expectations take the fun out of the experience. Take time to consider your coaching style and understand that your



expectations and hopes may not be shared by the children you are coaching.

## Key messages for young football players

The key messages below have been assembled on the basis of experiences of children's football coaches worldwide. They can be used as a message for the children to remember and be delivered either during a coaching session or in pre-match or half-time team talks.

- Always play fairly, according to the spirit and letter of the rules.
- Stay calm under difficult conditions. It is easy to maintain composure when things go right, but difficult when they go wrong and these are the marks of good football players.
- Support and encourage your team mates at all times. All of us make mistakes and they are not done on purpose. Encourage your team mates to be the best they can be.
- Play as hard as you can in football practice and in games. You should never be beaten because of lack of effort. Even opponents who are bigger or more skilled than you can be beaten if you work harder than they do.



- Show respect to your coaches, referees and opponents, whether you win or lose.
- A good football player must have conditioning (fitness), skills and tactical knowledge. A player must work on all three to be the best he/she can be.
- When your team has the football, everyone
  is an attacker when your opponents
  have the ball everyone is a defender.
- No matter what position you play in, you are first and foremost a football player and you will have to be able to receive a pass, shoot the ball, give a pass, dribble, head the ball, make space, and so on regardless of your position.
- Do not just "kick" the ball unless it is in a dangerous position in front of your goal. Instead, look up and "see" the situation around you before you get the ball. In this way, you can perceive the situation, determine the best solution, and act accordingly when the ball arrives. Develop "field vision" and always pass or head the ball to a particular place or team mate.
- Always maintain your position. Do not run following the movement of the ball. Know where you are on the field in relation to where the other players and positions are on the field.
- Do not always just run forward when your team has the ball, unless you are willing to run back when the other team has the ball.
- If you lose the ball to an opponent, you should be the first person to defend. Giving immediate chase is the first rule of defence.
- When changing from attack to defence, sprint to get between your opponent and the goal you are defending.
- When defending close to your goal, the player closest to the ball should attack the ball. The other defenders should "mark" other opponents who could receive and shoot the ball. In "marking" your opponent, you should position yourself between the ball and your opponent and prevent him/her from receiving the ball. A common error in defence is to have too many defenders move towards the ball, leaving opponents open and unmarked to receive a pass and score an unopposed goal.



- On the defensive side of the field (in your own half), always move the ball towards the touchlines and away from the middle of the field. On the attacking side of the field (in the opponent's half), move the ball towards the centre, where your team mates can take a good shot at goal. This is called "centring" the ball.
- Good football players pass the ball before they get into trouble, not after they are in trouble.
- Make no small strikes on the ball in other words, when you kick it, kick it firmly. Whether clearing, passing or shooting, move the ball firmly. Proper technique on striking the ball will enable even small players to effectively move the ball a good distance.
- Take your shot at goal! Do not hesitate to fire a shot at goal if you feel the opportunity is there. Shoot into the back of the net so that you kick the ball hard and aim to kick where the goalkeeper is not.
- Do not limit yourself to taking shots at goal taken only near the goal line. Good opportunities for goals are hard shots taken further out from the goal. Keep your head down, strike and follow through the ball for the goal.
- Most players are right-footed; therefore, when playing defence against an opponent with the ball especially watch and attack against the right foot.
- When attacking and in possession of the ball, anticipate your defender attacking your right foot and learn how to use your left foot. It is imperative that you develop your passing, dribbling and shooting skills with both your left and right foot.
- Always be aware of protecting possession of the ball. Resist kicking the ball directly into the legs of the defender in front of you. Passing or dribbling the ball laterally or even backwards can be a better choice if it maintains possession of the ball.
- When on attack, always "support" your team mate with the ball. Supporting your team mate means being in a position where he/she can pass the ball

- to you. Stay far enough away so the pass effectively neutralizes the defender, but stay close enough so he/she can make a good pass. If you are too far to make a good pass to your team mate, then you are too far for your team mate to make a good pass to you, and you are not supporting.
- Win, lose or draw, if you have given 100
  per cent effort then when you walk off the
  field you have nothing to regret and no
  reason to be ashamed.

# Effective communication for a football coach

In your role as a football coach, you need to communicate effectively with a lot of different people: players, parents, family members, officials, other coaches, and so on. All of them have different agendas and you need to learn how to communicate with them in different ways.

#### The players

Communication with your players goes far beyond simply giving them instructions. More than 50 per cent of human communication is non-verbal. For example, facial expressions and tone of voice also convey a great deal to other people. Do not be sarcastic with children. Players may place a great deal of importance on anything you say or do, possibly more than what their parents say or do. Also, although it can be difficult with a large group of small children all wanting to talk at the same time, try to listen to each one, allowing each one to talk in turn. Here are a few tips:

 Talk to the players on their level, both physical and emotional. This may mean getting down on one knee and looking into their eyes as you communicate. Use simple, direct statements that will be less likely to be misinterpreted.



- Do not wear sunglasses when you are coaching as players need to make eye contact with you to fully understand the communication.
- Be positive, honest and sincere with your players. When trying to correct a particular skill, it can be advantageous to make the mistake yourself, and then point out your own shortcomings. Players will respect a coach that is honest. Be positive as constant "nagging" will only put your players off.
- Tell them what you want to tell them, tell them again, and then tell them once more.
   Try to reword your communication each time. This will give you a much better chance of getting the message across to all the players.
- Be loud enough that all players can hear you, but do not scream at them. Clearly understood voice communication will get their attention and your respect. However, in one-on-one communication, a whisper may serve the purpose and be much more effective than a normal or loud voice.
- Avoid inconsistent or confusing body language. For example, do not turn your back on a player talking to you or shake your head while telling the player "nice try".



#### The parents

After your initial meeting with parents, you may or may not have a great deal of contact with them subsequently. However, if parents contact you, you should: listen, listen, listen. They may be concerned about their child's development and you should always be positive about this, unless you have a concern that there may be a medical or physical condition that needs attention.

They may think you are a bad coach or you just haven't developed a relationship with their child. If they are wrong, you should try to rectify this misunderstanding, but not at the expense of the team. It may be that the problem is either with the parent or the child and you might not be able to do anything about it.

Lastly, if you need to talk to a parent, do it after a coaching session or game, when you can speak to them without children being present. Sometimes a phone call will work just as well.

#### The officials

Shouting at or disagreeing with the officials will not help at all during a football match. What it will do is show your players that you are disrespectful of the officials, and they will tend to do the same and copy you on the field. If something happens during a game that you feel might have been a bad decision, then bring it up after the game with the official alone or later at a meeting that has been called especially. It is vital that you act as a good role model for your players. You cannot expect them to show respect to referees and touch judges if you do not do the same. The spirit of fair play must be embraced by everyone in the team, including the coach.

#### The other coaches

Make an effort to seek out and greet the other team's coach before the game, especially if you are the host team. You should welcome the team and the coach and you should encourage your team captain to be with you when you welcome them so that he/she learns



the importance of respect for the opposing side. By establishing an acquaintance with another coach, you may be able to accomplish more together than alone, and it is important that you associate with your peers to share information, ideas, problems, and so on. This is particularly important in IPEC football projects where coaches are working with groups of vulnerable, marginalized and at-risk children.

Establishing contact with the other coaches also allows you both to discuss any potential challenges you might have within the team that may need to be addressed before or during the game. For example, in the first game of the season, you may have some new players that cannot play an entire half and the other coach might be in the same situation. Therefore, you might agree with the referee to have unlimited or free substitutions throughout the game. It might also be possible that one or two of your players are particularly sensitive or fragile physically and you might inform the other coach so that he/she can make his team aware of this to avoid any situations in which someone might either get hurt or upset. The main objective is to ensure that any issues in either team are discussed and sorted out before the game and that you establish good relations and communication with other coaches which will also help your own professional and personal development.

## Coaching the "swarm"

## A basic guide to teaching football formations and positional sense to children

The initial focus of a new football coach should be on long-term skills development. If young children are put onto a field with a football, divided into teams, and just told to use their feet to kick the ball into the goal of the opponent, they will instinctively play what is called "swarm ball", "magnet ball" or the "beehive approach to football". They do this

because they all like to be together and to stay where the action is.

"Swarming" is not a bad thing as it is the way all children and inexperienced players play football all over the world. The "swarm" actually tends to be very effective at shutting down attacks by an opponent - at least until the opponent has learned to spread out on its attacks and has developed the skill to accurately pass the ball to open players wider out on the football pitch. Children adjust automatically as the "swarm" becomes less effective, so the size of the "swarm" becomes smaller over time, even without coaching intervention. In the meantime, there is no harm whatsoever in children "swarming" each other, particularly with young age groups. Eventually, they will learn to use the available field space to move the ball around the players.

The objective, therefore, is as soon as possible to teach your players to spread out on attack, and to learn to make quick passes to get rid of the ball before they can be "swarmed". Simple "keep-away" games (see *Football Coaching Manual*) are one of the best tools available to show players that it is easier to keep the ball away from the other team if you spread out. But before players can be successful at keep-away, they will need to be introduced to basic passing and basic ball shielding and control. Obviously, a player cannot hope to move the ball around successfully until:

- he/she has basic ball control skills, including the ability to stop, slow down or redirect a ball passed to him/her;
- shield the ball with his/her body and feet to keep from being dispossessed;
- get his/her head up long enough to find an open target;
- have the skill to pass it with reasonable accuracy.

Thus, the very first job of the football coach is to develop these essential building blocks as players need them in order to be successful in football. Coaches should refer to the *Football Coaching Manual* for practice sessions, which will help develop these skills.



## Avoid putting young children into positions too early

There is a temptation for coaches to deal with the "swarming" concept by assigning children fixed positions on the field in order to increase scoring chances and minimize the risks of counter-attacks, and then to keep reminding players to stay in those positions. Most underage football coaches would advise resisting the temptation to put children into fixed positions and would prefer to rotate them to play in all positions so that, over time, they can find what the best position is for them. Therefore, rather than put young players into positions and try and keep them there, many underage coaches set "positional rules" to help children understand the game better and to understand what should be done in defence and attack and what role different positions have in football. The ultimate goal of a good football coach is to develop players with enough knowledge, skill and flexibility to play "positionless" football, in other words, with the ability to play everywhere.

As the age and skill of players increase, it will become clear that some players are better ball-winners than others, while others are better scorers, passers of the ball, and so on. As a result, by their early teenage years, it is likely that players will "specialize" in one or two particular areas of the field which best suit their talents.

## Understanding the principles of support and positioning

Basic defensive principles and positioning

The basic duties of a defender on a football pitch are: "No Get – No Turn – No Pass – No Shoot". This means that the first job of a defender is to stop the player he/she is marking from getting the ball; to stop the player he/she is marking from turning if he/she gets the ball; to try and stop the player he/she is marking from passing the ball off to another attacker; and lastly, to prevent any shots at goal.

There are three basic positions in defence. The person closest to the ball is called the "first defender", and his/her job is to provide pressure on the ball. The second closest person, who should be closer to his/her own goal than the opponent, is called the "second defender". His/her job is to provide cover for the first defender, in other words to immediately become the pressure person if the attacker gets around the first defender. The second defender frequently will have the additional job of marking another attacker to whom the ball might be passed.

The defender who is in the deepest position, closest to his/her own goal, is called the "third defender" and his/her job is to provide balance to the defence. In essence, he/she is providing additional cover for the two primary defenders, and also watching out for additional incoming attackers making runs towards the centre or far post areas of the goal.

Regardless of the different approaches coaches may take, all young and inexperienced players should be taught these basic defensive principles and how to apply them in a game setting. Players need to understand their supporting duties to their team mates immediately around them as sometimes young players mistakenly believe that unless they have the job title of "defender", they do not have defensive duties. Thus, it is very important that they clearly understand that these concepts apply to everyone, including those who are in the midfield and forwards.





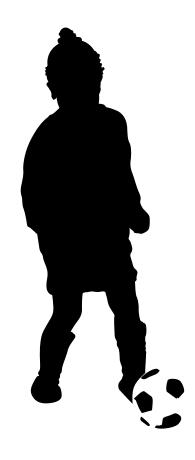
#### Basic attacking principles and positioning

In attack, there are also three basic positions. The player with the ball is called the "first attacker". His/her job is to retain possession while getting the ball as close to the goal as possible through dribbling, passing or shooting. The player(s) within easy passing range of the first attacker are called "second attackers". Up until the time when the ball is advanced to within scoring range of the goal, the primary role of the second attacker(s) is to prevent loss of possession, while still allowing the ball to be advanced forward if at all possible, in other words through passing. Prior to getting into scoring range, a second attacker typically will position him/herself so as to allow short relay passes between him/herself and the first attacker in order to move the ball around the defenders. Of course, the ultimate goal of the attackers is to get the ball past all of the defenders and into unobstructed space within scoring range of the goal. Thus, as the ball moves within scoring range, the role of the second attacker switches from a "safetyfirst" objective of keeping possession to the more active role of setting up a shot at goal by him/herself or the first attacker.

At this point, the second attacker's objective is to move into a position which will allow the first attacker to pass the ball into a scoring space behind or to the side of the defenders, in other words, space from which an immediate shot at goal can be taken. The positioning of the second attacker will depend on the number of defenders to be beaten. Normally, however, a second attacker will position him/herself on the far side of the defenders and set up within scoring range of the far goal post area, which allows him/her to distract and/or pull one defender away from the central goal area and clear more space for the first attacker. Where there are two second attackers available, they should position themselves to form a moving triangle with the first attacker, by moving into space between or to the side of the defenders so that the ball always has a clear path to their feet. As the ball is moved into scoring range, one of these players often will abandon his/her close support role and will become a "third attacker". The third attacker, however, may also be taken up by any other team mate in an appropriate attacking position.

The third attacker's job is to pull the defence into different directions by making deep runs, usually to the far side of the goal. By doing this, the third attacker pulls defenders away from the goal mouth, distracts the goalkeeper and defenders in front of the goal and opens up space in front of the goal which can be exploited by the first and second attackers.

All players need to be taught these basic principles of attacking support. In particular, they need to learn the concepts of setting support triangles, using keep-away techniques (see *Football Coaching Manual*) and how to move to create basic two- or three-player attacking support. These tools are essential weapons used by all football players to maintain possession in tight spaces and create scoring chances.





## Incorporating these principles into training

Basic defensive tactics for under-10s

With just a little help, your players will be able to understand that if their team sends everyone to the opposing goal, then their own goal will be wide open and vulnerable to a counter-attack. But, of course, if everyone stays back to guard their own goal, then they won't ever score and, besides, the game would be very boring. Ask the children for their solutions to this defensive problem – as not everyone can always attack. One of the first suggestions you probably will get is to leave somebody by the goal. However, when you ask for volunteers, you are likely to find that everyone will want to be in the attacking group. If nobody wants to stay to guard the goal, then what other solutions are available?

One defensive solution is to ask each of your players to choose one of the players on the other team who they will "mark" when the other team has the ball. Through this suggestion, you will have immediately introduced the concept of "marking" and the need for players to follow their mark. But, what happens if somebody loses his/her mark either because he/she gets distracted or is slower than his/her mark? Then, the nearest available player on the team needs to come along and cover for him/her. This is the second basic element of defensive support and needs to be learned and relearned constantly. Players should learn how to cover for each other if one of their team mates loses the player they are supposed to be marking.

Another defensive solution is available which may be easier for younger players (players under 10 years of age) to execute is where one player can have the responsibility of trying to slow down the attacker with the ball with another team mate to back him/her up. The aim is to give enough time for everyone else on the team to get back and make a "swarm" in front of the goal area. This is called "low-pressure defence" and is an approach which can work well with younger players, providing all the players understand their

roles and the need to slow down attackers while everyone else gets back.

#### How to deal with fast attackers

Your team will also need to know how to deal with really fast players on the other team. If you also have some really fast players who are good defensively, one easy solution is to make sure that your fast players are marking their fast players. Keep in mind, however, that even a slow defender can be quite effective in stopping a fast attacker once he/she learns basic defensive footwork and positioning. Essentially, the job of the initial pressuring defender is to slow the attacker down by getting in his/her way, steadily dropping back as slowly as possible and not making any attempt to win the ball until cover has arrived to support him/her. This is a job which anyone can do with practice, so do not allow your slower players to avoid learning these vital skills because of their lack of speed. Football is a game for all children and they should all learn the fundamental skills and principles.

#### How to organize attack

Once you and your team have decided on how you will defend your own goal, then it is time to think about the best way to attack the goal of the opposing team. Initially for young players, probably the best solution is to allow most of the players to "swarm" and choose one or two to stay outside and a bit ahead of the swarm, "forwards", and one or two to follow behind the swarm, "defenders". Because the players in the swarm tend to do the most running, you should give them the right to switch positions with the front and rear players if they get tired.

Additionally, you need to give the front and rear players the right to ask for a switch if they notice that somebody is getting tired in the swarm. By adopting these rules, you introduce the idea of automatic observation and support for team mates, which is always a good idea. Of course, as the coach, you also need to make sure that you do not create a situation where one particularly player is always trying to be a front or rear player.



You might try and overcome this possibility by making it a team rule that everyone else must get a turn at playing in the front or rear before a child can return to that position, or you could devise some other limitations that will ensure that children spend most of their time playing in the midfield with the swarm.

Initially, until you develop good passers in your team, most of the goals are likely to come from individual efforts or a simple short lateral pass to a player in a position to score. Therefore, when a forward gets the ball, it is usually best to simply allow him/her to try to dribble it up the pitch or to pass it one of the other forwards in front of him/her. Once a forward has gone ahead

#### Note for coaches

Whenever there is a question of choosing players to assume particular roles, for example to be the ones ahead of the swarm or to slow down attackers, it would be important in IPEC football projects to do so as a team. In other words, try and avoid situations in which you decide who does what and plays where. Try and develop an approach with your team in which such decisions are shared and the children participate in the decisionmaking process. This fits in with the principles of child participation and empowerment embraced by IPEC.

Obviously, children need to be guided in decisions by you and other coaches and adults involved with the team, but it will reinforce the team spirit and the project if children feel as though they are involved in everything. This does not mean that all decision-making is taken out of your hands – after all, these are young children who need help and support and are only learning how to play football for the first time. They cannot be expected to make informed decisions of this nature. Rather, what is being suggested is that the children are with you as you discuss the issues of positions on the field and you might suggest players to assume certain roles, seeking approval from the rest of the team. It is about attitudes, behaviour and respect and the children will support these decisions more willingly and strongly if they feel as though they have been part of the process.

of the swarm, you need to have someone else take that position until he/she can get back. Often, the best approach is to identify a reliable, observant player to keep a lookout for when someone else needs to take a job as a forward and by doing it him/herself. This person could act as the captain of your team as he/she will begin to become accustomed to organizing the players in the team.

In order to prepare the children to play football matches, you should introduce the players to keep-away games as soon possible (see Football Coaching *Manual*). Once they can achieve five to six consecutive passes in 4 or 5 against 1 keepaway, you should initiate 3 against 3 games where everyone on the team must touch the ball before they can score. Once your players can play these games competently - meaning that they can pass, receive and shield the ball - they are ready for training on 2-person attacking patterns. In the meantime, they should be spending considerable time perfecting individual dribbling skills and learning how to take on and beat defenders.





## MOBILIZING COMMUNITIES AND PARTNERS

A guide for implementing agencies







## The role of the implementing agency

This guide is designed to assist implementing agencies in the preparation, planning, implementation and follow-up of footballrelated projects. It looks at the various areas where support will be required from a range of different partners and stakeholders and how to mobilize this support. The issue of volunteerism is particularly important in these projects as communities need to "own" the activities if they are to be sustainable in the long term. The implementing agency will require plenty of help to plan and run all the activities and it will be neither possible nor desirable to pay for all of these services. It is hoped that this support will be given willingly and even enthusiastically by individuals and groups within the community, and this guide aims to help mobilize this vital support.

#### Implementing agency profile

There is no distinct type of organization that will play the role of implementing agency in a football-related project. It is by no means necessary for an organization to have any experience whatsoever either in football or in using sport as an intervention to work with vulnerable children, including child labourers or at-risk children. Learning is part of life's rich pattern, and there is no reason why an organization should not explore new areas of work and learn how to use different tools as they become available. While it might be an advantage to have had some experience in this field, the main elements of the project will involve working closely with vulnerable and disadvantaged groups of children, (former) child labourers and at-risk children, and their families and communities.

The project is built on a platform of empowerment and personal and social development and seeks to involve as many groups, organizations and individuals as possible to enhance sustainability but also to inform and raise awareness among

all sectors of society. Most of all, it seeks to help the children involved to experience aspects of childhood that may have been denied to them, to give them a chance to play through recreation and organized sport, and to enhance their understanding of the importance of education and community responsibility.

A football-related project could potentially be implemented by an individual or a group of individuals who wish to contribute to the fight against child labour. The implementing agency could also be a national civil society organization or even a local or national football federation or one of their associated football clubs. Whatever the case, the agency should empathize closely with the children concerned and understand that this is not just about running football coaching activities but is about imparting skills and instilling strength of character in children who require support in education, health care and life skills. Football simply becomes the medium through which this personal and social development process is implemented.

The implementing agency also needs to understand the need to link football to key areas such as education, health education, community development and integration, life skills, and the prevention of child labour through social mobilization. This could mean that the agency has some experience in one or more of these areas, but mainly that it is committed, motivated and inspired to explore innovative and creative means through which to establish and facilitate these links. Implementing agencies need to see the bigger picture in terms of sport in development and the role of football and sports in the education and protection of children, especially vulnerable groups.

Those interested in implementing a football-related project will need to be able to work with a wide range of partners and individuals, including government agencies and institutions, non-governmental organizations (NGOs), United Nations (UN) agencies, school, education, health and social service authorities, the private sector, trade unions, professional organizations, local, regional and national football federations and their associated clubs,

community groups, religious and community leaders, parents and, of course, the children themselves. The capacity to work with children and gain and build their trust and confidence underpins the success of such a project. Implementing agencies need either to have this capacity already or be able to select an appropriately experienced resource team. The success of the project will depend on their ability to have changed the children's lives through football and education, to have impacted on families and communities, to have raised the profile of football in development programmes and to have left a sustainable legacy to maintain the project activities into the future.

Implementing agencies will need to be effective networkers and communicators to ensure that the broadest possible range of stakeholders is mobilized and that the project is promoted as widely as possible. There is a great deal of community integration and mobilization involved in this project concept. Prior experience with child labourers or at-risk children would not be a requirement, but it would be important for implementing agencies to put in place clearly defined strategies to reach out to marginalized and disadvantaged children, especially (former) child workers and at-risk children, and to understand that their improved health, education, welfare and future are critical project goals. Prevention is a key factor in eliminating child labour, and implementing agencies should outline how they will undertake preventive measures to encourage younger children to stay in school, to remain healthy, well balanced and strong, and to understand the dangers of premature entry into the work place.

### Volunteerism

The IPEC football-related approach has a strong focus on sustainability, particularly through community mobilization and local ownership and capacity-building with the support of local, regional and national football organizations. Community mobilization and encouraging ownership of the football projects

by local communities and football clubs and federations are founded on the principle of volunteerism. In most countries around the world, small local sports clubs do all they can to take care of the best interests of local children and they do this by relying on the support of volunteers as they rarely have the resources to pay for such support.

These clubs are built on the goodwill and commitment of a broad range of volunteers, including:

- · parents;
- older siblings and peers;
- family members;
- older sportswomen and sportsmen who want to give something back to the sport by coaching children;
- · community leaders;
- teachers;
- · committed community members.

In general, people from local communities are anxious to ensure the health, well-being and development of their children and are willing to give their time freely. This is a key consideration in a football-related project. It is strongly recommended that you work with volunteers wherever possible. Experience has shown that individuals within the community are always willing to come forward to assist in setting up and running the football project when approached. It is always interesting when talking to people in a community about why they might not be involved in a community-based project. More often than not, their answer is:

#### "Nobody asked me!"

Do not let this be a reason for people in the community not to be involved. Ask everyone. Once you have completed the early stages of your project preparation – or even during these stages – start mobilizing the targeted community and canvassing community members to find out who would be interested in working with you in the project and volunteering their services and support. The

### MOBILIZING COMMUNITIES AND PARTNERS A guide for implementing agencies



project will need a lot of people to help get it going and, more than that, to make sure that it keeps going beyond the life of the project.

#### Football projects need lots of help

In order to implement the project activities effectively, you are going to need coaches who will train the children in improving their football skills and establishing teams to play in leagues and competitions. You will need referees to help officiate over the different matches and make sure that rules and regulations are followed properly. You will need administrators to help in setting up competitions, teams, leagues and so on and to make sure that good records are kept of teams, results and other activities so that an efficient system is established and run in which the process is transparent and fair. And you will need people who will be there to cheer the players on, encourage them from the touchline, make sure they have some refreshments, look after them if they get hurt, take them to and from football matches safely and make sure that everyone is playing and encouraging each other in a spirit of fair play. Depending on the number of communities and children you are targeting, it can amount to a lot of bodies to make it all work smoothly - i.e. a lot of volunteers.

#### The challenge of stipends

If the outcomes of a football-related project are to be sustained in the longer term - and it is vital they are – it is unrealistic to pay people for their services and time. It is also unrealistic for others to expect to receive compensation for activities in such a project. It is possible that you will be successful in mobilizing some resources to pay some form of compensation, but if people receive money to do the work during the project, this expectation will most likely remain after the project has ended and, if there are no funds to satisfy this expectation, the systems and structures set in place may well fall apart, which would be disastrous for the children involved. Keep in mind that some of these people will be parents and siblings of the children playing, and giving their time freely should come naturally to them.

Rather than paying a stipend to individuals who come forward to be coaches, referees and administrators and creating what will inevitably become a problem later on in the project and for its sustainability, why not think about some other form of small support that would be less costly? Obviously, part of this should come through public recognition and acknowledgement of the volunteers' contribution to the project, which is dealt with in more detail below, but it could also involve providing them with some materials and equipment, for example whistles, t-shirts, tracksuits, caps, writing utensils, sports bags, jackets, and so on. These are all necessary tools for coaches, referees and administrators, and they would appreciate being allowed to keep them after the project ends. This will also support the project's sustainability as these volunteers will have the equipment they need to continue doing their work. In addition, these materials may act as an awarenessraising tool within the community and beyond if, for example, t-shirts or other clothing or materials are printed with a project logo. When teams travel to other communities, people will see these logos and ask questions about what they mean and represent. This provides an opportunity to talk about the project, the issue of child labour and the importance of sport in education and rehabilitation.

Another possibility is to consider either a small financial contribution to volunteers' costs, such as travel to get to training or matches, or to provide refreshments to volunteers after training sessions or matches. Receiving food and drink on occasions might be a significant in-kind gain for volunteers. A key principle of the project is to keep implementation costs to a minimum, so avoid creating support systems that cannot be sustained after the project ends. But if the project can help individuals and communities during its lifetime - with the understanding that it is short term - then such provisions could be considered provided they have been included in the project budget and have been approved.

Ultimately, it is a key role of the implementing partner to talk to volunteers and assess what their own expectations might be, if any. Many volunteers will be pleased to offer their time and services free of charge to help children, particularly their own, but the issue of payment might be raised. Encourage an open and frank discussion on the issue with all the volunteers, explaining the problem of funding, the need to focus on sustainability and the fundamental point that the project is all about helping vulnerable children in the community and people should be willing to give their time for such a purpose without expecting to be paid. Quite often, peer pressure between the volunteers may be enough to ensure that stipends or payments will not become an issue. Volunteerism is all about the willingness of individuals to give their time and effort freely for the benefit of others.

## Maintaining good communication

As preparations to implement the project get under way, make sure that everyone in the community is informed about what is planned and what help and support will be required. Any small local club or society in any country relies on people volunteering their time and services to keep it going and help it to grow and mature over time. The first step in informing the wider community is to organize focused discussions with the community bodies that you identified during the planning stages. Most communities have a formal or organized group, such as a committee or council, which works to defend and promote the interests of the community and you should work closely with this group.

Often, formal and non-formal schools are the focal point of a community – the place where people meet at different times of the day or where the community organizes its public meetings. Or a community might have its own hall or centre. Therefore, when you are ready to progress to the stage of looking for volunteer support and moving beyond planning and preparation, talk to community bodies about organizing public discussions during which you can present the project, its aims and objectives and encourage individuals to volunteer their services in the project.

that all potentially interested Ensure community groups and individuals are approached and informed about the project and the community meeting. Talk to as many people as possible to identify those key individuals who can help and who carry weight and influence in the community to persuade others to lend their full involvement for its success. As activities get under way, establish an effective communication system between all the community groups and volunteers to ensure that everyone is kept informed and interested in what is happening. Create a list of telephone and cell phone numbers, e-mail addresses and physical addresses and communicate regularly. Keep community leaders, local politicians, schools, religious leaders and community representatives updated on activities and organize regular community meetings to discuss the project's activities and achievements. The media are a crucial element of any communication strategy, and this is covered in a separate section below. Likewise, the involvement of football and sports organizations is critical, and this aspect is also dealt with separately.

## Be knowledgeable of the project tasks

Make sure you are well prepared to answer any questions that may be asked of you in respect of what the different tasks will entail. For example, if football is not widely played in the area or the country and is not a well-known sport, it is likely that people might not know what being a coach, a referee or an administrator involves and they might like to know more before they agree to help. If possible, bring relevant experts along with



you to meetings with community groups and individuals to talk to people about what each task will mean in terms of their time and effort. Local or national football clubs or federations might be willing to send informed individuals, including coaches, referees or administrators, to attend these community meetings, and you should never be too intimidated or afraid to ask for such help or support. Remember, the project will also promote football as a popular sport locally and, in this way, the project will be helping clubs and federations. Be prepared to emphasize this point to clubs, federations and officials with which you are in contact and ask for their help in return. It is unlikely, given the context of the project, that such a request will be refused.

It is vital to be completely familiar with the contents of the IPEC football resource kit and the project concept and philosophy. This will require reading each of the modules in the resource kit to acquaint yourself with the activities and approach, which will then enable you to respond confidently to questions from others.

#### Note for the user

During the pilot project in Sialkot, Pakistan, the implementing NGO discussed the football project in detail with the Village Education Committees (VECs) in each of the five targeted communities prior to starting activities. These committee structures had been established in a previous development project to oversee non-formal education centres and to encourage all families in the community to send their children to school and to monitor any incidence of child labour. In order to work more effectively with the football project, each VEC established a sub-group called a Village Sports Committee, which took on the responsibility of mobilizing volunteer support for the activities and ensuring community ownership of the outcomes. These committees were also able to register formally with the district government authorities and thereby access funding provided under the Pakistan government's national decentralization plan, further reinforcing their capacities to sustain the project activities.

## Football does not discriminate

Football has been a unifying and powerful force in society for many years, further strengthened by the emergence of the Football for Hope movement established by FIFA and the social profit organization streetfootballworld (see *User's Guide* and module on *Child labour and the right of children to play* for more details). The principles and criteria of the movement focus on several core issues, including non-discrimination and tolerance. These principles apply in particular to the football project with regard to the two main target groups:

- the children and young people who play football;
- the volunteers who support the activities.

It is crucial that project activities are inclusive of all children in the community, girls and boys, disabled and able-bodied, without discrimination based on culture, tradition, race, religion or any other factor. The same principles must apply to the volunteer group. In addition, there must be no discrimination on account of age. It is quite likely that volunteers for the roles of coaches and referees will be younger people, but if older community members step forward to offer their services, these should be accepted graciously and in the spirit in which they were offered.

It might be that you have too many volunteers for one or two roles, for example coaches and/ or referees, while fewer express interest in helping as football administrators. If this does happen, you might have to prioritize your requirements and talk to some volunteers to see if they would consider helping out in another role. In general, coaching and refereeing can be physically demanding and will require volunteers being in reasonable physical shape to be able to run around football pitches. Therefore, if an individual is clearly not in adequate physical condition, you might have to sensitively encourage them to

consider a more sedentary role in the project, for example football administrator. All of the roles are equal in importance, and the project cannot proceed without every role being filled and everyone prepared to play their part. Therefore, volunteers should not consider one role being more important or demanding than another – they are equal in every respect.

Refer to these issues carefully and sensitively in your discussions with people who are volunteering. Anyone who is prepared to give any of their free time to help the community's children is to be applauded and respected. However, you might sometimes have an instinctive feel that someone is better suited to a particular role than another. In such cases, it is important that you guide people in their choice of roles without offending or upsetting them.

There should be a place for everyone in a community project – this is the fundamental premise of a community project. Therefore, you will have to find ways to accommodate all offers of support while maintaining an effective balance of volunteers in the different positions. Make sure that the roles are equally shared among the different social and gender groups, for example that not all the coaches and referees are young men while the football administrators and other support roles are occupied by older people and women. Make sure there is a proper balance and that you are seen to be fair in your decisions regarding the allocation of roles. The issue of gender is dealt with in more detail in a separate section below.



#### Note for the user

In considering the allocation of roles and responsibilities among the volunteers, it is important to keep in mind the multiplier effect of capacity-building. Project outcomes become sustainable when trained trainers have the motivation, commitment and capacity to continue to train others beyond the life of the project. One of the aims of an IPEC football project is to ensure that coaches, referees and administrators are trained to a level where not only they can continue to fulfil their roles and responsibilities after the project ends and sustain the systems, structures and activities set up by the project, but they can also train and encourage others to do what they do. In this way, the football activity becomes self-sustaining for the community's children, and as coaches, referees and administrators grow older and wish to retire, move on in life or simply hand over to someone else, they will be able to do so secure in the knowledge that they can train others to replace them.

Therefore, keep an eye out for gifted educators who would be effective trainers of trainers for the future. Try and make sure that you have individuals like this in each of the key groups of coaches, referees and administrators so that these capacities can be sustained among future volunteers. Talk to these individuals about the importance of capacity-building and instil in them a sense of pride and achievement that will give them the confidence and motivation to train others. Note their names and contacts and point them out to the project partners, particularly those responsible for initial capacity-building, such as local football clubs and federations, so that extra effort can be put into their training.

## Gender sensitivity

An important additional aim of the IPEC football project approach, which links into the Football for Hope movement, is to promote equal opportunity in society by ensuring that girls participate fully in football activities at all levels and benefit from the same opportunities as boys. IPEC also espouses the principles of equality through its child labour programmes. The same principles must be applied in your own football project as it is vital that every effort is made to involve women and girls.

### MOBILIZING COMMUNITIES AND PARTNERS A guide for implementing agencies



In some cultural, religious and traditional environments, there are limitations on what girls might or might not be allowed to do, their freedoms and access to their basic rights, including education. While it is always important to acknowledge and respect other cultures, traditions and religions, it is equally important to acknowledge that society develops and evolves through constant and consistent challenge. For example, child labour was eliminated in industrialized countries in the 19th century by the actions of socially aware and progressive groups and individuals who recognized the harm it was doing to children and the fact that not all children were benefiting from education. Through their concerted efforts, legislation was brought in to protect children and guarantee their rights to education, and child labour was gradually reduced over time. These groups questioned fundamental traditions and values and what was socially and legally acceptable and tolerated at that time, and in so doing brought about social change. Likewise, similar questions need to be asked with regard to tradition and social norms so that society progresses and changes for the good of all children are brought about.

Therefore, if you are implementing your project in an area or environment where girls' freedoms and rights are restricted to a greater or lesser extent, be prepared to sit down and talk to the necessary authorities, partners, schools and parents about how girls can benefit from project activities. You should emphasize the importance of all children being able to benefit from the project, including girls. Consider the following suggestions in thinking about the approach you might adopt:

- Are girls included in the target group?
- What are the age groups of the girls involved?
- What are the prevailing cultural, traditional or religious limitations on girls participating in football activities?
- Are these limitations on all girls, or on girls after a certain age, for example after puberty?
- Do these limitations prevent girls and boys playing together, for example below the age of puberty?
- Are these limitations insurmountable or is there a possibility that, with time and some sensitive discussions with certain groups, they could be overcome?
- Which are the key groups to target for discussions on the participation of girls, for

#### Note for the user

FIFA has a strong policy and programme for women's football, and in 2007 it estimated that there were around 30 million female players worldwide. The number of women's competitions at national, regional and international levels continues to grow, including the Women's Olympic Football Tournament and the FIFA Women's World Cup. FIFA remains committed to continuing its work in the positive development of women's football across the globe. An important objective in this respect is to help develop and initiate women's programmes in countries where they might not yet exist.

Keep this in mind when implementing the project. Find out if the national, regional and local football clubs and federations run programmes specifically for women and girls. If they do, find out more about them and how and where they operate. Find out if there are programme materials and resources you can use and whether their programmes can provide some support, if any, for your own project, for example through technical development. They might have women football coaches or a women's national football team who can visit the community and support the activities, raising awareness of and promoting the involvement of girls. If they do not have programmes for women and girls, or have limited programmes, discuss the possibility of using your project as a pilot to explore the potential for women's football in the area. Always look for potential partnerships and areas of mutual support. By doing this, you expand your own network and also raise the profile of the project.

example, parents, community and religious leaders, teachers and educators or a mix of these? Have you contacted them and how should you approach them, individually or as a group?

- What are the views and opinions of schools and teachers in terms of any discrimination?
   Would you have supporters from within this group and would their voices carry weight and be influential? If they would, be prepared to approach them and enlist their help in influencing others.
- Are there women's football teams in the country, or even a national team? If there are, have you approached the clubs and federations concerned to request visits from this group? Are there women's football coaches who might be available and willing to visit the project community(ies) and promote football for girls? Discuss this issue with local, regional and national football clubs and federations.

 Has the national football federation put in operation a women's football programme that could offer some support to your project? Discuss this with the relevant officials and encourage them to support the project.

It is very important to organize discussions with different groups as part of your preparation and planning activities. As gender issues are sensitive and sometimes deeply ingrained in culture and tradition, it may take some time and some carefully crafted arguments to begin to sow the seeds of change. But it is not impossible and you should not be overwhelmed by the task. At the very least, you should try to make sure that the issues are discussed. Sometimes, solutions can be found, for example parents and community leaders might agree that girls could play football among themselves, such as in all girls' schools. You need to be creative in your approach.

#### Note for the user

The pilot project in Sialkot, Pakistan, encountered significant challenges in involving girls in football-related activities. Parents and community and religious leaders were opposed to girls playing football. However, the implementing agency was fortunate in identifying a female school principal who was progressive and passionate about the rights of girls in education and society and who lived by her principles in her school, encouraging girls to avail themselves of every opportunity. In addition, several girls'schools in Sialkot District expressed interest in providing additional sporting opportunities to their pupils, as most schools focus almost exclusively on cricket.

Therefore, following a process of sensitive dialogue with community leaders and parents, supported by teachers who are widely respected in these communities, reluctant agreement was reached on allowing girls to play football, providing they played apart from boys and in enclosed areas so they could not be observed. Such was the enthusiasm from the girls themselves for the sport that the attitudes of parents and community and religious leaders alike slowly changed. The project was successful in training female football coaches and referees and the first ever girls' football tournament was held between six girls' teams in early 2008. The girls still play in enclosed football areas, but they train almost every day and the Pakistan Football Federation (PFF) sent its national women's football coach, the national team's goalkeeper and a physical education teacher to help with training.

The facilities are somewhat basic, but the fact remains that girls are now allowed to play football in a relatively conservative area in Pakistan and interest in the sport is growing. This has resulted in the establishment of the Sialkot District Women's Football Association that is registered with the PFF. The process was long, sometimes challenging and often difficult. Nevertheless, it proved the point that with sensitive dialogue and respect for all points of view, negotiated solutions can be found and change can be brought about gradually. There is no going back in Sialkot, and those who played such a key role in promoting girls' football during the project remain committed to this objective in the long term.



## Somewhere for children to play

Top of the list of priorities must be identifying somewhere for the children to train and play. This is not always as straightforward as it might seem, particularly in built-up urban areas where open land might be at a premium. You should raise this issue during discussions with the community groups to assess what might be available through the community and institutions within the community, such as schools, and with individuals. The following key points should be taken into consideration in identifying an appropriate piece of land:

- It should be large enough to accommodate a pitch adequate for children to play on (the dimensions of children's football pitches are given in the *Football Coaching Manual*).
- It should be as level and flat as possible.
- It should be safe and free from things that might hurt children, for example stones, rocks, roots, trees, bushes, fence posts, pieces of metal, pieces of glass, bottles and rubbish.
- Ideally, it should be grass-covered as this
  is the best and safest surface for children
  to play on. However, in many countries
  where the football-related project will be
  implemented, the areas will either be soft
  or packed earth or dirt.

Ultimately, what matters is that the children have somewhere to play that is relatively close to where they live and where parents can feel confident that they are safe. If the area is full of stones, rocks and rubbish, talk to the community about organizing groups, including the children themselves, to clear the ground and collect the rubbish to be recycled appropriately. Once the ground has been cleared, it might perhaps need some levelling work to make it flatter for playing football. Again, seek to involve the community in this work; perhaps a local farmer or building contractor might have the machinery necessary. Any involvement of members of

the community in activities will reinforce their sense of ownership of the project.

Efforts should also be made to involve local, regional and national football clubs and federations in the process of preparing grounds for training and playing. These bodies can assist in the preparation and help ensure the grounds are of the correct dimensions and, in some instances, might have resources available to support these efforts. It may also be possible for footballrelated projects to link into the resources of local football clubs and use their facilities for their activities, and again you should explore this avenue. This would be a particularly advantageous arrangement if it works out as it would mean that you would also have access to properly marked-out pitches with goalposts, as well as to additional equipment, such as footballs, training cones and bibs.

Contact should also be made with schools, universities, colleges and other education institutions in the vicinity, as well as with local, regional and national departments of sport and/ or community development as these can also offer appropriate facilities for project activities. For example, some schools and other education institutions may have their own playing fields and recreational facilities. In some cases, they may even have their own football pitches. Local government sports departments often manage local sports facilities, for example sports stadiums, gymnasiums and public playing fields, which are usually available for public use. In some instances, local government departments may have invested significantly in such facilities to promote sport within the area. Under normal circumstances, it may be difficult for the children in your project to benefit from these facilities. However, if you contact and meet local sports departments, civil servants and local politicians, you could present the nature and objectives of the project and request the use of the public facilities. It is unlikely that such a request would be refused, and additional support could be sought from local politicians and local, regional and national football clubs and federations in order to influence the decision.

You need to be a powerful advocate for the project and on behalf of the children. Be prepared to knock on many doors and seek meetings and dialogue with various bodies, institutions and public officials. There is no reason why the children in the project should not be able to benefit from the same services and facilities as their peers and you must be prepared to defend this cause at the very highest level. Quite often, presidents of national football federations are prominent people in society and they can act as your advocates at the highest levels. Do all you can to obtain what you need for the children to play football. Again, having access to such public facilities will mean that you might not need to invest in your own football area and that other equipment might be available.

Clearly, the grounds should be as close as possible to where the children live as travelling to and from these facilities might otherwise be difficult and possibly expensive. The players and volunteers are more likely to stay with the project if the grounds are close by. If they have to travel too far to reach the playing fields, you might have trouble keeping their interest and involvement. You might not be able to afford goalposts or touchline markers or many other pieces of equipment, but these are not essential, as you will see from the Football Coaching Manual. So long as you have a ball and somewhere to play, the project can be implemented. Everything besides this that comes along will make your job a bit easier and enhance the activities.



Using the sports facilities or grounds of local schools, if agreeable to the principals, is also a good strategy in terms of linking project activities to education and working with education institutions. This is covered separately in the next section.

#### Note for the user

During the pilot project in Sialkot, approaches were made to the District Football Association, several schools, including girls' schools, the District Sports Department, and village authorities in the identified communities. In each case, football pitches or appropriate pieces of land were made available for the project's use. Some of the funds available through the project were used for levelling, preparing and equipping football grounds provided by communities, including marking out pitches and installing goalposts. However, the District Sports Department pointed out that the project teams could have free access to public sports stadiums either for training or for football matches. Several girls' schools also allowed their playing fields to be used for coaching girls' teams and encouraged girls from the schools to participate in the coaching sessions and football matches. This broadened the impact of the project's activities and promoted football to a much greater extent within the district.

## Capacity-building

The role of volunteer coaches, referees and administrators is crucial to the success of the project. These are the individuals who will help the children to benefit from the football activities in the immediate and long term, and without their volunteer support, the project cannot be sustained. Therefore, it is crucial that you focus on these groups during preparation and planning and that you emphasize the importance of volunteerism and community support in your initial discussions with all project stakeholders, particularly the identified communities and any local, regional and national football organizations that may be supporting the project.



#### **Different project environments**

There are going to be several possible environments in which the project will be implemented:

- urban, with a potentially strong presence of local football clubs and/or federations;
- semi-urban, with a potentially limited presence of local football clubs and/or federations;
- rural, with a potentially limited or nonexistent presence of local football clubs and/or federations.

The situation will depend on whether football is a widely practised sport in the country or in its more remote and rural areas and on how well established the national federation is within the country. In those countries where football is well known and widely played and the national federation is well established and strong, it is likely that there will always be a local football club or federation within or near to the community where the project is to be implemented. In urban areas, there may be many football clubs present. However, in countries where the sport is limited in its presence and the national football federation is possibly small and weak, it is unlikely, particularly in remote or rural areas, that there will be the supporting presence of local clubs and federations. However, football continues to grow as a popular global sport and the incidence of limited support is likely to diminish.

There are some countries, such as those in South-East Asia, where other sports will be better known and more widely practised. But this should not deter you as children love playing all sports, so long as they are outside, having fun with their friends and peers. This might, however, have implications for the level of support you can expect from football organizations.

## Mapping out local, regional and national football organizations

As a first step, therefore, you should identify the local football clubs and federations and set up meetings with these groups, either individually or collectively, to discuss the aims and intentions of the project. Likewise, you should contact the national football federation to inform them of the project. In addition, IPEC will make every effort to inform national federations about forthcoming football-related projects when they are in the planning stage. The aim will be to let them know of project objectives and activities in advance of project start-up and particularly to mobilize support for the implementing partner, for example in terms of capacity-building.

The objective of meetings with local, regional and national football organizations will be to provide detailed information on the project and its proposed activities and to seek the support of these groups in key areas of implementation. This is particularly useful in environments where football clubs are already active. These clubs might have activities for children, such as children's football leagues and competitions, meaning that they will have experienced coaches, referees and administrators for these sections. Therefore, they will be in a strong position to provide support through capacity-building of volunteers from your project in football coaching, refereeing and club and competition administration.

#### The key role of local football federations

It is possible that there will be a local football federation in the area where you will be implementing the project, in other words, a body which groups together all the football clubs in the area. These local federations are usually affiliated to a regional or provincial football body which, in turn, is affiliated to the national football federation. At each of these levels, there are usually support structures for coaches and referees. There are also sections for those who administrate and manage football leagues and competitions to ensure that these are being coordinated officially and within the existing football structures and regulations. Therefore, there is significant

potential to mobilize capacity-building and possibly other support from these different football organizations, including, for example, basic equipment such as footballs and training cones.

Given the nature of the IPEC project, it is highly unlikely that a football club or federation would be unwilling or unable to support your project activities in any way. Obviously, the issue of resource support in the form of finance, materials or equipment might be difficult depending on the profile of football in the country and the existing resource capacities of these organizations. However, one of the key areas of support that you should seek is in the field of capacitybuilding, in other words, the training of football coaches, referees and administrators. These football clubs and federations cannot be expected to take on the responsibility of providing football activities in the project, particularly in terms of coaching the children. Indeed, this is not the aim of the project approach. One of its main aims is to build capacities within the community to ensure sustainability. Therefore, the support you will be seeking will be in helping to run training courses for volunteers.

## Capacities of football organizations to provide support

It is in the interests of these clubs and federations that the football-related project succeeds as in this way it will promote football at the grassroots level and raise its profile in other communities. Therefore, the project objectives will be shared. The level of support, however, will depend on various realities, for example:

- whether there are existing training programmes and materials for coaches, referees and administrators;
- whether the physical distance from the clubs and federations is far from the project communities and whether this might prevent either trainers coming to the communities or volunteers going to the trainers;

 whether local clubs and federations are well established or weak in presence, organization and resources.

If the organizations are strong, it is likely that capacity-building courses could be arranged in the identified communities or that volunteers could participate in ongoing course programmes locally. If the organizations are less well established, discussions should focus on how and what support can be provided. At the very least, these organizations will have qualified coaches, referees and administrators who can coordinate and run training programmes for volunteers. The issue will be timing and possibly compensation. For example, if the qualified coaches, referees and administrators live some distance away from the project communities or are people themselves facing socio-economic difficulties, it might be necessary to consider some form of compensation for their professional expertise and experience. In such cases, implementing partners should, through direct discussions with the service providers, discuss an appropriate compensation package and build this into their budget. Naturally, available resources will have an impact on the level of compensation that can be provided. You should be prepared to consider additional resource mobilization to cover such costs, including through the national football federation, local, regional and national government departments and the private sector.

Compensation need not be excessive and could just cover travel and subsistence costs. Much will depend on distances to be travelled and time involved. Every effort should be made to keep these costs to a minimum and to ensure that full acknowledgement and recognition is given to the appropriate football bodies. In some instances, the compensation might have to include some modest professional fees. Nevertheless, it would be helpful if the project can make effective use of the professional capacities of these football organizations as the capacitybuilding of volunteers is fundamental to the success of the overall project. Volunteers will need as much professional support as



possible. Neither implementing partners nor volunteers are expected to be football experts from the start. Their knowledge, experience and expertise will grow over time.

#### **Accredited training programmes**

Volunteer coaches and referees may also progress in the sport through a series of accredited training courses carried out under the auspices of national football federations. Coaching and referee qualifications progress upwards in complexity and capacity depending on the personal aims and ambitions of the individual concerned. The volunteers who will work with you in the project might just be interested and willing to know enough about football to be able to teach the basics to children or referee mini games between young and inexperienced players. In such cases, it is unlikely that these individuals will wish to progress further.

However, in some instances, particularly people and interested where young sportswomen and sportsmen are volunteering their times and services, it is possible that they might be attracted by the possibility of improving their own football qualifications and potentially progressing to higher levels of coaching and refereeing. For example, the IPEC football approach seeks to sustain its activities over time, which will probably mean that the children will steadily progress in their skills and techniques, participate in competitive football leagues and competitions and potentially take the sport very seriously as they grow older. Some may even take it to the professional level. In such cases, the coaches who train the children and the teams will also need to enhance their own skills, proficiency and capacities in order to continually support the players to grow in the game. If they do not, the players, teams, leagues and project outcomes may stagnate and the children may begin to lose interest and drop out.

Therefore, you should explore ways in which the volunteers can benefit from a lifelong football learning experience. This can be

underpinned by discussing the possibility of volunteers participating in accredited courses on offer by the national federation. The federation might even be willing to run special courses for the volunteers from IPEC projects. Experienced and qualified coaches and referees can also contribute to the further development of football within the country by constantly improving playing and officiating standards - a path which could even lead to possible professional employment in future. While future employment in this field will be limited, it does not mean that volunteers cannot have expectations and aspirations as well as players and you should be prepared to address these through discussions with the national football federation.

## Football Coaching Manual

If all else fails and in those situations where there might not be any possibility of capacitybuilding or other support forthcoming from local, regional and national football clubs and federations, then you may have to rely on your own capacities and those of the local volunteers with whom you will be working. The Football Coaching Manual in this resource kit provides enough information and support for football coaches to be able to carry out their role with the children in such cases. Obviously, the ideal scenario would be one in which volunteers could benefit from expert capacity-building. However, vulnerable children should not be deprived of the opportunities that football-related projects can bring simply because there might not be any support possible from bodies which can provide relevant expertise.

Therefore, in cases where external support would not be available, it is recommended that you spend some time studying and absorbing the coaching skills and techniques presented in the *Football Coaching Manual* and preparing yourself or a representative

to conduct a capacity-building session with volunteer coaches. You might know someone who is a football player or coach, or someone in your organization might have football interests. You should be creative in such situations and look for appropriate solutions. You yourself might be a good choice as a trainer. The main point to keep in mind is that ultimately what matters is that the vulnerable children being targeted by the project benefit as fully as possible from the project activities. The volunteer coaches might not be the most skilled and well trained, but that does not matter. What matters is that children play the game and discover the enjoyment of football and organized sport and recreation. The football resource kit includes adequate information materials to help coaches in fulfilling their roles and, as is indicated in the Football Coaching Manual, sometimes Mother Nature can lend a helping hand as well, for example by providing sticks to line out training areas and make goalposts. Everything is possible with a willingness to make it happen.

In a situation where limited external support is available, this will also impact on the training of volunteer referees and administrators. Volunteers interested in becoming referees should also be provided with a copy of the *Football Coaching Manual*, which provides general information on the rules of football. However, you also should obtain copies of the official rules of football, which volunteers should study before refereeing matches. These can be obtained either through the national football federation or downloaded in different languages from the FIFA web site, www.fifa.com.

The project approach does not initially focus too much on the rules of the game. In introducing young and/or inexperienced children to football, the prime focus is on football for fun. The *Football Coaching Manual* makes the point of reduced focus on rules in the early stages of learning to play the game. Therefore, volunteers do not need to know the rule book by heart. They need to understand the basic rules and be able to

officiate over matches so that children get as much enjoyment out of the game as possible while avoiding foul play and getting hurt. There will be plenty of time to learn the rules in detail over time and steadily introduce these into games as children become more experienced, knowledgeable and skilful.

The role of volunteer administrators is more to do with coordination than dealing with the technical aspects of football. In this respect, it is quite likely that you and your organization would be able to put together a relatively straightforward training programme. The role of football administrators - as well as of coaches and referees - is covered in more detail in later sections. However, key activities of administrators will include putting in place a system of registration of players and their details, working with coaches on training schedules, registering teams with relevant football organizations at an appropriate moment in the project, organizing competitions and possibly mini-leagues, and other administrative functions, such as developing emergency and health procedures, and so on. These are relatively straightforward functions and, with proper analysis and planning of the project and its activities, you should be able to assist these volunteers in understanding and implementing their roles and responsibilities.

It is vital that everything works as it should and that all roles are filled by volunteers. The different volunteers should plan the project activities with you to ensure that tasks and responsibilities are understood by all and that an appropriate schedule is worked out. You should spend as much time as is necessary with the volunteers to ensure that everyone is comfortable with what they are expected to do and to provide ongoing support to ensure that everything functions as it should.

Although it is obviously better to identify volunteers for each of the different roles, in situations where volunteers are scarce, there is no reason why coaches should not also be allowed to assume the role of referees or even administrators. It is not ideal as it places



a lot of work and responsibility on fewer shoulders, but it can work. Coaches need to know the rules of the game anyway in order to teach children how to play and likewise they might be able to organize matches, register players and teams and take care of other administrative arrangements. If you are working in remote, rural communities, volunteers might have to take on several roles. Avoid this situation if you can, but be prepared to fall back on the contingency plan of people doing more than one job.

## Institutional development

It is possible that some implementing agencies will not have worked in the field of sport and development before and, in such cases, the IPEC football approach can provide the potential for institutional development. Organizations should not let lack of experience in this field prevent them from taking on the challenge of undertaking a football-related project. Taking it on does not necessarily require previous experience and/or expertise in football or sport in general. Having worked with children and on social and educational issues would be a significant advantage, but organizations should always be aware of the need to invest in their own institutional development.

#### Note for the user

Prior to the pilot project in Sialkot, Pakistan, Sudhaar, the implementing agency, had never worked with sport as a tool for development, education and social rehabilitation. The IPEC football-related project was a completely new field of work for the organization and, at first, it was somewhat concerned that it lacked the capacity to implement the activities. However, during the mid-term evaluation process, the project coordinator and organization's chief executive officer both acknowledged how pleased they were to have been selected as the implementing agency. They fully endorsed the positive impact of the project in the five targeted communities and realized the importance of organizations continually challenging themselves in all aspects of their work, including their own professional capacities.

They acknowledged how easy it is for organizations to become used to their "comfort" zones of service delivery and to become complacent in these acquired roles. In such cases, if organizations do not challenge themselves and push the boundaries of learning all the time, this complacency can begin to affect the quality of their work, their own level of concern and interest, and their ability to address the needs and expectations of project beneficiaries. Sudhaar has now included sport and development among its professional project services and is mobilizing new project activities in this field, not just with football but with other sports as well.



### **Volunteer coaches**

The role of volunteer football coaches is the most important of all as these are the individuals who will work with the children directly and teach them how to play and enjoy football. They will run regular coaching sessions and may eventually help in the organization of football teams to play in competitive football, possibly within local underage football leagues. They will become very close to the children in the project and will play a large part in their lives, possibly for many years. These individuals may be parents, older siblings of the children in the project, extended family members, teachers or other community members. They may know the children already or they may not. Whoever they are, they have to be aware of the importance of their role and the need to fulfil this role responsibly.

For this reason, some implementing agencies might decide to set some minimum criteria in terms of selecting coaching volunteers. This is not always necessary and might not always be possible as you might get very few volunteers and have to take those who come forward. But, by the same token, it is important that you explain to the community groups in your early meetings with them that a lot will be expected of coaches. You should describe their role from the attributes included in the *Football Coaching Manual* so that people will understand what is required, for example they will need to:

- participate in a capacity-building programme for football coaching, either based on the *Football Coaching Manual* or through football organizations;
- organize and run regular football coaching sessions for the children in their group;
- maintain regular contact with the children, their parents, schools, teachers, and so on to discuss the football activities or possibly raise any specific issues concerning particular children, such as not attending training sessions, being ill, getting injured or reporting abuse;
- work with local, regional and national football clubs and federations to set up teams and participate in competitions, seek advice and guidance, request equipment and materials, or participate in further training.

#### How often should children train?

The frequency of football coaching sessions will depend on many issues. In some cases, it may depend on the coach and the time that he/she has available. It might depend on the location of the football playing ground and the distance this is from the children's community(ies). It might depend on the availability of the playing ground, for example in situations where the project is sharing a ground with other groups and individuals or if it is located on a school premises. In such situations, the ground may only be available for two or three evenings a week or only during school hours. Therefore, the frequency and timing of the football coaching sessions will depend on factors outside of the control of either the coach or yourself. However, you should always intervene where possible to ensure that playing grounds are easily and regularly available to the groups.

In most sports, children tend to train two or three times a week and usually play a match or a game at weekends. Again, this will depend on external circumstances, such as whether or not the children's team is in an official league and takes part in weekend matches. This might not happen until much later on when the children are more proficient at football. Outside of factors which cannot be controlled, coaches need to consider their own availability and enthusiasm for the activities, as well of course as the availability of the children and their own enthusiasm for the game. With a positive and fun attitude towards training sessions, coaches will find that children respond favourably and will be clamouring for more activities. If the football playing grounds are readily available and the children are enthusiastic, coaches should train as often as they can, even if in some sessions they just play an organized game of mini-football (see Football Coaching Manual). In the pilot project in Sialkot, a key recommendation was that teams should train at least twice a week. Such was the enthusiasm and response from the children themselves and the coaches, they ended up training every single day with more and more children joining the groups as time went on.

Do not dampen the enthusiasm of the children to play and enjoy football. Coaches should see what works for them in terms of their own private and professional lives and then spend as much time with the children as possible.

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At the very least, volunteers should understand the physical demands of being a sports coach and ensure that they are either already fit enough to take on this role or are prepared to work on their personal fitness to be able to do so. They should also understand the long-term implications of taking on such a key role in the project and the inevitable attachment that will be created between the coach and some of the children in the group, particularly in the case of vulnerable children and especially those who might also come from abusive families. Because of the role that coaches might assume in the lives of these children - even in cases where it might not be a role that they wish to assume - it is important that you assess the commitment of individuals to the role. It is vital for the sustainability of the project in the long term that trained coaches do not give up their roles once the project ends. One of the main objectives of the project approach is to establish football activities for vulnerable children that will remain behind in the community after the project ends. Therefore, you need to be sure of long-term commitment from volunteers to the football activities. The consequences of coaches leaving their positions after having built a relationship of trust and confidence with the children could be devastating and your first responsibility must be to the children and their well-being.

Coaches will become many things to the children in their group, for example mentor, counsellor, coach, friend, mother/ father figure, role model and teacher. It is important that you are comfortable with the selection of the volunteers, therefore, as they will play such a key role in the lives of these children. All volunteers should be provided with a copy of the code of the conduct included in the resource kit, or an adapted version of it. This will reinforce the need for volunteers to think carefully about what they are letting themselves in for and also what will be expected from them in terms of their commitment and standards. Anybody who is working with children needs to abide by a minimum set of principles and standards, particularly with children who are vulnerable, exploited, abused or at risk of being so. Coaches will be in a position of extreme trust – not only yours, but also the trust of the children, parents, families and communities. The consequences of this trust being abused in any way are too terrible to think about, and implementing agencies must ensure that appropriate monitoring systems are in place to protect the children and also the coach, who might become the victim of dishonest reports or opinions.

Because of the special nature of IPEC projects in terms of working with (former) child labourers or at-risk children, it is important to include in the capacity-building activities awareness-raising sessions on the issue of child labour and how this affects the children in the group. Coaches should understand the vulnerability and particular needs of these children and to learn how to be more sensitive to these children than they might be with other children. They need to know what behaviour to look out for from the children in the group that might be symptomatic of the trauma, exploitation or abuse that these children may have suffered in their lives, for example withdrawal, non-cooperation, aggression, and so on. As well as training coaches in what to look out for, it is also important for projects to have in place a system of referral and support within the group so that children can be given the appropriate assistance and help during various times of crisis or need. This should be the role of the implementing agency in ensuring that assistance is in place and that coaches can have access to professional help when needed.

There are no hard and fast rules in terms of identifying the profile of a good coach in football-related projects other than that they are individuals who work well with children, empathize with them, command their respect and offer them their respect in return. In the pilot project in Sialkot, Pakistan, the profile of the volunteer coaches varied significantly, from a retired army officer with a very organized and disciplined approach to the football coaching sessions, to young unemployed men who had no experience

of football but who had lived the same lives as the children involved and came from the same communities. In both cases, the children bonded strongly with their coaches because they felt listened to and respected and were involved in decision-making. These bonds will never be broken and the commitment of these coaches to the children in their groups was both powerful and touching. Seeing the way the children responded to these very different coaches emphasizes the point that what makes a good coach is what is inside the individual.

As mentioned earlier, it is vital that the project mobilizes the support of both women and men. Football does not discriminate and FIFA is actively encouraging the involvement of women at all levels of the game, from players to officials. You should encourage women and older girls to step forward as volunteer coaches. In turn, they will act as effective role models to encourage girls to take part in the project activities and to enhance the role of girls and women in football in the area and the country in general. Past experience is not at all necessary – their commitment, goodwill and willingness to help the children are far more important.

You should maintain close contact with the coaches – indeed with all volunteers – and monitor their progress, the emerging relationship with the children in the group (as this will tell you more than any written report) and try and address any of their additional needs and expectations. Likewise, you should be available to the volunteers when they have need of your support and guidance.

### Volunteer referees

In selecting volunteers to play the role of referees in the project, you should take into account similar considerations as those applied to coaches. The objective of the IPEC football approach is that individual projects will build up to the creation of football teams, mini-leagues and competitions, or might

consider joining up with existing formal underage football leagues. For this reason, it will need support from referees who can officiate in games organized within the league, friendly games between the children, friendly games between the children and other teams, for example exhibition matches to raise awareness and, of course, competition and league matches. Sports federations around the world will point out that one of the greatest challenges they face is identifying potential candidates who would be willing to train as match officials and therefore support the promotion and growth of the sport. And yet, officials play such a critical role in sport. Without them there can be no games. The children's teams in your project will not be able to play properly and progress in their ambition to play football well unless there are good referees to officiate at matches.

In terms of greater community integration and reinforcing sustainability, every effort should be made in your meetings with community groups and individuals to encourage volunteers to step forward to train as football officials. Because of the role of a referee in football and the fact that this requires more than goodwill and enthusiasm, it is recommended that every effort is made to involve local, regional and national football federations in providing training for football referees. Being a football referee requires technical capacity, skill, fitness and good training. Volunteers will need to do the following:

- learn the rules and regulations of the game;
- understand the psychology of players;
- understand the principles of fair play;
- learn how to communicate forcefully but fairly, including using a whistle and appropriate hand signals;
- learn how to observe the field of play and watch out for foul play and other areas where intervention is required.

Rules are of course different, or applied differently, for children, and referees would need to be trained in these differences and learn how to communicate effectively with



children. With children and inexperienced players, it is important to allow the game to flow freely so that they learn to enjoy playing it and have fun first and foremost. Therefore, refereeing is more an issue of stepping in only when absolutely required and providing explanations on the rules or mistakes as play progresses. In other words, referees will need to be good communicators with the children, talking to them constantly to help them learn and understand. The project is a learning experience for all involved. The role of the referee will change subtly as players grow older and more experienced and as the rules of the game become more important to their football achievements. For example, the offside rule is not usually applied for children under the age of 12 as it can be complicated, especially when children are learning the game for the first time.

As with coaches, training referees within the community - who again can be individuals from all walks of life, including older children - has a dual impact in terms of enhancing sustainability, while providing an opportunity for professional development among those who choose to become referees, which may help them and their families in some way in their own lives. It will also benefit the promotion of the game more widely in the area of the project and the country as a whole as referees who qualify within the framework of the project will always be qualified referees and may be able to officiate over other games and competitions in the area, not necessarily related to the project. Without referees, the game cannot develop.

In considering what it takes to be a good referee, experience has highlighted a number of key characteristics:

- Above all else, referees should be consistent. Nothing is more frustrating and confusing for young players (and their coaches!) than having a referee that does not apply rules consistently to both teams.
- Referees should not be too enthusiastic to abide strictly by all the rules and blow their whistles constantly and never let the players get into the flow of the game.

In some instances, games might require a strong hand from the referee to keep players from getting out of control, but in most cases at this age group, the main aim is to let them play and enjoy themselves.

- When refereeing games with young and inexperienced players, it is helpful to take some time to explain the call to the players. Those new to the game may not completely understand all of the rules, so a brief explanation helps them in their development.
- Referees should keep in mind that they are not on the football pitch to be the central figure in the match. It is their job to keep control of the game, and interpret the rules. If they can do that without calling undue attention to themselves, so much the better.

In order to do their job properly, referees will need a whistle and a copy of the rules of the game. Whistles are easily available and inexpensive and the rules can be obtained either from football organizations or the FIFA web site, www.fifa.com. As regards capacity-building, an ideal scenario is one in which the volunteers are trained by football clubs and federations. However, in the unfortunate situation where this might not be possible, there are adequate materials in the football resource kit to provide some basic training to referees.

As with coaches, it would be important to encourage women and older girls to become referees. These volunteers will be role models for girls and will contribute to the development of women's football.

### Volunteer administrators

The role of administrators should not be undervalued. They have an important part to play in sustaining activities beyond the life of the project, and this point should be emphasized when addressing community groups and individuals and asking for volunteers to come forward to help in administration and coordination. As in the case of all volunteer roles, it would be ideal to obtain the support of local, regional and national football clubs and federations in providing the necessary training for administrators. These organizations are responsible for the day-to-day administration and coordination of clubs, federations, teams, leagues, competitions, coaches, officials, and so on, across the country and therefore have the requisite experience and expertise to support volunteer administrators in the project in getting to grips with such issues as setting up new clubs, associations or minileagues and sustaining them.

#### Note for the user

In managing groups of children, administrators and coaches will need to plan ahead to ensure that the children are supervised at all times. In terms of the administrator's responsibility, this means ensuring that plans and schedules are in place and communicated to everyone concerned. In terms of the coach's responsibility, this means ensuring that there are people assigned to carry out the plans and schedules. This is particularly important during activities such as football tournaments or league and competition matches. On occasions such as these, there may well be times when some teams will not be playing and will be waiting for their turn to play. This may also happen during coaching sessions. It is vital that responsible adults or young people are present to keep an eye on the children who are not playing, to ensure that they are safe and that their needs, such as drinks and other refreshments, are catered for.

Administrators and coaches should look to individuals in the community, particularly parents and family members, to fulfil these responsibilities. Activities could be arranged for children who are not playing football at any particular time, for example doing art, writing, singing, dancing, playing music, playing other games, and so on. Children need to be "busy" and should be kept occupied as it is when they become bored through inactivity that problems may arise and they may even hurt themselves. Looking after other people's children is a major responsibility, and administrators and coaches should always plan ahead, be prepared and be able to communicate with each other if necessary.

Setting up a club or team, coordinating registration, management, and entering it in existing leagues or competitions require knowledge, experience and expertise. Linking up with local, regional and national clubs and federations will also help in knowing more about what leagues and competitions already exist for children's football teams in the area. In some situations, the project might become a welcome addition to children's competitions in order to increase numbers and improve the level of competition. In other situations, there might be only limited access to existing leagues and competitions due to the distances between the different teams. However, this should not prevent the project from setting up its own teams and competitions to enhance the value of the game for the children. Once the administrative aspects of the project activities have been processed and individuals have mastered them, there will be a coherent and effective structure in place once the project comes to an end. These aspects might include:

- registering players and building personal data, for example ages, gender, family situation, whether they are at school not, whether they are or have been working, and so on;
- allocating players to coaches depending on age and ability;
- maintaining registration on a regular basis;
- submitting official registrations to the local, regional and national federations and maintaining communication with these bodies to ensure that the project teams are properly registered;
- contacting local football clubs and federations to discuss the possibility of entering teams in existing formal football leagues and competitions;
- working with coaches to set up age and gender appropriate football teams;
- establishing football leagues and competitions for the project teams, including special tournaments and the organization of these;

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- ensuring that players and teams have the appropriate equipment and materials if possible;
- mobilizing resources to provide equipment and materials for the football activities, including through sponsorship by local businesses;
- carrying out the necessary registration procedures to set up football clubs, including constitutions if necessary, setting up executive committees, electing presidents, and so on, and other necessary systems;
- ensuring the registration of clubs with local, regional and national federations.

Implementing agencies should work closely with volunteer administrators, particularly in the early stages of the project. You should appropriate help develop an database for the players and volunteers and train administrators if necessary in the relevant computer skills to be able to develop and use it, or, if computers are not available, to set up a manual written system. You should support the initial contacts with local, regional and national football clubs and federations and ensure that these organizations understand what is happening and why. You should also support discussions with local football clubs and federations to lobby for the integration of the project players and football teams into existing football leagues and competitions if possible. Once systems and structures are set up and become more established, you should continue to monitor the activities of volunteer administrators to ensure that things are happening as they should and then gradually step back as they become more competent and confident in their roles and responsibilities. Coaches, referees and administrators should maintain close contact with each other on a regular basis to ensure that databases, whether computer-based or manual, are kept up to date and that once leagues and competitions are established and running that the results and statistics of matches are properly reported and recorded so that team positions in the leagues are adjusted accordingly.

#### Note for the user

During the mapping exercise that you carry out at the beginning of the project to assess what other related development projects are being carried out in the area and what other football activities are being implemented, particularly by local football clubs and federations, you might find that there is an existing club in the vicinity that would be willing and interested to integrate the children's teams established through the project into their existing structures. They might not have a children's section or they might be pleased to boost the numbers of their young players. This will, of course, require some transitional support from the project as the children from the project cannot just be handed over to a club that has limited knowledge of the nature of the project and the vulnerabilities of the children. However, with a properly managed process of transition, similar to that of moving children from non-formal to formal education programmes, this should be a successful process. In these cases, the administrative structures may well already be in place. This outcome will depend on the planning of the project.

On the whole, however, it might be more effective to maintain the project as a community-managed club or association — particularly in the early stages of the project — and continue to work closely with vulnerable and at-risk children who need more and special support and assistance. This is ultimately a matter for discussion between the project implementing agency, the parents, the community, the children themselves and other stakeholders involved.

In the pilot project in Sialkot, Pakistan, some local football clubs absorbed project players, teams and coaches into their structures after the activities had been ongoing for around nine months. This reinforced the sustainability of the outcomes of the project activities as it meant that the players and the teams continued to function and to play in formal football competitions. It also meant that the coaches continued to use their new skills and qualifications and to train children in playing football.

## Community service activities

#### Note for the user

The idea of integrating community service and development activities into football activities for children and young people comes from an innovative programme undertaken by the Mathare Youth Sports Association (MYSA) in Kenya. MYSA is a self-help youth programme linking sports with environmental care, AIDS prevention, leadership training and other community service activities involving approximately 20,000 young people. It began in 1987 as a small self-help project to organize sports and environmental care in the Mathare slum area in Nairobi. From there, it has grown to become an internationally renowned youth organization that promotes sport for development. A key part of its activities are children's and youth football leagues which are directly linked to slum clean-up projects. MYSA's vision is "Give youth a sporting chance!". IPEC would like to acknowledge the inspiration that the MYSA projects has had on the creation of this football resource kit. More information on MYSA can be found on its web site: www.mysakenya.org.

The IPEC football approach and the Football for Hope movement focus on the mobilization of communities to protect and support vulnerable children, while reinforcing community development. In any society, it is important that children understand that communities grow and develop through the contributions and support of those living in those communities. Children have a responsibility to their communities as well, and the philosophy of the football project is to enhance children's understanding that with rights come responsibilities.

For this reason, it is recommended that you blend the football activities with other activities directly linked to community service and development. It is also recommended that community-based activities are built into the football leagues and competitions. In this way, children will learn the value of

looking after their community and the people in it. They will also understand the need to take care of the environment, to counteract pollution and climate change which are causing significant damage to the planet.

During the preparatory stages of the project, and particularly during discussions with community groups, you should explain the aspect of children's community responsibility in more detail and find out from the community elders and parents what key challenges the community is facing that the children might be able to play a role in addressing. These might involve keeping the community clean exercise, improving the community's general appearance to ensure a healthier and more attractive environment for everyone or looking after vulnerable members in the community, particularly the elderly or the very young. For example, if garbage and waste are being thrown in public places, creating a health hazard or just being generally unsightly, the project could envisage organizing clean-up groups as part of its activities. Likewise, if there are elderly, sick or disabled individuals in the community who require special care or services or sometimes just company, this too could be included as a community activity. Parents with young children who are either working or simply need some time to themselves might appreciate a children's care service run by the children in the project. In other cases, the children might offer to help ill, incapacitated or disabled community members by carrying out some simple tasks for them around the house.

The aim of such activities is to help children understand the importance of community and realize their potential as responsible community members. Activities should include some form of life-skills development, thereby enhancing their self-esteem, confidence and sense of responsibility. These activities should always be carried out under the supervision of either responsible adults, for example the coaches or others involved in the project, or older children from the community. It is vital, for example, that the children do suffer any harm from handling

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toxic or dangerous materials and liquids when performing an environmental cleanup. They should always carry out such work under strict supervision and be provided with adequate protective clothing and equipment, such as gloves, face-masks, long-handled tools, heavy-duty waste receptacles, and so on. They should be taught how to handle and dispose of waste and what to do and not to do in case of doubt.

Similarly, when children are helping the elderly, very young or sick, adults or older children should always be present to assist and supervise them. They must never be put in situations of too much responsibility and should always have reference points. You should involve local government and other authorities in discussions with the community groups when looking at possible activities, such as health and environmental care. In this way, the authorities will learn more about your project, and additional avenues of support and awareness-raising may be opened. They might also agree to supply appropriate materials, services and support in such activities as environmental care, for example by making waste-disposal vehicles available to take away the collected waste or by providing cleaning materials.

Taking care of the environment should not focus only on cleaning up rubbish, but also on improving or preserving the natural flora and fauna. This could include creating flower beds, planting trees and bushes, painting the outsides of houses and buildings, installing places for people to sit and keeping them clean, and so on. The aim is to make the community public areas somewhere safe, healthy and attractive for all the community to enjoy.

In linking community services and development to the project, the implementing agency, coaches, administrators and other community groups should decide how to organize these activities and how to ensure that the children's work is acknowledged and recognized. One way of doing this is to create a system of points given to the children's team that does the work and then using these

points on a league table that can be set up within the project. By doing this, a rota of community work can be set up and shared between the children's teams. For example, team A doing community clean-up one week, elderly care two weeks after that, and house painting the following month. Teams B and C would take on these activities in their turn. Each team might receive a certain number of points for their efforts, and these will be included in the league table and contribute to the team going up or down. As well as being awarded points for their community work, teams will of course gain points for their football prowess as well and for winning their games. At the end of the season, the team with the highest number of points wins.

This approach creates a win-win situation for the project. The children should be informed that they have to carry out a community service activity according to a given frequency, for example twice a month. Each member of the team should be involved in the activity unless he/she has a very good reason not to be. If they do not all take part, they could lose points. This will encourage the children to monitor their own behaviour and attitudes, and team members will turn up through peer pressure and not because the "coach told them to be there". It is important that these activities are monitored by the children too and that they encourage each other. In this way, they will begin to "own" and take responsibility for the community service activities. They will also appreciate the fruits of their labour when they see how clean their community becomes and how attractive it begins to look. You should also impress upon the community and the authorities that they need to express their appreciation for these efforts publicly and tangibly to encourage the children and boost their self-confidence and self-esteem.

After a while, these activities will become normal behaviour for the children, and households will understand the importance and value of environmental and community care and support. It should hopefully affect the whole community as they benefit from the children's work. You might also decide that if a team does not do community service work regularly and properly, it will have points deducted. Inevitably, the children will encourage each other to do the work and do it properly in order not to jeopardize their chances in the league. It could also be a stipulation that a team has to do community service at least once a month, for example in order to be able to win the league.

There are many ways of integrating community service and development into the football activities, and the tasks do not have to focus just on cleaning up the streets. Explore other ideas with the children and with the volunteers and community groups to see what needs to be done and how activities can be organized. The points and regulation system should be a part of your discussions with the volunteer administrators. Involve everyone and encourage the process to become community owned. This is vital for long-term sustainability. You should also spend some time with the children themselves to explain why these activities are being included in the football project so that they come to understand and appreciate these reasons. These activities should not be a situation in which children are just told what to do. Children are key stakeholders in the project and their participation in decision-making that will affect them directly is vital.

It is up to you and the volunteers whether to organize some tangible form of recognition for the children for their community activities. For example, you might encourage the organization of prizes for the best team work in a month or the most consistent team in the year. Small prizes, symbolic in nature, can have a significant impact on the motivation of younger children. However, try to avoid creating situations in which the competition becomes more important than the work they are doing. As long as competition can be kept at a healthy level and does not become negative or destructive in any way to the project and its core sense of fun and friendship, it is acceptable to have small rewards for good performance and you should encourage it.

## Integrating education and health activities

Education is crucial in reducing the vulnerability of children, particularly in terms of the prevention and elimination of child labour. The IPEC football approach is directed at (former) working or at-risk children, and you should talk to the children about their educational paths — or lack of them — when planning the project activities. It would be important to know whether they have ever been to school; whether they have been to school and have dropped out; why they have dropped out; or whether they are combining going to school and working.

You should map out the educational institutions and programmes that exist in the community or in its vicinity and how accessible these are to the children in the group. For example, whether some of the schools are too far for the children to go to, whether some of the schools might involve costs beyond the capacities of the parents, whether some of the schools discriminate as to which pupils they accept or whether their parents simply do not see the point of school.

You should also assess the educational needs of each child and take the time to talk to individual parents about the importance of education and the educational aspirations of their children. Introduce the subject of education for all children into your discussions with community groups and individuals and invite education institutions, school principals and teachers to these meetings so that they are informed about the nature of the project and understand its concept and objectives.

Likewise, you should assess the state of health of the children in the project to have a better understanding of any health issues that might be affecting them and which might also have an impact on their ability to take part fully in the physical football activities. Part of the early mapping process in pre-



project implementation should identify any major health issues facing children and young people in the area, for example HIV/ AIDS, and the level and type of public health services available to these children and their families.

The objective of these mapping exercises is to assess the need to organize of additional elements of the project that would serve to support the ongoing personal and social development of the children involved. The project should not be viewed solely as a means to provide vulnerable children with the opportunity to play football nor simply to promote football as a sport. These are things that will happen as a matter of course anyway, but they should not be allowed to become the sole aims of a project of this kind. All the project elements should interlink and should also aim to:

- build trust, confidence, self-esteem, selfrespect and mutual respect;
- build personal and social development through life-skills;
- support the basic education of children;
- promote good hygiene practices and enhance children's understanding of health issues, particularly those related to sex education, HIV/AIDS and commonly occurring diseases or illnesses in the area;
- promote knowledge and understanding of children's rights.



This might all seem a little daunting, but keep in mind that the medium through which all of these aspects will be addressed will be football and within reason. The project cannot be all things to all people and can only achieve what is feasible within the timeframe and available resources. The main objective is to embed these principles into all community activities so that they will be sustained in the long term and attitudes and behaviour change continue to change over time.

### Integrating education into project activities

As an initial step in enhancing the children's education, it is a good idea to explore the possibility of involving formal schools and informal education institutions in the project activities. Visit the schools and discuss the project objectives and activities with the school principals and teachers and look at different ways in which their pupils can participate. For example, these institutions might have sports grounds which they would be willing to allow the project to use or they may agree to let the pupils take part in the football training and other activities. Physical education is an important element of national curricula, and schools might be pleased to have additional opportunities for their pupils to benefit from such activities. In addition, it would provide a greater number of young people to participate in the football activities, particularly girls.

The main benefit for the project beneficiaries would be to bring them into contact with schoolchildren, schools and teachers. Volunteer coaches should emphasize the importance of education to the children in their groups and encourage those children not in school to think about returning. These messages should also be repeated to the children's parents and to other community groups and members, highlighting the dangers of premature work for children and the importance of education in terms of reducing children's vulnerability and increasing their potential to access decent work when they grow older.

There are other ways to highlight the importance of education and to introduce basic education concepts into the project activities. For example:

- Some aspects of literacy and numerical skills can be integrated into the project in various creative ways. You should discuss this possibility with various non-formal education institutions and teachers. One approach could involve linking letters, spelling, numbers and counting to some football activities. For example, "If we have three markers on this side of the square, and three markers on the other side of the square, how many will we have all together?" or "In order to get an extra point for your team in the league, you must all be able to spell and write your own names by the next training session." Or you might consider writing letters and numbers onto training markers and then getting the players to spell out words or do simple sums by running to or kicking footballs at the relevant markers. These are just simple ideas and there are many more. Facilitate a brainstorming session with the volunteers and teachers to come up with a series of exercises through which some basic education activities can be integrated.
- If education is a key problem among the children in the project group, for example if there are significant numbers of school drop-outs, you might decide to link going to school and doing well in lessons as a key objective of your project. This could potentially be achieved by directly linking the football team and league with school reports. For example, coaches might be able to award additional league points to teams whose members have a 100 per cent record of going to school that week or month. Additional points might be available for good school reports, for doing well in examinations and tests or for achieving small education milestones like reading a full page in a book or being able to complete a page of subtraction sums. There are many variations on this theme, but the general objective is the same: to reinforce the importance of going to school, doing well in lessons and staying in the classroom.

#### Note for the user

A key point to remember when brainstorming ideas to introduce additional aspects, such as educational activities, in the project is to ensure that none of these ideas involve elimination or exclusion of any of the children. Therefore, if some of the project beneficiaries are out-ofschool children and encouraging them to go back to school or overcoming social or educational discrimination might take time and if the children are illiterate and innumerate, then you would need to exercise some discretion, common sense and sensitivity in implementing project activities that might reinforce the fact that some of the children are poorly educated. For example, if they cannot spell or read their names or do not know the letters of the alphabet, then spelling activities might be difficult for them and they could feel humiliated by the process. Therefore, adjust these activities accordingly so that you work with them to help improve their basic education. This might involve bringing in teachers to give the children lessons before, after or during their football training. The "teachers" might be their peers who are better educated, or older children, and again the important thing is to link the lessons to the football training.

This process could be a part of your discussions with local educational institutions and you might consider organizing 30 minutes lessons with each training session. If the project is using a school's playing fields, you could ask if any of the teachers would be willing give the children a 30-minute lesson in a classroom before they go out to play football. It is always more effective to have the sedentary lesson before their physical activity as otherwise they will be pumped up or tired out by the training and this will affect their learning capacities. By linking football to the school and vice-versa, the project activities will reinforce the importance of education for the children and their parents and could contribute to their potential enrolment or re-enrolment. When it comes to education, you should be prepared to be as innovative and creative as possible in encouraging the children to learn.



## Integrating health education and services into project activities

As well as education, the project highlights the need for children and their families to be aware and informed of the positive impact of football on children's physical, mental and emotional health. Children and young people have vast reserves of energy and enthusiasm and need positive and constructive outlets for these to ensure that they benefit from balanced and healthy lifestyles. Quite often, vulnerable children, particularly child labourers and at-risk children, will not have had the opportunity to benefit from recreational activities and organized sports. The football project addresses this encouraging them to engage in healthy outdoor pursuits linked to their personal and social development.

Health issues should be included in the early discussions with parents, community groups and other stakeholders. It is good to get an idea of the hygiene practices and nutritional situation of the children and their families, as well as what children already do in terms of recreational and sporting activities, if any. In addition, your pre-project mapping activities should identify what health services are publicly or privately available in the area and the extent to which poor families and vulnerable groups have access to them. Approach local government health departments and suggest they take part in project activities, for example through the provision of health education to the children.

Health education is usually part of the government's public service approach. The football project can provide an opportunity for the local government health offices to reach particularly vulnerable groups. Their involvement could be through regular visits to the project activities, such as football training sessions, either to provide the children (and their peers and families) with information on such key aspects as hygiene and nutrition or to conduct health check-ups on the children, including dispensing any government medical programmes that are being implemented in the country, for example immunization or

prevention programmes against such diseases as polio, measles and tuberculosis.

In situations where basic health education is either not available in the project communities or is inaccessible for various reasons, such as cost, you should identify ways to introduce it through the project activities themselves, for example by using project funds to support its provision or seeking other ways to support it. This could include direct approaches to the local government health department, to public or private health institutions in the area, or through the mobilization of resources specifically for this activity. This is particularly important for communities where HIV/AIDS is a major health issue and where preventive education could mean the difference between life and death for young people.

There are examples in many parts of the world where sport has been used as a medium for HIV/AIDS education. Look into this area of health education and map out potential partner organizations and find ways to make it a central component of your activities. It is possible that copies of education and awareness-raising materials on HIV/AIDS can be obtained from AIDS-related organizations working in the country or through ministries or local departments of health for use with the children. It may also be possible for health professionals to attend football training sessions to talk to the children about HIV/AIDS and related issues and how it is spread.



#### Note for the user

MYSA in Kenya also weaves HIV/AIDS education into its football activities, as the disease is a major problem facing children and young people in the slum areas of Nairobi. With the support of the Ministry of Health and related partners, the organization trains HIV/AIDS peer counsellors who participate in all football activities. These counsellors will interact with the children, often after their training sessions and football matches, and through story-telling and other interactive teaching methods, will pass on messages on HIV/AIDS prevention. As these messages come from their older peers, the children often respond well to the education programmes and act as catalysts for change in their own communities and households and among their peers as they in turn pass on the messages.

The value of the age-old tradition of story-telling in many countries should not be underestimated. It is a tradition that is unfortunately dying out in many societies around the world. And yet it is an effective method of communication and education which has prepared children for life for generations. It is an activity used in all communities, social and cultural settings and religious teaching. In the case of young children, telling stories is a way of relating key lessons in life through imagery, creativity and imagination, for example replacing characters in the story with animals or with individuals that the children might know. The story is told in such a way that the children will understand and retain the lessons it is trying to impart. As such it is a very powerful educational tool. It is commonly used in HIV/AIDS interventions around the world and in other interventions focusing on children's rights.

It is important for vulnerable groups, such as child labourers, to understand the benefits of looking after themselves properly and improving personal hygiene. This is a natural by-product of sporting activities as children are encouraged to wash and clean themselves after training and playing. Hygiene messages should encourage children to wash their hands

after playing or using sanitary facilities and before eating, to maintain a reasonable appearance, look after their teeth, and so on. They are all important factors in building self-esteem and enhancing personal social development. Many diseases are passed on because of poor personal hygiene. Once good practices are instilled at a young an age they will remain with the children for life.

You should also map out other public services that may (or may not) be available within the targeted communities and that could be a source of support and assistance to the children and their families. Quite often, people from poor and vulnerable communities do not access the very services put in place to help them simply because they are not aware of them in the first place. In this respect, education and awareness-raising play a key role in ensuring that vulnerable children and their families can and do access relevant public support services.

The combinations and potential gains of creative thinking and planning are endless, but they do require some in-depth mapping or research during the preparatory phase of the project. These should be discussed with the stakeholders and the potential partners to assess what is possible and then make it happen.

#### Note for the user

In the pilot project in Sialkot, Pakistan, the implementing agency met with the District Health Board which agreed to carry out a free physical check-up on the 357 children involved in the project and implement a vaccination programme against Hepatitis B. The District Health Board also ran training workshops on first aid and sports injuries for volunteer coaches and referees, including practical sessions. Every volunteer working with children needed to attend the courses, and basic first-aid kits were also provided.



## First-aid, health insurance and medical emergency plan

As with all child protection programmes, it is vital to set up appropriate systems and structures to ensure that the beneficiaries' health and safety are always a top priority. Training programmes for coaches and referees should include workshops on basic first aid and sports injuries. In addition, if at all possible, first-aid kits should be made available in every area where the children either train or play football matches. Volunteers should be trained to a level whereby they can administer first-aid to children who are either hurt or injured and should have reasonable first-aid materials and equipment immediately available. Obviously, more serious injuries would need to be dealt with by the appropriate medical services, but firstaid training would mean that the injured child would receive the early treatment necessary while the emergency services get to the scene.

The football resource kit is not intended to provide first-aid advice and guidance. It is incumbent on the implementing agency to seek qualified support from the appropriate health and medical services in the area. As part of the planning process, you should elaborate a first-aid and medical emergency plan with the project stakeholders that is then made known to all volunteer coaches and referees. Clearly, it is vital to involve the local health and medical services in these discussions, including informing the local hospitals and health services about the project and its activities and therefore the possibility that their assistance might be required on occasion. You should also inform these services on days when football matches and tournaments are being organized so that they are forewarned should any injuries or medical emergencies occur.

Thus, in the unfortunate situation of something happening to the children, the coach or referee will know what to do and who to call and the child will receive first-aid attention immediately. Once informed and mobilized, it is highly likely that public health services would assist the project in providing first-aid training to the volunteers and information as

to who to call in the event of an emergency. In some cases, medical services might even be willing to send qualified staff to attend tournaments or football matches to provide first-aid and emergency assistance on the spot.

The first concern must always be the health, safety and well-being of the children. Volunteers cannot be expected to become qualified medical personnel overnight and that is not the aim of the project. The aim is to ensure that every eventuality is planned for and that everyone knows what to do and in what order.

#### Health and medical insurance

You will also need to assess what level of medical care could potentially be provided by the project and whether this can be sustained in the long term. Many vulnerable children and their families might face difficulties in accessing medical and health care, particularly in the case of injury, because of either the distance to the hospital or the cost of the medical intervention. It is highly unlikely that the children who will benefit from the project will be covered by appropriate health insurance to afford them proper protection in the case of injury. Therefore, one possibility that you could consider is to negotiate a medical/health insurance policy for all the project participants with a reputable insurance company. This policy might then cover the children for any health or injury-related expenses during the project. In some instances, a block insurance policy might be less expensive than paying out for individual medical interventions as and when required.

However, you also need to consider what is financially possible within the project budget. Efforts should be made to negotiate with health and medical service providers to either reduce or waive any costs that might be incurred in treating the children. In addition, insurance companies might be willing to either reduce or waive the premiums for the project beneficiaries. It is always worthwhile meeting with service providers or representatives of insurance companies to present the project and its activities and to assess their willingness to support it. In some countries, these services

might in any case be provided free of charge under the government's health and medical programme. Whatever the case, you will need to have this thoroughly checked out before implementing any project activities.

Care should also be taken not to raise expectations among beneficiaries. For example, if appropriate medical and health insurance can be provided as part of the project activities, you will also need to consider what will happen after the project ends. This issue should be discussed with the stakeholders and parents and community leaders. It is possible that parents will not be able to support the long-term costs of health insurance for their families, yet see the benefits of their children being insured during the project. This might make them more aware of the services that are out of their reach and have an unintentional negative effect. So be mindful of the possible consequences or downside of providing such benefits, while taking any measures necessary to protect the child beneficiaries to the extent possible.

Every project and the context in which it is implemented will be different. Make sure you are as informed as possible, seek guidance and advice where necessary, and take appropriate decisions based on dialogue with all concerned.

## Raising awareness

A key aspect of all projects aimed at the prevention and elimination of child labour is raising awareness of the dangers of the premature entry of children to the world of work and the importance of education and skills training to access decent employment opportunities in the future. Child labour is the consequence of a range of factors, particularly poverty but including poor education, ignorance and cultural and social traditions and practices. Therefore, it is important that football projects include awareness-raising among their other activities to ensure that people are better informed about what child labour is and the harm it can do to children and young people.

Linked to this message of prevention of child labour is that of promoting education for all children, particularly those from vulnerable and socially excluded groups, and encouraging parents to withdraw their children from work and send them to school. Football projects should also promote the personal and social development of children through a combination of organized and recreational sport, education and responsible community behaviour. Parents should understand how critical it is for their children to enjoy a safe, healthy and fulfilling childhood, including through play, and to be protected from activities which can cause them harm and which might deprive them of an education and socialization opportunities.

The parents of the project beneficiaries, community stakeholders and project partners will come to understand these issues through their interaction with the implementing agency. However, it is vital that these messages spread beyond the immediate groups involved in the project activities and get out into the wider and neighbouring communities. There are various means of disseminating the key messages, some of which have already been mentioned, for example mobilizing community organizations, schools, local government departments, politicians, and local, regional and national football clubs and organizations. The simple act of involving these different stakeholders in project activities improves their awareness of the nature of the project and the impact of child labour on children and encourages them to disseminate these messages more widely through their own networks. However, there are other means of raising awareness through the project.

#### Working with the media

The media took a keen interest in the pilot project in Sialkot, Pakistan, interviewing the children and volunteers and the various organizations helping with project activities. The media provide unlimited opportunities to disseminate project messages and outcomes to the wider public through print,

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radio, television and the Internet. Establish contacts with local, regional and national media organizations during the planning stage of the project. On initial contact, present the project's concept and approach and obtain the direct contact details of the person to whom to send further information and communications about the project's activities as it unfolds.

Subsequently, you should invite media representatives to attend various key project events, for example the launch of the project, football tournaments, league matches or girls' football matches. The objective is to promote the role of football in the education and social rehabilitation of (former) child labourers and at-risk children from vulnerable communities and to highlight the problem of child labour, what it is and what is being done to prevent it and overcome its impact on children. In working with the media, you need to identify what it is that will encourage journalists and photographers to cover the project activities. Football is an inspirational "hook" that should capture their attention, particularly when football clubs, federations and well-known players are involved.

Discuss a media strategy with football clubs and federations, which should involve well-known football players attending project activities to support them and to encourage media coverage of that particular activity. The presence of a celebrity or sports personality will be a strong attraction for the media when choosing which events to report on. Therefore, highlight this point when talking to football clubs and federations as it can be a relatively straightforward contribution they can make to the project by ensuring their star players are present for matches and training sessions with the beneficiaries.

This strategy has a twofold effect: first, it will attract the media; and second, the impact that the presence of well-known football stars will have on the children themselves must not be underestimated. These individuals can become role models for the children in the project as they encourage the children

to participate in training; to respect their coaches, referees, parents, teachers, peers and football opponents; to always respect the philosophy of "fair play"; to be attentive and work hard in school; and to behave responsibly in their communities. By spending some time with these vulnerable and disadvantaged children, the football organizations and their star players can make a significant difference to their lives and attract considerable public attention to the project and its objectives.

Plan your media strategy carefully, particularly in terms of the messages you want to get across to the broader public. Media opportunities might be few and far between, and it is important to establish constructive and positive relations with the media while ensuring that the relationship works both ways and contributes to the promotion of the project objectives and to highlighting the dangers of child labour and the impact education, recreation and organized sport can have on the lives of vulnerable children.

#### **Involving well-known football players**

As mentioned above, football clubs and federations can support the project significantly by encouraging their football players, women and men, to become involved. Their involvement can take various forms, from attending special events, such as football matches and tournaments and handing out prizes to the teams, to running football workshops for the children to pass on some of their learning and skills. Ultimately, the idea is that footballers at the pinnacle of their careers should also be looking at how they can give back to the sport that has given them so much in life. In some countries, they might be professional players who earn their living through the sport. In others, they might be part-time players who mix their sport with their professional careers. However, they have benefited from football, the game is bigger than the individuals involved and they should view their involvement in these projects as a social responsibility to help those in vulnerable and exploited circumstances.

The involvement of well-known sports personalities in projects which aim to help vulnerable children is not a new phenomenon. There are numerous examples around the world of football players and entire football clubs that have made huge efforts to offer whatever they can in terms of materials, skills, know-how and support to vulnerable groups. Therefore, approaching the football organizations in your country to discuss the involvement of their well-known players should be done at the planning stages and be tied into the overall awareness-raising strategy.

Refer also to the section in the *User's Guide* on awareness-raising programmes and tools produced by IPEC, particularly the Red Card campaign which uses the symbolic message of the red card in football to advocate for an end to child labour. Approach the IPEC office in your country, if there is one, to discuss the design and implementation of a Red Card campaign, which should involve well-known football players.

This strategy can have a significant impact in terms of creating role models for the children in the project. Role models can reinforce the importance of education while promoting the principles and values in life that playing football in a team and a club gives to them, for example: the importance of respect for oneself, the coaches, referees, team mates and opponents, parents, teachers, community members and leaders; the importance of "fair play" in all aspects of life; the importance of health, nutrition, personal hygiene and safe practices; respect for the environment and the property of other people and the community; and the importance of community responsibility.

Some football players might themselves come from vulnerable and humble origins and be able to relate at a more intimate and personal level with the children in the project. These players would make highly effective role models for the children and you should discuss this potential with the football organizations concerned.

#### **Project activities**

Football-related projects should find ways of involving the wider community in its project activities to contribute to raising awareness of the dangers of child labour and the importance of education. This will happen as a matter of course as you interact with stakeholders, partners and beneficiaries, and the impact on the community should be significant simply by carrying out the project. However, you should always look at every activity and event in terms of how awareness can be raised around it and how to involve others as much as possible.

Every activity offers an awareness-raising opportunity. Sections below look in more detail at how to involve key partners in the project activities, which will also serve to heighten awareness more widely, for example through working with the local business community and mobilizing sponsorship of teams, linking the project to formal and nonformal education institutions, and so on.

#### Peer educators and project advocates

The football training sessions will inevitably attract groups of onlookers and crowds of children from the community, and efforts should be made to provide information to these groups without disturbing the training session itself. Therefore, consider training peer educators who could circulate among these groups on the sidelines to talk to them about the project, its objectives, child labour, football, and so on. Consideration might also be given to producing succinct information brochures on the football project which could be handed out to adults and children who watch the training sessions. You could also use these awareness-raising activities as a means to involve more children in football activities and identify possible volunteers to become coaches, referees and administrators.

#### Banners

Banners are always a good means of attracting the attention of the wider community and are relatively inexpensive to produce. Indeed,



designing and producing banners could be an activity to be carried out with the children themselves. They should be as colourful and attractive as possible and carry slogans and key messages about child labour, education and football. Putting these banners up at training sessions and football matches will draw the attention of more passersby. Curious onlookers will inevitably ask questions about the project and the activities and this can be another opportunity for peer educators and advocates to talk to people and raise awareness.

#### Special events

Another possible means of raising awareness through football is to organize special events, such as an exhibition match to raise awareness of the dangers of child labour and the importance of education. The match could involve an adult or "celebrity" team playing a children's team, which would encourage the media and members of the community to turn out and watch. In some countries. politicians have played in promotional football matches with children. By doing something different and original, the activity will attract interest from inside and outside the community. The key is to ensure that the games are well publicized, that the media are involved, and that the event takes place in a spirit of football for fun and fair-play. Such events can contribute significantly to raising awareness and conveying certain messages not only among spectators but also those invited to participate, including:

- well-known football or sports stars;
- local or national celebrities;
- local or national politicians;
- business women and men;
- organizational leaders, such as trade union leaders or heads of civil society organizations;
- · religious and community leaders;
- school principals and teachers;
- TV and radio presenters and journalists.

There is no limit to the possibilities of integrating different groups in the community into the project and of enhancing the development and cohesion of the community as a whole. Be ambitious by all means because it is important to be ambitious in projects such as these, for the children as much as for the community. Children have much more active and dynamic imaginations than adults do, so involve the children in discussions on possible awareness-raising and community mobilization activities.

## Involving key partners

Prior to implementation of the project, you will need to map relevant past or ongoing activities not only in the targeted community but also at the broader local and even national level. It is possible that other organizations in the country, including the national football federation itself, have conducted similar projects, and these could be a source of valuable experience and expertise on which to draw and build. Solidarity and collaboration between civil society organizations, government agencies, the business community, the trade union movement, and others are critical in all aspects of development work and there is much to be learned from the experiences of others. Therefore, give careful consideration to the identification of key potential partners for the project, including:

Local, regional and national government bodies, such as the Ministries of Sport, Education, Children, Women, Health and Community Development, local education, sports and health authorities, local and national HIV/AIDS programmes, and so on. Discussions with government departments could focus on access of the project to various institutions, state-owned grounds and stadia, as well as the various forms of state funding that might be available to support project activities in the longer term. For example, in the pilot project in Sialkot, Pakistan, contact was made with the District Community Development Department, which is responsible for the allocation of decentralized government funding. Village Sports Committees were set up in each of the project communities and these were helped by the district government in applying for funding for the community football playing areas and other training equipment.

- The private sector, both formal and nonformal. Potential areas of collaboration could include financial support or the provision of materials and equipment. Local and regional business communities can play a significant role in sustaining project activities through the sponsorship of project teams.
- The trade union movement and professional organizations, for example teachers' organizations, whose members may play an important role in the implementation of a project in a particular community. Trade unions, as defenders of social justice and workers' rights, have a more general role to play as stakeholders concerned with the protection of children's rights and the prevention and elimination of child labour.
- Professional organizations, including national professional football players' associations, which can also be influential in a country and which could be strong allies of football projects.
- United **Nations** agencies and international non-governmental organizations (INGOs), particularly those active within the UN Sport for Development programme, such as the Right to Play, the Kicking AIDS Out Network, UNICEF, and others. A national mapping exercise of UN and INGOfunded sports activities could assist in the establishment of effective national networks designed to share knowledge, experience and expertise among those organizations already working through sport for children's issues or interested in doing so.

## **Project sustainability**

Sustainability is a vital element of the project and needs to be taken into consideration at the planning stage. The project will act as a catalyst for integrating sport as an intervention in child labour prevention and elimination programmes in your country. However, at some point, this concept needs to become embedded through ownership of sports, education and social protection programmes at the national level. There are several ways that the outcomes and outputs of the football project can be sustained, each of which should be considered within the local and national context of the project:

- Through support from the local, regional and national government in terms of ensuring the financing and provision of sports-related programmes, institutions and activities for vulnerable, marginalized and disadvantaged children, particularly (former) child labourers and at-risk children.
- Through support from the private sector, particularly sponsorship of similar sports programmes at the national level and from sporting goods manufacturers, as part of an overall corporate social responsibility action programme.
- Through support from local, regional and national football and other sports clubs, federations and bodies, in terms of a more operational and proactive role in encouraging the promotion of football and sports among all children (Sport For All) and linking into formal and non-formal education systems to ensure greater provision of sports to children in school and related education programmes. This could include the transfer of ownership of teams, leagues and competitions created under the project to local, regional and national football clubs and federations, example local football clubs absorbing children's football teams into their existing structures and local football federations taking over football leagues and competitions. In addition, volunteer

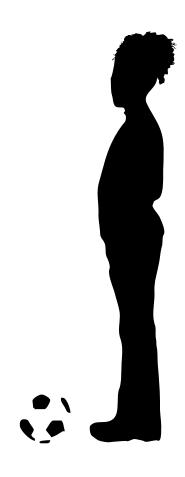


coaches, referees and administrators should be able to continue to contribute to these leagues and competitions by moving with their teams into new football structures. By offering appropriate accreditation programmes to coaches and referees, football clubs and federations can enhance their capacities to provide qualified coaches to train children to play football and therefore sustain children's football competitions in the long term and to ensure there are adequate numbers of qualified referees to operate leagues and competitions efficiently and safely.

- Through support from local and community-based authorities up to national and regional level authorities in terms of ensuring access of vulnerable groups of children to sports facilities and institutions.
- Through local ownership of the project activities. This is also a key element in sustainability as once the football structures and systems have been set up and are functioning effectively, there should be no reason why the community should not be able to ensure that these continue after the end of the project. The volunteer coaches, referees and administrators will all still be in place, and these structures should be able to continue to function providing volunteers are willing to stay in these roles. Given the nature of the project, it is quite likely that, through dialogue with the volunteers and the different partners and stakeholders, agreement can be reached on ways to sustain the activities in the long term. It is possible that the football teams and leagues will become well established in the community and that these will be the early beginnings of new football clubs and children's leagues. If schools have become involved in the football activities, they may also be keen to continue to contribute to these as part of their regular physical education curriculum. Such is the nature of the IPEC football approach that it should be relatively straightforward to embed the structures and activities in the community.

# Acknowledgement and recognition of those involved

It is important to recognize and acknowledge in a tangible way the efforts and contributions of all those who participate in and support the project activities. Doing so will help considerably in sustaining project activities as people like to know they are appreciated. In some situations, such as acknowledging the efforts of the children and volunteers, a simple gesture of recognition can significantly reinforce confidence self-esteem. and Acknowledgement of those involved does not require much more than expressing gratitude and, where possible, doing so in a very public manner, for example through letters, certificates or the presentation of prizes, medals or some other form of recognition.



#### **Child beneficiaries**

The children who participate in the project activities will very often suffer from low levels of self-esteem and lack confidence in themselves and their abilities. You can help reinforce their self-esteem, self-belief and personal and social development by:

Providing a certificate of participation and football proficiency to all children participating in the project, particularly as they progress from one technical skill to another, for example being able to pass with both feet, being able to head a ball, being able to dribble 20 metres without losing control of the ball, and so on. These certificates can be easily designed and printed, perhaps with the logos of the implementing agency and the national football federation and signed by certain key individuals, including the coach, the director of the implementing agency and perhaps the President or General Secretary of the local or national football federation. It is a small, low-cost gesture that would mean so much to the children involved as it is something they will keep and treasure.

#### Note for the user

It may be possible to use the IPEC logo on special certificates. However, you are advised to contact the national IPEC office or its headquarters in Geneva, Switzerland (see *User's Guide* for contact details), to submit such a request.

- Providing special trophies and medals to teams and players in project tournaments and competitions. These should not only be for the winners, but for all those who participate as it is only through the participation of a number of teams that the competitions can be held. Therefore, everyone contributes in their own way.
- Providing special prizes in project tournaments and competitions, for example new football kits for all participating teams, footballs or other training equipment.
- Setting up special prizes and recognition for certain categories in either

- competitions, matches or even training, for example for the most improved player of the month, for the best girl and best boy player in a tournament, for the most consistent player at training sessions, and so on. The key is to ensure that all the children are recognized in some way over the period of the project and no one is left out. Coaches should pay particular attention that everyone receives certificates and prizes at some point and for various achievements.
- The recognition does not always have to be for football achievements and abilities. Keep in mind that the children's achievements in community service activities should also be recognized. This will probably help those children who might not be so sports-oriented but who might have many other attributes to contribute to the project. For example, if school attendance and achievements in the classroom contribute to team points in a league, then individual and team performances at school should be recognized through either a prize or certificate, such as for the child who does not miss a day of school in a set month. Likewise, children who perform well in environmental clean-ups or other community service activities should also be recognized.

Each time the children receive some form of recognition from the implementing agency and/or their coaches, their confidence will grow and they will develop both as individuals and as responsible members of the community. The pleasure and pride they will take from receiving prizes and certificates should not be underestimated, and this will reinforce their sense of ownership and increase their desire to continue to be a part of the project. These acts of recognition will also be appreciated by the parents, the schools and the other community groups involved. They will see the impact they have on the children and their appreciation of the project, and its contribution to community development will grow accordingly, strengthening their willingness to support it and to sustain it in the longer term.



#### **Volunteers**

There are two potential levels of recognition of volunteers:

- General participation all volunteers deserve recognition for contributing their time and services to the project activities whether as a coach, referee Recognition administrator. take various forms depending on the resource mobilization achievements of the implementing agency. For example, if sponsorship or funding can be mobilized through sports manufacturing companies or other private businesses, or through football organizations, it might be possible to provide each volunteer with a set of materials, clothing or equipment, such as tracksuits, t-shirts, caps, whistles, whiteboards and markers, and so on. If this is not possible, at the very least, you should prepare a certificate of participation and achievement for volunteers which can be presented in some public way, involving well-known individuals for example from the national football federation.
- Technical qualifications in addition, it should be possible to organize some level of technical capacity-building for the volunteers through football federations. This would be important in terms of contributing to the skills and capacities of the volunteers, particularly the coaches and referees. By including volunteers in the process of professional development, the project also reinforces their confidence, self-esteem and potentially their incomegeneration capacities. Discuss the inclusion of volunteers in professional development programmes and explore how such programmes support the participation of volunteers in project activities to help them improve their technical qualifications.

You might also consider setting up additional levels of acknowledgement of the contributions of volunteers, for example by creating a referee of the month competition, a coach of the season, or even various achievements by league administrators. All of these efforts will continue to strengthen their sense of ownership of the project and its activities and ensure the longer-term sustainability

of its outcomes. These are small gestures of recognition but they can go a very long way.

#### Stakeholders and partners

As is the case for all those involved in the project, you should also acknowledge the key role of stakeholders and partners in supporting project activities. This support might have been in the shape of sponsorship from local businesses for the children's teams; local schools allowing the project teams to use their playing areas for training matches; local football clubs helping out with coaching or offering to take on children's teams within their own structures; or visits by local politicians or national football stars to spend time with the children and play with them. In projects of this nature, all sorts of people, organizations and institutions from all sectors and walks of life find ways to offer whatever they can to help the children and their activities. Simple forms of acknowledgement of the help offered, either through a letter of appreciation or something prepared and sent by the children themselves, go a long way in recognizing people's efforts and in making them feel good about what they have done.

Whatever is offered and in whatever form, if it is made graciously and with every good intention of helping the children in the project then it should be acknowledged and recognized in some tangible way.

## Laying the foundations for the future

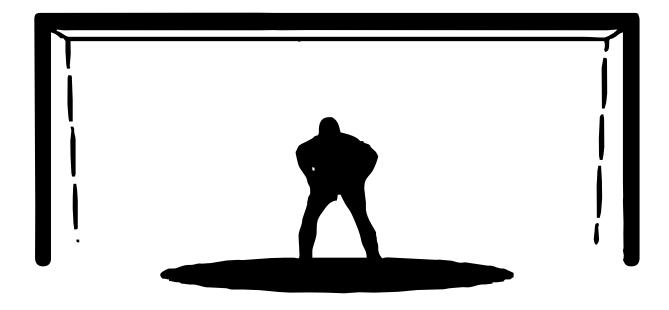
The IPEC football project concept, therefore, is wide-ranging in its activities and in the different groups and individuals that it draws upon to offer specific forms of support to (former) child labourers, at-risk children and other vulnerable and marginalized children. Its objectives are relatively straightforward in providing recreational

and organized sport to children who might never have had opportunities to enjoy such simple childhood pleasures and who might have been deprived of other important areas of development, such as education. But what it aims to do above all is to begin to lay the foundations for the future lives of the children involved, their families, their peers and their communities, as well as those of the organizations and individuals supporting the various activities.

FIFA's vision is that football is no longer considered only as a global sport, but also as a unifying force whose virtues can and must contribute to making a better world. With the definition of a social responsibility strategy, the creation of a Corporate Social Responsibility Department and the Football for Hope movement, FIFA further strengthened its commitment to achieving this goal. IPEC shares FIFA's belief that

access to and participation in sport provide an opportunity to experience social and moral integration for people otherwise marginalized in society, such as (former) child labourers and at-risk children. Sport, and football in particular, can be a means for these children to experience equality, freedom and a dignified means of empowerment.

Football is an excellent tool to achieve all kinds of development objectives. Its enormous potential is especially evident when working with children and young people as it teaches qualities such as fair play, discipline, respect, solidarity and equality. Football can also be a way to get through to children and young people who might have suffered particularly traumatic situations of abuse and/or exploitation. IPEC is committed to protecting and promoting the fundamental rights of children who have been exploited for their labour or who are in danger of being so.





## FOOTBALL COACHING MANUAL







#### Acknowledgements

This football coaching manual was adapted from the *Coach2Coach Programme* developed for the Right to Play organization by Mr Steve Watson, Footy4Kids, United Kingdom. It was originally produced for the Right to Play's Middle East programme. IPEC would like to express its gratitude to Mr Watson, Footy4Kids and Right to Play for allowing the *Coach2Coach Programme* to be used as a reference for this resource kit. For coaches who have access to the internet and would like to know more, the web site www.footy4kids.co.uk is highly recommended. It is bursting with ideas, drills, hints, advice, tools and games, and provides useful ideas for coaches working with young children and inexperienced players.

IPEC would also like to acknowledge and express its sincere appreciation to International Service's "Coaching for Hope" project and Brighton and Hove Albion Football Club in the United Kingdom for allowing the reproduction of sections of their football coaching manual Goals without goalposts!

### How to use this manual

The purpose of this coaching manual is to serve as a support tool for coaches implementing a football-based project for children engaged in, removed from or at risk of child labour. It is aimed in particular at coaches who might not be able to call on local football clubs or local or national football federations for help, particularly in terms of their own training and development. The manual lays out some key points and activities and suggests some coaching drills that can be used during training sessions.

However, the manual only scratches the surface of the many different ways that exist of coaching children to play football. There are so many possible exercises, activities, and coaching hints and tips that it would be impossible to bring them all together in one place. The intention of this manual is to stimulate coaches' learning and hopefully be the start of something that will remain behind long after the project has finished.

Throughout this resource kit, it is constantly emphasized that the involvement of local, regional and national football organizations should be sought in project activities, particularly in terms of the training of football coaches and obtaining appropriate resource materials, including coaching manuals in national languages, as well as

the necessary equipment, such as footballs, training cones and training bibs. The involvement of these football organizations is addressed in more detail in the module *Mobilizing communities and partners*.

In contacting football organizations, particularly local clubs and national federations, coaches should seek support in training for themselves to improve their own skills and capacities and should also look for additional ideas for football coaching drills and games to use with children and young people. If resources and handbooks are available, coaches should make extensive use of these. In addition, if access the internet is possible, an internet search with "football coaching drills" as the subject is highly recommended. There are literally hundreds of web sites that provide additional support for coaches from a wide range of sources, including football clubs and national federations. In addition, the Education and Technical Department of FIFA has developed a coaching manual for young children aged 6 to 12, the FIFA Grassroots Manual, which can be downloaded from the web site: www.fifa.com. This manual helps coaches, teachers and each adult involved in youth football to better teach the game to children, understanding and taking into account the specifics of training young children. Among other aspects, the manual stresses the importance of festivals, skill exercises and small-sided games.



It is up to you, the coach, to keep up the enthusiasm and joy of the game among the children and other members of the community involved in project activities. This will usually happen because of your own commitment to the project, the game and the children. Your job is critical to the success of the project and the health, well-being, fulfilment and happiness of the children. You will play a key role in helping the children overcome the trauma of the past or in preventing them from ending up in situations of exploitation or abuse. Many of the beneficiaries of the project will be (former) working children or vulnerable children with the potential to drop out of school and enter prematurely into work. Coaches are teachers, educators, surrogate parents, social workers, leaders, counsellors, nurses and friends all rolled into one. You have a lot of responsibility on your shoulders and, for the sake of the children, you must always be on top of your game.

Make the most of "downtime" during coaching sessions to get to know the children in your group better, for example during the cool-down stretch. This is a good time to talk to them and encourage them - find out what, if anything, is troubling them with regard to their football game or their lives in general. Use this as a moment of calm reflection and therapy by talking to them gently and in a non-judgemental fashion. This is part of the confidence and trust-building process that is critical in your relationship with the children and it might help in bringing problem areas to the fore so that, if necessary or warranted, you can later bring these to the attention of medical or health professionals, counsellors, parents, teachers, social welfare authorities, education authorities or community leaders.

With personal commitment, dedication and a willingness to help vulnerable children, there is no end to what creative and imaginative football coaches might achieve. With your help, football projects will make a significant difference to the lives of those children who need it most.

## A brief history of football

Football as a sport was first recorded in Great Britain, although it is not known exactly where the sport was invented. There are records of earlier forms in China, at least two thousand years ago, and in ancient Greece and Rome. But it was in England that football began to take the shape recognized today. Originally frowned upon by the authorities and upper classes, who made constant efforts from the 14th century onwards to suppress it, football was seen as a game of the people: a vulgar and rowdy pastime. Known as "mob football", matches were little more than violent street battles. The football "field" was the length of the town in which the game was being played and there could be as many as 500 players playing a "match" that continued all day long. The damage to property and players was significant.

The contemporary history of football began in Great Britain in 1863 when 12 clubs and schools attended a meeting where they decided to form an association called "The Football Association". This association drafted the first common set of rules of football, which were accepted on  $8^{th}$  December that year. Among other things, the original set of rules included limiting the field size to 200 by 100 metres, allowing players to catch the ball with their hands and teams changing ends after each goal. Eight years later, the first football competition in the world started – the English Football Association (FA) Cup - and in 1872 the first international match was contested by England and Scotland.

The spread of football outside of Great Britain, mainly due to the British influence abroad, started slowly but soon gathered momentum and spread rapidly to all parts of the world. When the Federation of International Football Associations (FIFA) was founded in Paris in May 1904, it had seven founder members: France, Belgium,



Denmark, the Netherlands, Spain, Sweden and Switzerland. By 1930, the year of the first World Cup, there were 41 members. There were 51 members in 1938, and in 1950, after the interval caused by the Second World War, the number had reached 73. In 2009, there were 208 affiliated member associations from every corner of the globe, and the Football World Cup is the second largest global sporting event after the Olympics.

## How the game of football is played

For the adult game, football is played by two teams, each consisting of not more than 11 players, one of whom is the goalkeeper. Official matches may not start if either team consists of fewer than seven players. The duration of the match at senior level lasts two equal periods of 45 minutes, unless otherwise mutually agreed between the referee and the two participating teams. Players are entitled to a half-time interval of no more than 15 minutes.

Each team consists of a goalkeeper, defenders, midfielders and forwards. The combination of defenders, midfielders and forwards is referred to as the "team's system", and there can be many variations. Systems are stated in a three consecutive number combinations, with the first number referring to the defenders, the second to the midfielders and the third to the forwards. For example, a "5-3-2 combination" would be a very defensive system, with 5 defenders, 3 midfielders and only 2 forwards, while a "4-3-4 combination" would be an attacking system with 4 defenders, 3 midfielders and 4 forwards.

The team scoring the greater number of goals during a match is the winner. If both teams score an equal number of goals, or if no goals are scored, the match is drawn.

#### The field of play

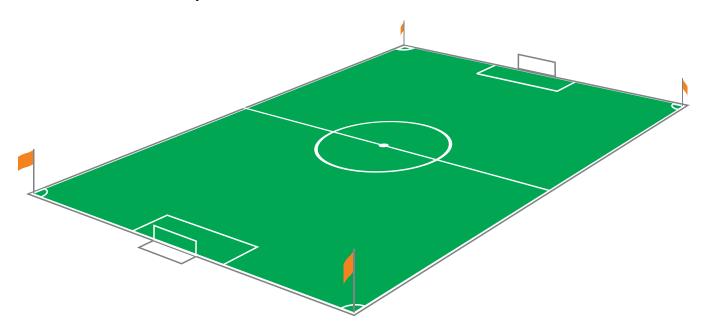
It is important that football pitch sizes are set in accordance with the age of the players – generally the younger the children, the smaller the pitch. The table below shows the optimum pitch size for each age group (as recommended by the English Football Association) and the maximum and minimum sizes in metres.

#### Football pitch minimum and maximum dimensions

	Measurement in Metres			
AGE GROUPING	PITCH LENGTH		PITCH WIDTH	
	Maximum	MINIMUM	MAXIMUM	MINIMUM
Under 7 to 8-years-old	45.75M	27.45М	27.45M	18.3м
Under 9 to 10-years-old	54.9М	45.75M	36.6м	27.45M
Under 11 to 12-years-old	73.85м	54.9М	50.77M	42M
Under 13 to 14-years-old	73.85м	64.62м	56м	42M
Under 15 to 16-years-old	82м	70М	56м	42M
Under 17 to 18-years-old and adults	120M	90м	90м	45М

#### **Pitch layout**

The pitch should be laid out as in the diagram below. The boxes that mark the goalkeeper's area for the full-size pitch are 15 metres wide by 9 metres deep. A 5-metre diameter centre circle can be added if you wish.



## The basic rules of football

#### **Note for coaches**

For beginners and smaller children, there is no need to place too much emphasis on learning the rules. It is far more important to concentrate on teaching them the necessary skills required to play. At young ages, it is important that children have fun while playing and learning. The objective of "football for fun" runs through the IPEC football project approach. The rules set out below should guide implementing partners and volunteer coaches in terms of what they use for older children or more experienced younger players. As children progress in their playing skills and understanding of the game, it would be important to start introducing more formal rules.

Below are eight basic rules of football to help you, the coach, to understand the game better, particularly if you have not played or understood the game yourself before. Knowing the basic rules of football will help you coach children to play the game or will help you train other volunteer football coaches. These are not the full rules of the game, of course, and if you would like to know more about the comprehensive laws of football then you should either visit the FIFA web site, www. fifa.com, or contact regional or national federations or even local football clubs. The rules set out below are the basic rules that will be needed to start coaching children to play. It is advisable to study the more detailed rules over time, but they are not necessary in order to introduce children, particularly young or inexperienced children, to the concept of the game and have some basic rules for them to follow and to allow you (and them) to start working on skills and technique - which will be more fun for the children.



#### Remember: Play first ... rules later!

1. The start and restart of play: A coin is tossed and the team which wins the toss (i.e. heads or tails) decides which goal it will attack in the first half of the match. The other team takes the kick-off to start the match. The teams change ends for the second half of the game and the team that did not kick-off to start the first half will do so to start the second.

#### Note for coaches

Tossing a coin is the traditional way to start a football game. However, there are different ways in which to decide which team kicks off or starts on which side of the pitch. For example, the coach or referee can hold a small stone in the fist of one hand, put his/her hands behind his/her back and then ask the team captains to choose which hand they think it is in. The one who guesses correctly chooses first.

- **2. The ball in and out of play:** The ball is out of play when it has wholly crossed the goal line or touch line whether on the ground or in the air, or play has been stopped by the referee. The ball is in play at all other times.
- **3. The method of scoring:** A goal is scored when the whole of the ball passes over the goal line, between the goal posts and under the crossbar, provided that no infringement of the laws of the game has been committed previously by the team scoring the goal.

#### **Note for coaches**

It may well be that there will be no touchlines, goal lines, goal posts and crossbars in the game you are playing, especially if it is with young children kicking a ball around in a field. Do not worry about this. You, the coach or the referee, can set out the pitch using different means, such as small sticks, plastic balls, pieces of clothing or whatever (see the later section on *Goals without goalposts*). After that, it will be up to you to decide whether the ball has crossed the line by using your eyes and common sense! The height of the goal will also have to be a common sense judgement in these cases.

**4. Offside:** A player is in an offside position if he/she is nearer to his opponents' goal line than both the ball and the second last opponent, <u>and</u> involved in the play. A player cannot be offside from a throw in, corner kick, goal kick or in their own half.

#### **Note for coaches**

The offside rule can be very complicated and difficult for young and inexperienced players to understand and should not be introduced into their game until they have become more experienced and are more comfortable with the techniques and skills of playing the game and are then ready to understand its more complicated rules better. The offside rule should be introduced gradually to children, with clear explanations and pointing out when it occurs in a game, although perhaps not penalizing it. Rules can be introduced gradually over time, but remember to let them play first.

- **5. Direct free kick:** A direct free kick is awarded if a player commits any of the following offences, and is taken from where the offence occurred:
- kicks or attempts to kick an opponent;
- trips or attempts to trip an opponent;
- jumps at an opponent;
- · charges at an opponent;
- strikes or attempts to strike an opponent;
- pushes an opponent;
- tackles an opponent, making contact with the opponent before touching the ball;
- holds an opponent, for example by the shirt;
- spits at an opponent;
- handles the ball with his/her hands deliberately.

The player taking the direct free kick can score a goal directly from it, which is what differentiates it from an indirect free kick below which are for lesser fouls.



#### **Note for coaches**

The spirit of "fair play" must be a fundamental principle in all football coaching. Younger players, in particular, need to understand the spirit of fair play in all sports and to ensure that this permeates all aspects of their lives as a result. This is even more important for children withdrawn from situations of harmful exploitation and abuse and whose concept of society, fairness, social justice and right and wrong may be tainted and who may need to relearn the meaning of these concepts. Football is a powerful medium for this education process. Children should learn to play football fairly and then adapt these rules from their football to their everyday lives with others, in school, at home and with their friends and peers.

- **6. Indirect free kick:** An indirect free kick is awarded to the opposing team from where the offence took place if:
- the goalkeeper takes more than six seconds to release the ball from his/her possession;
- the goalkeeper touches the ball again with his/her hands after it has been released from his/her possession and not touched another player;
- the goalkeeper touches the ball with his/ her hands after it has been deliberately kicked to her or him by a team mate;
- the goalkeeper touches the ball with his/ her hands after he/she has received it directly from a throw-in taken by a team mate;
- if any player plays in a dangerous manner;
- if any player impedes the progress of an opponent;
- if any player prevents the goalkeeper from releasing the ball from his/her hands;
- if any player commits any other offence for which play is stopped to caution or dismiss a player.

Remember that the player taking an indirect free kick may not score a goal directly from it. The ball must be passed to at least one other player in the team before a goal can be scored. Referees award indirect free kicks for lesser offences than direct free kicks.

#### Note for coaches

Some of the rules for direct and indirect free kicks can be confusing and complicated for younger and inexperienced players and should not necessarily be enforced or even discussed until the children have more experience in playing the game or are older.

7. The penalty: A penalty kick is awarded against a team which commits any of the same offences for which a direct free kick is awarded (see above) inside its own penalty area and while the ball is in play. The penalty kick is taken from the penalty spot, 11 metres from the centre of the goal line for senior pitches. No players apart from the player taking the penalty and the goalkeeper are allowed inside the penalty area until the ball is kicked.

#### Note for coaches

You should decide whether or not you will even introduce penalty kicks in the early stages of coaching beginners and young children. When you do decide to introduce penalties, once the children understand the rules better, you should consider at what distance you will mark out the penalty spot. The distance for senior players is 11 metres from the goal line. Depending on the age group you are coaching and the size of the pitch you have marked out, you should adjust this distance accordingly. Not too close to make it too difficult for the goalkeeper to defend his/her goal and not too far to make it too difficult for the player to score.

## 8. The throw-in, goal kick and corner kick:

 A throw-in is awarded when the whole of the ball passes over the touch line, either on the ground or in the air, from the point where it crossed the touch line to the opponents of the player who last touched the ball.



- A goal kick is awarded when the whole of the ball, having last touched a player of the attacking team, passes over the goal line, either on the ground or in the air, and a goal is not scored.
- A corner kick is awarded when the whole
  of the ball, having last touched a player of
  the defending team, passes over the goal
  line, either on the ground or in the air, and
  a goal is not scored.

## Fundamentals of physical education

Coaches are urged to make constructive use of the various modules in this football resource kit and to prepare their coaching sessions well.

#### Planning and preparation

Planning and preparing for football coaching sessions are very important and will help coaches to improve. It is generally recommended that coaches should set aside around 20 minutes to plan what they are going to do in their training sessions and then set aside 10 minutes to organize drills. You do not necessarily need to use pens and paper to plan what you are going to do. You can think about it in your head and organize it in your mind or, better still, you can make your plan by using training cones, sticks or plastic bottles to represent your training area and your players and then run through it by yourself before doing the activities with the children. When planning coaching sessions, you should think about a number of issues, including:

- the children's abilities;
- the equipment you need;
- the space you will need for the exercises;
- the time it will take;
- whether there will be times when some children will be waiting their turn and not doing anything and whether there might

- be some small physical activity they could do while waiting their turn to keep them occupied;
- what you want the players to learn from the session;
- what previous sessions they have done that can contribute to this coaching drill and what future sessions you will be running that will benefit from this drill.

Planning coaching sessions could also include different timescales, for example weekly training sessions, and monthly plans looking at how training sessions tie into one another and progress, and also at how individual players are progressing and what needs to be done to improve their skills and help them in their weak areas. Lastly, you might also consider a yearly plan which would allow you to design and deliver a complete football coaching programme for the group of children concerned. Planning can help you as a coach, the other volunteer coaches who might be working with you, the players and their parents, as everyone involved has a clear understanding of what is happening and what they are working towards. Include milestones in your planning and celebrate achieving these with your other coaches and players, for example everyone in the group being able to pass with both feet. These achievements are important for everyone involved and can serve to strengthen the bonds between coaches and players and build confidence.

When you are preparing for individual coaching sessions, make sure that you have the materials you need, such as footballs, training cones or other markers. Also make sure the training area is clear of anything that might impede training or hurt any of the children, such as rocks, stones or glass bottles and other rubbish. In addition, if possible try to provide the children with some light refreshments, particularly water which they will need if they are running around. If you, the parents and the community can help in providing these, it would be beneficial to the children's health and enjoyment of their training time with you.

Annex 1 includes some sample football coaching session plans to illustrate in more detail the sorts of things that coaches should keep in mind as part of their preparations. The plan includes deciding what the objective of the session should be for the age group and number of children involved. It then pieces together warm-up session exercises, followed by skill exercises, small group activities and full group activities or game. Under each heading are the title and description of the activity and the key points coaches should watch out for and observe in the practice. An approximate time indicator for each exercise is given and the necessary equipment listed. Each session also includes a cool-down stretching period and a few back-up activities for the coach to choose from if the planned activities do not work out. All the activities are chosen to build on each other and put individual skills into game situations. At the end, the planner includes a section for the coach him/herself to assess the coaching session both from the point of view of the players and of hihe/sher own performance as a coach and to decide where improvements can be made.

Coaches might not have the time or capacity to complete such detailed written plans, at least not in the early stages of their coaching activities. However, these session plans can be helpful to coaches in the development of their own capacities and skills.

#### Note for coaches

#### What to do in emergencies!

It is vital that there is a plan of what to do in an emergency, for example in the case of a child being injured or hurt or falling sick. This is why two responsible individuals, the coach and a helper or two coaches, must be present at every coaching session. In this way, if a child needs special attention or first aid, there is always another responsible individual to take care of the other children. The *User's Guide* underlines the importance of first-aid training and the need for all coaches, referees and other individuals involved in the project to benefit from appropriate training and to be informed of steps to take in the case of emergencies or injuries. The health, well-being and safety of the children must always be the priority.

#### **Key points for coaches**

- All players should warm up before training so that their muscles are less susceptible to injury and their hearts begin to beat faster and pump blood into the muscles to "warm" them up, ready for more strenuous exercise. Muscles can be easily pulled or torn if they are not warmed up before training. It also gets children into the mood of play and into the right frame of mind for the training session.
- Once muscles are warmed up, coaches should spend about 5 to 10 minutes stretching. It is good for children from a very early age in physical education to learn how to stretch their main muscles, particularly the muscles in the legs, back, neck, shoulders and arms. This is a preventive measure against injury but also helps improve flexibility, which is important at all ages. Although stretching is not crucial for young



- children, it gets them into good habits for their sport later in life. Pre- and post-training stretching exercises are included in the relevant sections below.
- Give players an opportunity to get their breath back in between exercises and bring their breathing down to normal. These moments can be an opportunity to talk to them about various issues: explaining the next drill, giving words of encouragement, helping to rectify any errors they may have made in the previous exercise or just generally chatting to them to continue to build trust and confidence. It can also be an opportunity for them to have a drink of water or stretch a little more.
- At the end of the coaching session, there should be a five to ten-minute period of "cool down" stretches. This is important especially for older children in order to help the body to better absorb the lactic acid produced by exercising. It is also an opportunity for you, the coach, to talk to them, to give some positive and constructive comments after the training session, to give them some pointers for the next session, to talk to them generally about school, families, hopes, dreams and life in general. It should be an opportunity to continue to build the bond of trust and confidence that is so important in working with these children.



### **Note for coaches**

### The 11+: FIFA's complete warm-up to prevent injuries

Warming up prior to playing and training is a matter of routine for football players. A smart warm-up not only improves performance, but also helps to prevent injuries. With this in mind, FIFA's Medical Assessment and Research Centre (F-MARC) has developed "The 11+", an injury prevention programme which provides a complete, football-specific warm-up and can easily be integrated into regular training routines.

"The 11+" is divided into three parts: it starts off with running exercises (part I); moves on to six exercises with three levels of increasing difficulty to improve strength, balance, muscle control and core stability (part II); and concludes with further running exercises (part III). The different levels of difficulty increase the programme's effectiveness and allow coaches and players to individually adapt the programme to age, ability and experience. It takes around 20 minutes to complete the programme.

"The 11+" has been proven to cut injuries by up to 50 per cent if performed correctly and regularly. When it is adopted together with the values of fair play, it enables coaches and players to protect themselves, the team and opposing teams and thus increase everyone's enjoyment of the game. The programme can be accessed on the FIFA web site:

### www.fifa.com/aboutfifa/developing/medical/ the11/index.html

The exercises can be downloaded on a full colour poster or on individual exercise cards for printing and putting up for all players to consult. In addition, the exercises can be viewed in video format so that coaches and players alike can see exactly what to do and how to perform each exercise.

The 11+ programme is designed for young people from the age of 14 upwards to adults. As well as developing a similar health programme specifically for younger children, FIFA's medical department carries out an ongoing programme of research into health and medical related issues in football. New and updated resources and research results are regularly published on the FIFA web site.



Allow the children around 5 minutes or so to run about before you start your coaching session. They can either run around with or without footballs. They could play a game of tag, or whatever. The idea is to begin to warm up muscles before stretching and perhaps also to allow you to finish off setting up your drills and completing other preparations. After 5 to 10 minutes, bring all the children around you so that each of them can see you properly as you show them the stretching exercises to start their training session. Explain to them why it is important to stretch and change your exercises every now and then so that they learn a large repertoire of stretching exercises. Eventually they should be able to do some of these exercises themselves without even being asked. The players should spend at least 5 to 10 minutes stretching.

You can either start at the top part of the body and work down, or start at the bottom and work up. In the section below are some stretching exercises, but there are hundreds of these used by different cultures and sports around the world (see also the FIFA 11+ programme referred to in box). Coaches can build their own repertoire of stretching exercises over time gleaned from various sources, for example a physical education teacher in a local school, coaches of other sports in the area, coaches from local football clubs, the national football federation office, the internet, and so on.

### Proper stretching technique

Coaches should instruct the children in the group in proper stretching techniques so that they learn good habits over time. These include:

- Perform balanced stretching. This means you should always stretch the muscles on both sides of the body evenly. Do not stretch one side more than the other side.
- Avoid over-stretching. Never stretch to the point of pain or discomfort. You will feel slight tension or a pull on the muscle at the peak of the stretch and you should not go beyond that point.

- Go slowly! Always stretch slowly and evenly. Hold the stretch for the time indicated and release slowly as well.
- Never bounce or jerk while stretching.
   This can cause injury as a muscle is pushed beyond its ability. All stretches should be smooth, and slow.
- Do not forget to breathe. Flexibility exercises should be relaxing. Deep, easy and even breathing is the key to relaxation. Never hold your breath while you stretch.

Below are some suggested stretching exercises:

- Sit cross-legged on the ground or with the soles of your feet together. Your back should be straight to begin, hands resting on knees, eyes looking forward. Then gently round the back, letting the head fall towards the lap with the natural weight of body and gravity stretching the spine. Gently return to upright position by unfolding from the base of the spine to the top of the head, eyes looking forward again. Repeat this three to five times.
- Still sitting cross-legged, back straight, gently and very slowly twist your upper body above the waist from side to side, arms extended to the side, head following the direction of the back arm. The body should then come back to the centre position. Repeat this three to five times.
- Extend the arms overhead. Stretch one arm higher, then stretch the other arm higher. The front of the body remains facing forward, with shoulders over hip line. This can be done sitting or standing. Hold the stretch for about five seconds and then let go. Repeat this three to five times.
- This exercise should be done sitting, but with the legs straddled, that is opened wide in front of you, stretched out but not tightened. The back should be straight to begin. Turn the body to face one leg, reach down to hold onto the leg as far down it as possible with both hands and gently lean towards the leg, letting the weight of gravity help with the stretch. Turn and lean towards the other leg. Repeat this three to five times with each leg.



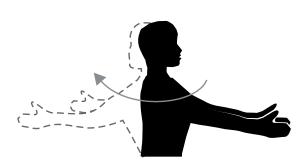
- Sit up facing forward, hold onto both legs and round the back and gently lean forward between the legs, while looking towards the floor. Next, place the palms of your hands on the floor in front of the body for support. Point and flex the feet and ankles in unison, then try to point one foot while flexing the other foot and repeat rhythmically. Continue this for about 20 seconds and rest before repeating once more.
- This exercise can be done sitting or kneeling. If you are sitting, the legs should be straddled, back stretched straight, legs stretched but not tightened and toes pointed. Press the palms of your hands together in salutation fashion, applying medium tension (you should feel some pressure in the shoulders). The lower arms should be parallel with the floor. Release the tension, press again and release the tension once more and now extend the hands and arms upwards and outwards to the side, stretching arms up, again. Bring the hands back to the salutation pose. This exercise should be repeated several times.
- This exercise should be done standing with legs slightly apart for balance. Stretch your arms out to the side, palms facing up, and hold taut and count 1, 2 and 3; then stretch the arms overhead and hold taut and count 4, 5 and 6. Repeat the exercise several times. Move straight into the next stretch. Do not hold the arms so taut this time but stretch them overhead, then let the body and arms bend from side to side. Repeat the exercise several times. Finish this stretching sequence by swinging both arms down to the front and both towards the right side; swing both arms across the front of the body and to the left side of the body several times. Lastly, rest your arms at each side while standing straight.
- Neck stretch: Stand with your feet shoulder width apart and hands on hips or at your sides. Tilt your head to one side, right or left it does not matter. Then, gently rotate the head in a circle, pushing it to the limit of the stretch of the neck muscles, but around five seconds in one direction and then five in another for about 30 seconds in all.

- Then, standing upright and tall, use your right hand to push your chin towards the left shoulder until you feel a pull in the right hand side of the neck and hold for about ten seconds, then do the same with the other side.
- Shoulder stretch: Standing with your feet shoulder width apart, stretch out your hands to the side so your arms are parallel with the ground. Stretch out your fingers and begin to turn your arms in small circles, five seconds one way and five the other. Then, turn your arms/hands in ever increasing circles so that eventually your arms are like big windmills turning round – first one way and then another. Then, slowly decrease the circles again until they are very small. For the next exercise, you should have vour arms stretched out wide to the sides again and this time bend the arms in so that your fingers grip your shoulders. Repeat the circular motion exercise one way and then the other - roll your shoulders quite vigorously.



• Back and side stretch: Stand with your arms raised in front of you. Turn to the right side until your hands are pointing almost directly behind you and hold the stretch. Then slowly turn until you have turned to the left side and around pointing behind yourselves again. Repeat this exercise five times to each side.

# BACK AND SIDE STRETCH



### LOWER BACK STRETCH

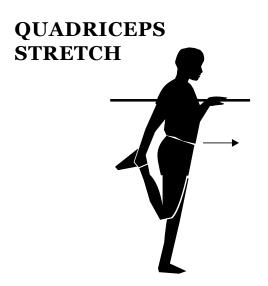


### HIP STRETCH



- Lower back stretch: Lie flat on your back on the ground with knees bent. Wrap your arms around your knees, joining the hands together, and pull your knees towards your chest. Lift the head and shoulders off the ground until the head is approximately six inches from the knees (almost touching). Then cross your ankles and gently rock yourself back and forth in this position for 30 seconds.
- **Hip stretch:** Lie on your back. Bend the left leg and bring it towards your chest. Grasp the left knee gently with the right hand and pull it slightly down and to the right until you feel a stretch and hold. Turn the head to the left. The right leg should stay flat on the floor. You should hold the stretch for 10 seconds and repeat with the other leg.
- Hamstring stretch: These are the muscles in the back of the thigh that can be easily pulled if not warmed and stretched properly. Sit on the floor with one leg straight in front of you and the other leg bent with the sole of the foot touching the inside thigh of the outstretched leg. Keep the back straight and lean forward from the hips. Slide your arms forward towards the outstretched foot. You should stop when you feel a pull in the hamstring on the outstretched leg and hold for 15 seconds and then repeat with the other leg extended.
- Quadriceps stretch: Lie on your right side with your right knee bent at a 90 degree angle. Bend your left leg and hold onto the ankle with your left hand. Gently pull your left heel in towards the left side of your buttocks. As soon as you feel a stretch in your left quadriceps (front part of your thigh), you should slowly lower your left knee towards the ground behind your right knee. Hold the stretch for 15 seconds and repeat with the other leg.
- Calf muscle stretch: The calf muscle is often neglected in stretching routines and yet it is vital to stretch it well as it is a large muscle and the Achilles tendon is situated at the base of the back calf muscle. This tendon is particularly susceptible to stresses and strains. Stand an arm's length away from a







wall (or you can do this in pairs with your partner to support you in the stretch) with your feet shoulder width apart. Lean against the wall or your partner and slide the left foot back approximately 18 inches, keeping the knee straight and both heels flat on the floor. Bend the right knee and slowly move the pelvis forward until you feel a stretch in the calf and Achilles tendon of the left leg. Hold the stretch for 15 seconds and repeat with the other leg.

- hamstring, groin, Final back, quadriceps, shoulder and arm multi-stretch: Stand with your feet as wide apart as comfortable - if they are too far apart, they will not be able to stretch. Put your hands on the sides of your legs and stretch down to the left until your touch your knee and hold. Do the same to the right side and hold. Alternate five times on each side. Then reach down with your hands, palms down, between your legs and try and touch the ground with your palms and hold for five seconds. Lastly, touch the ground in front of you stretching out with your fingers tips, then in between your legs and then as far back behind them as possible, reaching between your legs. Repeat this exercise five to ten times, standing up straight and stretching up to the sky in between each repetition.
- Get up and shake it off! Once the stretches are done, stand up, jump around and shake your legs, feet, arms and hands vigorously and get the muscles loose and ready for training.

### **Dynamic stretching**

The above stretching exercises are called "static stretching exercises"; in other words, they are done in one place without moving around. Dynamic stretching involves moving the limb through its range of movement, starting slowly, and then speeding up throughout the movement. Dynamic stretching allows for more football specific movements to be made and also prepares the muscles for quick, explosive movements, which are repeated throughout the session. So, for example, the players could do some



gentle jogging around an area, interspersed with short sprints. Or they might walk around the area while every now and then making a high kicking action and reaching out to touch the foot in mid-air with the opposite hand, thereby stretching the legs, back, arms and shoulders.

The point about dynamic stretching is that it involves moving all parts of the body, stretching the muscles more vigorously and getting the muscles warm. Use your imagination when getting children to do dynamic stretching, including the sorts of movements that the children will use playing football. Continue dynamic stretching for around 5 to 10 minutes.

# Coaching football: Some hints and tips

Below are some key points that football coaches need to keep in mind. This is not an exhaustive list, but rather just some of the major principles of coaching, especially for young children, inexperienced players and children who have either been withdrawn from or at risk of child labour.

### Key principles:

- Use the K.I.S.S. principle (Keep It Short and Simple) when introducing new skills.
- Give short, effective demonstrations while briefly explaining the new skill or concept.
- Keep coaching sessions short, clear and well planned.
- Be positive focus on what the player does correctly and "catch them being good" rather than on what he/she does wrong.
- Make training sessions meaningful, fun, challenging and exciting.
- Try not to use too many static line drills.
   Play fun, football-related games instead, especially with younger children and children new to the game.

- Try to avoid "elimination games", games in which players who fail to do something properly or to be able to keep up with others are removed from the game. The players most in need of improvement and repetitions are usually the first to be eliminated and this can undermine their confidence and the trust that you need to build as the coach. Base your training sessions on the principle of inclusivity and do not discriminate encourage those who need it most.
- Do not play games with large numbers in the teams for more than 10 minutes in an hour. In 8 v 8 or 10 v 10 style games, some players do not get enough touches of the ball. The weaker players tend to get the fewest touches and bad habits can be reinforced because players tend to do the same things wrong they have always done. Again, these situations can undermine confidence and trust.

### What coaches should do

As a coach, a great deal of responsibility will fall on your shoulders in terms of looking after the children in your group. They are fragile, vulnerable and potentially anxious about the project. They may not have played any sport before in their lives, let alone football. They may not have ever seen a football nor had the opportunity to enjoy much recreation. It will be your responsibility to reassure them, comfort them, build their trust, confidence, self-esteem and earn their respect. It will be your responsibility to ensure that, first and foremost, they have fun and play and begin the long process of overcoming various traumatic and difficult situations and circumstances.

You will need to work closely with them, with parents, teachers, community leaders, football clubs and regional and national federations and gain the confidence and trust of all these stakeholders to ensure that you can piece together a positive and constructive enabling environment that will ensure the success of the project and the long-term health, well-being and happiness of the children. You may become much more than



a coach to some of these children – you may become a mentor, a friend and possibly even a father or mother figure in some instances. In this respect, there are some fundamental matters that you should always keep in mind during the project, a list of things you **should do** as a coach:

- Find out what the children expect to get out of playing football with you.
- Be firm, fair and organized.
- Give credit where it is due and give help where it is needed.
- · Be consistent.
- Provide learning experiences: teach.
- Make practice and competition fun, which does not mean making it silly.
- Recognize the value of friendships between children.
- Show your approval whenever you can.
- Listen to the children and take action or change based on what you hear.
- Relax and enjoy yourself with the children.
- Emphasize learning skill, not competing.
- · Reward children for effort.
- Help children over the realization that they might not have the ability of others.
- Build confidence by being positive.
- Reduce competitive expectations.
- Help those who do not want to compete.
- Remember that mistakes are part of learning.

### Football positional play for young children

In terms of positional play on the pitch, there is no "right" or "wrong" approach to coaching young and inexperienced children to play football. Some coaches believe that you should not introduce children to positions on a football team until around the ages of 11 or 12. Others believe you should strike a balance of teaching children skills while also introducing the idea of defenders, midfield, attackers and sweepers. This coaching manual provides

you with the scope to choose what you think would be best for your group. There are individual skills activities and also small game-based activities in which children put their new skills into practice while also thinking about their position on the football pitch. As with all things in life, you should be guided by moderation and common sense. If you can see that the children are simply not ready to learn new skills and think about where they are supposed to be on the pitch, tell them not to worry and do not confuse them. You must be guided by your group and always focus on those who struggle, who might be weaker and who need your help most.

### **Coaching girls**

This resource kit is very insistent on the need for projects and coaches to reach out to girls as well as boys. And up to the age of puberty, there is no real reason why girls and boys cannot train and play football together. There might be prevailing social, cultural and religious considerations to keep in mind and these are dealt with in the *User's Guide*. In terms of the difference between girls and boys in how they approach football, coaches of both sexes around the world have found that:

- Girls tend to be more analytical than boys.
   This means girls will not take generalities at face value. They will want to know why they should do something a particular way more than boys will.
- Team unity is more important to girls than boys.
- Girls may place more emphasis on "fair play" than boys who are more likely to find ways to bend the rules.
- Boys are more likely than girls to blame other people (the referee, the weather, the coach) if they lose. Girls have a tendency to blame themselves for a poor performance.
- For girls, winning is not as important as making sure every player gets an equal amount of playing time.



 Males appear to be more "self-oriented" and tend to have an attitude of winning at any cost in their approach to sport.

Boys and girls should always be offered the same opportunities and given the same consideration during your coaching sessions if you have both sexes in the group. For example, do not cancel a training session for girls because of bad weather if you wouldn't cancel it for a boy's session. And if you coach mixed groups, do not try to "protect" the girls. Treat them equally but understand the differences. It is not insulting to girls to consider if they need to be coached differently. It is rather an indication of your aim to coach them as effectively as you can.

### Basic football skills

There are a number of basic skills that all children need to master in order to get the most enjoyment out of playing football.

### **Ball control**



There are three important points for good ball control:

1. The first touch should protect the ball from challenging players and not give them a chance to regain possession.

- 2. The ball should be played into available space to allow for the next touch.
- 3. The ball should be played so that the team's movement or momentum is continued.

A poor first touch of the ball will risk taking the momentum out of play and increase the possibility of losing possession. Some players make the mistake of stopping the movement of the ball and not concentrating on getting it out of their feet. The first touch should ensure that a time-wasting second touch is not needed to get the ball ready to pass or shoot.

The different body surfaces often used in controlling the ball are the foot (sole, inside, outside and instep), thigh, chest, stomach and head. Generally, the part of the body used should preferably be large, flat and able to take the weight of the incoming pass. The key coaching points for general ball control are:

- Keep the head steady and watch the ball carefully to judge its path or flight and speed.
- Move the feet quickly so the body is in front of the ball.
- Choose the right technique and body surface to control the ball (for example, the foot).
- Relax the body part concerned.
- Cushion the force of the ball by pulling back the body part being used to control the ball. Encourage children to pretend the body part is a pillow or something soft. The ball should not go very far after it contacts the body.
- Maintain eye contact with the ball until it is fully controlled.

### **Dribbling the ball**



Another important aspect of ball control is the ability to run with the ball, what is called "dribbling". The key coaching points are:

- Use short steps.
- Push the ball forward gently with the inside or the outside of the foot.
- Alternate feet.
- Keep the ball close and in front.
- Use peripheral vision (that is, looking out of the "corner" of the eye) to look at the ball while watching the direction being travelled. As skill increases, players should look less at the ball and more at what is happening in front and around them.



 Monitor speed based on ability to keep the ball close.

### Passing the ball



Successful passing key is the to good teamwork. Teaching the technique of passing actually quite straightforward, but it is not always easy to spot and remedy

the mistakes that children make. The key coaching points are:

- Use inside of the foot (the instep).
- The non-striking foot should be pointing in the direction of the intended target.
- The striking leg makes a swinging motion.
- The striking ankle must be locked.
- Players should stay relaxed and not be stiff like a robot.
- Players should look up to find their target but remember to look at the ball as they strike it as that is the only way to strike the ball correctly.
- Foot follows through in direction of target.
- Move afterwards players should not stand there admiring their pass!

### The "push" pass

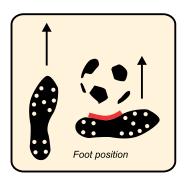


The push pass is used to pass the ball over short distances. The key coaching points are:

- Plant the nonkicking foot beside the ball.
- The kicking foot should be pointing sideways with the inside of the foot facing the ball.
- Push the ball towards the target.

### The "inside of the foot" pass

This is the method used for passing the ball over longer distances, or in situations where the pass requires some extra power. The key coaching points are:



- Plant the non-kicking foot next to the ball.
- Make contact with the ball in the middle.
- Use the inside of the foot.
- Players should follow through so their kicking foot goes to their target.
- Players should use a firm kick so the ball gets to their target.

### Common mistakes in passing the ball

These are some common mistakes in passing a football, and this is how to correct them:

- If the ball is off target, but rolling well – the player has not pointed his/her non-striking foot at the target.
- If the ball spins off the foot the ankle was not locked when striking the ball.
- If the ball goes in the air the player has struck the ball below the centre line of the ball and it will rise. Striking the ball above the centre line will ensure that it rolls on the ground.



 If the pass lacks power or the player falls down after passing – the player tried to swing his/her leg across the body instead of on a line with the hips and shoulders.

### Shooting for goal

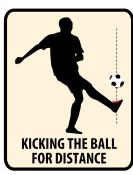
To score goals, players need to be able to use both power and placement. The key coaching points are:





- Keep the head down and eyes on the ball look up to pick out the target, but then look back at the ball to shoot.
- Plant the nonstriking foot alongside (not in front of) the ball.
- Strike the middle of the ball so it does not rise.
- · Keep the knee of the kicking leg over the ball.
- Approach the ball slightly from the side.
- Follow through and do not jerk back when striking the ball as this will lose power in the strike.

### Kicking the ball for distance



Especially in defence, the long kick is important for clearing the ball. The key coaching points are:

- Plant the non-kicking foot next to the ball.
- Make contact below the middle of the ball.
- Make contact with the ball using the instep of the foot.
- Follow through with the kick.
- Kick hard!

### **Heading the ball**



Heading is an inevitable part of football, both in attack and defence, but can be dangerous for smaller children (see the note for coaches below). If teaching heading, as a general

rule, defensive headers should go high, wide and far, while offensive headers should be aimed towards the ground as ground balls are harder for goalkeepers to handle. Defenders usually will aim to head the bottom half of the ball while attackers usually will aim to head the top half. Initially, of course, it is most important to teach the correct technique and the courage to use it, so it is not too important where the ball goes at first. The key coaching points are:

- Put feet in a balanced, athletic and ready position with knees bent and weight centred evenly.
- Keep the neck stiff and lean back.
- Keep the eyes OPEN and watch the ball until contact!
- · Keep the mouth CLOSED to avoid injury!
- Move the head forward towards the ball and contact the ball with the forehead area between hairline and eyebrows.
- The arms should reach forward as the ball is coming and pull backwards as the head moves forward.
- Follow through to the target area.
- If players hit the ball on its bottom half, the ball will go up.
- If players hit the ball on its upper half, the ball will go down.

### **Note for coaches**

There could be the risk of injury to the spine from the excess compacting effect of heading the ball. Heading skills can be left for intensive development until the early teens, i.e. above 12 years old, particularly as the skill of heading is something older players can cope with better than a non-discerning youngster. Heading the ball is an inevitable part of any football match, so for this reason it is important to show players how to head the ball correctly. Just do not do it too much!

#### The throw-in

When the ball goes out of play across the side touch lines of the pitch, it must be put back into play by a "throw-in". The key coaching points of the throw-in are:





- The throw-in takes place where the ball goes out of play.
- Face the target with feet shoulderwidth apart, or one in front of the other as long as they both remain on the

ground, on or behind the touch line, when the ball is released.

- Grip the ball firmly with two hands.
- Lean back and bring the ball over the head.
- Transfer the body weight forward and quickly bring the arms forward and fully extend them at the point of release.
- Do not step over the touch line.
- The ball is released in front of the head.
- Add a short run up to the touch line before throwing in to generate momentum.

### Goalkeeping



Children should not start specializing in any positions until they are a bit older. Therefore, teaching goalkeeping skills to smaller children is a great way to help them understand

the game better. The key coaching points are:

- Start with the ready position balance on the balls or front of the feet, bend comfortably at the knees while keeping as tall as possible, and have the hands relaxed through the fingertips.
- Hand positioning for high balls the hands should form a supple web that surrounds the back side (closest to the goal) of the ball. Fingertips should be pointed up and palms facing forward. The thumbs of both hands are almost touching.

- Hand positioning for low balls the hands should form a supple web that surrounds the back side (closest to the goal) of the ball. Fingers should be pointed down and palms facing forward. The little fingers of both hands are almost touching.
- Players should side-step quickly behind the line of the ball as it comes towards them and try to get two hands behind the ball.
- Create barriers between the ball and the goal with the body, legs and hands and have as much of the body behind the ball as possible.
- Concentrate until the ball is in the hands, relax at the point of contact and cushion the ball towards the body with the hands.
- Attack the ball whenever possible.

### **Tackling**



In football, the term "tackling" is used to describe any effort to take the football away or knock it away from an opposing player or dispossess them of the football. There are two types

of tackling – block and slide tackling. Slide tackling can be dangerous, and is banned in some children's leagues. Therefore, we would advise you not to train the children in this form of tackling until they are more experienced and older, for example from early teenage years upwards. Block tackling is safer and will be taught in this manual. It is important to point out that the player is tackling the *ball itself* and not the opponent. The objective is to avoid injury to either the tackler or the person being tackled. The key coaching points of block tackling are:

- Place the non-kicking foot alongside the ball.
- The ankle joint of the tackling foot must be firm and locked.



- The knees should be bent to lower the centre of gravity of the player.
- The head and upper body should be over the ball.
- The hands should be closed (make a fist). This will tighten the upper body.
- Contact is made with the inside of the foot.
- Contact on the ball should be made through the middle of the ball.

### Football coaching drills

A "drill" is a training exercise. Coaching drills are used to help players practice and improve specific aspects, techniques and skills of the game. Once the drill is set up and running, the coach should advise, correct and encourage the players. The drill is a means to an end and not an end in itself. When using drills, football coaches should:

- Plan and prepare well to ensure that the drills flow one from the other and that the children do not spend too much time standing around with nothing to do.
- Vary the drill to prevent monotony.
- Explain the purpose of the drill.
- Not continue the same drill for too long.
- · Try to make drills fun.
- Follow difficult drills with easy ones and vice versa.
- Mix the drills with little exercises so that one drill can be set up while another has been completed, for example running once around the pitch or doing a series of exercises.
- Always have a whistle to get the attention of the children, to start and stop exercises and to help them get used to hearing a whistle and stopping. When they eventually play matches, they will need to listen for the referee's whistle and it is good practice.

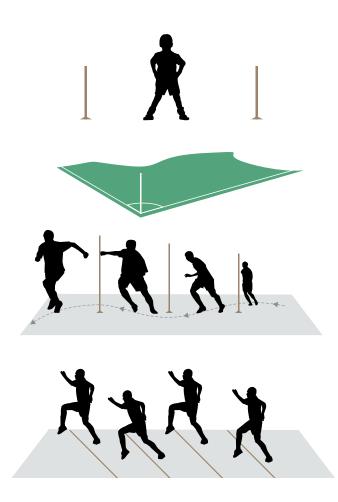
Keep in mind the ages and ability levels of the children you are working with and try and make sure that no one is left behind. Work harder with the children with less ability and keep sending them positive and encouraging statements, for example "You're doing much better now", "Good shot", "Good tackle", "Good save", "Nice movement with the ball", and so on. The children will become more and more involved in the drills and the game as you encourage them all. You might need to balance out the coaching drills between older and younger children and those with more experience in playing. This will depend on the mix of ages and abilities in your group, which is why it is so important to identify volunteers in the community - especially parents and older children – who can help with coaching and maybe become football coaches themselves.

### What to do when training equipment is limited

You may not have access to such basic necessities as training cones, touchline markers and other equipment. In such cases, it is important to improvise and use what is available in the environment. The key objective is to ensure that children continue to benefit from the sport whatever the situation, and training cones and goalposts can always be made from what is available.

### Sticks and pieces of wood

There may be a lot of unused wood lying around and it can be used to good effect in coaching sessions. However, bear in mind the safety of the players. For this reason, avoid using sticks with sharp ends or points. If necessary, you can always wrap bits of old fabric around sharp or pointed bits of wood to make them safer. Sticks can be used in a variety of ways. They can be stuck upright in the ground (see diagram) to act as goalposts and corner and touchline markers or used in training for speed and evasion drills, running in and out of the sticks without touching them to improve dribbling and agility.



Sticks can also be laid flat on the ground (see diagram) to mark out touch lines or for speed-agility-quickness exercises in which players move their feet quickly in between the sticks.

### Plastic bottles

Plastic bottles can be used as a substitute for training cones if they are filled with either sand or fluid of some kind. Where water is hard to come by, it would probably be better to use sand or dirt. However, it is very important NOT to use glass bottles as these are too dangerous to be used anywhere near a football coaching session.

### **Tyres**

Tyres and old inner tubes can also be used for speed-agility-quickness exercises as in the diagram below. With tyres laid out in this sequence, coaches can organize drills in which the children run the length of the area, making sure that they place their left and right feet in the tyres as appropriate, lifting them high each time to make sure they do not trip up. You could also create races between teams using tyres to add an element of competition. Also, in skills and fun sessions, tyres can be used as targets for players either to kick balls through or to hit them in a particular sequence, for example passing practice to make sure they hit the target each time. Tyres are a very good resource for football coaching because they are not only multi-purpose but also reasonably safe, because they are made of rubber and children will not hurt themselves if they fall on them.



### **Note for coaches**

Coaches should avoid using any materials or natural matter which could hurt or injure children should they fall on them or be hit by them. For example, try and avoid using stones as markers or goal posts as the potential for injury is high. Piles of soft earth may be used instead.

### Plastic bags and old cloth

Different coloured plastic bags and pieces of cloth can be used as training bibs for children to distinguish them when making teams for drill sessions or even little football games. Rather than make something that fits over the body, it might be better to tuck coloured plastic or cloth into children's clothing, such as their shorts, skirts or trousers, in order to indicate which team the player is on.

One of the key points in improvising materials to coach and play football is the health and safety of the children themselves. Anything that coaches might decide to use should be chosen on the fundamental premise that it cannot hurt or injure the children within reason, keeping in mind that children can get hurt just falling over in a game of football!



### Somewhere to train and play

It is important that the group has somewhere safe and appropriate to train and play football. This might be a field or a piece of communal land. Talk to parents, community leaders and local schools to ask for permission to use a piece of land that has been identified because it is relatively flat, safe and accessible. The children and community could help clear the land if necessary, for example by clearing away stones, rubbish or other obstacles. It does not have to be perfect as the most important thing is to have somewhere that is regularly available and where the children will always play. Over time, with the support of others, it might be possible to improve the piece of land, including levelling it and perhaps even getting enough support to put up goalposts.

### Warm-up drills

Warm-up drills should precede a skills training session to help the children get in the right physical and mental frame of mind. Building on the static and dynamic stretching above, these short warm-up drills will help loosen and warm up the muscles further, get children thinking about the football and their positioning and be ready for the coaching session proper to start. Below is a series of suggested warm-up drills, but again there are hundreds of possibilities to use with children and you would need to adapt the games below for older children. Learn about other warm-up drills from other coaches, local football clubs, national federations, through the internet, and so on. The possibilities are endless, and you can

make up your own as well. The main point is to ensure that all the activities follow each other with a minimum amount of downtime in order to keep up the interest and involvement of the children and to ensure that their muscles do not cool down too much. The initial stretching and warm-up activities are designed to get the children slightly out of breath so that they are working their hearts and muscles properly. Each of the warm-up drills below should last no longer than 5 to 7 minutes.

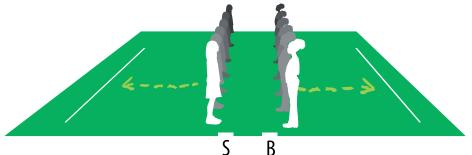
### Note for coaches

One possibility in working with children who have limited knowledge of or exposure to sport in general or football in particular is to ask them what games they play with other children, for example in school or in groups of their peers. Quite often, these will be traditional games specific to the country, the area or the culture. Playing games that they know well and that are special to them will help in building the children's confidence and in reinforcing their relationship with you. Traditional games are often quite dynamic and include some form of moving about. Any game is acceptable as long as it involves all the children moving at some point or other so that it raises their heartbeats and gets them a little out of breath. Without even realizing it, they will be warming up for their football drills.

You should also look for ways to adapt traditional games to suit the game of football. This will help those children who have never played football before as it will involve similar skills and techniques that they use in their ordinary childhood games.

### Spiders and bugs

Mark three lines 20 metres long and 15 metres apart as shown in the diagram below using cones, sticks, plastic bottles or other forms of markers:





Divide players into two equal teams. Each team should stand alongside the centre line about 2 metres apart and all facing forward. Name one team Spiders (the "S" in the diagram above) and one team Bugs (the "B"). When you call "Spiders!" or "Bugs!" that team has to sprint for the end line nearest them. The other team tries to tag<sup>24</sup> them. Anyone who is "tagged" joins the other team. Continue only until the players start to breathe heavily, in other words, do not exhaust them. Alternatively, keep going until only one player is left.

### The zipper drill

Make a square about 20 metres by 20 metres using markers such as cones, plastic bottles, piles of earth, etc. Divide the children into two groups. Players start on marker A and run down to marker B. When they pass marker B, they run diagonally to the opposite corner and across the other group, they now start from marker A again. Different exercises can include: slow jogging, stopping and turning, skipping (forwards, sideways and backwards), faster jogging, striding out, sprinting, three steps to the right then three steps to the left, high knees, heel flicks and "jump and head".

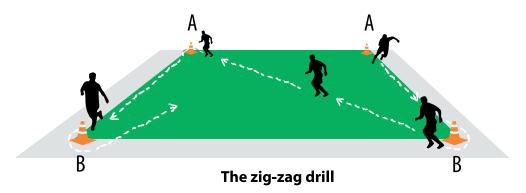
Progressions can include players giving each other a "high five" in the middle and sprinting to A, turning before the "zip", or introduce a ball.

#### **Musical footballs**

Each player has his/her own football and dribbles around a large circle area which you should define depending on the space you have. The players should be moving around at a steady pace, avoiding each other and keeping their heads up and trying not to look at the ball too much.

After they have been dribbling for a while, call out "Change!". Each player must stop his/her ball, leave it where it is and run around the circle looking for another ball. It is important they get to new balls right away and continue dribbling. After allowing them to get comfortable with the concept of the drill, remove one player's ball. This player now must run around the drill without a ball. When the next "Change" comes about, that person must try and find a ball, leaving another player without a ball to dribble.

Any player who doesn't end up with a ball after a "Change" is called has to run round the area just the same. Just be careful that the same player doesn't lose out every time. Sometimes children make "deals" between themselves to swap each other's football each time, so to avoid this, players are not allowed to swap balls with the same person two consecutive times, and make sure that they are using the entire area to run around. Keep a close eye on things to make sure that things stay under control.



<sup>&</sup>lt;sup>24</sup>"Tag": in this context, to tag means that one child runs after another and tries to "touch" them with their hands. Once touched, then that child is "tagged". To make it more fun or more difficult, you can say that children must tag with their right or left hand, or both hands, or that the tag has to be below the waist, or any combination or other ideas.



Lastly, make sure that the players are practicing moves and turns within the area, not just dribbling straight forward all the time. They should be weaving in and out of each other at a realistic speed and trying not to bump into one another or hit one ball with another – it is important that they learn how to dribble with the ball close to their feet.

### All skills warm-up

Set up teams of four to five players facing a line of markers evenly spaced about 10 metres apart. In the diagram below, "X" marks the children and "C" shows the markers. The markers will make the exercises more fun and more challenging technically as the children will be running in and out of them.

Start with simple shuttle races in which the players run to and from each of the markers in turn. In this race, they run to the first marker, back to the beginning, to the second cone, back to the beginning and so on until they have run to all the markers, they hand over to the next in line. The first team to finish wins the race.

Then, in order to introduce ball skills, tell the players that the handovers will now require the successful completion of a basic skill. For example, place a ball between each line of players and the first marker. After running to all of the markers, the runner must hand over to the next in line by passing the ball to her or him, receiving a return pass and then passing it back. This exercise has to be performed correctly before the next in line can start to run to the markers. After passing, try other skills such as heading or side foot volleys.

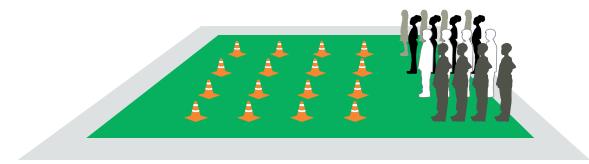
Another permutation of this drill is to have the children dribble a ball around the markers from 1 to 4 and then back again. After they come back and dribble around the markers, they then pass to the next line. You can add more markers if you want. There are many permutations and different exercises that you can come up with based on the idea of a shuttle race and you can introduce all kinds of ball skills.

Keep a close eye on competition, however. If one team seems weaker than the others and is always losing the shuttle races, then try and mix the teams up next time. It is important that their confidence is not undermined at all. Make sure that the exercises are not too difficult as the idea is for this warm-up exercise to be fun more than anything else.

### Three ball keep-away

Start with two teams of equal numbers and three footballs. Mark out a square or a circle grid and place all three balls in the middle of the grid. Get the two teams to stand outside the grid. On your signal (use a whistle), the players run into the grid and try to possess as many balls as possible. Each team tries to keep the footballs they have while trying to take other footballs off the other team using block tackles or interception.

In this game, players must be good passers of the ball to keep possession. They must also make decisions on where to run in the grid when they do not have the ball, when to pass or dribble and whom to pass to. On your second signal, the play stops and the



team in possession of two or more balls wins that round. Repeat this exercise several times. Make sure the children understand that they need to run around the grid to make themselves available for passes or to tackle the other team. They need to begin to understand the principle of running into space and calling for the ball to support one another. Again, keep an eye out to make sure that not always the same team wins, and mix up the groups if necessary. Encourage those who are weaker at passing or tackling and make sure they are not left out.

### **Reaction warm-up**

This is a good warm-up exercise that warms up the brain as well as the feet! It is a good activity to find out who can think quickly – and also who knows their left from their right! Make a circle with markers – one marker for each player. Players should face the centre of the circle. If there are a large number of players, make two or three smaller circles – it would be helpful to have some assistants in this case to be with each circle. Do not be afraid to ask parents or older siblings to help out. The size of the circle will depend on the age of the players but even a small circle is good enough if the drill is done at pace.

Players stand at each marker and the coach calls out a variety of instructions that players must follow. For example, the coach may call out "2 left" and all the players have to run to the marker 2 places to their left; or "3 right, 1 left" (3 markers to the right, then back 1 marker to the left); or "2 right, centre, 1 left" (2 markers to the right, run to the centre and back, then 1 marker to the left).

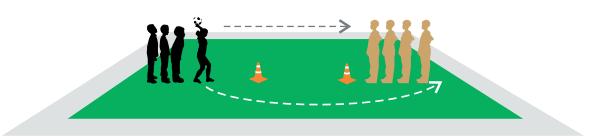
There are many variations to this drill. It can be done with or without a ball. You can specify the type of steps players have to use between each marker (for example, sidesteps, backwards, turn and run). You can have players sit down after each instruction to get practice getting to their feet quickly from sitting or lying positions. Again, it is limited only by your imagination and you can make as many different combinations as you like. Make it fun and vary the instructions: even though the children are working hard, it is important to keep them on their toes.

### **Quick reactions**

Players line up behind each other in a straight line with markers 10 metres away on their left and right. The coach stands opposite them and calls instructions out to them, for example, "run left", "jump right", "skip left", "hop right", "sidestep left". The players move to the line of markers indicated and back to the centre for the next instruction.

### Passing warm-up

In the diagram below, the squares represent players, the triangles represent markers, such as plastic bottles or cones, the straight arrows represent movement of the ball and the curved line represents movement of the player. In the first exercise, the front player in the left line starts with the ball in his/her hands. The first player throws the ball to the player opposite and sprints to join the back of that queue. The player who receives that pass (catching it in his/her hands) does the same and it continues until the ball is dropped, someone makes a





mistake or after a set amount of time. The next exercise quickly moves on to the players using their feet and passing to each other in the same way, always sprinting to join the back of the opposite queue. Mix up the passing by telling players to go to one-touch or two-touch passing at random times in order to keep them on their toes! See how many passes the group can achieve before they make a mistake, and set them targets. Identify the children who still need help with their passing and help them afterwards.

### Football skills drills

The drills presented from this point on concern specific football coaching drills to help the children improve their technique and skills. They include the following:

- Ball control drills
- · Dribbling drills
- · Passing drills
- Shooting drills
- · Heading drills
- Goalkeeping drills

On average, the drills should last between 5 and 10 minutes depending on the activity. Every effort should be made to avoid players standing around with nothing to do in between exercises.

### Note for coaches

In some of the drills below, you will need to split the larger group up into smaller groups or partners. When you do this, make sure that you balance out the weaker and the stronger players to ensure that there is always a good mix. For example, pair a strong player with a weaker player so that the stronger players can act as peer coaches for their peers, giving them encouragement and correcting any mistakes being made in the exercise. This will instil in the stronger players a willingness to help others and share their good abilities with those

less fortunate. In this way, the bonds within the group are strengthened and there is less focus on who is strong and who is weak. You also enhance the personal development of the stronger players by using them as assistant coaches to help others in the group.

### Ball control drills

### Monkey-in-the-middle

Ensure that the name of this drill will not cause any problems in the group. If you think it will, simply replace it with another animal or name. It does not matter, as long as it does not upset anyone and it will not result in bullying through name-calling. This exercise requires groups of three, with one ball to a group. Volunteer one player to be the "monkey-in-the-middle". The two other players try to pass the ball with their feet past the "monkey" without letting her or him control it. Once the "monkey" traps the ball, the last player to touch the ball takes his/her place. The two outside players must control the ball, or they will have to switch with the "monkey". The groups should work in small grids that you mark out and they should learn to move into space to make and receive passes. The "monkey" should try and intercept passes and move to tackle the person in control of the ball to force them to pass.

### Rapid fire

Have the full group form a circle around a single player. If possible, every player except the middle player should have a ball. Have each team member take turns passing the ball to the player in the centre. This player tries to trap and control the ball, and then passes it back to the original player. Have each team member take a turn as the middle player. If the number of footballs is limited, the player in the middle starts with a ball and passes to a player standing in the circle. That player then passes it back to



the middle player who then passes the ball to a different player in the circle. If your group is too large for this exercise – which might mean that children have to wait too long to pass or be in the middle – then split the group up into smaller groups doing the same exercise.

#### Continue down the line

Divide team members into groups of four players with one ball for each group. Select one player to be the server. The three remaining players should line up, side by side, facing the server. The server will take turns "serving" the ball to each player who must trap and control before returning it to the server. Continue in this fashion, alternating the server. The server should alternate the type of serve, for example, instep passing, hard passing, lifting the ball, and so on. Receiving players should use feet, chest and heads to bring the ball under control.

### Flight ball

Divide the group into pairs, giving each pair one ball and mark an area on the ground. One player will be the server, who is to serve the ball in the air to any location in the other player's half of the area. This player must move to the ball, trap it, and return it to the server. Alternate roles after every 10 serves. If some players find it difficult to make the serve in the air using their feet (which can be the case if they are new to the game or very young), they can use their hands and throw the ball into the air for their partner to trap.

### 4 v 1 keep-away

Divide team members into groups of five. Mark out a square area about 10 metres by 10 metres for each group, with a player at each corner and one in the middle. Players must keep the ball away from the defender in the middle while keeping the football in the area. For more advanced players, use 3 v 1 or 3 v 2, with one open corner so that players must move into space to support.

#### **Note for coaches**

Reduce the size of the area as players get better. Keep score by counting passes. Do not be too strict on keeping ball in the square — let play continue unless the football is blatantly out of the square.

#### Protect the marker

Mark out an area of 20 metres by 30 metres. Divide the players into four equal teams depending on numbers in the group. Each player should have a ball. Each team sets up three or four cones or plastic bottles filled with sand or dirt to protect on one side of the space. Teams decide which of their players will defend and attack. The game begins with players defending their cones/bottles or trying to knock down the other teams' cones/bottles, while controlling their own ball. When a team's cones/bottles are knocked down, the team is out. The team with the last standing cone/bottle is the winner.

#### **Note for coaches**

Make sure the turnover time for this game is quick so that the first team knocked out is not waiting on the sidelines for a long time. However, it is a fun and noisy game so let the children play it in that spirit.

### **Dribbling drills**

### **Note for coaches**

If you do not have enough footballs, then you might have to do some of these drills with one group and then with another, depending on the number of balls you have. However, the need to obtain more footballs could be an incentive to try and find a sponsor to provide you with materials or to discuss this possibility with local football clubs or the local and national federations.

### **Keep away**

Mark out a boundary proportionate to the overall group size. Each player should have a ball. On your signal, the players should dribble their football within the boundary, while at the same time trying to kick other players' footballs out of the area. Players whose ball is kicked out of area must retrieve the ball and dribble around the whole boundary area before returning to the game inside the boundary.

### The stop and go

This is simply a change of pace. Each player should have a ball and should jog slowly around the designated area with the ball, and then on your command of "Go!" or a whistle blast, should put on a burst of speed until you say "Stop!" or blow the whistle again. The key is a change of pace with the ball. Players can also put the sole of their foot on top of the ball when stopping the ball and then push it forward with the instep when they break off on the dribble again. In order to add in some game simulation, place defenders in the grid who can try and dispossess players as they dribble. It will force the players to accelerate around the defender.

### **Beehive**

Mark out an area of 20 metres by 20 metres and give each player a ball. Players dribble inside the area avoiding other players. Players should practice inside and outside foot dribbling, stopping, changing direction and pace, and maintaining control while in the beehive. The small square will mean there will be a lot of players in a confined space (hence, a "beehive" of activity) and they need to avoid each other and use peripheral vision. However, if you have a large group, you might need to set up two or more areas to accommodate all the children.

### King/queen of the ring

Mark out an area of 20 metres by 20 metres – if you have a large group, you might need to set up two or more areas. Provide each player

except one in the area with a football. The player without the ball is "it", in other words the king (if a boy) or queen (if a girl). Players start to dribble inside the area while the king or queen tries to kick each ball out of the area. Players may re-enter the area after retrieving their balls. Set a time for each player to be the king or queen and get them to count how many balls they kick out of the area. See who ends up with the highest number at the end.

### **Shadow dribbling**

Pair the players up, each with one ball between them. The first player (the leader) dribbles while the second player follows, also dribbling with an "imaginary" ball. The second player must copy what the leader does. This means that players have to try to keep their heads up and watch what the other is doing, especially the player who is copying the other. Encourage the leader to perform creative dribbling, including changes in direction, pace and technique. The objective is for the leader to make it difficult for the other player to copy her or him. Stress the need for football control and change leaders frequently.

### One on one

Pair the players pair, each with one football between them. They should work in a square with markers at each corner. The player with the ball is "on the attack" and the other player is the defender. The attacking player tries to dribble to any of the markers and touch it with the ball. The defending player tries to prevent this. Players switch possession of the ball when the attacker accomplishes his/her goal or when the ball goes out of bounds.

### **Dribble across a square**

This is a good drill for evaluating players' dribbling skills. It teaches general ball control, dribbling and the importance of looking up while dribbling. Players also develop their peripheral vision (the capacity to see what is going on out of the corner of their eyes), practice shielding the ball and improve their ability to speed up if they get in



**Dribble across a square** 

the clear. Use four markers to make a square about 10 or 12 steps wide (smaller or larger depending on age and number of players). Every player should have a football. Spread players around the square, all facing inward (see the diagram below):

On your command of "Go!" or a whistle blast, each player dribbles across the square and back. When they reach the side of the square, the players must begin to perfect turning with the football and they should use one of two techniques. They must do a "pullback turn" in which they put the bottom of the foot on top of the ball to stop it and pull it back in the direction they came from and turn as they do so. Or, they must do a "hook turn" in which they pull up their toes and turn the foot so the outside of the foot can "hook" the ball, stop it and pull it back in the direction they came from and turn themselves as they do so.

Players should look up while they dribble so they do not run into each other. The first player to cross the square 12 times without the ball getting away from her or him or making a mistake is the winner. You can make a game of this by giving players points for each successful turn they do and then run the exercise several times to see who is the overall winner. Tell the players that the first one to complete the 12 runs should call out "Done!" or "Finished!" and then all players should stop and count up how many turns they made. You should then note all the scores at the end of the game. However, you should always be sensitive to the weaker players in the group and if you think that counting up scores could reinforce these weaknesses, avoid doing it. Simply bring the exercise to an end without counting up scores.

Play two or three games like this. As a variation, for the second game, you could state that the first to 10 is the winner and for the third game, the first to 8 is the winner, and so on.

#### Note for coaches

Players need to learn that when they are in "traffic", i.e., surrounded by other players, they should keep the ball close to the feet to protect it. They also need to learn how to look up while dribbling by keeping the ball close to the feet. Then, when they have got themselves into the open, away from the traffic of other players, they should kick the ball ahead and run on to it to go faster, but still keep it under control to turn.

## Passing drills

### **Basic passing**

Divide the group into partners, giving each pair a football. Have the players pass and trap the ball, while you evaluate their skill and help them with advice and guidance. With children – and particularly the children from IPEC projects – it is much better to show them how to pass and trap the ball properly, so that they can watch and copy what you do. The correct technique in



passing and trapping the ball is described in more detail in the earlier section on Basic football skills.

Later in this exercise, introduce one-touch control passing, which is passing the ball without first trapping it. This is much more difficult for children with little experience of football or who are very young. The ball can fly off in all directions if they are not careful. Therefore, make sure they can trap and pass the ball proficiently before progressing to one-touch passing. Move among the pairs of players, spending some time with each of them and encourage them all the time and give help where it is needed but without any form of judgement or criticism. Show them how to perform the techniques correctly so they can copy you.

### **Triangle pass**

Make up groups of three with one ball between each group. Get the players in each group to stand in a triangle facing inwards, using markers to keep the shape of the triangle. Players should try to pass around the triangle shape between them. Get them to reverse the direction of the passes from time to time, so that they do not always get used to going only one way. They can use trap and passing technique and one-touch passing as they progress. After a certain level of proficiency is reached, add a defender in each triangle to try and intercept the passes. Players are allowed to move short distances off their triangle marker to either take or give passes and make the defender work harder.

Tell the players always to remain on the balls of their feet during passing drills. They should bounce slightly, turning their feet one way and another so that they are always in a state of readiness to receive and give a pass. After a short while of passing one way around the triangle and then the other, allow the passers to pass randomly. In addition, allow the defender to be switched around, for example, if he/she intercepts a ball he/she can replace the person whose pass was intercepted. Try and progress every exercise

into more of a game situation so that the children learn how to use these skills under pressure and in game simulation.

#### Pass and follow

In this drill, one player stands in the centre of a circle with the other plays around her or him. One of the players in the circle passes the ball to the player in the centre, follows the pass and takes the place of player in the middle. Meanwhile, the player in the centre traps the ball and passes to another player on the outside of the circle, following the pass and taking the place of the player passed to. The player with the ball traps the ball, passes it to the centre player and follows the pass. In other words, the person in the middle is constantly changing and will receive a pass from someone and make another one almost immediately and follow it out of the centre and back into the circle.

Continue around the circle like this for a few minutes as it is likely to be a bit difficult for the children at first as this drill is challenging. However, once they get used to it, the passes should flow well and the children will learn to think and react quickly. One of its objectives is to make the player receiving a pass to have already looked up and worked out to whom he/she will pass to afterwards.

As the players improve, put another ball into play and/or impose restrictions, for example one-touch play or alternate side-of-the-foot passes.

### **Pressure passing**

Set up a circle of markers about 10 metres in diameter. One player will stand in the middle while the rest of the group will space themselves out equally around the edge of the circle. The player in the middle receives the ball from a player on the edge, controls it, turns and passes to another player. As soon as he/she passes the ball out, a second ball is played in from the edge of the circle. As soon as this ball is passed out to a player on the edge of the circle, the first ball is played in again



and so on. The middle player has to move about quickly in a constant state of readiness to provide passes to the rest of the circle. Swap the middle player after one minute.

Stress the importance of good, crisp and accurate passing. The middle player must keep hihe/sher head up and look at the target and think ahead about who he/she will be passing to. You can vary this game by only allowing two-touches (trap and pass), then one-touch passing. This will make the player in the middle concentrate even more on technique and skill in passing. Played properly, this is an intensive and fun workout for the children.

### **Keep away ring**

Get the players to pair up and stand across from each other around a circle of markers. One player will then stand inside the circle and try to intercept passes made between the pairs of players. Completed passes made between the players count as goals and each pair should keep count of the goals they score so that at the end of the exercise, the pair with the most goals wins. As the player in the middle intercepts passes, he/she kicks the ball out of the circle. After one minute, change the player in the middle of the circle.

### Marker game

Get the players to stand in a circle, facing a partner on the opposite side. Set up six to eight markers in the middle of the circle as targets. Players should then try to knock over the markers in the middle with accurate passes. Make sure you have one or two players to help with setting up markers as they are knocked over, and change over the helpers from time to time. Pairs should keep score of the number of markers they knock over, and the pair with the highest number at the end of the game is the winner. It is probably best to use plastic bottles filled with sand or dirt as markers, but do not make them too heavy as otherwise the children will have difficulty in knocking them over.

### Four corner pass

Set up a 10 metre by 10 metre square with markers at each of the corners. Four players, one each side of the square, have one ball to pass between them. They attempt to pass the ball to each other across the square but may only run between the cones on their side of the area. A fifth player inside the square tries to steal the ball by intercepting it during passes. In other words, players on the edge of the square should move up and down the line between the markers to put themselves into space to receive a pass and avoid the defender. Players may not come into the square - they must remain on the edge of the square in between their two markers. Change the defender in the middle every minute.

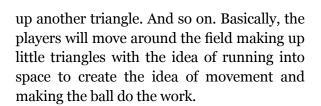
### Circle passing

Many of the basic circle drills can be used to practice passing. Try using a circle with two players in the middle attempting to intercept passes made by the players on the outside. The player whose pass is intercepted goes into the middle to help the two defenders already there. The winner is the last player left on the outside of the circle. Another variation is that when a player's pass is intercepted and he/she comes into the middle of the circle, the defender who intercepted the pass goes on to the outside of the circle, so there will always only be two defenders.

Think up some of your own variations by studying these drills and understanding their basic principles.

### **Triangles**

This is a good drill for reinforcing basic passing skills with the added bonus of introducing vision and awareness. Divide the team into groups of three players and get them to stand in a triangle. Number the players 1 to 3. Player 1 passes to player 2 and then immediately runs between player 2 and 3 in order to take up a position to make a triangle again. Player 2 then passes to player 3 and runs through the gap between player 3 and player 1 to make



If it is done correctly, this can be a fast drill that reinforces the pass and move combination which is fundamental to football. It makes players look carefully to find their next target and requires good passing technique. Just be careful the players do not all disappear out of sight as they keep moving and making new triangles! Move around the groups yourself and help them to develop the correct techniques and to understand the need to sprint fast into the next position. They need to stay alert and on the balls of their feet ready to give and receive passes and move quickly into space.

### Relays (similar to the "Passing warm-up" drill)

This drill focuses on the fun activity of relay races between teams. You can use a passing and moving relay race with a set up like the one in the diagram:

The basic practice drill is as follows: player A will pass to player D and then run to the back of the line (i.e. behind player C); player D will pass to B and run to the back of the line, and so on. Practice this with the groups for a few minutes and watch for and praise the correct technique. Then add the requirement that players must shout out the name of the person they are passing to. Adding this rule makes the players talk to each other and it makes them look up to see who they are passing to. In addition, if this drill is carried

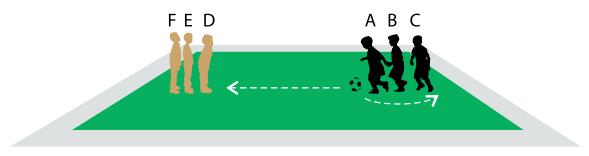
out at the start of the football season or a new project where all the children might not know each other, it helps introduce the new players to each other. This drill can also be made competitive with the first team doing 20 consecutive passes as the winner. However, make sure that the teams are well mixed and that one is not much stronger than the other. Avoid creating winners if it might upset the bonds within the group.

There are many possible variations to this drill. For example, get the players to give one-touch passes instead of two-touches. Once you know the children and their abilities better, you can create drills that you know they can do and they will enjoy.

### **Shooting drills**

#### **Marbles**

Organize the players into pairs, each player with a ball, standing next to each other. Standing with his/her back to the field of play, the first player throws the ball over his/her head. The second player then kicks their ball from the starting point and tries to hit the ball that was thrown. Play alternates by kicks until one ball is hit. The players then change over and start again. As the coach, you should emphasize instep kicks for distance and the side of the foot for accuracy. Make it a condition that in every other game only the left foot is allowed to be used. This will help players to learn how to use both feet in playing football which is useful for dribbling and shooting.





#### Shoot between markers

Set up a row of markers 3 to 5 metres apart. Organize the players into pairs and put one player on each side of the line facing the markers and each other, i.e. the markers are separating them. Players should start the drill by standing close to the row of markers at first, striking the ball between them. The partner receives the ball and then passes it back through the markers. Gradually move the players further apart as their technique and accuracy improve. Get the pairs to sometimes use one-touch passes as they grow more confident. As the players improve, reduce the width between the markers to give them a harder target.

### Go for goal

Players form two lines on either side of the coach who is standing 20 metres from a goal. The coach serves the ball, i.e. rolls it, towards the goal line while one player races to control the ball and shoot. Organize an order for players to take turns. As shooting skills improve, add a goalkeeper into the goal to make it more realistic. As coach, you should encourage correct shooting technique and a good first touch on the ball.

As a further variation and to make the drill more competitive, nominate the players on the right of you to be attackers and those on the left defenders. As you roll out the ball, the attacking player can move straight away, whereas the defender will move one or two seconds later. This means that the attacker has to win and the strike the ball knowing there is someone coming to tackle her or him and there is also a goalkeeper to beat. It makes the drill more intense and more like a real game situation. You can add in variations, such as one touch and shoot, or two touches and shoot, and so on.

### **Quick shot**

Organize the players into groups of three and give each group one ball and two markers. Each group should set the markers up as a goal and have one player be the goalkeeper.

The remaining two players should be on opposite sides of the goal, facing each other. They will take turns shooting at goal. When the goalkeeper makes a save, he/she should turn and roll the ball to the other player. Switch goalkeepers often among the three players, say every minute or so. Do not let the players stand too close to the goal for shooting as this makes it hard on the goalkeeper. Get the players to work on their accuracy and different heights of shooting.

### Marker kick down

This drill is played just like a regular small-sided game and you should organize two equally balanced teams. Set up two goals as you would a normal game but line up five markers along each goal line instead of having a goalkeeper. The first team to knock down all five markers on the opposite goal line wins. However, it is important that the teams understand that although there are no goalkeepers, there are of course defenders and they should defend their goals to prevent attackers knocking down the markers. Use plastic bottles filled with sand or dirt as markers as these are easier targets to knock over for the children.

### Shoot against the goalkeeper

Organize the team into pairs of players. Give each pair one ball and four markers and they should set these up as two separate goals opposite each other about 10 metres apart. Each player stands in front of a goal and takes turns shooting at the other goal and then being the goalkeeper as his/her partner shoots at his/her goal. To begin with, the players should kick a stationary ball. However, build the game up by encouraging them to stand behind their goal line and dribble up to it before shooting or have the goalkeepers roll the ball to the shooter for a one-touch shot.

### Pass and shoot

Set up two markers as a goal at one end of a square and divide the group in half, always being equitable in the distribution of players so that one side will not always win or lose.



Pick one player to start the drill as goalkeeper, but switch goalkeepers often during this drill. Line one group up behind the goal in single file, with one ball for each player. Then line the other group up, also in single file, about 5 metres or so in front of the goal, in the centre. The first player in the line behind the goal should pass the ball to the first player in the centre line. This person then traps the ball and takes a shot at goal.

After shooting, the players should cross over and go to the end of the passing line and vice versa, so that the drill is continuous and players take a turn at passing and shooting. After players get more proficient in trapping the ball and shooting, tell them that they have to take their shots with only one touch. This is more difficult and you need to make sure that players are proficient enough to do this. For large groups, two games can be set up at opposite ends of the field.

### 3 v 3 one goal

This drill is based on a normal three-a-side game in an area approximately 30 metres by 20 metres, except that it is played around one goal rather than two. Set up the goal with two markers placed in the middle of the area that has been marked out. There should be one goalkeeper to defend the goals from both teams. Team A can score only from the left side of the field, and team B only from the right side. Players must combine by passing between each other to create goal-scoring opportunities. Emphasize shooting at goal at the earliest opportunity. The game is restarted with a throw-in any time the ball goes out of bounds. When the goalkeeper makes a save from one team, he/she throws the ball into the opposing half of the field. Change the goalkeeper often, at least every 2 minutes. Get the teams to count the number of goals they have scored, with the team that scores the most the winner.

### Marker ball

This drill exercise can be played 4 v 4 v 4, i.e. 12 players in all, with one ball. Put a large marker in the middle of the field. The three

teams play against each other. In order to score, a team simply has to hit the marker. Each team adds up the number of times it hits the marker. The teams not in possession of the ball must try to dispossess the team with the ball and shoot at the marker. The teams play in the whole marked-out field. As a variation and to begin to make the drill a bit more challenging as the players get more proficient, add a 5-metre exclusion zone around the marker, in other words no players can go inside this zone and must therefore shoot at the marker from outside this zone. Later on, you can also introduce a goalkeeper to this area who can stop the shots at the marker. Change the goalkeeper often and at least every minute or so.

### Heading drills

### **Note for coaches**

Keep in mind the earlier caveat in this manual regarding the age of children and exercises for heading footballs. You should not do these exercises too often, if at all, with young children. Children above 12 years old could start heading exercises and technique. Below this age, it can be harmful to their spines and necks and should be avoided.

In addition, do not use too many heading drills one after the other as this will begin to hurt the players' heads and you could risk upsetting them, or even injuring them. You could even put them off heading the ball at all or even playing football. Intersperse heading drills with other exercises. You do not have to do a heading drill each time you train. Plan your drills wisely and according to the physical limitations of the players, especially very young players.

### **Self-heading**

In this drill, players "head" the ball out of their own hands and catch it. The objective of this drill is to teach proper heading technique and get players to understand how to head the ball properly and effectively. The ball should start being held against each player's forehead. The player then pulls the head and



upper body *back* while holding ball still and then *strikes* the ball. Make sure that players concentrate on keeping their eyes open and mouths closed and that they hit the ball with the appropriate part of the forehead. They should make contact with the ball with the forehead area between hairline and eyebrows. Walk among the group and observe each individual technique and correct any errors as this can cause damage otherwise.

### Self-heading in pairs

Organize the players in pairs, each with one ball between them. The players should stand about 5 metres apart. Using the technique described in the drill above, one player heads the ball to their partner. The partner catches the ball and heads it back using the same technique. Once the players have become more proficient in technique, they can stand a little further apart to improve accuracy and distance.

### Partner heading

This drill can follow on quite easily from the two preceding drills, but again avoid doing too many heading drills at one time so that none of the children get hurt. Intersperse heading drills with other technique drills and do not overdo it. Organize the players in pairs, each with one ball between them. The players should stand only a few metres apart in the early part of this exercise. One player tosses the ball gently to the other player who heads it back, making sure to strike the ball properly with the head and concentrating also on accuracy in heading it back to his/her partner. One player should continue for 10 consecutive headers and then change to the other partner.

### The heading game

Organize the players in pairs in a 10 by 5 metre area marked out with markers. Players take it in turns to head the ball over their partners' goal line by pulling the ball back and using their own momentum to head the ball. The players attempting to stop the ball can use their hands or dive if necessary. They then throw the ball back and each player takes ten consecutive

headers. Get the players to keep score and then see who the winner is at the end of the drill.

### Three-person heading

Have one player stand in the middle of two others, who each have a ball. The outside players take turns tossing the ball gently for the middle player to head it back to them. The middle player must head one ball, spin around and head the other ball, then back again. Continue for a given number of headers, say 10 to 20, and then switch the player in the middle.

### **Target heading**

Organize the players into groups of three with two tossing the ball and one heading it as above. This time, however, the first player gently tosses the ball for the second player to head in the direction of the third player who will be standing to the side of her or him at a 90° angle. This player catches the ball and tosses it gently for the middle player to head it back to the first again. Continue for a given number of headers, say 10 to 20, and then switch the player heading the ball. Once all players have been in the middle, start again but this time the player should stand on the opposite side of the middle player. Encourage accuracy of the headers and make sure that the players understand how to twist their heads as they connect with the ball to head it off to the left or right. Ensure that players are using good technique and will not injure themselves in any way.

### Keep-it-up

This is a challenging exercise and you will only be able to do this with players who are more proficient at heading the ball. Organize the players into pairs and one player will toss the ball gently to the other player who heads it back. This time, the first player will also try to head the ball back and both players will try to keep the ball from hitting the ground only by using their heads. Encourage players to keep count of how many times they head the ball and get them to try to beat their best effort. As a variation, join two pairs together and have



them try to make the balls collide in mid-air. This game is all about timing and accuracy.

### Circle keep-it-up

This drill is similar to the one above except that there are more players, requiring more concentration, more skill and good communication. Organize the players in a circle of four or five. The drill begins by one player tossing the ball gently to another player in the circle. The group must then try to keep the ball up for as long as possible using only their heads. Teams should count the number of consecutive headers they make before the ball hits the ground. The team with the highest number of headers is the winner.

### **Volley football**

Organize two teams of two or three and get them to stand at either end of a 10 metre by 5 metre court with a centre line, similar to a volleyball court. Place benches, sticks, cones or other markers along the centre of the court to represent a net. The game begins with a throw-in from the side by one player to a team mate who heads the ball over the "net" to the opposing team. The opposing team must head the ball back over the "net" before it bounces twice on their side of the court. Points are scored as in volleyball, i.e. teams can only score when they are serving and they get to serve by winning on the other team's serve.

You can vary this drill by also allowing the team to use their feet to keep the ball up, but only allowing them to get the ball over the net with their heads. You could also think about organizing a volley football competition within the group for a bit of fun. Perhaps adults from the community could play as well and the teams could be mixed up. Just make sure that the game remains fun and that the competition does not become too strong. It is primarily designed to improve football technique and skills.

### The heading game, 2x2

Organize the players into pairs to play a game of 2 v 2 in a 10 by 10 metre square. One pair

starts with the football and tries to advance down the square heading the ball to each other without letting it touch the ground. Once they get near the other team's goal line, one of them can attempt to head it over their line to score. The other team stays on their goal line and attempts to save the ball. Once the ball hits the ground or is saved, the two attackers become defenders and retreat to their goal line and the other pair begin to try to keep the ball in the air and advance up the field to score. See how many goals can be scored over a set period of time, say 3 to 5 minutes, or a set number of attacks, say five each. The team with the most goals wins. As a variation, you can increase the number of players in the teams and increase the size of the grid, although try not to let the goal line become too wide as scoring can be too easy.

## Goalkeeping drills

It is important that children understand the roles of the different players on a football pitch and that, through the drills that have already been presented here, they begin to identify with the positions that suit them best, such as defending, attacking, passing the ball into the centre for other attackers to score, and so on. Once the children begin to identify these different positions and their roles and functions, coaches can start piecing together the makings of a football team and to move more into the rules of the game, roles of the different positions, game strategies, and so on. However, for young children and inexperienced players, it is important that coaches do not try and influence personal preferences for where they play. Let them experience all aspects of football and have fun playing in all positions. It is not until they are older, more experienced and possibly playing competitions that they might need to start thinking about where their best position might be. Even in senior teams, players tend to interchange positions depending on what is happening in a game. Football should be fun for children, so do not tie them down



with positions and rules – let them express themselves and try everything.

However, of all the players on a football pitch, only one has a very particular function, namely the goalkeeper, who occupies a position that represents the last line of defence between the opposing team and the goal. The primary role of the goalkeeper is to defend the team's goal and prevent the opposition from scoring a goal. Goalkeepers are the only players permitted to touch the ball with their hands or arms in open play within their own penalty area. However, goalkeepers are not allowed to handle the ball with their hands when receiving a deliberate pass from a teammate. As a result, all goalkeepers must also be able to control the ball with their feet, emphasizing the importance at young ages for children to be able to acquire ball control skills whatever position they may play in.

Outside of their penalty area, goalkeepers have the same restrictions as other players and may not handle the ball. They are also "protected" from active interference by opponents within their own goal area, an action punishable by the referee. Since goalkeepers can see every player on the field most of the time, they often organize the team's defence as well.

Below are some coaching drills for goalkeepers. Let all the children in the group experience this position and see how various individuals get on. You might already spot a future talented goalkeeper among them.

### Soft catch

Organize the players into pairs with one football between them. Get the players to throw and catch the ball. At first, the ball should be gently tossed to one another directly over a short distance, say a few metres. However, as the players get more proficient, move them further apart and encourage them to throw the ball to the left, right or above their partners to make them stretch out and move in order to catch the ball. They can also throw the ball high or low to make their partners move about. In addition, for a bit of fun, tell them to try to make no sound as the ball hits

their hands – this is an almost impossible task but they will have fun trying!

### Keepers' nest, 3 v 1

Organize the players into teams of four – three attackers and one defender. Place three markers in a triangular shape 10 metres apart. One player is inside the triangle as the goalkeeper. The other three try to keep possession of the ball and score goals by moving the goalkeeper out of position, through passing, and playing the ball through two markers on the opposite side of the triangle. If the goalkeeper intercepts the ball, the player who played the ball last becomes the new goalkeeper.

#### **American football**

Organize the entire group into equal teams and mark out a field large enough to take the full group. In this drill, players use their hands to pass. Emphasize that they should concentrate on proper hand position under pressure. If a player has the ball in his/her hands, then he/she cannot move his/her feet. Players cannot grab the ball if it is in another player's hands. Instead of making goals for the teams to score in, create an end zone a few metres wide at either end of the field.

A team can score a "touch-down", as in American football, if they pass the ball to a team mate standing in the end zone. However, players cannot stand in the end zone for more than three seconds at a time. Players not in possession of the ball can try to intercept passes. Another variation can be that the ball should not be allowed to touch the ground. If it does, it passes over to the opposing team. This will encourage the players to throw the ball accurately and catch the ball cleanly. Count the touch-downs, and the team with the most at the end of the game wins.

### Crocodiles in the river

Mark out a 20- by 30-metre area. Organize the players into three teams of about four players with three balls. One team, the "crocodiles", will defend and the other two will attack.



Each team gets 5 minutes in the middle of the area as goalkeepers – in effect, they are the crocodiles in the river trying to intercept the balls! You should count the number of interceptions by the crocodiles and keep note of these. The other two teams have to play the footballs across the "river" back and forth and avoid letting the crocodiles intercept them.

Encourage members of the attacking teams to call for the ball, then pass it to a team mate on the same side. The crocodiles should use good goalkeeping techniques, including anticipation, setting into position for a shot and receiving balls. If a crocodile intercepts a football, he/she should roll it back to the coach. Variations of the game can include stopping the game once all three balls have been intercepted or circulating the footballs back to the attacking teams and letting the game go on for a set period of time, say 3 to 5 minutes, before putting another team in as crocodiles. The team with the biggest number of interceptions as crocodiles are the winners.

### **Triangular goals**

Set up triangular goals — three markers 2 metres apart in a triangular shape — in the middle of the penalty area on a football pitch. Organize teams of four players and play 4 v 4 within the penalty box. You can also mark out the penalty box and goals. One team has four attackers with one football and the other has three goalkeepers, one for each side of the triangle, and one defender who covers all sides of the triangle. The attacking team tries to score by kicking the ball over the triangle goal lines. If the football is kicked out of the penalty area or if the goalkeepers/defender make a save, switch the teams around. Let each team keep their own scores.

Variations of the game can be introduced as the players become more proficient. For example, you can increase the area of play and introduce teams of 6 v 6 or 8 v 8 (but always triangular goals and three goalkeepers). Open the triangular goal lines to up to 6 metres wide. Make the exercise even more challenging by telling the players that they have to make at least three passes before they can shoot at goal, or that they have to head a goal or chip over goals to a team mate to score.

# Simple fun games for children

### **Note for coaches**

In these simple games, the instructions involve splitting the larger group up into teams of certain sizes, such as two teams of seven, or two teams of ten, and so on. These are optimum team sizes only. If you do not have enough children for two teams of five, seven or ten, it does not matter. You should simply adjust the numbers and the size of the areas accordingly. You might only have a handful of children in your group. All that matters is that the children play, so do not worry about the numbers. The principles of these games remain the same and you should simply adapt them.

### 9 x 9 mobile wingers

This game involves two teams of seven playing in an area approximately 60 metres by 40 metres, which should be marked out with markers and with goals at either end (see diagram below). An additional two players per team act as "wingers", 25 playing in a channel about 2 or 3 metres wide just outside the main marked-out pitch. These wingers cannot enter the main playing area, nor can they tackle one another. Their team mates can, however, pass to and receive the ball from them. They act as an additional strike force for teams attacking the goal.

<sup>&</sup>lt;sup>25</sup> "Wingers" are part of the attacking forward structure on a football pitch. In the old days of football when positions were more established than they are today, the wingers played wide on the left and right side of the pitch, were usually quite fast and were responsible for crossing the football into the opposing penalty box to set up their strikers to score either through headers or shots at goal. Nowadays, a variety of players can find themselves playing down a wing to cross a ball to the centre.



Encourage the players to use the full width of the pitch in order to "stretch" the opposing defence. Emphasize the need for wingers to cross the ball well into the centre of the pitch and for attackers to make good runs into the penalty area to offer targets to the crosses by the wingers. Change the wingers every now and then so that all the players have the opportunity to learn how to play in that position and cross a ball. Encourage the teams to make good use of the wingers in preparing an attack by a lot of inter-passing between the players and learning to move forward with the ball through passing, running into space and dribbling forward. Help children understand the importance of playing across a pitch and not all "swarming" after the ball. This game helps children understand the meaning of the term "let the ball do the work". This concept is always a challenge for young children and they will probably still all swarm around the ball. But do not worry about this – it is natural in children's play all over the world. As they get older and more experienced, this will change. Play a game of about 10 minutes a half and make sure that all the players take turns at being the winger.

### Your number's up

This game involves splitting the children into two teams of ten. Set up a square with markers and make sure it is large enough to take the full 20 players so that they have some space. Mark out two goals opposite each other in the area. Split each team into sub-groups of five so that each sub-group is positioned on each corner of the square behind the corner marker. However, make

sure that the two teams are on the same side of the square where their goalposts are. Number the children from one to ten in each team — so there will be two number 1s, two number 2s, and so on up to 10.

In this exercise, you put a football in the middle of the square, stand to one side and call out a number from one to ten. The two players whose number is called must sprint into the square as quickly as possible and try and take possession of the ball. They then play against each other trying to score a goal. Once the goal is scored, or after a set time, say 1 minute, the two players return to their corners and the coach puts the ball in the middle and immediately calls out another number.

Once the teams become proficient at the game, you can vary it by calling more than one number at a time and increasing the number of players. The players from each team then join up and try and score in the opposite goal. Another option is to number the four subgroups 1 to 5 only. Then, when you call out a number, four players, two from each team, will run into the square. The two from each team should join up together to try and score in the opposite goal. Change the numbers all the time so that the children need to think and react fast. Later, you could call out two numbers so that it becomes 4 v 4, and so on.

In addition, when you have more players running into the square, you can let play continue for, say, 3 minutes and then count up the number of goals scored by each team. The team with the most goals at the end is the winner. This subsequent exercise focuses on team work, and it is vital that the players get used to working as a team both in

LEFT WINGERS' ZONE – ONLY WINGERS ALLOWED IN THIS AREA AND WINGERS NOT ALLOWED TO LEAVE THIS AREA

1 WINGER PER TEAM AND THEY CANNOT TACKLE EACH OTHER, ONLY RECEIVE AND GIVE PASSES/CROSSES

MAIN PLAYING AREA TWO TEAMS OF 7 PLAYERS

RIGHT WINGERS' ZONE - SAME RULES AS FOR LEFT WINGER



attack and defence. The first team to reach the ball in the middle becomes the initial attacking side and the other team will need to defend, tackle and dispossess the other team to try and attack the other goal. Encourage the children to talk to each other as they play and to get players not in possession of the ball to move into space and provide a target for their team mates to pass to. Activity off the ball is critical and you must emphasize this with the children. This helps to avoid the "swarming" activity of young and inexperienced players and helps them to move the ball around more by passing.

### Run for your life

This game involves organizing the group into four teams of seven players. Mark out a football pitch of 60 metres by 40 metres. Bring two of the four teams onto the pitch to play a match of 7 v 7 in which the first team to score are the winners. As soon as a goal is scored, the winning team must retrieve the ball from the opposite goal which then becomes their goal to defend and, switching sides as quickly as possible, play a new game towards the opposite goal. Meanwhile, the team that lost the match must leave the pitch immediately and join the "queue" to play again. The next team in line must immediately come onto the pitch and ensure they are defending the correct goal. The games are continuous and competitive and the coach must referee the games and make sure that the correct teams leave the field, that a new one comes on immediately to defend their goal and that the teams know which goals they are attacking and defending.

This is a very fast and fun game for children. However, it is vital that there is speed of thought and movement. There is no time at all between games and the games must be continuous to keep up the pressure on the players so that they learn how to attack and defend under pressure. Communication between players is vital and before a team comes onto the pitch, they should already have thought about positions and how they will attack or defend. Obviously, as each team comes onto the pitch, they are automatically going to be the defending

team. Therefore, stress the importance of organization in defence and the need to turn defence into attack. Once the defending team has dispossessed the attacking team of the ball, they need to organize their attack to try and score.

#### In the zone

This game involves organizing the group into two teams of seven playing in an area approximately 60 metres by 40 metres set out with markers. Two players from each team must play in each of three zones that will be marked out on the pitch, i.e. two defenders, two midfielders and two attackers (and one goalkeeper, of course). Players must stay in their zone, so mark the zones clearly for both teams. Play the game for around 5 to 10 minutes. If you have a lot of players, then play for 5 minutes and change the teams over regularly so that children do not have to stand around idle. However, if you have help, organize several marked-out pitches around the field and play all the children at the same time. You can then swap over teams after 5 or 10 minutes so that the teams get to play each other. Move the children between the four sets of positions: goalkeeper, defence, midfield and attack.

This is a game where the players need to communicate with each other all the time and also learn how to move into space to receive a pass as they progress up the field in attack. Communication is also important for the defending team so that they learn how to mark attackers and try and intercept or prevent passes and when they dispossess players of the ball, to turn defence into attack as quickly as possible. This game helps children to understand the importance of creating space and the need to position themselves to take and give passes while always trying to move forwards. The game begins to help the transition to a proper football game.

As a progression in this game, the midfielders (second zone) can be allowed to move into their team's attacking zone (the third zone) to create a numerical advantage. However, only do this once the players have become



ATTACK ZONE – 2 PLAYERS FROM TEAM 1

DEFENCE ZONE – 2 PLAYERS FROM TEAM 2 + 1 GOALKEEPER MIDFIELD ZONE – 2 PLAYERS FROM TEAM 1

MIDFIELD ZONE – 2 PLAYERS FROM TEAM 2 DEFENCE ZONE – 2 PLAYERS FROM TEAM 1 + 1 GOALKEEPER

ATTACK ZONE – 2 PLAYERS FROM TEAM 2

more proficient in the game and to help them progress to a proper game. The idea of the zones is to teach the players how defenders, midfielders and attackers place themselves on the pitch and to get a better idea of how each group of players should play. Mix the players up after a set time so that each group gets to play as defenders, midfielders and attackers. This helps the children establish which positions they prefer and helps you, the coach, as you begin to build teams with the children in the group. However, it is important that children do not become blinkered by their zones and that you help them understand that this is only for this exercise. When children move on to full football games, it is important that they have no limitations and fear of moving forward and beyond the boundaries of so-called zones. For example, if a defender breaks out into attack, then a midfield player might drop back to cover his/her position until the attack is over. Children should get used to playing in all positions.

Another key aspect of this exercise is for the children to learn how to "mark" players, what is called "man-to-man marking". In other words, that the defending players stand close to the attackers who do not have the ball but who are trying to move into position to receive a pass. By marking players, defenders can dispossess teams by tackling or intercepting passes. Attacking players need to learn how to find space on the pitch and move into space to receive a pass while trying to avoid markers. They need to be mobile around the pitch and to be constantly moving around to try and shake off markers and make space for themselves.

### Changeover

This game involves two teams of seven players playing in a marked-out area approximately 60 metres by 40 metres. An additional seven players per team stand on the line just outside the pitch and can receive and pass the ball to those actually playing. However, these players cannot come onto the pitch and cannot tackle or dispossess each other. On a given command from the coach who shouts "Change!" or gives a whistle blast, the players on the outside swap with those on the pitch and the game continues.

This game enables the game to be played at a fast pace in a continuous fashion and gives all the players a chance to play. This helps with enthusiasm and enjoyment and also gives players and the coach a chance to learn more about the positions they might prefer. The coach should begin to move players around into different positions and play different combinations of players. This can be a useful exercise in developing teams. The coach can also split the players on the sidelines so that there are three for each team on one side and four on the other. Change the players frequently so that the players on the side do not get bored. The team with the greatest number of goals scored wins.

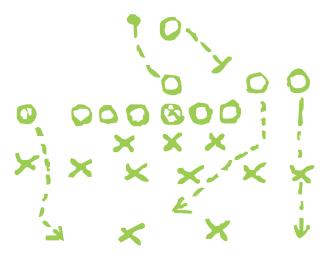
### Mini-football

Once you have been coaching the players in the project for a while and their skill levels have begun to improve somewhat, particularly once you start using the small game activities listed above, you will eventually reach a point in the group's development when you can begin to get them to play football matches between themselves. In this way, they will be able to put into practice the skills and techniques they have learned from you in game situations. With



young and inexperienced players, in reality it will be some time before they really put into practice in a game what they learn from their coaching. They will probably still all swarm after the ball in a big bunch, with all of them trying to kick the ball at the same time and in any direction. It will seem to you as if all your coaching has gone out of the window! But do not be discouraged. Small children are like this in everything they do in life. They copy one another and want to be involved with the other children. They move around in groups and the same will happen with football, no matter how much you try to teach them otherwise. Some children will be able to kick the ball hard, or run very fast, or catch the ball well, but the bulk will all swarm around the ball!

But, bit by bit, your coaching will pay dividends, and as they grow older and more experienced their style of play will change and they will begin to understand the need to move into space, pass ahead for someone to run on to the ball and move the ball from one side of the pitch to the other to create opportunities to attack the goal. All of this will happen, and it is only through coaching, playing and developing that eventually this realization will come. "Mini-football", therefore, is an exercise in introducing football matches to young children. It is a game of football devised for children under the age of 12 years old. It was created to improve children's skill and understanding of the game of football and can be a great way



to end a practice session by allowing players to practice the skills they have just been learning or developing in a simulated game environment.

A smaller field with fewer players greatly improves the game of football for younger children, as they get to touch the ball more often, do not get tired from running around a big field and therefore can more easily develop their skills. All the rules are generally the same as traditional 11-a-side football except for a few simple variations. The advantage of minifootball is that the coach can modify any rule to cope with the conditions and skill levels of the children participating. This is very important when working with target groups from IPEC projects who are particularly vulnerable children and who will probably require greater efforts from coaching and support staff.

#### Field dimensions

A regular football field is generally cut in half into two equally sized mini-football fields (see the table of football pitch dimensions at the beginning of this manual). This makes a smaller more practical field for children. The opposing goals are then placed on the sidelines of the pitch (new goal line). There are no direct measurements for the goals for children but they are usually much smaller than the regular goals and should not be more than 4 metres wide by 2 metres high. The size of the goal should be set to the age and skill level of the children participating. Depending on the equipment available, the goal lines might be marked out and you will need to use your discretion for the height of the crossbar and decide if a shot is too high.

### Penalty area

One rule change for mini-football is that there is no penalty area and no penalty kicks.

### Throw-ins

For younger children, about 5 to 9 years old, who have not learned to throw the ball in, the ball can be placed on the ground and kicked like a free kick from where the throw-in would normally take place. Older children who can



do a proper throw-in can continue with the regular rules.

### Offside

Generally, offside is not applied in games involving younger children until a strong understanding of the rule is taught. Usually, children around the age of 10 can begin to comprehend the rule and it can slowly begin to be introduced.

### **Players**

The number of players is variable, but generally there are seven players in a minifootball team: three forwards, three defenders and a goalkeeper. A variation could be that the goalkeeper is a "running goalie" and can come out of the goal to take part in defence or attack. However, make sure that he/she does not forget to guard the goal as well!

### Key coaching points

Normally, mini-football games are around 10 minutes each half, around 20 minutes in all. This means that if there are more teams waiting on the side to play, they could be getting on with some training drills while they are waiting to play. The coach has to organize games and competitions keeping in mind that younger children have a shorter attention span than older children and can quickly grow bored not playing. So organize training drills on the side or make up several minifootball fields so that nearly all the children can play at the same time. Ask for help from other coaches, parents or even adults on the touchline. It is important that there is an adult or responsible young person in charge of each game and who keeps an eye on things. Encourage fair-play throughout the matches and among the players. It is important that they learn the spirit of fair-play from a very early age.

Organize a small competition with the teams playing against each other. In football projects, the aim is to encourage parents, teachers, older children and others in the community to come and help with organizing football activities and competitions,

refereeing, coaching the different teams, making sure the children are looked after, giving out refreshments, noting the results and planning the games, and so on. Reaching the stage of organizing mini-football competitions will be one of the key objectives of the IPEC football project, and it is vital to involve the local communities as fully as possible in these activities. In addition, coaches and implementing agencies should consider approaching the local business community to mobilize support and encourage businesses to sponsor prizes for the children or supply some refreshments, such as water. Efforts should also be made to contact the local media and try and get some coverage of the matches and let others know in the communities what is happening and why.

All of these support activities are presented in more detail in the *User's Guide*.

Good luck in your football coaching sessions and competitions. Please keep us informed of your progress, challenges, successes and concerns, and send us photos and reports of your activities. The football project approach will be adapted and improved through use around the world, so let us know your experiences so that we can share them more widely and adapt the resource kit accordingly.



# Annex 1: Sample practice session plans

### **Ball control and dribbling**

Objective: Players will be able to demonstrate the fundamentals of ball control and dribbling				
Age group:	10-12 years	No. of participants: 20	1	
Warm-up: Three ball keep-away			Time	Equipment
Two teams, three footballs. On coach's signal (e.g. whistle blast), players try to possess as many balls as possible. On second signal, play stops. Team in possession of two or more balls wins that round. Repeat several times. Follow with stretching.			5 mins	3 balls
Individual/jactivity: Ball In pairs, playe or tosses the l player B. Play ball under cor	control er A rolls oall to er B brings	Coaching points:  1. Keep the head steady and watch the ball carefully to judge its flight and speed.  2. Move feet quickly so the body is in front of the ball.  3. Choose the right body surface to control the ball.  4. Cushion the force of the ball by pulling back the body part being used to control the ball.	5 mins	1 ball per pair
while in static 2. Dribble aro course. 3. On signal, c fast as possibl	between feet onary position.  aund a marker dribble ball as the from one other and stop to the feet in	<ol> <li>Use short steps.</li> <li>Push the ball forward gently with the inside or the outside of the foot.         Alternate feet.     </li> <li>Keep the ball close and in front.</li> </ol>	10 mins	1 ball per player (or one per small group), markers
Small group activity: "Monkey-in-the-middle"  In groups of three, one player is the monkey-in-the-middle. The two other players pass the ball past the "monkey" without letting her or him control it. Once the "monkey" traps the ball, one of the other players takes his/her place. The two outside players must control the ball, or they will have to switch with the "monkey".  Passes must be quick and short. Switch at least every 30 seconds.			5 mins	1 ball per group



Large group activity/modified game: "Keep away"	10 mins	1 ball per player
Within a set boundary each player has a ball. On signal, dribble ball within boundary and try to kick other players' balls out of the area. Players whose ball is kicked out of area must retrieve ball and dribble around area before returning to game.  "Mini Football" game	10 mins	1 ball, Goals
Cool down: Stretching	5 mins	
Back-up activities: King of the ring, Protect the marker		Balls, markers

### **Passing and shooting**

<b>Objective:</b>	: Players will be able to demonstrate the fundamentals of passing and shooting.			
Age group:	10-12 years I	No. of participants: 20		
Warm-up: Spiders and bugs			Time	Equipment
Divide players into two equal teams. Each team stands alongside the centre line about 2 metres apart and all facing forward, with two lines about 20 metres away on each side. Name one team			5 mins	none
"Spiders" and one team "Bugs". When you call "Spiders" or "Bugs" that team has to sprint for the line nearest them. The other team tries to tag them. Anyone who is tagged joins the other team.			5 mins	
Stretching				
Individual/pair skill activity:  Passing  1. Standing 3–4 metres from partner,  Standing 3–4 metres from partner,  1. With non-striking foot, step even with ball.		5 mins	1 ball per pair	
		,		
pass ball back inside of the f	and forth using the oot.	2. Strike ball at mid-point with inside of foot for low		
·	count number of	controlled pass		
passes between partners in 1 minute. 3. Partners pass ball back and forth while jogging across field.		<ul><li>3. Face target before passing, look at ball during the pass</li><li>4. Follow through to target</li></ul>		

<ol> <li>Individual/pair skill activity: Shooting</li> <li>Set up a line of markers each placed 3 to 5 metres apart.</li> <li>Pair up players and put one player on each side of the line facing the markers and each other.</li> <li>Players should start close to the row of markers at first, striking the ball between the markers.</li> <li>The partner receives the ball and passes it back through the markers.</li> <li>Move players further apart as their technique and accuracy improve.</li> </ol>	<ol> <li>Keep the head down and eyes on the ball – look up to pick out the target, but then look back at the ball to shoot.</li> <li>Plant non-striking foot alongside (not above) the ball.</li> <li>Strike the middle of the ball so it doesn't rise.</li> <li>Follow through, do not jerk back when striking the ball (loses power).</li> </ol>	5 mins	1 ball and 2 markers per pair
Small group activity: Four corner pass  10 by 10 metre square with markers at each of the corners. Four players pass the ball, one on each side of the square. A fifth player defends inside the area. Players attempt to pass the ball across the area. Players may only run on their sides of the area between the markers. Change the middle defender frequently.			1 ball and 4 markers per group
Large group activity/modified game: 3 on 3 one goal  A normal 3-a-side game in an area approximately 30 by 20 metres, except that it is played around one goal rather than two (which is placed in the middle of the area). Emphasize shooting at goal at the earliest opportunity. Players combine to create goal-scoring opportunities. Team A can score only from the left side of the field, and team B only from the right side. Restart game with a throw-in any time the ball goes out of bounds. When the goalkeeper makes a save from one team, he/she throws the ball into the opposing half of the field.			1 ball and 2 markers per group
Cool down: Stretching		5 mins	
Back-up activities: Triangles, Quick shot			Balls, markers



<b>Objective:</b> Players will be able to der	nonstrate the fundamentals of	the header a	and throw-in.
Age group: 10-12 years No	o. of participants: 20		
Warm-up: Reaction warm-up		Time	Equipment
Make a circle with markers — one for each number of players, make two (or three) of marker and the coach calls out a variety of must follow. For example, "2 left" (player marker 2 places to their left) or "3 right, 1 then back one marker to the left) or "2 right to the right, run to the centre and back, the Stretching	ircles. Players stand at each of instructions that players s all have to run to the left" (3 markers to the right tht, centre, 1 left" (2 markers	5 mins	One marker for each player
Individual/pair skill activity: The header  1. Players "head" the ball out of their hands and catch it. The ball should start being held against each player's forehead. The player then pulls head/upper body back while holding ball still and then strikes the ball. Concentrate on eyes open, mouth closed, hit with proper part of forehead.  2. Players form pairs, each with a ball, and stand about 5 metres apart. One player heads the ball to his/her partner using the technique described above. Partner catches and heads back.	Coaching points:  1. Stand in balanced, athletic, ready position.  2. Lean back from waist as ball approaches.  3. Move head forward towards ball and contact ball with hairline of forehead.  4. Keep mouth closed and eyes open.  5. Follow through towards target.	5 mins	1 ball per player/pair
Individual skill/pair activity: The throw-in As in the drill above for the header, players form pairs and take turns throwing the ball to each other, gradually increasing the distance.	<ol> <li>Face target, feet shoulder width apart.</li> <li>Draw ball back behind head with both hands and lean back.</li> <li>Transfer weight forward and throw.</li> </ol>	5 mins	1 ball per pair
Small group activity: "Volley football		15 mins	1 hall non gama
Two teams stand at either end of 10 metres by 5 metres area with a centre line (similar to volleyball court). Place markers along the centre of the court to represent a "net". Game begins with throw-in to team mate who heads ball over "net". The opponent must head the ball back before it bounces twice. Points scored as in volleyball. Divide teams and play a "tournament".		15 mins	1 ball per game markers for boundary lines and "net"
Large group activity/modified game:  Two 5-a-side games in each 18 yard box. Goals can only be scored by heading the ball.		15 mins	1 ball per game 2 markers for each goal

Cool down: Stretching	5 mins	
<b>Back-up activities:</b> The heading game, Partner heading, American football (passing by throw-in)		Balls, markers

### Goalkeeping

<b>Objective:</b>	Players will be able t	o demonstrate the fundamenta	ls of goalkee	eping.
Age group:	No. of participants: 20			
Warm-up: American football			Time	Equipment
Divide the group into teams and players use their hands to pass. Concentrate on proper hand position under pressure. If player has the ball in his/her hands they cannot move their fee Players cannot grab the ball if it is in a player's hands. Instead of making goals for the teams to score in, create an end zone at either end of small field. A team can score a "touch down" if they pass the ball to a team mate standing in the end zone (players cannot stand in the end zone for more than 3 second Stretching		osition under pressure. If a they cannot move their feet. a player's hands. Instead re in, create an end zone an score a "touch down" tanding in the end zone	5 mins	Markers for "end zones" and one ball
In pairs, sittir together, play to one anothe then right har hand (each fo	ers toss the ball r. Two hands, nd, then left r 1 minute). nrow at stomach wel, face level	Coaching points:  1. Concentrate until the ball is in the hands.  2. Relax at the point of contact.  3. Cushion the ball towards the body with hands.	5 mins	1 ball per pair
metres by 2 m ("throwers" ea stand at two a The third play between the o and receive a throwers then sidestep back	oups of three. as a small square 2 etres. Two players ach with a ball) djacent markers. er must sidestep ther two markers chrow from the return the ball and to the other cone for v. Each player takes	<ol> <li>Side-step quickly behind the line of the ball and try to get two hands behind the ball.</li> <li>Create two barriers between the ball and the goal with the body.</li> <li>One minute of ground balls, one minute of bounced balls and one minute of chest balls.</li> </ol>	10 mins	1 ball, 4 markers per group



Small group activity: Keepers nest 3 v 1  Three markers in a triangle 10 metres apart. One player is inside the triangle as the goalkeeper. The other three try to possess the ball and score goals by moving the goalkeeper out of position and playing through the triangle. If the goalkeeper intercepts the ball, the player who played the ball last becomes the new goalkeeper.	10 mins	2 balls, 4 markers per group
Large group activity/modified game: Crocodiles in the river  20 by 30 metres area. 3 teams of about 4 players. Each team gets 5 minutes in the middle as goalkeepers (the "crocodiles"). Count the number of interceptions. The other two teams have to play the balls across the "river" back and forth. If ball is intercepted, the crocodile gives it to the coach.	15 mins	3 balls, markers to mark the area
Cool down: Stretching	5 mins	
Back-up activities: Keep away, Triangular goals		Balls, markers



## Annex 2: Reference sources

Football Coaching Manual, Right to Play, Middle East, developed by Mr S. Watson, Footy4Kids, UK

"The History of Football", www.kenaston.org

Oregon Youth Soccer Association, www.oregonyouthsoccer.org

"Real Coaching – Working with Limited Resources", Mc Cullough, S., unpublished document, Northern Ireland

Watson, S., Footy4Kids, UK, www.footy4kids.co.uk

Fédération International de Football Association (FIFA), www.fifa.com

"Goals without goalposts!", Limited resource football coaching courses, composed by Jacob Naish, Darren Teague and David Jupp, Brighton & Hove Albion's Football in the Community Scheme, International Service "Coaching For Hope" project



## CODE OF CONDUCT AND GOOD PRACTICE







#### Acknowledgement

This code of conduct was first developed for the IPEC<sup>26</sup> pilot project in Sialkot, Pakistan. It was adapted primarily from materials of the Football Association of Ireland (FAI), to which we express our special thanks. It has been supplemented by references to the FIFA Code of Conduct. The code serves a vital role in reinforcing the protection of vulnerable children.



## Objectives of the code of conduct

Implementing partners will need to give careful consideration to potential challenges that may arise when involving a range of organizations, groups and individuals, including volunteers, in project activities. The implementing partner is directly responsible for the activities, attitudes and behaviour of these bodies and individuals. It is vital, therefore, that the relationship is based on mutual trust and respect. This consideration is all the more important given that this kind of football project seeks to help and support (former) working children, children at risk of child labour and other vulnerable children - children who may have suffered severe trauma and abuse at the hands of adults. The goal of a project using football as a major component of its activities is to support the rehabilitation and education of the child beneficiaries and thereby contribute to the healing process. This goal must not be compromised or undermined in any way by inappropriate behaviour by individuals. By the same token, children need to know their rights and responsibilities and understand the importance of mutual respect.

The code of conduct proposed here aims to assist in guiding the behaviour and attitudes of all stakeholders involved in a football project, including the beneficiaries. The content is drawn from similar codes of conduct used in football coaching programmes worldwide and seeks not only to establish rules and regulations to follow but also to help the different stakeholders understand what is expected of them and how to maximize the benefit of project activities. The code was initially developed on the basis of a recommendation from the first IPEC pilot project in Sialkot, Pakistan. Such was the positive impact of the code that the implementing partner in Sialkot decided to incorporate the guiding principles into all of its child-protection programmes.

The code presented here should be modified or adapted as deemed relevant and necessary by different implementing partners around the world. It is possible that some implementing partners will already have their own codes of conduct, and these should be compared to the IPEC code to ensure consistency and coherence. The code is not meant to be prescriptive and can be adapted to suit different environments and circumstances in different countries. If you find it too detailed, then cut it back accordingly.

Annex 1 provides a suggested declaration that implementing partners could ask each volunteer and player to sign once they have read and understood the code of conduct. There are different ways the code can be presented. For example, each individual could be supplied with a copy to keep; copies could be given to individuals to

<sup>&</sup>lt;sup>26</sup> IPEC: the International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organization (ILO), www.ilo.org/ipec/lang--en/index.htm.



read and return once they have signed the declaration; or in cases where some or all of the volunteers and players are illiterate, a meeting could be organized for the code to be read out and explained to ensure that everyone understands and accepts the code and then makes an oral agreement to abide by it. This should be one of the first steps of any football project and will provide implementing partners with an assurance of the commitment of volunteers and beneficiaries, on which basis they can proceed with further activities.

## Football for Hope

Football can play a significant role in communities large and small around the world. From a group of children playing together on a field or in a street to organized league matches and training, everyone can participate and benefit. They play, coach, train and have fun. In this way, football can contribute to community development, improving health and personal growth of people of all ages, particularly children and young people. It can also help build a culture of peace and tolerance by bringing people together on common ground, crossing all boundaries, including age, to promote mutual understanding and respect. As a result, FIFA<sup>27</sup> and the international socialprofit organization "streetfootballworld"28 have joined forces and created "Football for Hope", a movement that aims to use the power of the game for social development.

Based on these fundamental principles, IPEC and FIFA have collaborated to develop

resource materials to help vulnerable children benefit from playing football, the most popular sport in the world. Both organizations are strong supporters of children's rights and have worked together for a number of years to remove children from work, particularly hazardous work, and help them go to school and benefit from a decent education.

The football resource kit aims to ensure that former child labourers and at-risk or vulnerable children can access recreational and sporting activities as an integral part of their education, rehabilitation and development. It is important for these children to benefit from activities that will support their personal and social development as well as improve their general health, well-being, enjoyment and outlook on life.

## FIFA Code of Ethics and **Disciplinary Code**

Implementing agencies, coaches and referees are encouraged to visit the FIFA web site — www.fifa.com — to learn more about two key FIFA documents relating to codes of conduct and ethics:

- FIFA Code of Ethics (www.fifa.com/aboutfifa/ federation/administration/codeethics.html)
- FIFA Disciplinary Code (www.fifa.com/aboutfifa/ federation/administration/disciplinarycode.html)

These documents will help those involved in the project to understand better the importance of good management and of ensuring the application of balanced and acceptable rules and regulations governing the behaviour of all stakeholders.

<sup>&</sup>lt;sup>27</sup> FIFA: the International Federation of Football Associations, www.fifa.com.

<sup>&</sup>lt;sup>28</sup> streetfootballworld is a social-profit organization that links relevant actors in the field of development through football. Established in 2002, the organization encourages global partnerships for development in order to contribute to positive social change. The streetfootballworld network comprises more than 80 local initiatives worldwide (as of November 2009). With the network's support, streetfootballworld develops approaches to social challenges by working with governments, businesses and NGOs, and providing advice on development, investment and business strategy. For more information, visit www.streetfootballworld.org.



# Football for children and young people

Football, like all sports, provides a healthy outlet for children and young people, supporting them in acquiring new skills, growing in confidence and fulfilling their individual potential. Through their participation in football activities, they can learn and develop life skills, have fun and enjoyment, make friends and have experiences that can enhance their personal growth throughout their lives.

Because of the importance of sport in the lives of children, particularly vulnerable children, it is vital that it takes place in a safe, enabling and protective environment. Coaches, referees, administrators, parents, community representatives, schools, teachers and young people all have an important role to play in promoting good practice in children's sport. They should set as their main priorities the safety, protection and enjoyment of those taking part.

It is vital that football is both safe and fun for the children concerned and that all activities are underpinned by a spirit of "fair play". The approach should therefore be playercentred. Focusing on their individual needs encourages children and young people to achieve and demonstrate enjoyment, equality and fair play. Through the application of these principles, all those involved in the project activities, including the children and young people, will come to realize that standards of behaviour and attitudes are as important as the game itself.

Therefore, everyone involved must agree on the fundamental principles of fair play and appropriate behaviour that will permeate the activities at all levels. These principles are set out below in a series of guidelines for the different participating groups and should be affirmed through discussions with these groups to ensure shared ownership and responsibility for their implementation.

## Guide for project stakeholders

Sport for children and young people is about fun and participation, best effort and fair play in a safe environment. In promoting "football for fun", everyone involved in the project should:

- Encourage participation and fun.
- Promote the development of skills and participation as opposed to winning at all costs.
- Focus on and praise effort.
- · Act as a good role model.
- · Insist on "fair play".
- Be realistic in expressing expectations of children and young people.
- Be aware of children's and young people's feelings and acknowledge and respect these, particularly their vulnerability to the position of adults in society.
- Avoid any physical, mental and emotional abuse or exploitation of children and young people and challenge such abuse or exploitation when it is witnessed and/or reported.
- Protect children and young people at all costs.
- Teach players to respect different cultures and players of different abilities and disabilities.

#### Children and young people

Children and young people participating in the project activities are encouraged to:

- Do their best and put in their best efforts in training and playing.
- Develop and improve their skills.
- · Make friends.
- Play by the rules and share a spirit of "fair play".
- Appreciate and accept everyone in the group, regardless of their ability, race, religion, gender, level of ability, or other factors.



Children and young people participating in the project activities are entitled to:

- Be safe.
- Be treated with dignity, sensitivity and respect.
- Participate in football activities on an equal basis, appropriate to their ability and stage of physical, mental and emotional development.
- Be happy, have fun and enjoy football.
- Report inappropriate behaviour in a safe and confidential way and have it dealt with through a proper, transparent and effective procedure.
- Be listened to and to be believed.
- Have a voice in the running of the football activities and participate meaningfully in the project.

Children and young people should be helped to understand that they also have responsibilities within the project, including treating their peers, other players, referees, coaches and all volunteers with the same degree of fairness and respect that they expect to receive from others. They should realize that with rights come responsibilities and that mutual respect should underpin their attitudes and behaviour. In this respect, children and young people participating in the project activities should strive to:

- Play fairly, do their best and have fun, whether in matches, training or at play.
- Set themselves high standards of "fair play" and encourage their peers to set themselves the same high standards.
- Respect opponents in football and treat them in the same manner and with the same level of dignity that they would expect in return.
- Shake hands<sup>29</sup> before and after a match, no matter who wins or loses.

- Give opponents and team mates a hand if they are injured in any way and check to see they are not in any major danger.
- When a player is injured in a game, whether on the same or an opposing team, put the ball out of play so that they can get prompt and proper attention from the coaches.
- Accept apologies from opponents and others when they are offered.
- Respect fellow team mates and support and encourage them when they do well and also when things do not go so well.
- Treat all players from all walks of life and different backgrounds with the same respect that they would expect to be shown.
- Be modest in victory, be gracious in defeat and be a "sport".
- Approach the children's officer<sup>30</sup> with any questions or concerns they might have. Coaches, referees, parents and all volunteers involved in the project should encourage children and young people to speak out on issues of concern to them and should support them in doing so.

Children and young people participating in the project activities should not:

- Cheat.
- Use abusive language or argue with referees, officials, coaches, volunteers, team mates or opponents.
- Use violence. They should use physical contact only when it is allowed within the rules of the game.
- · Bully.
- Tell lies about adults or their peers.
- · Spread rumours.
- Take substances of any kind that might improve performance or harm their physical, mental and emotional health, for example, alcohol, cigarettes or drugs.

<sup>&</sup>lt;sup>29</sup> Shaking hands with opponents, team mates, coaches and match officials is a mark of respect and fair-play in sport in many countries around the world, but not all. It might not be culturally appropriate in some countries or regions. In such cases, children should be encouraged to use whatever action is culturally appropriate in showing a mark of respect towards others.

<sup>&</sup>lt;sup>30</sup> Refer to the box on children's officers on page 5.



 Keep quiet about any person who may have caused them harm physically, mentally or emotionally, and be prepared to report such behaviour.

#### Parents and guardians

Parents and guardians play a central role in ensuring and promoting children's happiness, fulfilment and success in all aspects of their lives, including football, sport and recreational activities in general. In this respect, the expectations and behaviour of parents and guardians have a significant impact on their children's attitudes and behaviour while participating in the project activities. Therefore, the project should offer guidance and support to parents and guardians to enable them to play a meaningful role in the activities and to protect their children's health and interests.

Parents and guardians need to be aware of why children want to play football or any sport. Generally, children want to learn new skills, make new friends, be part of a community group, play and have fun, be outside running around, win and help their team and friends be successful, and experience new challenges, excitement and action. However, while winning is important, it must be remembered that winning at all costs or setting winning as the main aim of participating in the sport does not meet the needs of young players. Winning or losing are not necessarily good indicators of effective coaching or the ability of the child. Good indicators are the level of improvement of players and particularly their level of participation, fulfilment, enjoyment and happiness.

Support and encouragement from parents and guardians will contribute to children having:

- · A sense of personal achievement.
- · An enjoyment of football.
- Improved physical and mental fitness and agility.

- Higher self-esteem and greater selfconfidence.
- A greater level of skill and athleticism.
- Improved social skills.
- An understanding of mutual respect and "fair play".

It is important that parents and guardians find out what their children's expectations are from participating in the football activities. They should talk to them to understand their reasons for wanting to play football and encourage and help them in any way they can. They should help them to set realistic targets to achieve their personal goals and keep in mind that this may involve controlling their own personal aspirations (i.e. those of the parents and guardians) and avoiding the desire to force their own dreams or unfulfilled ambitions on their children. The most effective way to tackle unfulfilled ambitions is to volunteer to support the project in any way possible, for example by becoming a coach, a referee, an administrator, a children's officer, a helper or an avid supporter at all football games. In this respect, it is important for parents and guardians to:

- Encourage but not force children to be active
- Know when he or she is ready to play and help her or him.
- Encourage healthy lifestyle habits and teach children about the dangers of alcohol, smoking or drugs or other substance abuse.
- Attend training and games whenever possible.
- Promote and teach "fair play".
- Teach children to treat their peers, referees, other players, coaches, officials, volunteers and spectators with respect.
- Help children to set realistic personal goals.
- Help children with decision-making.
- Encourage children to speak out when necessary about things that are wrong and



to promote their meaningful participation in decisions and activities that affect them.

- Reinforce the importance of education and in setting realistic goals in life and working hard to achieve these.
- Reinforce the importance of the family and community in providing stability, happiness and fulfilment in life and the need to play a meaningful part in the family and community for the good of all.

### Parents and guardians should not:

- Ignore or dismiss complaints or concerns expressed by a child which relate to his/ her involvement in the project activities.
- Ridicule or shout at a child in training or a game, for losing or making a mistake.
- Abuse or exploit children in any way whatsoever, physically, mentally or emotionally.
- Prevent children from going to school or any other form of educational or training institution to enhance their education and improve their chances of decent work in the future.
- Treat the project and its activities as a free child-minding service.
- Take the safety of children for granted.
- Put undue pressure on a child to please or perform well.

Most importantly, parents and guardians should lead by example and become appropriate role models for children.

As regards relations with football coaches, it is important that parents and guardians establish contact with the individual(s) responsible for coaching their child and should:

- Give coaches help when asked and show appreciation for a job well done.
- Support the decisions of coaches and referees. These individuals are doing the best they can, usually on a volunteer basis, and need support from all concernedRefrain from contacting coaches and other volunteers outside of training and games unless it is absolutely

- necessary. Respect that they have a private life.
- Keep coaches fully informed about illnesses, injuries, holidays, and so on, which might affect children's presence at training or games.
- Make a concerted effort to attend training and games.
- Communicate any concerns in a timely fashion to coaches and allow them to respond accordingly.
- Be prepared to enter into constructive and positive dialogue with coaches, referees and other volunteers. Follow the motto "Be positive or be quiet" and keep in mind that negative comments are counter-productive.
- Make sure children have whatever equipment, clothing or refreshments they might need for training or games.
- Encourage an understanding and spirit of "fair play" at home and do not instil a "win at all costs" attitude in children.
- Be prepared to be asked to leave the area by officials or volunteers if their behaviour is contrary to the definition of "fair play".
- · Parents and guardians should never:
- Insult or be rude to players, coaches, referees and other volunteers.
- Argue with or shout abuse at officials and actively discourage children from doing the same.
- Suggest or encourage cheating or aggressive and foul play.
- Express inappropriate or undue criticism of a player or a child, causing the individual unnecessary levels of stress, distress, fear or sadness.
- Behave with physical or verbal aggression towards another person.
- Engage in any type of behaviour that could be seen as harassment.

## Coaches, referees, administrators and supporting volunteers

In this section, coaches, referees, administrators and supporting volunteers are referred to collectively as "officials



and supporting volunteers". Officials and supporting volunteers need to adopt a player-centred approach in their work. They need to be aware of why children want to play football. First and foremost, they should aim to provide a safe, friendly and enjoyable environment in which children and young people can play football and have fun and which places them at the centre of all activities.

In promoting good practice and creating a child- or player-centred approach, officials and supporting volunteers should:

- Act as good role models.
- Encourage children and young people and be positive and constructive during training sessions and games so that players leave with a sense of well-being and achievement.
- Set challenging and realistic but achievable goals for children and young people. Be ambitious for them but within the realistic limits of their capacities and therefore not be overambitious.
- Reduce competitive expectations and reward players for effort.
- Plan and prepare each training session appropriately, with due care to safety, and ensure proper levels of supervision.
- Be patient, caring and prepared to help those with disabilities or limited abilities to ensure that everyone is included.
- Be positive and focus on what players do correctly rather than on what they might do wrong. Build confidence by being positive and constructive.
- Ensure that all training activities and games are inclusive of all the players and allow all of them to participate in a meaningful and enjoyable manner. Help children and young people to overcome the realization that they might not have the ability of others.
- Remember that mistakes are part of the learning process.
- Avoid "elimination games" the players most in need of improvement and practice are usually the first to be eliminated and

- this can undermine their confidence and trust.
- Put the welfare, safety and enjoyment of the players first and foremost and strike an appropriate balance between this goal and winning or achieving results.
- Enforce the principles of "fair play", treating each player equally, with dignity and respect, and ensure that all children and young people play within the rules.
- Be aware of the developmental stages, needs, expectations and aspirations of all of the players and respect these in training sessions.
- Recognize the value of friendships between children.
- Provide learning experiences: teach.
- Give credit where it is due and help where it is needed.
- Show approval whenever possible and listen to the players.
- Avoid excessive training and an overemphasis on competitive games and matches.
- Involve parents, guardians and other volunteers in all activities as much as possible.
- Be up-to-date on coaching qualifications, knowledge and skills to ensure the best standards possible of training and games.
- Be prepared to patiently explain rules and regulations to children and young people when officiating games.

In keeping children and young people at the forefront of planning and practice, officials and supporting volunteers can be confident that the players will enjoy their football experiences and that their activities will be safe and respect the principle that the welfare of the children and young people is paramount.

Officials and supporting volunteers are given a position of trust by parents, guardians, players and partners involved in the project and should embody the highest standards of behaviour and attitudes whilst in the company of children and



young people. They must acknowledge and respect this trust and ensure that they never betray others in executing their responsibilities. As part of their code of ethics and best practices, officials and supporting volunteers should ensure that they are properly instructed in first aid and emergency measures to ensure they can provide immediate care to any player who is injured or falls ill under their supervision. They must put a proper system of communication in place in such cases to ensure that safety is always a top priority.

Officials and supporting volunteers should never:

- Exert undue influence over a player in order to obtain personal benefit or reward.
- Express themselves or perform any physical action that might infringe upon the fundamental rights of a child or young person or upset or confuse them.
- Engage in rough physical or sexually provocative games, or allow or engage in inappropriate touching of any kind and/ or make sexually suggestive comments about or to a child or young person.
- Use any form of corporal punishment or physical force on a child or young person.
- Do anything that might compromise the integrity of the project and the fundamental principles of children's rights.

Football coaches work in a "hands-on" environment which may include physical contact, for example, demonstrating a particular technique. In this respect, it is important that coaches realize that these actions might be misinterpreted, not only by the player but by others motivated by jealousy, dislike or mistrust and could lead to allegations of sexual misconduct or impropriety. Therefore, it is vital that all officials and supporting volunteers in the programme are aware of these risks and avoid to the extent possible any situations conducive to risk. This means, where possible officials and supporting volunteers should avoid:

- Spending excessive amounts of time with children and young people away from other officials, volunteers and players.
- Taking one-on-one sessions with players

   always have a minimum of two players
   under supervision at any one time.
- Taking children or young people to their homes unless absolutely necessary, for example to ensure their safe return.
- Taking children or young people in their care alone on journeys.

The main principle is to avoid a situation where speculation and rumour might arise and allegations might be made which could be difficult to refute, for example through a lack of credible witnesses.

## Health and safety

Officials and supporting volunteers have a very important responsibility to look after the health and safety of the players under their care as much as possible and within the limits of their control. Therefore, officials and supporting volunteers should seek to create a safe and enjoyable environment in which to play and train.

- Regular safety checks should be carried out in relation to playing grounds, training facilities and equipment, for example filling in holes in the ground, removing stones, glass or refuse, and ensuring that goalposts are safe and properly maintained.
- Appropriate safety rules should be adopted and implemented.
- Parents and guardians should be informed of the starting and finishing times of training sessions and matches.
- Players should never be left alone on or near playing grounds after training or matches, and officials and supporting volunteers should ensure their safe return home.
- A first-aid kit should be available at all training sessions and matches and a note



should be kept of all injuries, including the action taken to deal with the injury. Injured players should not be allowed to continue to train or play. Appropriate follow-up medical interventions should be ensured where relevant, necessary and possible.

- Parents and guardians should be notified of injuries and illnesses which their children incur while participating in any project activity, particularly where followup interventions are required.
- All officials and supporting volunteers should be instructed in first aid and regularly update these skills

## Responsibility to report

Any person in any capacity involved in the project who has signed up to this code of conduct and who has concerns about a child's welfare and safety or who suspects that a child is being abused or is at risk of abuse has a responsibility to report these concerns to the implementing partner, IPEC or to the appropriate community or district authorities.

Persons unsure about whether or not certain behaviours are abusive and therefore should be reported are advised that they can seek guidance and support from the implementing partner and/or IPEC. In cases of emergency where a child appears to be at immediate and/or serious risk, the individual should contact the police. Under no circumstances should a child be left in a dangerous, or potentially dangerous, situation pending intervention by third parties. If a third party intervention would take too long, the individual should make sure the child is removed from the situation and protected to the greatest extent possible.

All implementing partners, communities, teams, clubs and associations involved in the project should have clear procedures for responding to responding to responding to the safety and welfare of children and young people participating in the activities. These procedures should be disseminated among all officials and supporting volunteers who, along with children, young people, parents and guardians, should be aware of how and to whom they report concerns within the project.

### Information or advice

For further information or advice, please contact:

**Contact for the implementing agency:** (to be completed by hand)

Contact for the national/regional IPEC office:

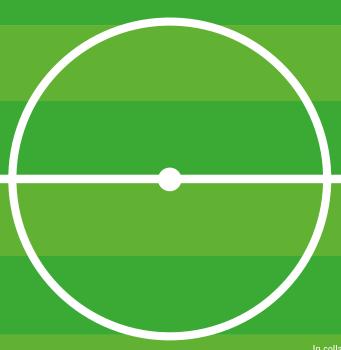
(to be completed by hand)

Date:

### **Annex 1: Code of Conduct Declaration Form**

(To be completed by volunteers, parents, guardians and players in an IPEC Football Project) Please complete the appropriate spaces in block capital letters I [full name]: resident of: hereby declare that I volunteer to participate in the IPEC Football Project in the following capacity: In so doing, I hereby declare that I have received, read and understood the Project's Code of Conduct for Volunteers, Parents, Guardians and Players and that I fully accept the terms and conditions of the Code and will respect these in every aspect of my involvement in the Project. I will strive to promote and abide by the spirit of "football for fun" and will in particular: • Encourage participation and fun. Act as a good role model. Respect the principles of "fair play". Respect different cultures and accept different abilities and disabilities. Treat others with the same respect and dignity that I would expect to receive in return. Signed by: [volunteer/player] Counter-signed by: [project official] Place:





In collaboration with

FIFA

International Programme on the Elimination of Child Labour (IPEC)

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