



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 severe trauma that has had significant 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; community-based programmes; child participation programmes; and stand-alone action 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 by 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 and environments. Nevertheless, its 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; peace-building; 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 as you 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 fair-play 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?
- To your 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, non-threatening 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 personal record during your initial 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 non-formal 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 multi-stakeholder 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-of-school 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 non-formal, 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, "Streetfootballworld"¹ 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

¹ Visit www.streetfootballworld.org for more information

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



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, community-based 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, mini-leagues, 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 non-threatening 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.

We would welcome suggestions and experiences 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:

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Full name of organization/community/club/school:

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Full address, including telephone/fax numbers, e-mail and web site addresses:

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Full name of respondent:

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Title/responsibilities of respondent and relation to group:

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Dates of your project (start and finish):

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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:

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How did you come to learn about the IPEC football resource kit?

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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?

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Why did you choose this particular project approach, using football to support the education and rehabilitation of (former) working, at-risk and other vulnerable children?

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Would you organize such a project again with another group of children and/or young people using the IPEC football resource kit? Please indicate the reasoning behind your response whether yes or no.

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