

MOBILIZING COMMUNITIES AND PARTNERS

A guide for implementing agencies



The role of the implementing agency

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

Implementing agency profile

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

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

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

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

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

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

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

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

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

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

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

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

“Nobody asked me!”

Volunteerism

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

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

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

Football projects need lots of help

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

The challenge of stipends

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

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

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

Ultimately, it is a key role of the implementing partner to talk to volunteers and assess what

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

Maintaining good communication

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

Often, formal and non-formal schools are the focal point of a community – the place where people meet at different times of the day or where the community organizes its public meetings. Or a community might have its own hall or centre. Therefore, when you are ready to progress to the stage of looking for volunteer support and moving beyond

planning and preparation, talk to community bodies about organizing public discussions during which you can present the project, its aims and objectives and encourage individuals to volunteer their services in the project.

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

Be knowledgeable of the project tasks

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

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

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

Note for the user

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

Football does not discriminate

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

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

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

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

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

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

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

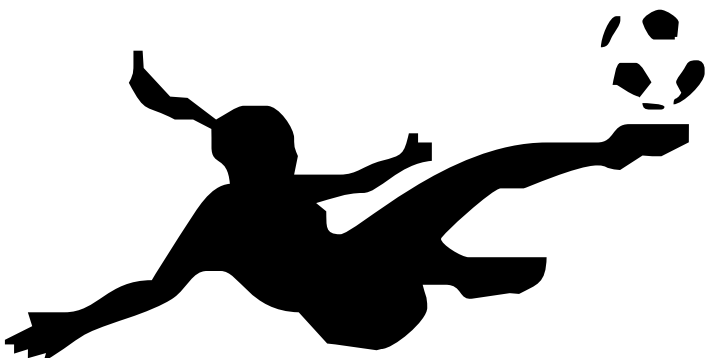
Note for the user

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

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

Gender sensitivity

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



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

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

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

Note for the user

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

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

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

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

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

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

Note for the user

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

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

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

Somewhere for children to play

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

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

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

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

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

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

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

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



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

Note for the user

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

Capacity-building

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

Different project environments

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

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

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

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

Mapping out local, regional and national football organizations

As a first step, therefore, you should identify the local football clubs and federations

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

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

The key role of local football federations

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

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

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

Capacities of football organizations to provide support

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

- whether there are existing training programmes and materials for coaches, referees and administrators;
- whether the physical distance from the clubs and federations is far from the project communities and whether this might prevent either trainers coming to the communities or volunteers going to the trainers;
- whether local clubs and federations are well established or weak in presence, organization and resources.

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

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

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

Accredited training programmes

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

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

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

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

Football Coaching Manual

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

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



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

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

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

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

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

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

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

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

Institutional development

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

Note for the user

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

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



Volunteer coaches

The role of volunteer football coaches is the most important of all as these are the individuals who will work with the children directly and teach them how to play and enjoy football. They will run regular coaching sessions and may eventually help in the organization of football teams to play in competitive football, possibly within local

underage football leagues. They will become very close to the children in the project and will play a large part in their lives, possibly for many years. These individuals may be parents, older siblings of the children in the project, extended family members, teachers or other community members. They may know the children already or they may not. Whoever they are, they have to be aware of the importance of their role and the need to fulfil this role responsibly.

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

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

How often should children train?

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

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

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

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

Coaches will become many things to the children in their group, for example mentor, counsellor, coach, friend, mother/father figure, role model and teacher. It is important that you are comfortable with the selection of the volunteers, therefore, as they will play such a key role in the lives of these children. All volunteers should be provided with a copy of the code of the conduct included in the resource kit, or an adapted version of it. This will reinforce the need for volunteers to think carefully about what they are letting themselves in for and also what will be expected from them in terms of their commitment and standards. Anybody who is working with children needs to abide by a minimum set of principles and standards, particularly with children who

are vulnerable, exploited, abused or at risk of being so. Coaches will be in a position of extreme trust – not only yours, but also the trust of the children, parents, families and communities. The consequences of this trust being abused in any way are too terrible to think about, and implementing agencies must ensure that appropriate monitoring systems are in place to protect the children and also the coach, who might become the victim of dishonest reports or opinions.

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

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

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

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

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

Volunteer referees

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

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

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

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

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

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

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

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

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

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

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

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

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

Volunteer administrators

The role of administrators should not be undervalued. They have an important part to play in sustaining activities beyond the life of the project, and this point should be emphasized when addressing community groups and individuals and asking for volunteers to come forward to help in

administration and coordination. As in the case of all volunteer roles, it would be ideal to obtain the support of local, regional and national football clubs and federations in providing the necessary training for administrators. These organizations are responsible for the day-to-day administration and coordination of clubs, federations, teams, leagues, competitions, coaches, officials, and so on, across the country and therefore have the requisite experience and expertise to support volunteer administrators in the project in getting to grips with such issues as setting up new clubs, associations or mini-leagues and sustaining them.

Note for the user

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

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

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

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

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

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

Note for the user

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

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

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

Community service activities

Note for the user

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

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

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

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

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

The aim of such activities is to help children understand the importance of community and realize their potential as responsible community members. Activities should include some form of life-skills development, thereby enhancing their self-esteem, confidence and sense of responsibility. These activities should always be carried out under the supervision of either responsible adults, for example the coaches or others involved in the project, or older children from the community. It is vital, for example, that the children do not suffer any harm from handling

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

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

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

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

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

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

After a while, these activities will become normal behaviour for the children, and households will understand the importance and value of environmental and community care and support. It should hopefully affect the whole community as they benefit from the children's work. You might also decide

that if a team does not do community service work regularly and properly, it will have points deducted. Inevitably, the children will encourage each other to do the work and do it properly in order not to jeopardize their chances in the league. It could also be a stipulation that a team has to do community service at least once a month, for example in order to be able to win the league.

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

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

Integrating education and health activities

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

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

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

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

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

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

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



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

Integrating education into project activities

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

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

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

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

Note for the user

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

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

Integrating health education and services into project activities

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

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

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

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

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

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



Note for the user

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

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

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

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

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

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

Note for the user

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

First-aid, health insurance and medical emergency plan

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

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

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

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

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

Health and medical insurance

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

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

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

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

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

Raising awareness

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

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

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

Working with the media

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

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

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

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

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

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

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

Involving well-known football players

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

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

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

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

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

Project activities

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

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

Peer educators and project advocates

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

Banners

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

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

Special events

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

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

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

Involving key partners

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

- Local, regional and national government bodies, such as the Ministries of Sport, Education, Children, Women, Health and Community Development, local education, sports and health authorities, local and national HIV/AIDS programmes, and so on. Discussions with government departments could focus on access of the project to various state-owned institutions, playing grounds and stadia, as well as the various forms of state funding that might be available to support project activities

in the longer term. For example, in the pilot project in Sialkot, Pakistan, contact was made with the District Community Development Department, which is responsible for the allocation of decentralized government funding. Village Sports Committees were set up in each of the project communities and these were helped by the district government in applying for funding for the community football playing areas and other training equipment.

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

Project sustainability

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

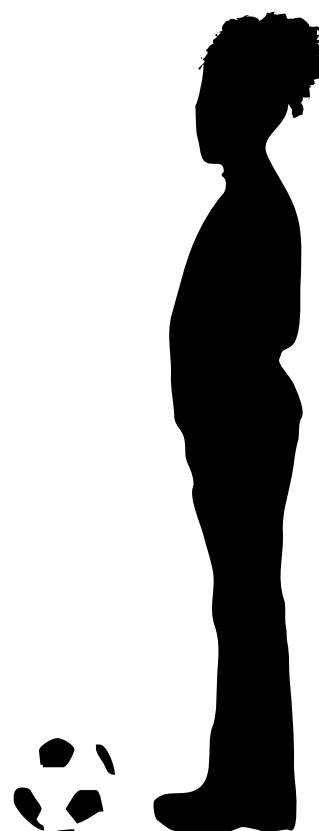
- Through support from the local, regional and national government in terms of ensuring the financing and provision of sports-related programmes, institutions and activities for vulnerable, marginalized and disadvantaged children, particularly (former) child labourers and at-risk children.
- Through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

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

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

Acknowledgement and recognition of those involved

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



Child beneficiaries

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

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

Note for the user

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

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

competitions, matches or even training, for example for the most improved player of the month, for the best girl and best boy player in a tournament, for the most consistent player at training sessions, and so on. The key is to ensure that all the children are recognized in some way over the period of the project and no one is left out. Coaches should pay particular attention that everyone receives certificates and prizes at some point and for various achievements.

- The recognition does not always have to be for football achievements and abilities. Keep in mind that the children's achievements in community service activities should also be recognized. This will probably help those children who might not be so sports-oriented but who might have many other attributes to contribute to the project. For example, if school attendance and achievements in the classroom contribute to team points in a league, then individual and team performances at school should be recognized through either a prize or certificate, such as for the child who does not miss a day of school in a set month. Likewise, children who perform well in environmental clean-ups or other community service activities should also be recognized.

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

Volunteers

There are two potential levels of recognition of volunteers:

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

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

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

Stakeholders and partners

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

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

Laying the foundations for the future

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

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

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

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

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

