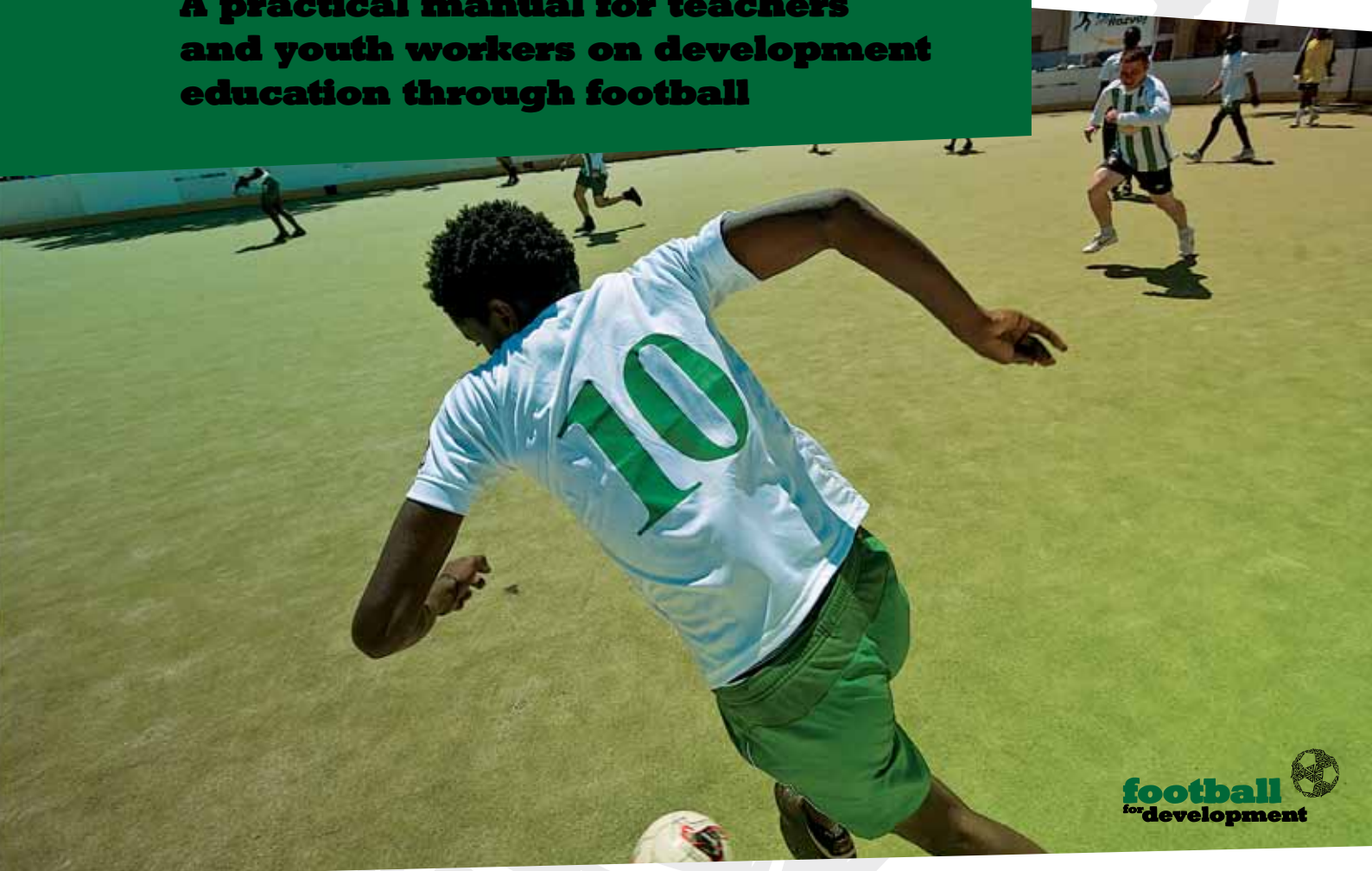


FOOTBALL FOR DEVELOPMENT:

**A practical manual for teachers
and youth workers on development
education through football**



football
for
development 

Lessons for Young People from 12 to 19 Years of Age

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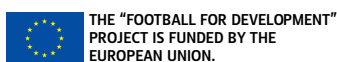
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FOOTBALL FOR DEVELOPMENT

**A PRACTICAL MANUAL FOR TEACHERS AND YOUTH WORKERS
ON DEVELOPMENT EDUCATION THROUGH FOOTBALL**

Lessons for Young People from 12 to 19 Years of Age

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Foreword by FIFA

Football has become a vital instrument for hundreds of social development programmes run by non-governmental and community based organisations all around the world. These programmes are providing children and young people with valuable tools to actively make a difference in their own lives. By addressing the most pressing issues in each community, these programmes are contributing to positive social change on a global scale. In 2005, FIFA and streetfootballworld jointly began to bring such organisations together, strengthen their programmes through direct support and increase their visibility. Football for Hope was thus created as a unique and global movement through which the power of football is used as a force for sustainable social development.

With its many successes on the ground, its global reach and the strong commitment of its founders, the Football for Hope movement has become an attractive platform for public and private sectors, civil society and multilateral development institutions to invest in a sustainable way and develop innovative partnerships for social development. Today, the Football for Hope movement provides access to programmes which serve hundreds of thousands of young people all over the world. The movement is a catalyst for innovation and social investment for various sectors of society and it is increasingly gaining recognition and attracting new resources and expertise. The Football for Hope philosophy is to maximise the potential of football in making a concrete contribution to sustainable development.

It is in this direction that the current project, of which this teachers' manual is a part, has been conceived and designed. It is aimed at contributing to and building upon the successes and experiences of the Football for Development strategy in general, and the Football for Hope movement in particular. This manual targets school children and students aged from 12 to 19 years and it is available to educators, including teachers, coaches and social workers, as a vital educational tool and an exciting, practical and innovative example of Football for Development at work. Five target objectives including eradicating extreme poverty and hunger, combating diseases and promoting football global partnerships are a key part of the manual. It therefore focuses on linking the football world and the classroom in an informal way within the realms of global learning and education. Designed as a multipurpose resource pack, the manual is delivered by way of a practice-based resource programme which educators can use to inform and educate their students, creating awareness and understanding, and encouraging them to identify and participate in real, practical global solutions. It is expected and hoped that other areas and actors will be identified and explored. This will hopefully open up further spheres of operation and serve as an invaluable motivation and call for action on both the horizontal and vertical levels.



Federico Addiechi, FIFA Head of Corporate Social Responsibility

Introduction

This manual targets young people aged between 12 to 19 years linking football and the classroom in an informal way within the realm of development education. The main goal of the manual is raising awareness and understanding among young people about four specific global issues, in addition to many other themes such as extreme poverty and hunger, gender inequity, HIV/AIDS and global partnership (Millennium Development Goals (MDG)¹ 1, 3, 6 and 8). The overall objective of the Football for Development project is to contribute to the way football can be used to help in achieving the Millennium Development Goals.

This manual is the product of the project Football for Development, funded by the European Union, undertaken by four European partners and five African associate partners. The manual is the result of almost a year's work from the conception, production of the draft electronic version and piloting the content in schools, youth centres, public viewings, fan zones during the 2010 FIFA World Cup and summer football youth camps. It was piloted and tested in three European countries. In preparing the manual, the opinions and contributions of experts such as teachers, development educationists, NGOs, youth workers, students and social workers as well as social entrepreneurs were sought and included in the pages that follow. The teachers' manual is produced in English, German, Italian, Hungarian and Czech. The manual is available either electronically on www.footballfordevelopment.net or you can write to a partner organisation of the Football for Development project for a printed version.

Facilitators within the school programme of Football for Development have been trained on how to use the manual. They go to schools and educational institutions as well as youth centres to deliver workshops for the youth and multipliers such as teachers and youth workers. However, the manual has been prepared in a way so that those interested can also use it independently. There is a reference at the end of the manual for contacts for assistance and feedback. In this way we hope that the manual will be a useful teaching and learning tool in an informal, out of the classroom situation using football for the long future.

This manual is one of the contributions of this project to draw and involve the youth in global issues. We hope that the youth will be motivated to explore and learn more about different people and cultures, their living conditions and how one can be conscious of other societies in other parts of the world. This may lead to a better understanding among young people to enable them to take informed decisions and be able to critically and independently analyse themes and issues affecting societies all over the world.

The first part of the manual is divided into three chapters; Universal Aspects of Sports/Football, Football and Development, and theoretical and pedagogical background of the Themes and Activities in the manual within the realms of Football for Development. The first two chapters offer the reader an overview about the basis and the positive potential of sports/football within the context of development, how such a concept is anchored in international policy, citing some successful examples from the field. The last chapter deals with what development education and its objectives are; it introduces the pedagogical principles that form the basis of the lessons, the objectives that the lessons aim at, as well as suggestions on running and adapting the lessons.

The next sections include activities with five themes which attempt to practically show how these issues can be made comprehensible for the youth to attain a deeper understanding of the issues being dealt with. The five activities and lessons are - Football and Social Change, Football and Society, Football and Poverty, Football and HIV/AIDS, and Football and Gender.

¹ The Millennium Development Goals (MDGs) are set of 8 specific targets that 189 countries signed up to in the year 2000 under the auspices of the United Nations in order to reduce global poverty and promote equitable and sustainable development. These objectives are defined in terms of goals viz.: Goal 1: Eradicate Extreme Poverty and Hunger, Goal 2: Achieve Universal Primary Education, Goal 3: Promote Gender Equality and Empower Women, Goal 4: Reduce Child Mortality, Goal 5: Improve Maternal Health, Goal 6: Combat HIV/AIDS, Malaria and Other Diseases, Goal 7: Ensure Environmental Sustainability, Goal 8: Develop a Global Partnership for Development - <http://www.undp.org/mdg/>

Each activity starts with some background and useful information for both the facilitators and the learners on the themes to be dealt with. The first two lessons should serve as an introduction as to how lessons through football in its different forms can be used for personal and social issues. The other three lessons deal with three specific issues like: Poverty, HIV/AIDS and Gender issues. They are mainly intended to help the learners to become aware of these complex issues on a global context.

The lessons, as mentioned above, are designed within the realms of development education. Although development education does not form part of the National Curriculum of many countries, it is an educational methodology used across many subject areas which enables any teacher or trainer to deliver the values and competences which are part of the National Curriculum.

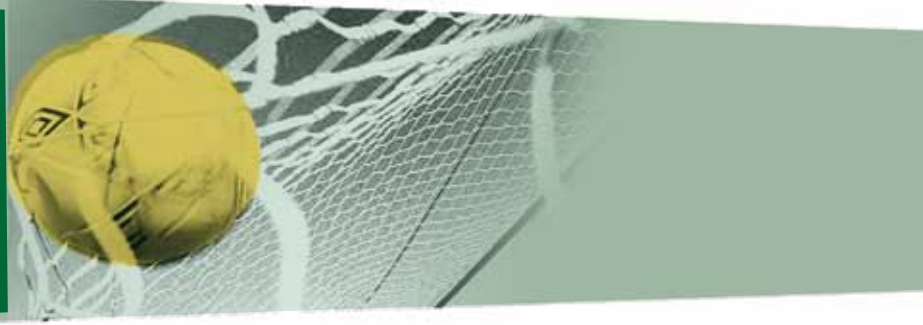
We have tried to bring together our varied experiences and ideas which we hope will help you to reach your own conclusions, further innovations and ideas in the area of development through football within the context of development education and youth work.

We hope you will find the lessons, the methods and the ideas stimulating and useful. We look forward to finding out how you assess this manual.

Bella Bello Bitugu and Lucie Juříková for the Project Team



Chapter One: Football as a Sport



1.1. Universal Aspects of Sports/Football

Football is currently acclaimed to be the biggest sport making use of it actively and passively. The number of people who patronise this game is more than 200 million worldwide. Football is a global sport with a huge following all over the world. It is about the only sport which commands such a big following week after week and brings together people from different backgrounds and cultures.

Aside from the fun in following this type of a sport and the fitness aspect for those who actively participate in it, be it at the professional or hobby level, there is a range of potential that football can be used for. It could be used as a medium to address issues of globalisation, social development, North South dialogue, peaceful coexistence of different communities and, of course, there are the financial and economic rewards that are associated with it, especially in the higher leagues. This makes the players and those involved in football at the higher level to be looked upon as idols and mentors, especially by youth who aspire to follow and copy them as role models. This phenomenon is not limited to football only but it is found in many different types of sports as well.

This has made football a global industry worth billions of dollars. International football competitions are now established to be about brand-making which is fundamentally a cultural act. Football has become all about producing and marketing images that are judged and determined elsewhere, that constitute a huge part of the global capitalistic market, and that represent some of the most dynamic growth industries in the world. Products of all sorts not only constitute a critical share of the output of modern capitalism, but also have increasingly become part of a wide range of cultural commodities which are the hallmark of globalisation. Football has become the ultimate global commodity and the gateway to the world's doors and its citizens. Football for development is thus a strategy which uses the platform of football to deal with issues that affect the youth and society in general.

1.2. The Positive Potential of Sports

The strategy to use football as a tool for development and peace has won support and acclamation from various organisations and individuals due to the unique attributes that enable sport to bring particular value(s) to the development and peace process. These are based on the following five characteristics ascribed to sport:

Sport's Universal Popularity

People/Participants from all walks of life and backgrounds (spectators, volunteers, participants) are attracted more to sports than to any other activity. The participation and popularity transcends national, cultural, socio-economic and political boundaries and can be successfully invoked in virtually any community in the world.

Sport's Ability to Connect People and Communities

Sport, being an inherently social process, brings together players, teams, coaches, volunteers and spectators, football authorities, government agencies and international organisations.

Sport as an Effective Communication Platform

Sport has now established itself as a cultural commodity emerging as a source of global mass entertainment with a very far-reaching and powerful platform for communication. Most super stars (sportswomen and sportsmen) have become and serve as ambassadors, spokespersons, role models and representatives for different developmental, cultural, economic, political and social issues. The announcement of the basketball super star **Earvin "Magic" Johnson** in 1991 that he is HIV positive has been regarded as a milestone in the fight against HIV and AIDS. There are several football role models and ambassadors from the global South such as the former and current stars like **George Weah** from Liberia who used and still uses his status as a football hero to promote peace in his country. The same is true for **Didier Droghba**

and his activities in Côte d'Ivoire. The former captain of the Ghana National Team, **Anthony Baffoe**, is very active in fighting racism and the marginalisation of black and minority players in Europe. Together with his countryman, **Abédi Ayew Pelé**, the two FIFA for SOS Children's Villages ambassadors have committed their efforts to the plights of children in Ghana.

Sport's Multidisciplinary Potential for Development and Peace

Sport is one of the development tools with potentials and impacts that are present in many areas. It is used in the promotion of health, prevention of diseases, strengthening child and youth development and education, gender issues, creating global partnership, employment, encouraging conflict resolution and social inclusion and discouraging enmity, exclusion and all forms of discrimination. It is used to fight racism, racial discrimination, xenophobia and other related intolerance.

The Unique Power of Sports to Empower, Motivate and Inspire

Sport motivates people by making them feel what they can do, rather than what they cannot do which gives hope and a positive perspective for life and the future. It promotes positive values which have quick but lasting impact especially on young people. They learn fair play, discipline, teamwork, how to cope with success and failure both during games and in real life. They acquire life skills which increase their self-confidence and thus employability.

1.3. The Other Side of Sport/Football

Nevertheless, we must not forget that there are also the negative and problematic aspects of football/sport which need serious attention and sustainable strategies. In different forms of sports, but especially in football, the problems of racism, xenophobia and all forms of discrimination exist thus limiting participation and access to a group of people due to their origin and nationality. The problems of doping, excessive commercialisation and the quest to see competition and winning as the sole motives for participation in sport are still existent and are hampering the full realisation of the perceived and real benefits of sports and football. The exploitation of sports men and women from Africa and other developing countries as well the exploitation of workers (children) who produce sport articles in Asia are problems that must not be forgotten in sport and football in particular. There is also the danger posed by a group who tries to use the platform of football (due to its appeal to many people from all backgrounds) to insinuate violence of all forms and also recruit and spread right extremist views and positions.

1.4. International Organisations and Bodies on the Concept of Sport and Football for Development

The Council of Europe defines sports as **all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competitions at all levels.** This definition includes all forms of activities which potentially contribute to physical activities (fitness), mental well-being and social interaction.

Interpreted this way, participation and access to sports is therefore seen as a fundamental human right with the impact and power of providing so many benefits to the individual, group and society irrespective of age, race, religion, origin, gender or any human, economic or political affiliation. This was the realisation since 1948 when the **UN Universal Declaration of Human Rights asserted that all persons have the right to - rest and leisure**, a standard of living adequate to their health and well being and that of their family, free and compulsory primary education, and participation in the cultural life of the community.

The United Nations (UN) in 2003 issued an interagency report (see below) showing how sports can assist in the achievement of the Millennium Development Goals (MDGs). At the general assembly at its 52nd Plenary Session, it passed resolution 58/5 entitled Sports as a means to promote Education, Health, Development and Peace and invited governments, the UN System, sports organisations, NGOs, the private sector, etc. to individually, collectively and in partnership, use sport as a medium for Development and Peace.

In its 2003 report, *Sport for Development and Peace: Towards Achieving the Millennium Development Goals*, the Inter Agency Task Force on Sport for Development and Peace states that *well designed sport-based initiatives are practical and cost effective tools to achieve objectives in development and peace. Sport*

is a powerful vehicle that should be increasingly considered by the UN as complimentary to existing activities... The nature and power of sport make it a viable and practical tool to support the achievement of the Millennium Development Goals.

In its more than 60 year-long history, the only two UN instruments and conventions that clearly recognise the use of sport as a medium for health and as an instrument are The Millennium Declaration and the Declaration of Commitment on HIV and AIDS that make explicit the use of sports and physical activity. The year 2004 was declared by the **European Union** (EU) as the European Year of Education through Sports (EYES) and was marked by several activities within the EU by organisations from different backgrounds within member states.

The UN declared the year 2005 as the International Year of Sports and Physical Education (IYSPE) to better integrate sport into the development agenda.

The EC White Paper on Sport mentions that *cooperation in the field of sport has the potential to contribute to better international relations in other, unrelated areas and that sports could be included in external assistance programmes as a means to promote education, health, socio-economic development, peace and ethnic reconciliation.*

In 2005, **FIFA** (Fédération Internationale de Football Association) and **streetfootballworld** entered a strategic alliance - Football for Hope - which seeks to bring development through football organisations to increase the impact and use of football for social change and development. In that same year, at the Confederations Cup in Germany, FIFA entered a global communication partnership with UNICEF "With Children We Win" using football as a universal language to help bridge divisions and promote core values for lasting peace, non-violence and tolerance.

Furthermore in 2006, the European Commission (EC) and FIFA established a partnership in the field of development through football due to its **cross cutting potentials** in many areas of development "... considering the potential positive impact of football on developing countries and their progress towards the **Millennium Development Goals (MDGs)** as well as the importance of holding the next FIFA World Cup on the African continent for the first time in South Africa in 2010".

The African Union, in the run up to the 2010 FIFA World Cup in South Africa called on all member nations to promote sport as a tool for sustainable economic development; poverty reduction, peace, solidarity and social cohesion. With the intention of working with partners such as FIFA, CAF and the UN, the AU hopes that the event will synergise with already existing programmes and initiatives to work towards strengthening football support and development, environment and tourism, culture and heritage, communication, telecommunication and continental security and cooperation.

Among the top football clubs, **FC Barcelona** promotes the "social dimension of football" with the United Nations Children's Fund (**UNICEF**). Together they kicked off a five-year partnership in September 2006 to raise awareness and funds to benefit children affected by HIV and AIDS. Every year for five years, the club will donate €1.5 million to help fund projects aimed at combating HIV and AIDS in Africa and Latin America. Along with the funding, the football club has featured the UNICEF logo since the years 2006-2007 on its jersey, the first placement of its kind in the club's 111-year-long history. The commitment to UNICEF and the world's children reinforces FC Barcelona's motto, '**More than a Club**'.



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Chapter Two: Football and Development



2.1. Global Perspective

The roads to peace and development are so varied and diverse that the possible options are endless and no one can point to an easy or quick fix strategy. Some of these strategies involve economic, political, cultural and other perspectives. There are some organisations and individuals that have taken the sports perspective as an effective and cost saving medium and strategy for development, growth and peace.

The need for development and global partnership arises, in the first place, due to the different levels of development in different parts of the world. The societies of the South are usually in the countries in many parts of Asia, Africa and Latin America that are characteristically termed as underdeveloped. Those of the North are characteristically termed as developed. There is no one fixed way of determining development and underdevelopment. Basically, the national income, availability and delivery of health and educational facilities, human rights, involvement and participation of the citizens as well as consciousness about the environment, gender and children's issues are all included in defining the characteristics of development. Within a global society and dealing with the citizens of the world, it is expected that global partnership is necessary in knowing about societies of the world and also in cooperating on different levels towards development and cooperation.

Sports have shown to be a very effective way of forging global partnerships between and among people and nations and also of contributing to peace and reconciliation. The Ping Pong diplomacy between the US and China during the heat of the cold war, North and South Korea presenting the same team during the Olympic games, football matches between Palestinian and Israeli teams are just few of the numerous examples.

2.2. Sports for Development in Action

The strategy of football and sports for development has attracted much interest, with its potential of being cost effective, inclusive, creative, sustainable and participatory on various levels. Some countries in Africa like Cape Verde, Mozambique, Sierra Leone, Tanzania and Uganda have integrated sports into their **Poverty Reduction Strategy Papers (PRSP)** which describe the macroeconomic, structural, and social policies and programmes that a country will pursue over several years to promote growth and reduce poverty, as well as external financing needs and the associated sources of financing. Moreover, several programmes initiated by individuals or groups have been launched by those who believe that sports/football play an important part in the personal and social development that can be used for the welfare of societies. Below we have listed five organisations that are the associated partners in the project Football for Development.

There are many successful initiatives and organisations that operate in different parts of the world. Some links and references have been given at the end of this manual. However, below we have listed the five African and one European associate partners of our Football for Development project of which this manual is a part.



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KENYA

The **Mathare Youth Sports Association (MYSA)** founded in 1987 in the Mathare area, one of Africa's largest and poorest slums located just a few kilometres from the central business district of Kenya's capital, Nairobi. From an initially small self-help youth sports project, MYSA rapidly became a community development project using sport as the starting point. In 1988 MYSA was the pioneer association to link sports with slum garbage and environmental cleanups, AIDS prevention, tackling drug abuse and alcoholism, using music, drama and dance to highlight key social problems, feeding and freeing jailed kids, providing leadership training with awards to help young leaders stay in school and other community development programmes. Today over 20,000 youth on over 1,600 teams participate in the MYSA programmes. MYSA leaders are also helping to implement projects in Botswana, Southern Sudan, Tanzania and Uganda. The most distinctive feature of MYSA and the main reason for its success is that it is organised and run by the youth themselves.

www.mysakenya.org



NIGERIA

Search and Groom (S&G), a symbol of Nigerian youth, sports and peace development was founded in 2003 as a project meant to organise its own programmes with the background knowledge of exploiting sports' vast acceptance as a means of social campaign, harmony and community regeneration. It seeks to provide capacity building programmes, training, rehabilitation, employment, sports and recreation opportunities for youth, homeless and displaced people, rehabilitated and other vulnerable persons. It believes that access to and participation in sports is a human right and an ideal learning ground for life's essential skills. It acknowledges the possibilities and values sport offers. Search and Groom as a non-governmental and non-partisan organisation, is committed to indigent people's development and rehabilitation. It has a mandate to defend, protect and promote universally recognised human rights in Nigeria, in accordance with the international human rights standards. These objectives are pursued through research and publications, campaigns, human rights education and self-empowerment projects.

www.searchandgroom-ng.org



GHANA

The **SOS Children's Villages Ghana**, is an independent, non-governmental and social development organisation active in the field of children's needs and was established in 1974 with currently four villages operating in Tema, Asiakwa, Kumasi and Tamale. There are over 500 children in these villages and over 2000 pupils in the supporting educational facilities. In 2005, SOS Children's Villages launched the Family Strengthening Programme. This programme is aimed at prevention of child abandonment and is currently operating in 12 communities in three of the ten regions in Ghana. In 2007 and 2008, SOS Ghana organised a "Football for Peace and Development" festival for over 750 young people from six African countries including Ghana. The project was organised to coincide with the African Cup of Nations. It was their version of the African Cup and was used to expose the children to different cultures, development and social issues like peace, violence and health. There is a current cooperation with the Feyenoord Rotterdam football academy in the northern region of Ghana.

www.sosghana.org



SOUTH AFRICA

South African Football Players Union (SAFPU) is an affiliate of COSATU - Congress of South African Trade Unions. The trade union represents professional football players in South Africa. It is also a member of the International Players' union FIFPro (Federation of International Professional Footballers). Currently, SAFPU has nearly 600 members. In the past decade, several South African football players have died from AIDS-related illnesses. Football clubs have given little official acknowledgement or guidance on the issue. Against this backdrop SAFPU has started an HIV awareness campaign and has run a peer-group advice programme. Since football is the most popular sport among black South Africans, SAFPU have used the appeal of professional footballers to convey key social messages.

www.safpu.org



DEMOCRATIC REPUBLIC OF CONGO

La Ligue Sportive pour la Promotion et la Défense des Droits de l'Homme (LISPED) was formed in 1999, the objective of LISPED is to enhance and protect human rights in sports and to promote understanding among ethnic groups and people, social tolerance and the issue of war, peace and violence. It uses sport as a multiracial integration tool and attempt to shape the national as well as international opinions about sports values - notably fair play, tolerance, non-violence and anti-racism. The mission is also to mobilise women and girls on gender equity and the empowerment of women and girls. In January 2008, during the African Cup of Nations in Ghana, LISPED participated in the SOS Ghana led programme under the theme Sports for Peace and Social Development. An African network of sports for peace was established during this programme bringing together organisations and individuals from Ghana, Kenya, Rwanda, Burundi, Tanzania, United Kingdom, Austria, Algeria, Madagascar and Tunisia.

www.lisped.org

NAME IT
positive media

AUSTRIA

Name*it is a non profit organisation based in Vienna, Austria. They produce features, documentaries and reports for radio, print media, TV and web media mainly about underrepresented issues. In 2008 they organized the "Peace Kicking Mission" in Kosovo. Their experiences in Africa include the production of a radio feature about the music festival in Timbuktu (Mali) and Cooperation with South African Media. During the FIFA 2010 World Cup in South Africa, they produced a media website about development issues, civil society and the effects of the FIFA World Cup 2010 in South Africa.

www.kaptransmissions.org

Chapter Three: Activities and Themes through Football for Development



In designing this manual, especially the lessons, some pedagogical frame works and philosophies within education have been used as the basis to attain the maximum objectives of the manual.

3.1. Young People and Development Education

Development education was defined by the DARE Forum² as an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions. Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, and human rights based national and international policies (Concorde 2009).

Development education in Europe is an educational field newly incorporated into schools curriculums in some countries more than in others; nevertheless it is still looking for its place of anchorage. We can no longer deny that what happens on one side of our planet has a deep and direct impact on our own lives. We do not have to look for scientific proves. Just seeing and observing the disparity in development among nations, especially the NORTH/SOUTH divide, we are surrounded by gives us enough indication. We hear and see poverty, degradation, abuses, conflicts and different forms of social strife, the causes of which emanate from the underdevelopment of many parts of the world.

This manual targets young people aged from 12 to 19 years. This is the group at which our efforts are directed. We believe that the youth who are the leaders and important policy and decision makers of tomorrow and who can affect the lives of millions on earth, need to be equipped with the knowledge to understand the complexities of poverty and discrimination of all forms. This will enable them take the right decisions for their and other societies.

It is this evolutionary phase that is considered to be one of the most challenging parts of our lives. Some of us still have a fresh remembrance that it was not an easy time when most of our energy was spent on coordinating our own fast growing limbs and trying to grasp the understanding of who we are. How could we really be aware of the world around us while having so much to handle from within at this stage of our lives? How could we become caring and responsible for others where Development education aims if we did not know how to look after ourselves?

John Holt, one of the pioneers who looks at the world from the perspective of youth, says that what needs to be presented the most in the life of a growing person is the freedom of pressure. It is a time when young people begin to not only know themselves but also consciously create themselves. A person's identity is made up of qualities, tastes and beliefs that are uniquely theirs, something that they found and chose and took for themselves. More specifically, it is the people they admire, the books they read, the music, the interests they choose, the experiences that they seek out for themselves and that add to their lives (Holt 1969).

Following Holt's ideas, maybe we should look at the issues more from young people's perspective and offer them valid experiences without the pressure of wanting, judging and saying what is right and wrong. Such lessons as in this manual should therefore be an inspiration and source of some of their needs, offer them time, space and valid experience to let them think about who they are, what they would like to be, let them express their own opinions, think about their own values, qualities and beliefs. It is only after that process of knowing who they are and what they want that they can deal with the challenges of the global system.

² DARE Forum was established to find common strategies to strengthen Development Education in Europe. You can read more on <http://www.deeep.org/dareforum.html>

3.2. Framework of the Lessons of Football for Development: Socio-Pedagogical Constructivism³

Socio-pedagogical constructivism is a pedagogical framework for teaching and learning quite often used by people who are working in the realm of Development Education. Students are actively engaged in the learning process described in three interconnected stages: evocation, realization of meaning and reflection. This framework offers young people space to make meaningful choices in critical, creative and productive ways, to understand how various pieces of information actually fit together or can potentially fit together. To manage information well young people will have to be adept at applying a set of practical thinking skills that enable them to sort information efficiently into meaningful ideas, which can then be transformed into practical behaviour.

Following are the stages of this methodology and how they are expected to help the learner form his or her opinion and lines of thought.

Evocation stage

In this first stage several important cognitive activities are accomplished. First, the learners are actively engaged in recalling what they know about the topic. This motivates the learners to examine their own knowledge and begin thinking about the topic they will soon be exploring in detail to establish a baseline of personal knowledge to which new knowledge can be added. It also serves to eliminate misunderstandings, confusion, and errors in knowledge that otherwise wouldn't surface without active examination of current knowledge and beliefs.

The second purpose of the evocation phase is to activate the learner. Active engagement means that students must become aware of their own thinking using their own language. Then they must express their knowledge and understanding through either active thinking, writing, or speaking.

The third purpose of the evocation stage is critical. Through this stage interest and purpose in exploration of the topic is established. Interest and purpose are essential to sustain the learners' active engagement. Within the class, differences among students' knowledge and ideas can lead to personal questions and personal questions can be a powerful motivation for studying (reading, listening, observing, etc.) with understanding.

Realization of meaning

The first essential task for this second stage is to sustain engagement, to maintain the interest and momentum established during the evocation phase. The second essential task is to support learners' efforts to monitor their own comprehension. Effective learners and efficient readers monitor their own understanding as new information is encountered.

Additionally, when students are monitoring their own comprehension they are engaged in applying the information to their established schemata. They are purposively connecting the new with the known. During this stage new material usually chosen and brought by the teacher is introduced to the students according to their current needs and possibilities.

Reflection stage

Students are expected to begin expressing, in their own words, the ideas and information encountered. This is necessary in order for new schemata to be constructed. Long term learning and in-depth understanding is personal.

A second goal of this phase is generating a robust exchange of ideas between students, thereby expanding their expressive vocabulary as well as exposing them to varying schemata to consider as they build their own. By engaging in discussion during the reflection phase students are exposed to a variety of constructs for consideration. This is a time of change and re-conceptualisation in the learning process. Exposure to multiple ways of integrating new information, at this time, leads to a more flexible construct, which can be more practically and purposefully applied in the future.

³ An extract from a document paper: Training of Modern Teaching Methods, 2005, Hana Košťálová – People in Need, which served as an inspiration for the lessons. If you would like to know more about this teaching method see: Jeannie L. Steele, Kurtis S. Meredith, Charles Temple: A framework for critical thinking across the curriculum, 1998.

3.3. Running and Adapting the Lesson

The manual targets young people who are 12 years old and above. Some lessons are more suitable for young adults than others, therefore our recommendations are written at the beginning of each lesson. However, we would like to point out that the lessons and their content should not be taken as absolute but rather should serve as an inspiration, a motivation and a lead. You may like to read the methods presented and create something completely new out of them. The only things that need to be respected are the participants themselves, their scope, their reality and wishes and of course the overall objectives of the manual should not be forgotten.

While preparing for the lesson or workshop, it is very important to know the materials that you need to facilitate and conduct a very productive workshop. After choosing the activities and the themes, the facilitator needs to get in touch with the institution where the workshop is going to be held. In consultation with the institutions, the facilitator can then agree on the materials and facilities that need to be made available and which materials the facilitator will be bringing along. If you are the one to facilitate the workshop and are already conversant with the institution, then you need to ensure that the materials you need are available, if not then you may want to access them or improvise alternatives if it is not possible to get them.

At the beginning of the lesson, a brief introduction to the project and to the concept of football for development should be made and discussed with the participants. These are found in the first two chapters and at the end of the manual respectively.

Each activity starts with some background and useful information for both the facilitators and the learners on the themes to be dealt with. The first two lessons should serve as an introduction as to how lessons through football in its different forms can be used for personal and social issues. The other three lessons deal with three specific issues like: Poverty, HIV/AIDS and Gender issues. Each lesson contains different activities linked together and was attempted to be designed in accordance with socio-pedagogical constructivism explained above. Even though the number of participants in the first four lessons is not limited we do recommend working with smaller groups of 15 to 20 students at one time to create enough space for each student to express him/herself and therefore make the learning process more effective.

Authentic stories such as case studies, newspaper articles, and extracts from books about and for young people around the world are the core of the lessons. We believe that stories should play a significant role in our contemporary education and life-long learning. Response to a story is immediate. This response is fired by imagination and empathy with the characters and situations. It serves as a great tool to trigger the investigative mind and stimulate discussions among students. Other methods such as role plays, group work and simulation games are incorporated to engage in co-operative learning. There are several follow-up ideas at the end of each lesson with the aim to transfer the leading role among students themselves to become participative and to gain other skills.

In conclusion of each lesson the trainer needs to fulfil a very important task - make a DEBRIEFING. Without this part the lesson is incomplete and its result is confusing and possibly prejudiced. As described in the manual T- KIT on Training Essential, debriefing is the moment where trainers analyse and experience with the participants in order to focus on and compound what they have learnt from the activity. It is a moment to take a step back, review the objectives of the activity and spend time drawing ideas, conclusions and questions from the experimental component. In short, it is like taking somebody by the hand and guiding him/her through the experience, stopping to collect what has been learnt. Debriefing is normally built on a series of questions which relate to one another. Here are some questions that may help you to close the lesson: *How do you feel now? Has anything changed since the beginning of the activity? Why? Why not? What have you learned? What have you not understood or appreciated? Does it relate to the situation in...? If you were to do this again, what would you do differently?* (T-KIT: Training Essential 2002, p. 104).

Table of Lessons Football for Development

THEME	NAME OF LESSON	TIME FRAME	AGE GROUP	OBJECTIVE
1. FOOTBALL & SOCIAL CHANGE	Football and Its Different Dimensions	90 min.	12+	<ul style="list-style-type: none"> › The student is familiar with the potential sport/football for development has › The student can name the positive impact of sport/football on an individual as well as on society
2. FOOTBALL & SOCIETY	Score Your Goal not Your Own	60 min.	12+	<ul style="list-style-type: none"> › The student is able to differentiate between the positive and negative aspect of football › The student gains an understanding of how the rules set up for a game of football can bring about personal and social change › The student understands what informal football is and can play it
3. FOOTBALL & POVERTY	Play And Then You May Win	90 min.	17+	<ul style="list-style-type: none"> › The student is aware that an important dimension of poverty is the poverty of aspiration › The student realises his/her priorities in life and compares them with others › The student is familiar what a slum household is
4. FUSSBALL & HIV/AIDS	Act Now!	90 min.	12+	<ul style="list-style-type: none"> › The student can name the impact of HIV/AIDS on young people › The student is aware of the importance of youth led education for prevention of HIV/AIDS
5. FOOTBALL & GENDER	Football for All	90 min.	17+	<ul style="list-style-type: none"> › The student is familiar with the meaning of words such as gender and discrimination › The student understands that all people are entitled to the same rights › The student is aware that gender roles differ around the globe › The student realizes that sport/football is one of the tools which can help young people to overcome problems and empower women in society

Theme One: FOOTBALL AND SOCIAL CHANGE

"One of the most difficult things is not to change society - but to change yourself"

Nelson Mandela

BACKGROUND INFORMATION ON THE THEME

What is the "Other Dimension of Football"?

Majority of our society sees football as entertainment for leisure time without considering the positive social impact. This social dimension of football around the world is strengthening dozens of projects which use football and regular sport activities as an effective tool to open up new opportunities for young people, to develop a healthy living environment for young people to grow in and it brings about positive change in local communities. In the socially deprived suburbs in Argentina football competitions are connected with an elaborate system of social and educational projects, in Norway football is used to include socially excluded minority groups who are somewhat mentally or physically challenged, in South Africa football is used in campaigns to raise awareness about HIV/AIDS, in places where women face gender inequity football can empower and strengthen their position in society and in countries such as Israel it is football which can lead to reconciliation of adversary groups.

There are several organisations and initiatives like streetfootballworld or MYSA where football has become a fundamental pillar which carries a significant positive impact on those who play it, both in terms of health (physical activity) and life skills (the values of team sport) and furthermore serves as an effective tool in community programmes for social development.

What Is the Role of Sport Stars?

Sport stars, including the football ones, serve as role models that young people pay close attention to, watch carefully, identify with and aspire to become like. Nowadays more and more of football celebrities are committed to acts of humanity. In the 1990s the legendary soccer star George Weah got involved in his home country of Liberia in a campaign raising awareness about HIV/AIDS and inoculation. The most renowned act became his symbolic round at the football stadium during the halftime - in the first match after the civil war in Liberia - holding a slogan banner "Liberians be wise! AIDS is a killer disease." Weah has been supporting the sport-social developing projects until now and has been joined by other stars such as Samuel Eto'o from Cameroon, former England captain David Beckham, the tennis player Roger Federer and many others.

The same importance - or perhaps even more - play the local stars for their own communities they come from. A good example can be a player who was born in an underprivileged society and poor conditions but has made it to the elite football league, or the first woman to make it to the high prestigious football tournaments as a referee of national and international matches. Those are the people that are very popular in such communities and instil hope, especially in young people that are born under distressful conditions, because they can see that by hard work, self confidence and persistence great things can be achieved.

Further Reading:

FLEMING, Steve. *Eleven-Making Lives Better: 11 stories of development through football*, 2010.

LEVERMORE, Roger and BEACOM, Aaron. *Sport and International Development*, 2009.

As a key resource in the field of Sport & Development: www.sportanddev.org

Streetfootballworld network: www.streetfootballworld.org

Football for Hope: www.fifa.com/aboutfifa/worldwideprograms/footballforhope/



LESSON ONE: Football and Its Different Dimensions

This lesson introduces five newspaper articles. The articles cover how football can become an effective tool to empower young people, break prejudices, raise awareness about different social issues and bring improvement into their own lives.



OBJECTIVES:

- › THE STUDENT IS FAMILIAR WITH THE POTENTIAL OF SPORT/FOOTBALL FOR DEVELOPMENT.
- › THE STUDENT CAN NAME A POSITIVE IMPACT OF SPORT/FOOTBALL ON AN INDIVIDUAL AS WELL AS ON SOCIETY.



AGE GROUP: 12+



NUMBERS OF STUDENT: NOT LIMITED



MATERIAL NEEDED:

- › PHOTOCOPIED ARTICLES - APP. 1
- › LARGE SHEETS OF PAPER
- › STRIPS OF PAPER



STEP BY STEP:

ACTIVITY 1 20'

Explore the students' initial ideas by asking them to say the first word or phrase that comes to their mind when they hear the word "SPORT". Write all of the students' ideas on the board. The students are advised not to give any commentary.

Hand out strips of paper to each student to write down a definition of what sport is. Set a limit of 18 words for the definition.

Ask the students to form pairs and come up with one definition of sport that they both agree on. Then ask them to make a bigger group of four and continue like this until the whole class becomes one group and comes up with one definition. Have the final definition written on the board.

Introduce UNICEF's definition:

Sport is all forms of physical activity that contribute to physical fitness, mental well being and social interaction.

Resource: UNICEF. Sport, Recreation and Play.

Ask the students to compare the two definitions. *In which ways are they similar, in which ways do they differ?* How difficult was it for you to come up with one definition as an individual, as a small group, and as a class? Draw their attention to the fact that one organisation may consider a particular activity as a sport, while the other may not; so it is not easy to define sport. You can give other examples.

ACTIVITY 2 30'

Divide the students into five groups and hand out a different article to each group (see App. 1 - have a copy of the text for everyone in each group) and large sheets of paper to put their answers to the questions below on. As a group work, the students fill in the information needed.

Task for the groups:

- › Study the text individually.
- › Give a heading to the article taken as a group decision.
- › Answer the following questions:
Where does the story take place? (place, environment)
Who is involved? (name, age)
What is s/he doing? (what sport, their involvement)
Why is s/he doing it? (reason)
- › Quote one sentence from the article you find the most interesting and explain why.

Display it and ask each group to present their work to other groups. Conclude the activity by making two columns: *What do all the articles have in common and how do they differ?* Students give their suggestions. Highlight the main issues from each article:

Article 1: socially deprived young people

Article 2: gender inequality

Article 3: discrimination of people with mental challenges

Article 4: racism

Article 5: stigma of HIV/AIDS

ACTIVITY 3 ⌚^{15'}

Lay out the large sheets of paper showing the outline of a football pitch. Encourage the students to write in the area of the football pitch the positive influences of football for the concrete people in the articles. After that, ask them to think about how the change that happened to these young people can bring a change into society. Encourage the students to write their ideas on the sheet outside the football ground area.

ACTIVITY 4 ⌚^{10'}

Ask each student to draw a pyramid and fill in the associated words regarding sport. On the top of their pyramid they write the word sport, below they write two adjectives that describe sport, followed by three verbs that they associate sport with. Then they write a sentence about sport and finally one word that they consider as an essence of sport (example given below).

SPORT

What is sport like? 2 adjectives

relaxing

helpful

What does sport do? 3 verbs

empower

reconcile

teach

Sentence about sport 4 words

Sport

is

for

all!

Essence of sport - 1 word

support

FOLLOW-UP ACTIVITY:

Ask each student to do home research and find someone of their choice who works within the field of sport (you may like to extend it to art, business, music, etc.) and uses it as a tool for transforming the society. Students may come up with several role models. Make an exhibition out of it. Encourage them to look also within their local community. Choose a person out of their suggestions and invite him/her as a guest speaker.



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MATERIAL TO BE PHOTOCOPIED: APPENDIX 1

ARTICLES 1 to 5 - DIFFERENT DIMENSIONS OF FOOTBALL



ARTICLE 1

HEADING:

There were 12 youths, just hanging around a street corner in Chaco Chico. Then two men happened to walk past Fabián Ferraro and Julio Gimenez. Fabián was a player for Argentino de Merlo, a first division football club. Chaco Chico is a socially-deprived suburb of Buenos Aires (Argentina). It is a very poor suburb, where it is easy for youth to drift into drugs, alcohol and violence. Moreover, an uncomfortable feeling of danger follows everybody around.

“What we did was pretty simple,” recalled Fabián. “We just cleared a space, to provide a meeting place for the kids to play soccer in a constructive and disciplined way. For us, social values are more important than scoring goals.” Before each match teams agree on special rules involving fairness and respect. At the end of the game points are awarded for these, by mutual agreement, and it may even happen that the team which has scored more goals ends up losing. The original 12 are now 1,200 and the whole movement has a name: “Defensores del

Chaco”. It shows that people from any background can play a sport with the ideals of the best Olympians; through that it offers the deprived and the desolate a chance to regain their self respect. And they don't just play football. They take part in other sports and cultural activities such as art, drama and music. There are opportunities to train to become football coaches or cultural workers. One of the young men who has moved from being coached to coaching, is 18-year-old Gabriel Yago. For Fabián, this is democracy in action - the young taking over from the old, to build a better society. Ideally he wants to see the young taking the lead - and one of Defensores's aims is to train the leaders of the future, people who can guide their communities when football is over. The movement helps people to believe in the future, to know that anything can happen, and anything can be achieved.

Resource: edited as per FIFA - Football for Hope



ARTICLE 2

HEADING:

People always say the job of refereeing is the hardest in the game. The situation becomes even harder when the referee in question is a woman, so to succeed in a male-dominated environment of refereeing is a huge challenge. This is the story of a woman referee from Senegal. Fatou Gaye comes from Senegal but she would be considered remarkable for her achievements anywhere in the world; she has been selected as a referee at many international tournaments including the African Cup of Nations for Women, the Olympic Games and many FIFA tournaments including the 1999 FIFA Women's World Cup.

“I just love football; it is as simple as that. Years ago, I realised that I was not good enough to be a player but still wanted to be involved in the game and so I chose to be a referee,” she says.

At first, my family as reticent because this role is often seen as a men's domain and not for women and girls, so at first things were very difficult: What do you do then, give up? You persevere! You carry on in your chosen field and eventually it is accepted.

Everyone asks if she feels that it is tough being a referee in what has traditionally been a man's game? “Being a female referee is harder than being a male referee and there's a saying among us that you have to be twice as good as the men,” Fatou often says with a placid smile.

However, the number of women FIFA referees has grown from four in 1994 to today's 228, plus 280 assistant referees.

Resource: edited as per FIFA - Football for Hope





ARTICLE 3
HEADING:

There is a football match going on in the new indoor stadium in Oslo, Norway. However, there is a slight difference. The players on both sides are in some way challenged: the striker is autistic, the winger has an attention deficit disorder, and many are epileptic and dyslexic.

The coordinator of the tournament is 51-year-old Anders Krystad. He explains that although the games might not be the most skilful in Europe, they are always competitive. "Everyone likes to win, no matter what their talent level. The therapeutic value of disabled football is undisputed. It socialises the players - bringing out people who might otherwise be isolated or even stuck in residential homes. It gives them exercise - people with mental disabilities are prone to over-eating. The endorphin coming from the game also helps disabled people counter depression and autistic introversion. Another benefit is the way the players

learn self respect, after a lifetime of being regarded as freaks or losers."

Martin Samdvik started playing when he was eight. Then, when he was 16, he had to go to a special school. "I felt pretty bad then. My self esteem was very low. I hated being called a spastic. I suffered a lot of abuse. But after a few years I decided to do something about it: I wrote to the authorities and asked them if I could start my own team. They said 'yes' - so I did and I got a lot of friends from my special school to join me."

The team is like a family! I remember one game we played there was this girl on the side: she was sitting at the edge of the pitch, and she was crying. But we waited for her, then she felt better, and we carried on - as a team.

Resource: edited as per FIEA - Football for Hope



ARTICLE 4
HEADING:

A few years ago, Alon Liel approached the mayor of Abu Ghosh, a small Arab-Israeli town near Jerusalem, with the idea of combining Abu Ghosh's team with a mainly Jewish team from the larger settlement of Mevaseret. Liel's intention was to fight the anti-Arab feeling prevalent in sectors of Israeli football.

To help fight this racism, Liel had a working lunch with the mayor of Abu Ghosh. The mayor agreed to Liel's innovative proposal. Since then, the newly established football team called Katamon made up of Muslims, Jews, Arabs, etc. has fought its way through the divisions, and now boasts a strong following of supporters. The management of the club is likewise divided between Arabs and Jews.

The diversity of Katamon is clearly seen among the young players in Mevaseret today; Jews from Ethiopia and Fawzi who is 15, a Muslim and the right back "I like playing with this team," he said.

"It's difficult for Arabs and Jews to play together normally. But here that's what we do - we play together, just like anyone else."

Mohammad Isa, 31, is the sports director of the team. He is also from Abu Ghosh: "When kids reach their teens it is difficult to integrate them. Because they fall in love and marry, usually within their own community. But if you start them young, it is easier. I hope we teach these Arab and Jewish kids not just to train together, but to learn from each other."

The work of Katamon is well known in Israeli society. Liel has harnessed the energy of his mixed-race team to other causes: helping children from Darfur for example. He likes to think of Katamon as 'socialist' in principle: assisting poor people anywhere.

Resource: edited as per FIEA - Football for Hope





ARTICLE 5
HEADING:

The Isaac Booi School is a plain, brick-lined, double storey building in the township of Zwide, in Port Elizabeth, South Africa. It is just after one o'clock in the afternoon, classes are over and yet the playground is still buzzing with activity. Standing out from the crowd of children in school uniforms are a few young people in bright yellow T-shirts. They are coaches from Grassroot Soccer, a programme teaching young learners about soccer and HIV/AIDS prevention.

Stigma is one of the biggest problems in the community. "If you have the disease, the community looks down on you," says one of the coaches. Grassroot Soccer focuses on addressing taboos and increasing the kids' knowledge of HIV/AIDS from an early age. The atmosphere is playful yet disciplined; experiencing structured learning through actively participating in sport is a new experience for the children. "The idea was to develop a curriculum for HIV/AIDS education, based on

games. Soccer attracts kids and the message from the game can easily be transferred to life", says the founder of the programme.

One of the 200 kids currently with Grassroot Soccer in Zwide is Lungi. A 12-year-old girl, Lungi has lost her parents to AIDS and is being raised by her sister and extended family. "The Grassroot Soccer programme teaches me to be strong and to know that I am not the only one that has lost parents to HIV," she says poignantly. "My favourite game is the one called 'choices', teaching us about making our own choices. There are things you can choose and things you can avoid."

"Lungi is a strong character because she grew up without parents," says the coach.

As Lungi pointed out: in life, there are things you can choose and things you can avoid. Football is helping young South Africans to make the right choices.

Resource: edited as per FIFA - Football for Hope



Theme Two: FOOTBALL AND SOCIETY

„... It is not only about what goes on at the football pitch but also what happens outside - it teaches us discipline, hard work, it teaches you about team spirit. Meaning that you can be very skilful on your own but if you do not take into consideration others, you will not succeed.”

Havenar Maloba - MYSA, Nairobi, Kenya

BACKGROUND INFORMATION ON THE THEME

What Are the Positive and Negative Aspects of Football?

Football with its following operates like a double-edge sword. On the one hand its platform can be used as potential for addressing social and development issues since it brings together many people from different backgrounds and appeals to so many people. It is also true however that this same potential of football can be used for negative issues like violence, spreading right extremist views and ideas, and creating exclusion by introducing all forms of discrimination. Unfortunately, those who are not much involved in this sport and hear about it only through the media, hear mostly about the violence, discrimination, exclusion and the masculine dominated aspects of the game. The whole idea of this manual is to demonstrate how to use the potential of football for the benefit of society while being aware of the negative aspects. See chapters one and two for examples. Football matches, as we know, evoke intense emotions - positive and negative. The negative ones attract the tendency to divide people into more or less irreconcilable camps or lead to all sorts of forms of violence.

In 1994 the Colombian defender Andrés Escobar was killed on the streets of Medellín by an unknown pistol-shot after scoring an own goal during the World Cup in the USA in 1994 (viz. App. 2).

In reaction to this tragedy, a German guest lecturer of sociology of sport at the University of Medellín in Columbia, Jürgen Griesbeck established a project Fútbol por la Paz (Football for Peace) aiming at poor suburbs with high a criminality rate where football has since then been serving as a very effective remedy in lowering tension among young people (viz. App. 1, 2). In the year 2002 Griesbeck brought forth the network of streetfootballworld which comprises more than 80 local initiatives worldwide who use “informal football” as an effective tool to address aspects as diverse as Children’s Rights & Education, Peace Building, Environment, Health Promotion, or Anti-Discrimination & Social Integration.

What Is “Informal Football” and its Positive Influence?

“The principles and values of street- or simply informal football played within the programmes of street-footballworld include fair play, team spirit, tolerance, inclusion, and understanding, both of oneself but also of others, regardless of their status as opponents or team mates. Kids learn to cope with winning and losing; they take responsibility for their team and actively participate in shaping their community. What they learn in the training sessions and matches can be directly transferred to life off the pitch. Long-term programmes based on development through football thus offer both relief and joy for today and hope for the future, providing the participants with self-confidence, critical thought and other valuable “tools” necessary for an overall healthy journey through life (online: Streetfootballworld)”.

How Is Informal Football Played?

It is played at pitches approximately 40×20 metres with the outlines of conventional football fields. The teams come together to discuss how they want to play the match and agree on specific rules which they would like to play by. During the match the players themselves are responsible for playing according to the rules agreed upon. Disagreements are resolved by dialogue - **there are no referees!** Following the match, the teams again come together and discuss how fairly they felt the game was played and decide on an additional fair play point for each team.

Basic Rules:

- Matches are 12 minutes long – without a change of ends
- 4 players, 1 goalkeeper and 3 substitutes per team – substitutions are rolling throughout the match
- 2 girls and 2 boys must be on the pitch at all times
- All free kicks are indirect and all opponents must be at least 3 metres from the ball
- Goalkeepers can use their hands in the penalty areas, are allowed to play until the halfway line but may not throw the ball beyond the halfway line
- If the ball goes out, the teams must decide who has possession
- The offside rule does not apply
- The teams receive 3 points for a win, 1 point for a draw and no points for a defeat
- Following the match, the teams come together and decide on an additional fair play point. This can be granted to opposing teams if a team felt that their opponents played fair and followed the rules agreed to before the match
- In the knock-out stage, drawn matches will proceed directly to a penalty shoot-out, which will include three penalty kicks per team. In the case of a repeated draw, the penalty shoot-outs continue until one team wins.

Examples of rules opened to discussion:

Throw in or kick when the ball goes out?

Can goals be scored from all over the pitch or only from the opponents' half?

Can the ball be played above the waist line?

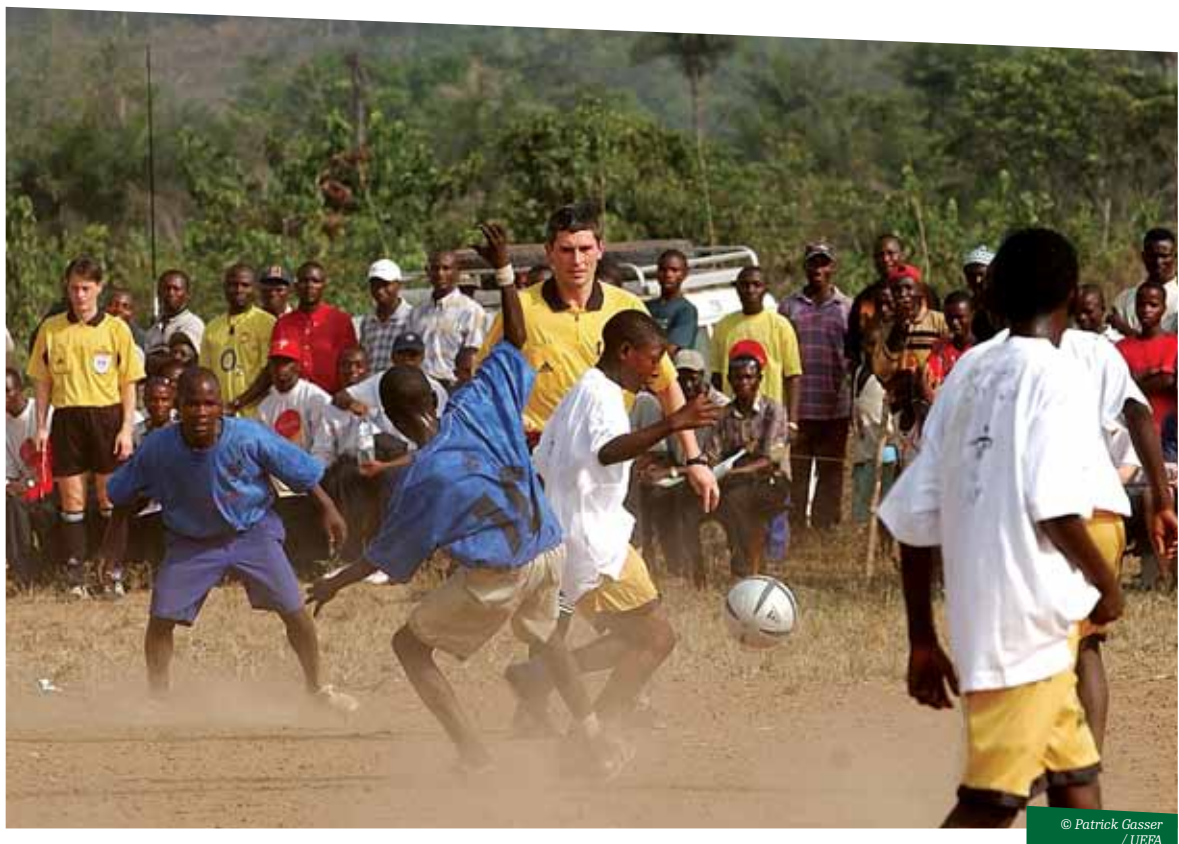
Are the corners kicked?

Additional rules that could be open to discussion include things like if both teams should celebrate goals together, regardless of who scores them and any other issues the players come up with (FIFA, streetfootballworld 2010.) The rules are adaptable and should serve the purpose of the tournament.

Further Reading:

HOLT, Nicholas L.: *Positive Youth Development Through Sport*, 2009.

BIESTER, Steffi, et al. *Football, Learning and Education. Germany: KICKFAIR (e.V.)*, 2009.





LESSON TWO:

Score Your Goal not Your Own

This lesson introduces negative and positive aspects of football while working with an extract from a book about an inspiring personal story of Jürgen Griesbeck, the founder of Fútbol por la Paz (Football for Peace).



OBJECTIVES:

- › THE STUDENT IS ABLE TO DIFFERENTIATE BETWEEN THE POSITIVE AND NEGATIVE ASPECTS OF FOOTBALL.
- › THE STUDENT GAINS AN UNDERSTANDING OF HOW THE RULES SET UP FOR A GAME OF FOOTBALL CAN BRING ABOUT PERSONAL AND SOCIAL CHANGE.
- › THE STUDENT UNDERSTANDS WHAT INFORMAL FOOTBALL IS AND CAN PLAY IT.



AGE GROUP: 12+



NUMBERS OF STUDENT: NOT LIMITED



MATERIAL NEEDED:

- › COPIES OF AN ARTICLE FOR EACH STUDENT - APP.2
- › COPIES OF FAIR PLAY CARDS - APP. 3
- › LARGE SHEET OF PAPER WITH AN OUTLINE OF A FOOTBALL WITH DARK AND WHITE RECTANGLES



STEP BY STEP:

ACTIVITY 1 10'

Write down these four expressions on the board: SIX SHOTS, OWN GOAL, WORLD CUP, COLOMBIA. Encourage students to write three sentences about what they think that the story presented is going to be about. Disclose their presentation by telling them that it is going to be about football.

ACTIVITY 2 15'

Hand out the articles Football for Peace (App. 2). Have them folded beforehand. Read together the 1st part of the story "The murder of Andrés Escobar". Pause after the first passage and initiate a discussion. *Why did such a tragedy happen? What could have been the motive behind the act?* Display the sheet of paper with the outlines of the football. Encourage the students to think about the negative aspects of football/sport. Write these in the dark rectangles.

ACTIVITY 3 20'

Read the 2nd part of the story "The Enemies Get Together". Pause and ask the students to think of some rules of the game that they think the young people in Colombia came up with.

Display the cards showing some of the fair play rules (App. 3). Students guess the meaning of each pictogram. After the students give their answers sum it up and take each rule and initiate a discussion: *Why has such a rule been incorporated into the game?*

EXPLANATION TO SOME RULES OF INFORMAL FOOTBALL ON PICTOGRAMS (App. 3):

- › Card 1: There is no referee in the game. The game is carried out by the teams themselves.
- › Card 2: The rules are discussed before the game.
- › Card 3: Following the fair play match, the teams again come together and discuss how fairly they felt the game was played and decide on an additional fair play point for each team.
- › Card 4: 4 children per team. Mixed teams: at least 2 girls and 2 boys in each team.
- › Card 5: A girl has to score a goal for the goals scored by the boys to be counted.
- › Card 6: Disagreements are resolved by dialogue.

ACTIVITY 4 ⌚ 15'

Get back to the drawing of the football and encourage students to write down the positive impact of football in the white rectangles of the ball.

FOLLOW-UP ACTIVITIES:

➤ Introduce informal football through a youtube video:

Football for Hope Festival 2010

<http://www.youtube.com/user/streetfootballworld#p/a/u/1/TJ3sdOJrZsk>

European Street Football Festival 2009

<http://www.youtube.com/watch?v=g8qUHD4jCIY&feature=related>

➤ Encourage students to organise a football match or tournament in accordance with the fair play rules. They may like to invite teams who are of different gender, from a minority, school staff, town hall representative, etc. You may like to add to the tournament some displays, exhibitions and speeches to raise awareness about certain social issues which students would like to address. Ask one of the students to document it and write a newspaper article about the event.



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MATERIAL TO BE PHOTOCOPIED: APPENDIX 2

FOOTBALL FOR PEACE

(Extract from a book: *“How Football Is Played in Africa”* by Robin Ujfalusi)⁴



“The Murder of Andrés Escobar”

“Goal!” was the last word that Andrés Escobar heard in his life. “Thank you for that own goal!” his murderer was screaming at him while he took revenge with six shots from his pistol for the elimination of the Colombian national team in the 1994 Football World Cup in USA.

Maybe you still remember this old story: At that time, Colombia was proud to have one of the strongest teams in its history and a team based around the goalkeeper, Higuita, and the football manager, Valderrama, had very high ambitions. But, it all ended differently than expected: with failure and consequently with a tragedy of an individual. Colombia didn't even make it out of the group stage and their destiny was sealed by Escobar's own goal in the last match. A couple of days later right on the streets of Medellín, the Colombian defender was cruelly punished.

FOLD HERE

“The Enemies Get Together”

The perpetrator was sentenced but the case was never successfully investigated. Escobar's murder is said to have been an act of revenge by the drug mafia as they had bet a huge amount of money on the national team's success. It all happened on July 2nd 1994. Today Escobar's death is still seen as the crime of the century in football history.

This event does have a happier continuation: at that time there was a guest senior lecturer present at the University of Medellín - Mr. Jürgen Griesbeck who was engaged in the sociology of sport. As a protest against the tragedy described above, he established a project called: Fútbol por la Paz (Football for Peace) in Colombia. It is a regular competition of street football with extra focus on slums with a high criminality rate. Mr. Griesbeck evaluates the incident today: “That event stripped naked the amount of destructivity one is able to commit under the influence of football emotions. We want, and we have always wanted, to show that these emotions and their potential can be used in the opposite direction - for the prosperity of an individual and the society.”

At the time of Escobar's death, Medellín was one of the most dangerous cities in the world, where 20 - 30 people a day died in the streets through organised crime. Football became a very effective remedy in decreasing the tension. The aim was to put two enemy teenage gangs against each other in a game. There were no rules set beforehand - they had to establish them on the pitch.

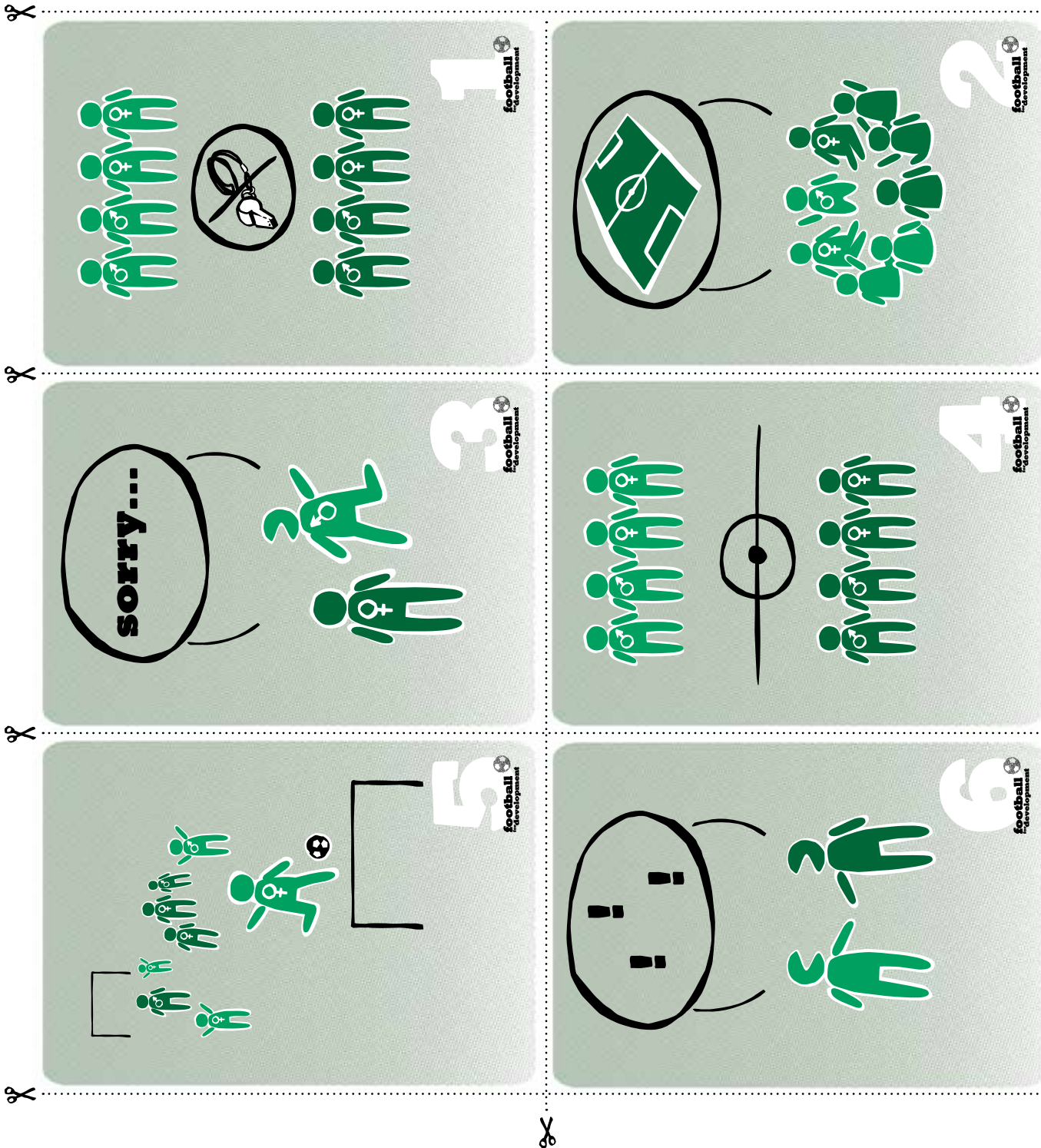
Thus they had to communicate and find solutions, then they played their beloved game and the mutual grudge naturally faded away.



⁴ UJFALUŠI, Robin. Jak se hraje fotbal v Africe: How Football Is Played in Africa. Prague: Gutenberg, 2007. p.159

MATERIAL TO BE PHOTOCOPIED: APPENDIX 3

PICTOGRAMS - FAIR PLAY CARDS



Theme Three: FOOTBALL AND POVERTY

„Just like you need to stay focused to score a goal, you need to stay focused in life to achieve your dreams. I was always told to pass the ball around and work as a team to win. I feel that passing on the messages that I have learned to other children from my own community will help them all, I never had anyone to show me the way so I would be very happy if I could help others like me.”

Parvati – Peer Leader of Magic Bus, India

BACKGROUND INFORMATION ON THE THEME

Defining poverty is not easy because it is very debatable especially because the term varies from society to society and the perspectives from which one is looking at the phenomenon also differ. For the purpose of this work, we use a working definition: **the condition of people which makes them unable, incapable and/or prevents them from meeting their basic needs for survival - food, clothing, shelter, medical care and freedom to take decisions and actions for the good of their lives.** Poverty is relative and has so many forms and characteristics (some see it only from a material point of view while others see it from both material and non material points of views). What can be termed as poverty in Ghana may not be true of Austria and what may be poverty in Africa may not relate to what it means in Europe.

The three forms of poverty can be distinguished in this discourse as has been written in much literature on this theme; **extreme or (absolute) poverty** describes households that cannot meet their basic needs for survival. They are chronically hungry, cannot clothe themselves and do not have any proper shelter, cannot access or afford health care, cannot pay for the education of all or some of their children and/or dependants, have no proper sanitation, etc. These categories of households are found almost only in underdeveloped countries of Africa, Asia and Latin America. **Moderate poverty** on the other hand refers to households that are **just about able** to meet their basic needs. **Relative poverty** refers to households the income of which falls well below the average national income. This category of households are mainly found in high income countries where households are not able to afford cultural goods, high quality health care, education and other possibilities for upper social and economic mobility.

Why Poverty?

Poverty is not FATE. No one is born and condemned to poverty. It means therefore that poverty is a social phenomenon and the structures created within a society are influenced by both internal and external factors. This means then that something can be done about poverty. To understand poverty, one has to look at the structures of society that exclude some groups of people and discriminate against some sections of society and therefore prevent them from accessing opportunities that may help them to get out of the poverty trap. It is a condition that can be changed. The change however can only occur when people understand what the real causes of poverty are and adopt sustainable and concrete strategies to address these causes. This is not the responsibility of only a particular section of a national or global community but rather of all people and often as well those who are in decision making positions in both high and low income countries. To fight poverty, one has to look at the way the system operates and how this makes some people fall or get trapped in the vicious circle of poverty.

The Poor and Their Circumstance

Even if poverty is relative, even if some may resign to their conditions and even if the definition of poverty may vary from society to society, one basic fact remains that the poor and those in the vicious circle of poverty have not freely chosen that option. Rather, they are the products, consequences and victims of the system (national and global) in which they live which does not make it easy, rather almost impossible for their mobility to a higher social and economic level. If there was something that could be done, the poor, who are most conscious of their circumstances, would be the first to do something and there are plenty of examples about how hard the poor, especially in underdeveloped countries, struggle to change their situation but are unable to due to global and international structures and barriers.

What Is Meant by Aspirations and Why Are They Important?

Aspirations are anything that we dream of, plan, hope and wish for ourselves in the future. Aspirations about a better life and happiness are present in all societies albeit they differ according to what priorities and needs people have. Despite the differences in aspirations, the ultimate objective is improving the standards of life and living – seeking better opportunities. These aspirations are important because through them development and progress may be realized by all. If one of our aspirations is to become a pilot, the progress is represented by i.e., acquiring knowledge and skills to be able to service an aircraft as well as receiving an official license to do so.

What Is the “Poverty of Aspirations” and Why Is it a Significant Problem in Developing Countries?

To aspire for social and economic mobility is not an **End** in itself but rather a means to an **End**. One should first identify the aspirations that one has and then work towards achieving them. Working towards meeting these aspirations is the most difficult aspect of the process. This is because, and as we mentioned above, the structures of the system work in such a way that some people are left out of the development process or are deliberately ignored and discriminated against with the consequence that the aspirations of the poor never get realized and/or achieved. For the aspirations of the poor to be achievable, the status quo of a system has to be questioned and the way it works, with its structures needs to be changed for equal opportunity and equity, taking into consideration the weak, girls and women, minorities, the vulnerable, rural dwellers, those living at the edge of society, those in the periphery of the periphery, in short the **Powerless, Disadvantaged and Underprivileged**. Changing the situations that cause poverty with its consequences is not a favour. Nor is it supposed to attract sympathy or blame from philanthropists, good hearted charities, individuals, NGOs, Nations or groups. Rather it is the right and civil responsibility of every human being to question the status quo and also act accordingly.

What to Do and Why Are Children Good to Work with?

Poverty is a global phenomenon and therefore not limited to only a particular society. There may be differences in the level and types of poverty among different societies but this is not to say that the poor are to blame. People must be made aware of the complexities of what poverty is and what its causes and forms are. It is only then that something can be done against it. It is therefore very important to educate, discuss, show examples and case studies on this topic. In our case, especially through football within the realms of development education, the youth need to be made aware of what is happening in the general global community. Whether one describes him or herself as poor or not, it is necessary to understand why the poor exist and why they are affected by poverty. We intend to work with the youth because as civil society, leaders and decision makers of tomorrow, they need to understand what is happening in other parts of the world and its connection to their and other systems, societies but especially to the global system. The youth need to be motivated to know about other societies and the structures that govern their and other societies for them to be able to take informed decisions about their consumption, intercultural and development cooperation, etc. By including them in activities which would empower and enlighten them as well as provide them with tools to critically analyse these issues, they are most likely to become involved, interested and creative to act and to do something. The effect may be peer to peer education and discussions within circles of friends, families, at school, at fun gatherings, etc. This may be a contribution to the theme and a beginning of the process by working with the youth.

Further Reading:

APPADURAI, Arjun. *Culture and Public Action: Culture and the Terms of Recognition*, 2004.
COLLIER, Paul. *The Bottom Billion. Why the Poorest Countries Are Failing and What Can be Done About It*, 2007.
EASTERLY, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, 2006.
GEREMEK, Bronislaw. *Poverty: A History*, 1994.
SACHS, Jeffrey. *The End of Poverty: How We Can Make it Happen in Our Lifetime*, 2005.

Useful and recommended sites on poverty statistics, strategies and results:

http://www.undp.org/poverty/focus_poverty_assessment.shtml

<http://www.socialwatch.org/node/12033>

<http://www.mdgmonitor.org/goal1.cfm>



LESSON THREE: Play And Then You May Win

This section introduces the story of a young man Simone Musinde from an unplanned settlement Mathare, Kenya whose life took a different direction since he joined a sports organisation.



OBJECTIVES:

- › THE STUDENT IS AWARE THAT AN IMPORTANT DIMENSION OF POVERTY IS THE POVERTY OF ASPIRATION.
- › THE STUDENT REALIZES HIS/HER PRIORITIES IN LIFE AND COMPARES THEM WITH OTHERS.
- › THE STUDENT IS FAMILIAR WITH WHAT AN UNPLANNED SETTLEMENT IS.



AGE GROUP: 17+



NUMBERS OF STUDENT: NOT LIMITED



MATERIAL NEEDED:

- › PHOTO OF MATHARE - APP. 4
- › COPY OF A NEWSPAPER ARTICLE FOR EACH STUDENT - APP. 5
- › 5 SHEETS OF PAPER
- › 5 COPIES OF THE SIMONE MUSINDE STORY - APP. 6



STEP BY STEP:

ACTIVITY 1 15'

Sit in a circle and give each student a piece of paper.

Ask them to complete the sentences spontaneously (support richly articulated sentences):

In 10 years' time I would like to live...

In 10 years' time I would like to have...

In 10 years' time I would like to work...

In 10 years' time it would make me happy if...

Each student shares their ideas with others.

At the end ask the students what they will have to do in order to achieve the things they wish for and note it down on the board.

ACTIVITY 2 30'

Show the photos of Mathare (App. 4 - An unplanned settlement in Nairobi, Kenya)

Explore the students' initial ideas by asking them to say the first word or phrases that comes to their mind when they see this picture. Write these on the board without giving any commentary. Introduce a definition of what is a slum household by UN-Habitat. You may like to shorten it for the students. Discuss the meaning of the words in the definition.

A slum household is a household that lacks any of the following five elements:

- › Access to improved water (access to a sufficient amount of water for family use, at an affordable price, available to household members without being subject to extreme effort);
- › Access to improved sanitation (access to an excreta disposal system, either in the form of a private toilet or a public toilet shared with a reasonable number of people);
- › Security of tenure (evidence of documentation to prove secure tenure status or de facto or perceived protection from evictions);
- › Durability of housing (permanent and adequate structure in non-hazardous location);
- › Sufficient living area (not more than two people sharing the same room).

Resource: UN-Habitat, 2009

⁵ Based on the activity „When I am 40...“ from a publication Společný svět (Common world): Handbook for Global Development Education. Prague: People in Need, 2004. p. 36

Present the newspaper article (App. 5). Give each student a copy. Let students read it through and make marks as mentioned in the grid below. After that ask them to fill in the grid below while choosing one piece of information from the text and if possible expressing it in their own words.

√ – INFORMATION THAT I ALREADY KNOW	? – SOMETHING THAT I DO NOT UNDERSTAND	! – SOMETHING IN THE TEXT THAT I FIND INTERESTING OR SURPRISING

Bring all the students together and go through their text/grids with them while giving them the space to share, explain and question the article.

ACTIVITY 3 ⌚^{45'}

Divide the students in groups of five. Tell the students you will be examining the life of a young man called Simone Musinde who lives in an unplanned settlement called Mathare which they can see on the photo. Read the story.

Hand out a sheet of paper to each group and a copy of the story (App. 6) to each group so that they can refer to it when need in their further work.

Write down these questions and ask them to discuss them in groups. Encourage them to write the main points they would like to share on the sheet of paper.

What were Simone's dreams and aspirations before he joined the sport organisation?

Have his aspirations and wishes changed since he joined the sport organisation? If yes how?

Could you think of a similar experience you have gone through?

Could you find any similarities and differences between your own dreams and aspirations and Simone's (look at the last paragraph)?

What things play an important part in our wishes and aspirations that influence our direction of life?

Why should we care about people living in severe living conditions?

What can you as young people do about the issue right now?

Ask one representative from each group to present their answers while opening further discussion.

FOLLOW-UP ACTIVITIES:

➤ Ask students to do their own research about how they can get actively involved in their society. Have some links prepared to present the work of different NGOs and youth movements where they can get involved.

➤ Write down the following sentences from the story of Simone Musinde:

"You do something we do something. You do nothing we do nothing. It is a choice you have to make".

"Each and every child should know what it feels like to dream and what is more, to have the opportunity to work towards their dreams".

Let the students choose which quoted sentence they would like to work with and ask them to prepare either a drama skit, a song, an essay, a poem, a comics, etc. to capture the meaning of the sentence.



MATERIAL TO BE PHOTOCOPIED: APPENDIX 4

THE PHOTO OF MATHARE



© John Langer / AP/WIDE WORLD

MATERIAL TO BE PHOTOCOPIED: APPENDIX 5

NEWSPAPER ARTICLE



227 million people escape world's slums, UN report finds⁶

NEARLY A QUARTER OF A BILLION PEOPLE WERE LIFTED OUT OF SLUM CONDITIONS IN THE LAST DECADE, BUT THE NUMBER OF SLUM-DWELLERS CONTINUES TO RISE

China and India, the world's most populous countries, have together lifted 125 million people out of slums in the last decade, while a further 112 million escaped poor conditions in the rest of the world, according to a new report from UN-Habitat, the UN agency for human settlements.

But increasing urbanisation has led to many more new slum-dwellers, meaning the total number now living in crowded, substandard housing - often without safe drinking water and sanitation - has increased by nearly 55 million people since 2000. The worldwide number of slum-dwellers now stands at 827 million and is on the course to grow to 889 million by 2020.

Two-thirds of the world's slum-dwellers now live in Africa, the report found, the only continent to have made little progress in reducing slum numbers in the last decade.

Although North Africa made considerable progress reducing slum numbers, the 34 sub-Saharan African countries between them only improved the liv-

ing conditions of 17 million slum-dwellers in the last decade. These countries now have virtually 200 million people - over 60% of their populations - living in slums.

Continual Chinese and Indian economic growth has radically reduced the number of people living in unacceptable housing in those countries but the most improved countries were Indonesia, Morocco and Argentina, which each reduced their slum populations by more than 40%.

While countries comfortably achieved the Millennium development goal to lift 100 million people out of slums by 2020, the UN says slum numbers will inevitably increase in the short term.

Conflicts have increased the number of slum-dwellers by at least 10% in the Central African Republic and Cote d'Ivoire. Elsewhere, countries like Ethiopia, Benin and Malawi now have more than 70% of their populations living in slums.

Southern Asia now has 190.7 million slum dwellers (35% of the population) and eastern Asia 189.6 million (28.2%).

Developed countries have about 6% of their populations living in unacceptable housing conditions, says the report.

Resource edited form: <http://www.guardian.co.uk/world/2010/mar/22/slums-un-report>.



⁶ VIDAL, John. Guardian.co.uk [online]. Monday 22 March 2010 [cit. 2010-11-23]. 227 million people escape world's slums, UN report finds. <http://www.guardian.co.uk/world/2010/mar/22/slums-un-report>.

MATERIAL TO BE PHOTOCOPIED: APPENDIX 6

THE STORY OF 17 YEAR-OLD SIMONE MUSINDE FROM NAIROBI, KENYA ⁷

Not long before I was 8 my father died of cancer. I was sad and feeling sorry for my mum, who indeed loved him. Things at home were not easy back then and by the time I was 10 I had to leave school because there was no way to pay my school fees any longer. Not long after that we had to move out from our two-room flat to a tin roof shed in Mathare. I am the oldest child in the family so I had to look for a job and luckily I found employment with a restaurant owner; a good friend of my father, at the local market. I took care of washing-up and cleaning-up after the guests. I was not paid much but I always had food to take home to my family. There were days that I had no work to do and going home was not a very good idea since our room was very small and crowded, so I was just hanging around in the streets with some other boys who were fun to be with. They could understand me and I was one of them. You may wonder what we did. Cigarettes and some other hard stuff came our way. I had heard it is not a good thing but it is hard to say no when everyone is looking at you. You want to belong somewhere.

One late evening when I was going home I saw a sign on a wall saying that the local sport organisation was looking for football players; boys and girls. Football is a big thing in Kenya. So the next day I ran there to sign up. It was not easy in the beginning. I will never forget the first thing that our team leader said to me: "You do something we do something. You do nothing we do nothing. It is a choice you have to make". So I did. At the beginning the discipline was hard. My days have become really busy. We earn points for our football performance but not only that we also get extra points for peer education, environmental cleanups in our local area and community development activities. The last thing we did with our team was painting a school and then talking with other young kids about how to use condoms by showing a small sketch we prepared ourselves. Each year some of us who get good scores receive awards which are paid directly to our school. I received an award a couple of years ago and it was passed on to my old school and I could start studying again. I am currently studying the last grade at secondary school and would like to enter college in Nairobi to study economics.

In 10 years time I would like to have a good job to support my family and help other children and young people who suffer from poor living conditions. Each and every child should know what it feels like to dream and what is more, to have the opportunity to work towards their dreams. It would make me happy to see my family living in a safe place. I wish that no one had to undergo a childhood such as mine. Even though I want a bright future and I want to change the living environment, I will never forget Mathare.

⁷ The story was inspired by book from The Mathare Youth Sports Association and UN-HABITAT called The Millennium Development Goals, a promise to the Youth of Mathare, 2006.

Theme Four: FOOTBALL AND HIV/AIDS

„The end of AIDS is not just a dream – it is within our reach if everyone takes action.“

*Didier Drogba – current striker for Chelsea
and a Goodwill Ambassador for the UNDP
(United Nation Development Programme)*

BACKGROUND INFORMATION ON THE THEME

Human Immunodeficiency Virus (HIV)/ Acquired Immune Deficiency Syndrome (AIDS) continues its deadly course. (...) There is still no cure and there is still no vaccine. (...) HIV/AIDS is reversing decades of development gains, increasing poverty and undermining the very foundations of progress and security. The epidemic demands a response that confronts the disease in every sector but education has a particular important role to play. (World Bank 2002)

Which Is the Group Most at Risk?

According to the World Health Organisation (WHO 2008) 33.4 million people live with HIV/AIDS worldwide, the vast majority of whom are in low- and middle-income countries. HIV/AIDS is the world's leading infectious killer claiming—to date—more than 27 million lives.

Globally, young people (15-24) are most at risk of being infected by HIV (UNAIDS 2008). It is logical, because at this age people are starting their sexual lives.

What Is the Number One Target Group for Ending the Epidemics?

It is important to realize that the target group of HIV/AIDS prevention should not be just the most endangered group and people above twenty-four years of age. It is extremely important to work also with younger children who will consequently enter the critical period with more awareness and the capability to avoid risks. These youngsters will then become the “window of hope” into a better future (World Bank 2002), ideally building up a society free of HIV.

How to Prevent Children and Young People from Getting Infected?

One part of prevention is to sensitise the endangered group – young people between 15 and 24 years of age. This will protect not only them, but it will also open the possibility of passing the knowledge on to their children. The second part, as described above, is to educate and equip children to be able to avoid the infection in their later lives. This of course cannot be achieved by only teaching them about HIV/AIDS. Prevention should have a complex form, where one of the initial steps is in primary education.

Why Is Primary (Basic) School Education so Important?

Basic education is extremely important for a country's social and economic development, including the prevention of HIV/AIDS. A general basic education has a large preventive impact as it provides children with general knowledge and the capacity to make healthy decisions concerning their own lives. It can especially deal with girls' vulnerability by empowering their decision making about sex, marriage and family planning.

How Successful Is the Strategy in Controlling the HIV Epidemics?

Overall the figures show that the amount of people living with HIV/AIDS is rising. In 2008 the prevalence was approximately three times higher than in 1990. The continuous increase is a result of the combination of relatively high rates of newly infected people and of the beneficial impact of antiretroviral drugs which manage to prolong the lives of those with the disease.

Although the number of newly infected people remains high, we can speak of a success as we have managed to decrease it since 1996 (the epidemics peak) by roughly 30% (by 17% since 2000). (UNAIDS 2009)

How Can Young People Contribute to HIV/AIDS Eradication?

HIV/AIDS is at the top of the agenda of many development organisations. The improvement in relation to new infections is most probably the result of large preventive actions undertaken by international organisations, states, NGOs and private actors.

“Take Action” is the motto of many young activists and non-profit organisations working with young people. Peer to peer education instead of passivity seems to be an effective weapon in the fight against HIV/AIDS among the young. Rather than adults, young people can gain a lot of trust among their peers and so raise awareness of HIV issues using a simple dialogue or more structural programs with the support from some local NGOs – games and sport activities represent a big potential for these purposes.

Further reading:

The Joint United Nations Programme on HIV/AIDS: www.unaids.org/en/default.asp

Tracing the MDG 6 - combat HIV/AIDS, malaria and other diseases: www.mdgmonitor.org/goal6.cfm



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LESSON FOUR: Act Now!

This lesson introduces the impact of HIV/AIDS on young people from the Global North and South using different case studies. It indicates how sport organisations are using football as an effective tool to combat HIV/AIDS and other diseases through youth led education.



OBJECTIVES:

- > THE STUDENT CAN NAME THE IMPACT OF HIV/AIDS ON YOUNG PEOPLE.
- > THE STUDENT IS AWARE OF THE IMPORTANCE OF YOUTH LED EDUCATION FOR PREVENTION OF HIV/AIDS.



AGE GROUP: 12+



NUMBERS OF STUDENT: NOT LIMITED



MATERIAL NEEDED:

- > COPIES OF THE CASE STUDIES - APP. 7
- > PHOTOCOPIES OF THE QUIZ ABOUT HIV/AIDS - APP. 8
- > 6 LARGE SHEETS OF PAPER
- > STRIPS OF PAPER



STEP BY STEP:

ACTIVITY 1 30'

Divide students into five groups and hand out one personal story to each group (App. 7), apart from the case study of Kennedy. Ask each group to read the story carefully and fill in the grid. Ask one representative from each group to introduce the person.

NAME:	
AGE:	
COUNTRY:	
HIS/HER FEELINGS/MOOD:	
THE CAUSE OF THE FEELING:	
HIS/HER WANTS:	

Write the causes of their feelings on the board. Ask them what sickness stands behind the feelings and has an impact on all of their lives: HIV/AIDS
Open a discussion with the students about what they already know about HIV/AIDS.

ACTIVITY 2 20'

Hand out copies of the quiz about HIV/AIDS (App. 8). Ask the students to work in pairs or groups and go through the answers with them at the end. Initiate a discussion according to the last quiz question (7) based on what could be the reason behind the number of newly infected people being reduced over the past eight years.

ACTIVITY 3 20'

Is there any way young people can contribute to the result that leads to reduction of people who are directly or indirectly affected by HIV/AIDS?
Hand out the story of Kennedy to each group and read it.

⁸ This activity and related case studies (App. 7) were inspired by a book from SHEEHAN, Johnny; McCREA, Niamh called Chilled out not worn out!: Young People Around the World Beating Stress. Development Cooperation Ireland: Grehan Printers, 2004. p. 44

Present the following questions. Students discuss them in groups.

What is Kennedy's approach to HIV/ AIDS?

In which way is it different from other children which were presented at the beginning of the class?

Why is it important that young people take action?

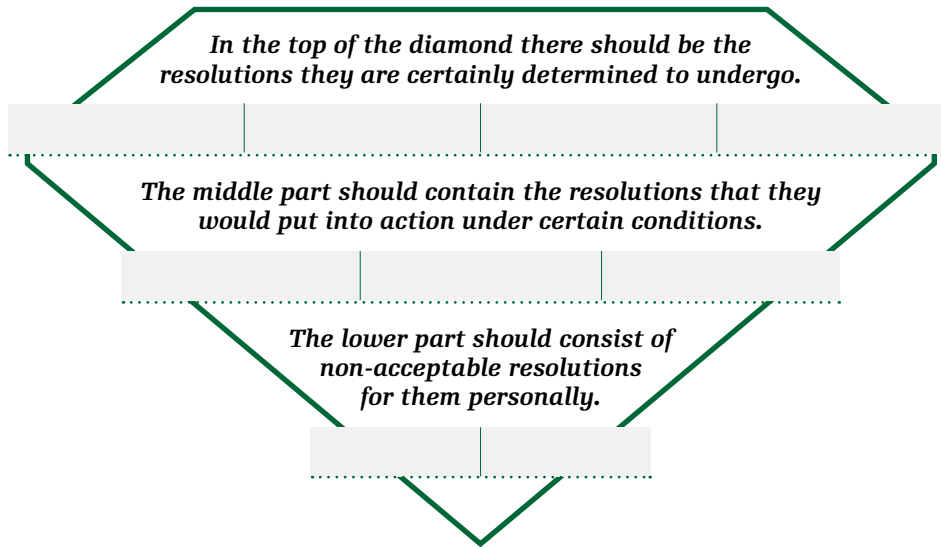
How can you fight against HIV/AIDS?

What kind of support do young people need in order to take action?

One person from each group reports the conclusions of their discussion to the rest of the group.

ACTIVITY 4 ⌚ 20'

Hand out 9 strips of paper to each student. Encourage students to write their suggestions for resolutions what they can do about fighting HIV/AIDS. One suggestion on one strip of paper. After they finish the task they put them in order in the diamond shape as follows:



FOLLOW - UP ACTIVITIES:

- › Students design a poster or paint a public wall with a message to young people about safe sex.
- › Students conduct a survey at their school or local area about sexual health and analyse the findings and make a leaflet to distribute among their peers at schools or local youth centres.



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MATERIAL TO BE PHOTOCOPIED: APPENDIX 7

SIX CASE STUDIES OF YOUNG PEOPLE WHO WERE DIRECTLY OR INDIRECTLY AFFECTED BY HIV/AIDS



Julia 15 years old (South Africa)

I was born in South Africa. I have attended my local school since I was 5 and I like it very much. However I am not very happy there at the moment. Over the last five years four of the teachers in my school died and they are finding it difficult to replace them. The number of students in my class has grown and there are not enough teachers to have classes every day. Next year I need to pursue an exam for higher studies and I am afraid that I will fail.

Mint 12 years old (Thailand)

I have a belly-ache very often. Then I vomit and I feel weak. I get upset at school because the older children mock me and tell the others not to play with me. This has got better recently as people are learning more about the disease but still it is not easy. My mother and I both go to the local hospital for treatment and we get free drugs specially made for our disease. This means that my mother is well enough to get a job and we can move away.



Maria 18 years old (Germany)

I am sick. When my doctor told me I felt sad and angry but I was glad that she told me the truth. I take 15 tablets a day; some are the size of a big coin. They are difficult to take but I've got used to it. Even if I get the flu I have to be admitted to the hospital because it could lead to something worse such as a chest infection. I've learnt to live with my illness but I often feel down about it. I would like to have a boyfriend but it is really not very easy to find someone who could learn to live with my sickness.

Roxana 17 years old (Romania)

My parents are divorced so I live with my mother and my six-year old brother. My mum stays in bed very often. I had to drop out of school and get a job in order to support them. When I come home I do the washing, caring and cooking for her and my little brother. When she gets better and she will, I want to start studying at our health college, get a well-paid job and buy her medicine. At the moment she cannot afford the drugs that she needs to remain healthy.



Kennedy 19 years old (Kenya)

I lost both of my parents due to HIV/AIDS at the age of 10, so my grandmother had to take care of me and my four brothers and sisters. Money was tight so after school I had to run straight to work on a local farm. Having experienced firsthand how such a sickness is destroying families I determined to stay healthy myself and to teach other young people how to stay fit to lead long healthy lives. A couple of years back a friend introduced me to a youth sports organisation and when I saw what they do I eagerly joined. While playing football, at half time, my team invites opponents over for a chat about girls and relationships. We talk openly about sex and its impact on our health. We also organize workshops at schools, do street performances, concerts and have our 30 minutes in a month at our local radio station to raise our voice about the issue.

Paul 16 years old (USA)

I was 14 when my uncle died. When a youth leader of our local club asked me in front of the children how my uncle had died, I smiled cheerfully and said: „I don't really know“. Inside however I felt really sad and angry and I had to fight to stop the tears. I felt that I couldn't tell anyone how he died because of the illness that killed him. I think that children have a right to know about my relative's illness but first of all they need the help from others to understand what the sickness really is and not to feel disgust, fear or pity for me.



MATERIAL TO BE PHOTOCOPIED: APPENDIX 8

QUIZ HIV/AIDS (FOR STUDENTS)

Your task: Circle the correct answer in each question.

1. What is the difference between HIV and AIDS?

- a) HIV is a virus and AIDS is a bacterial disease.
- b) There is no difference between HIV and AIDS.
- c) HIV is the virus that causes the illness called AIDS.

2. Why is the HIV virus making people sick?

- a) The person starts losing weight very suddenly.
- b) It attacks the immune system.
- c) It reduces the body's core temperature.

3. Is there a cure for AIDS?

- a) YES
- b) NO
- c) Only available in some parts of the world.

4. What is the risk of transmitting HIV during oral sex?

- a) Just the same as during vaginal or anal sex.
- b) The risk is lower, but increased if the person has cuts and sores on his/her mouth or genitals.
- c) There is a 50% chance that HIV will be transmitted if one person is HIV positive.

5. Approximately how many people are living with HIV/AIDS?

- a) 33 Million
- b) 23 Million
- c) 13 Million

6. Who said these words at a pressconference after testing positive for HIV: "It is not going to happen to me. And I am here to say it can happen to anybody, even me".

- a) Football player - Didier Drogba
- b) Basketball player - Earvin "Magic" Johnson
- c) Football player - Zinedine Zidane

7. By how many percent have new infections of HIV been reduced?

- a) 17%
- b) 10%
- c) There has been no reduction of newly HIV infected people.

QUIZ HIV/AIDS (FOR STUDENTS)

Your task: Circle the correct answer in each question.

1. What is the difference between HIV and AIDS?

- a) HIV is a virus and AIDS is a bacterial disease.
- b) There is no difference between HIV and AIDS.
- c) HIV is the virus that causes the illness called AIDS.

2. Why is the HIV virus making people sick?

- a) The person starts losing weight very suddenly.
- b) It attacks the immune system.
- c) It reduces the body's core temperature.

3. Is there a cure for AIDS?

- a) YES
- b) NO
- c) Only available in some parts of the world.

4. What is the risk of transmitting HIV during oral sex?

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7. By how many percent have new infections of HIV been reduced?

- a) 17%
- b) 10%
- c) There has been no reduction of newly HIV infected people.

QUIZ HIV/AIDS (FOR TEACHERS)

1. What is the difference between HIV and AIDS?

- a) HIV is a virus and AIDS is a bacterial disease.
- b) There is no difference between HIV and AIDS.
- c) HIV is the virus that causes the illness called AIDS.

Answer: c) The human immunodeficiency virus (HIV) is a retrovirus. The most advanced stage of HIV infection is acquired immunodeficiency syndrome called AIDS. It can take 10-15 years for an HIV-infected person to develop AIDS.

2. Why is the HIV virus making people sick and leads to death?

- a) The person starts losing weight very suddenly.
- b) It attacks the immune system.
- c) It reduces the body's core temperature.

Answer: b) HIV infects the cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker, and the person becomes more susceptible to infections.

3. Is there a cure for AIDS?

- a) YES
- b) NO
- c) Only available in some parts of the world.

Answer: b) There is no cure for AIDS at the moment. Antiretroviral drugs can slow down the process while being infected by HIV. Therefore it is important to be aware of prevention methods such as safe sex.

4. What is the risk of transmitting HIV during oral sex?

- a) Just the same as during vaginal or anal sex.
- b) The risk is lower, but increased if the person has cuts and sores on his/her mouth or genitals.
- c) There is a 50% chance that HIV will be transmitted if one person is HIV positive.

Answer: b) The risk of HIV being transmitted through oral sex is lower than unprotected sexual intercourse (anal or vaginal). But if the HIV positive person has a bleeding wound or gums there is a greater chance for HIV transmission. HIV can also be transmitted through a transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding.

5. Approximately how many people are living with HIV/AIDS in the whole world?

- a) 33 Million
- b) 23 Million
- c) 13 Million

Answer: a) According to the World Health Organisation (WHO 2008) 33.4 million people live with HIV/AIDS worldwide, the vast majority of whom are in low- and middle-income countries. HIV/AIDS is the world's leading infectious killer claiming— to date— more than 27 million lives.

6. Who said these words at a press conference after testing positive for HIV: "It is not going to happen to me. And I am here to say it can happen to anybody, even me"?

- a) Football player - Didier Drogba
- b) Basketball player - Earvin "Magic" Johnson
- c) Football player - Zinedine Zidane

Answer: b) Born in 1959, Johnson represents one of the first sport celebrities to publicly announce in 1991 his HIV - seropositive status. He is actively involved in HIV activism. Johnson stated that his aim was to "help educate all people about what HIV is about" and teach others not to "discriminate against people who have HIV and AIDS". Didier Drogba and Zinedine Zidane are Goodwill Ambassadors of the United Nations.

7. By how many percent have new infections of HIV been reduced?

- a) 17%
- b) 10%
- c) There has been no reduction of newly infected people.

Answer: a) According to new data in the AIDS epidemic update 2009, new infections have been reduced by 17% over the past eight years.

Theme Five: FOOTBALL AND GENDER

„Development cannot be achieved if fifty percent of the population is excluded from the opportunities it brings.“

*Helen Clark
(UNDP - United Nations Development Programme)*

BACKGROUND INFORMATION ON THE THEME

“Gender equality and women’s empowerment are human rights that lie at the heart of development and the achievement of the Millennium Development Goals. Despite the progress that has been made, six out of ten of the world’s poorest people are still women and girls, less than 16 percent of the world’s parliamentarians are women, two thirds of all children shut outside the school gates are girls and, both in times of armed conflict and behind closed doors at home, women are still systematically subjected to violence (UNDP 2010)”.

What is gender?

Gender refers to the **socially constructed** roles, behaviours, activities, and attributes that a given society considers appropriate for **men** and **women** (WHO 2010). The term gender stands separately from the term sex. Sex is considered to be of a **biological** nature; it refers to chromosomes, hormonal profiles, internal and external sex organs which define a male or a female.

What is the relation between gender and culture?

There is no doubt that it is culture in the first place that shapes the relationships between genders within the family and wider community. Gender functions as an organizing principle for many societies, as demonstrated best by the division of labour but also by further norms of behaviour. However, these norms not only differ among societies but also within one particular culture and they change over time (Schalkwyk 2000).

What is (gender) inequality then?

Primarily we should address **inequality as something that disables certain individuals or whole groups of people from accessing those desires which are available to other members of society**. This is caused by the unequal attitude and treatment of some people and is often regarded as discrimination. It is important to note that inequality/discrimination is not only derived from gender differences but can be also based on skin colour, age, sexuality, religion and also income (in this sense we can include also global inequality).

Is the cultural approach to gender roles unquestioned?

Nobody wants to question any cultural norms - force women to emancipate - as long as these women agree with the role they have (UNDP 1995). It is most important that everyone has the opportunity to make a choice about his/her own life. “A member of the Cambodian government uses a vivid image when describing the need to question the cultural norms that reinforce gender inequality. She says the aim is not to overturn the cultural identity of the nation, but to focus on the elements within it that oppress women” (Schalkwyk 2000).

Is gender (in)equality a universal concept?

Often we find discussions about whether the concept of gender equality is an entirely western concept. An argument against this view is the fact that many culturally varied countries have undertaken commitments and actions in support of gender equality. Above all, it is **The Universal Declaration of Human Rights** drafted in 1948 which “sets out, for the first time, fundamental human rights to be universally protected” (OHCHR 2010). Article 2 claims that everyone is entitled to all the rights and freedoms without distinction of any kind. Further conventions and commitments: **The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** and The Platform for Action (PFA).

What is women empowerment and why should be women included in social life?

UNDP describes women’s empowerment as investing in women’s capabilities and empowering them to exercise their choices. This can be done by setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance (1995). Women should be in the position, without any barriers whatsoever, to exercise their natural rights of fully participating in the affairs of society and be free to take decisions by their own and for their lives that they deem fit. Girls and women should not only access and exert their natural rights but should also operate on a level playing field with equal opportunities with the boys and men based on equity. It is only when we recognize the rights of all in society that many of the exclusive and discriminatory structures in society can be brought down for the onward mobility of society.

Further Reading:

MOMSEN, Janet. *Gender and Development*, 2003.

FORBE, Sarah. *Playing by their rules*, 2005.

Information about gender issue in specific countries: www.genderindex.org

Tracing the MDG 3 - Promote gender equality and empower women:

<http://www.mdgmonitor.org/goal3.cfm>



LESSON FIVE: Football for All



The activity introduces gender disparities. Through role play the students are encouraged to define and analyse problems connected mainly but not exclusively to gender. Further activities involve bringing in football as a useful means to empower women through self-realization and self-esteem.



OBJECTIVES:

- › THE STUDENT IS FAMILIAR WITH THE MEANING OF WORDS SUCH AS GENDER AND DISCRIMINATION.
- › THE STUDENT UNDERSTANDS THAT ALL PEOPLE ARE ENTITLED TO THE SAME RIGHTS.
- › THE STUDENT IS AWARE THAT GENDER ROLES DIFFER AROUND THE GLOBE.
- › THE STUDENT REALIZES THAT SPORT/FOOTBALL IS ONE OF THE TOOLS WHICH CAN HELP YOUNG PEOPLE TO OVERCOME PROBLEMS AND EMPOWER WOMEN IN SOCIETY.



AGE GROUP: 17+



NUMBERS OF STUDENT: 20 (IF THERE ARE MORE THAN 20 STUDENTS SOME SITUATIONS WILL NEED TO BE REPEATED OR SOME OF THE STUDENTS MAY TAKE ON THE ROLES OF OBSERVERS AND PARTICIPATE IN THE DISCUSSIONS)



MATERIAL NEEDED:

- › 20 ROLE CARDS - APP. 9
- › SITUATIONAL CARDS - APP. 10
- › FLIPCHARTS OR BLACKBOARD
- › DRAMA PROPS FOR THE ROLE-PLAYS IN ACTIVITY 3 (SCARVES, HATS, ETC.)



STEP BY STEP:

ACTIVITY 1 10'

Write the following words on a flipchart in a circle: SPORT, WESTERN WORLD, DEVELOPING COUNTRIES, HUMAN RIGHTS, CULTURE, RELIGION, and DISCRIMINATION. Let the students find a connection between any two terms and say out loud an explanation about the connection they can see.

ACTIVITY 2 35'

Hand out the ROLE CARDS (App. 9) to all participants. There are 20 role cards altogether.

GROUP A: YEMEN - 5 role cards

GROUP B: THE UNITED KINGDOM - 4 role cards

GROUP C: CHAD - 5 role cards

GROUP D: INDIA - 6 role cards

Try to keep the groups of all the role cards together and respect male and female roles.

Invite students to sit down comfortably and read their role cards.

Ask them to begin to get into their roles and remain silent. To contemplate the role, read out some of the following questions to them:

Where do you live?

What sort of house do you live in?

What is your family like?

What is your everyday life like?

What do you enjoy doing?

How much money do you/your family earn?

What are you afraid of?

Request them to line up beside each other (like standing on a starting line). Tip: Use some outdoor space if possible.

Tell the students that you are going to read out a list of statements. Every time that they agree with the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Read the statements with a pause between each one.

LIST OF SUGGESTED STATEMENTS:

- › I feel mentally and physically fit.
- › I have/I had the possibility to attend primary school.
- › I have/had/will have the possibility to study at university.
- › I can drive a car.
- › I am satisfied with my professional career (for children and youth in your role: Think of your prospects).
- › I feel comfortable in the community/environment I live in.
- › In my everyday life, I can save some time to do things that I enjoy.
- › I can travel abroad.
- › I am not afraid of the future.
- › I think all my rights are being respected
- › Choose your own statement.

At the end, request the students to take a seat in the place where they ended up.

Start by asking participants about what happened and how they felt about the activity.

Let people reveal their roles – briefly by using two sentences.

What can the constellation mirror?

Why are the lives of the people so different?

What role do the aspects of age, culture, and education play?

In what way does sex play a role?

Clarify the differences between SEX and GENDER; write the main differences on the board.

Why do women have different roles in different societies?

What is discrimination? Clarify their answer and write on the board.

Is it possible to apply our (European) views on gender equality to everyone else in the world?

Why yes, why not?

ACTIVITY 3 45'

Tell students to form groups according to the letter on their role play card (A, B, C, D).

Hand out the SITUATIONAL CARDS to the groups (App. 10).

Give students 20 min to introduce each other in the group, read the instructions on the cards and prepare a role play of maximum 5 min. Encourage them to use some drama props.

Before the groups present their role plays, let them introduce briefly the situation to the others (where, why and who is who).

Let the groups of students perform their role-plays.

Conclude the activity by raising questions:

What did all of the acts have in common (gender problems, football/sport)?

Did the problems differ according to the geographical/cultural scope? How?

Make two columns and write the heading: "Girls and football". In the first column the students write the answers to the following question: *Which of the girls' problems could have been solved/were solved by being involved in football?*

In the second column write answers to the second question: *What positive impacts does the involvement of girls in football have on the whole community?*

EXAMPLE: GIRLS AND FOOTBALL

PERSONAL DIMENSION

- › **Anna** - motivation to get better marks
- › **Esinam** - getting rid of her trauma
- › **Fatima** - getting involved in social activities, education
- › **Madira** - doing something SHE likes

SOCIAL IMPACTS

- › **Anna** - breaking prejudices about female football
- › **Esinam** - challenging the traditional subordinate role of women
- › **Fatima and Madira** - supporting the emancipation process of women

At the end explain that football in connection to gender has many dimensions. The personal one in the first column (why should women have the chance to join some sports activity) and then the social one in the second column (challenging traditional values, fostering emancipation).

FOLLOW-UP ACTIVITIES:

› Watch the few-minute spots about the work of some NGOs
streetfootballworld - Festival for Hope (MYSA - Mathare Youth Sports Association):

<http://www.youtube.com/watch?v=SXzHqgiaEsM>

Moving the Goalpost Music Video:

www.youtube.com/watch?v=S7b4jj8ZBQs&feature=player_embedded

› Encourage students to think about why women should be included in social life. Tell them to carry out research on and come up with some interesting opinions/quotations from significant personalities in relation to gender issues.



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MATERIAL TO BE PHOTOCOPIED: APPENDIX 9

ROLE CARDS



Group A: Fatima al-Madzih/Yemen (f)

Fatima is 17 years old and lives with her parents in the suburbs of Sana'a – the capital of Yemen. She comes from a family of three children, she has one brother and one sister. Her father is a successful merchant of locally made carpets. Fatima has received elementary education; she can read and write. However, she has not been sent to any higher school as she is expected to marry Abdu – the local dentist as soon as she reaches 18 years of age and become a housewife. Fatima is intelligent and feels sad that she is missing the life that is happening outside the house.



Group A: Akram al-Madzih/Yemen (m)

Akram is 58 years old; he lives in the suburbs of Sana'a, Yemen and works as a small-scale entrepreneur – selling local carpets. He earns enough to support his wife and three children. He has never attended any school although he taught himself to read, write and count. He is a generous man. However he operates to maintain the status quo of societal arrangements which often discriminates against women. He loves his family and tries to keep it together as much as possible. His opinions have great value in the local community.



Group A: Ameera al-Madzih/Yemen (f)

Ameera is 55 years old and lives in the suburbs of Sana'a in Yemen. She has three children and is married to Akram al-Madzih – a successful local entrepreneur. She herself does not work, partly because she cannot read nor write partly also because Akram does not want her to. She spends most of her day at home, taking care of the household and children. She enjoys going to the market once a week and meeting the women from the neighbourhood.



Group A: Muhammad al-Madzih/Yemen (m)

Muhammad is 23 years old and lives in the suburbs of Sana'a in Yemen. He comes from a family of three children and his father is a successful local entrepreneur. He is in the last year of the technical university in Sana'a. Muhammad is very proud of being able to study because not all young people in Yemen can do so. He would like to go to the United States for one year for post-graduate studies.



Group A: Abder al-Madzih/Yemen (f)

Abder is 18 years old and lives with her parents in the suburbs of Sana'a – the capital of Yemen. Her father is a successful merchant of local carpets. She has one brother and one sister. She was chosen by her father to be the only woman in the family to receive a university education. Thus, Abder's marriage will be postponed and she will not be forced to do anything she does not want to do.



Group B: Anna Smith/ the United Kingdom (f)

Anna is 15 years old and lives in a suburb of Birmingham, Great Britain. She has a 5 year-old brother. Her mother works as a cashier and her father is currently unemployed due to the current economic crisis. Anna had to leave her beloved football club because her mum did not earn enough to pay the annual fee. Since then, her results at school have worsened rapidly. Anna has lost the motivation to study.



Group B: Elizabeth Smith/the United Kingdom (f)

Elizabeth is a 41-year-old married woman from Birmingham, Great Britain. She has two children (5 and 15) and works as a cashier in Tesco. Her husband is currently unemployed due to the current economic crisis. She does what she can for the children and often takes night shifts to get some extra money. She often comes exhausted from work and does not have much free time for herself.



✂

Group B: Peter Clark/the United Kingdom (m)

Peter is 48 years old and lives in Birmingham, Great Britain. He is divorced and works as a Maths and Sports teacher at a high school. His passion is football so besides his ordinary lessons he also trains the boy's school football team. He does not have many other interests so he spends a lot of time watching football and hockey matches on TV. He is undergoing treatment to fight depression.

✂

Group B: Kate Hudson/the United Kingdom (f)

Kate is 29 years old, lives in Birmingham, Great Britain and works as a youth counsellor at a high-school. She is happily married to a dentist and has a small 2 year-old son. In her current job she helps many students out of trouble and so enjoys a lot of respect from all sides: from parents, teachers and the students themselves. Besides working she is finishing her PhD thesis about the role of sports in youth education. Kate loves outdoor activities and travelling.

✂

Group C: Esinam Boateng/Chad (f)

Esinam is a 16 year-old refugee from the Central African Republic whose parents and sisters were killed in the violent actions of 2006. She has been staying at the refugee camp in Chad for nearly five years with her uncle who takes care of her. She grew up in a setting where women usually do not take part in decision making process concerning themselves, family or the whole community. When she is not at school, she has to help her uncle and his family to collect wood and to cook.

✂

Group C: Waladingar Bdieubeni/Chad (m)

Waladingar is 29 years old and he has been a refugee in Chad from the Central African Republic since the violent actions of 2006. He has never attended school. However, through his enthusiasm and creativity he has managed to gain a lot of trust in the refugee camp. He brought together a football team of children who have lost their parents and trains them regularly to help them forget their trauma.

✂

Group C: Sougui Cabbell/Chad (m)

Sougui is 44 years old and he has been a refugee in Chad from the Central African Republic since the violent actions of 2006. His wife died long ago and since then he takes care of his four children and one niece by himself. He comes from a setting where the role of women is very subordinate to those of men and behaves that way to all the women and girls in the family. For the rest, he does not have much to do in the refugee camp and hopes to return to the Central African Republic soon.

✂

Group C: Ngabo Cabbell/Chad (m)

Ngabo is a 17 year-old refugee from the Central African Republic. Since the violent actions of 2006 he has been living with his father, brothers and sisters in a refugee camp in Chad. Unlike other people he quite likes staying in the camp. He does not have to work as much as he used to at home and he does not worry about food, since it is being supplied by a humanitarian agency. What is more, he has joined the local football club and trains regularly.

✂

Group C: Sophia Bohm/Chad (f)

Sophia is a 25 year old post-graduate from Austria. She is volunteering in a refugee camp in Chad as a sport instructor for one year. She has always dreamt of going to a post-conflict country to assist the orphans and she is happy to be there. However, the working conditions are tough. She does not speak the local language, the living conditions are very simple, she got sick several times and mainly her concept of how to help differs from the local management which causes several clashes.

✂

Group D: Madira Padam/India (f)

Madira is a 28 year old woman with higher education background. She is married and lives in the family of her husband in the north-east of India. The family owns a big farm. Her big passion since she was a university student is football so besides her work; teaching at university, she is a football referee for the regional league. She dreams of pursuing her interest further on the international level. However, what worries her is the family pressure to have children and take care of the household.

✂



Group D: Karunashankar Padam/India (m)

Karunashankar is 27 years old and lives in the Northeastern part of India. He studied management at a university in New Delhi and as the oldest son of his family he is now expected to overtake a family farm. He has been married for half a year to a woman whom he met while studying in New Delhi. He is deeply in love and the only thing he desires the most right now, is to settle down and have children.



Group D: Badal Padam/India (m)

Badal is 66 years old and comes from the Northeastern part of India. His family has a long tradition in planting rice - he owns a big farm and employs more than hundred people. Badam has been working very hard for the last 20 years, sometimes even 14 hours a day and has been profiting for most of the time. Now, Badam feels tired and wants his son to overtake the farm and run it the same way further on. He is looking forward to take some rest.



Group D: Utsavi Padam/India (f)

Utsavi is 60 year old and comes from the Northeastern part of India. She is married and has four children. She helps her husband run the rice farm and takes care of the household. For the last twenty years she has not had much time for herself and she also started to suffer from back pain which restricts her movement. The most important value in her life is the well-being of her children.



Group D: Rajneesh Payankan/India (m)

Rajneesh is a 36 year old man who comes from Mumbai in India. He works as a referee for the National Football League. He comes from a wealthy family of an Indian entrepreneur. He is not married and when not working he enjoys his free time by travelling the world while seeing his friends. He became well-known for his speech when he announced that women are simply not up to the job to be football referees, that they do not understand the game, they are not physically strong or quick enough and - above all - they do not belong in top-level football.



Group D: Sandhya Thakur/India (f)

Sadhya is 32 years old and comes from New Delhi. She is married and has a child. She works as a FIFA referee. Even though she had to go through many difficulties at the beginning with convincing her parents and husband that also women can work as referees, she eventually managed and now she enjoys a lot of support from her family while travelling around the world refereeing different matches for FIFA.



MATERIAL TO BE PHOTOCOPIED: APPENDIX 10

SITUATIONAL CARDS



ROLE PLAY: GROUP A

Situation: Fatima meets her family to ask if she could join the local football club for women. NOT all of the members of the family have to take part in the role play.

Think about:

- › What arguments will Fatima use to convince her parents?
- › Who is on Fatima's side and why; who is against Fatima's idea and why?
- › Will the parents allow Fatima at the end?

ROLE PLAY: GROUP C

Situation: Esinam meets her uncle to ask if she could join the local football club. Not all of the roles have to be included in the role play.

Think about:

- › Who will join Esinam to come to her uncle to convince him?
- › What arguments will they use to convince the uncle?
- › How is the uncle going to react? Is he going to allow it?



ROLE PLAY: GROUP B

Situation: Anna meets the sport's teacher to ask if he could open up another football team - this time for girls. Include the roles of your group. Not all of them have to be included in the role-play.

Think about:

- › What arguments will Anna use to convince the teacher?
- › Who will come with Anna to help her?
- › What attitude will the teacher take and why?

ROLE PLAY: GROUP D

Situation: Madira meets her husband or/and her husband's parents to talk about her future as a football referee. Not all of the roles have to be included in the role play.

Think about:

- › What is Madira going to ask for?
- › What attitude will her husband take? Will he agree with what Madira wants?
- › What about the family - will they agree with it?



ROLE PLAY: GROUP A

Situation: Fatima meets her family to ask if she could join the local football club for women. NOT all of the members of the family have to take part in the role play.

Think about:

- › What arguments will Fatima use to convince her parents?
- › Who is on Fatima's side and why; who is against Fatima's idea and why?
- › Will the parents allow Fatima at the end?

ROLE PLAY: GROUP C

Situation: Esinam meets her uncle to ask if she could join the local football club. Not all of the roles have to be included in the role play.

Think about:

- › Who will join Esinam to come to her uncle to convince him?
- › What arguments will they use to convince the uncle?
- › How is the uncle going to react? Is he going to allow it?



ROLE PLAY: GROUP B

Situation: Anna meets the sport's teacher to ask if he could open up another football team - this time for girls. Include the roles of your group. Not all of them have to be included in the role-play.

Think about:

- › What arguments will Anna use to convince the teacher?
- › Who will come with Anna to help her?
- › What attitude will the teacher take and why?

ROLE PLAY: GROUP D

Situation: Madira meets her husband or/and her husband's parents to talk about her future as a football referee. Not all of the roles have to be included in the role play.

Think about:

- › What is Madira going to ask for?
- › What attitude will her husband take? Will he agree with what Madira wants?
- › What about the family - will they agree with it?



Links to Development Through Football Initiatives

Coaching for Hope

www.coachingforhope.org

Coaching for Hope is an innovative programme which uses football to create a better future for young people in West and Southern Africa.

Confederation of African Football (CAF)

www.cafonline.com

CAF is the governing body of African Football and was founded in 1957 providing them support through the three pillars of development: grass-roots, human resources, infrastructures.

FIFA.com - Football for Hope

www.fifa.com

In 2005, FIFA and streetfootballworld jointly began to bring together initiatives that use the power of football to achieve sustainable social development to strengthen their programmes through direct support and increase their visibility. Today 208 national football associations are affiliated to FIFA.

International Platform on Sport & Development

www.sportanddev.org

As a key resource in the field of Sport & Development that uses the digital media space to provide open and free access to S&D-related information and communication tools.

Kicking AIDS Out

www.kickingaidsout.net

Kicking AIDS Out is an international network of organisations working together to use sport and physical activity as a means of raising awareness about HIV and AIDS and motivating positive behaviour change in youth.

Magic Bus

www.magicbusindia.org

It is an NGO based in Mumbai, India with the mission of empowering children and youth with positive experiences discovered and developed through sport.

Moving the Goalposts Kilifi

www.mtgk.org

A football and development project directed mainly at girls and women in Kenya.

One Goal for Education

www.join1goal.org

A campaign seizing the power of football to ensure that education for all is a lasting impact of the 2010 FIFA World Cup. 1GOAL is bringing together footballers, fans, charities, corporations and individuals to lobby and achieve our ambitious aim of education for everyone.

Play Soccer Non-profit International

www.playsoccer-nonprofit.org

It started in 2001 with a pilot program for 100 children in Ghana. Since then Play Soccer has expanded to a network of six countries organisation in Africa. They run a unique sport inspired programme that empowers children and youth to lead change in the world's most underserved communities.

Right to Play

www.righttoplay.com

Right to Play is committed to every child's right to play. They give children a chance to become constructive participants in society, regardless of gender, disability, ethnicity, social background or religion. Through games and sports, they help create social change in communities affected by war, poverty and disease. Their programmes are run worldwide.

SCORE

www.score.org.za

SCORE is an international non-profit organisation specialising in community development through sport and recreation. With its origins in South Africa in 1991, SCORE now has autonomous national offices in South Africa, Namibia, Zambia and the Netherlands, each supported by the SCORE International office in Cape Town.

Slum Soccer

www.slumsoccer.org

It offers impetus and opportunities for socially neglected, homeless adults and youth, males and females; living in economically backward areas to use football/soccer as a tool for social improvement and empowerment, while providing new facilities and competitions to enable these players to showcase their talents.

Spirit of Soccer

www.spiritofsoccer.net

Non Government Organisation specializing in educating our future footballers and their communities in the post conflict zones, about the dangers of living with land mines and ERW (Explosive Remnants of War) in their daily life.

Streetfootballworld

www.streetfootballworld.org

It is a network that comprises more than 80 local initiatives worldwide that use “informal football” as an effective tool to address aspects as diverse as Children’s Rights & Education, Peace Building, Environment, Health Promotion, or Anti-discrimination & Social Integration.

TackleAfrica

www.tackleafrica.org

It was founded in May 2002 by a group of young people from the UK using football to reach young people in Africa to increase their understanding of HIV/AIDS and enable them to live safe and healthy lives.

UEFA

www.uefa.com

UEFA is the football governing body for Europe. It works closely with national associations in regulating and organising competitions like the Champions League, Europa League and EURO tournament. Via its Football and Social Responsibility Portfolio the UEFA supports a variety of grassroots initiatives across Europe.

United Nations

www.un.org

The United Nations is an intergovernmental organisation founded in 1945 after World War II by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. Due to its unique international character, and the powers vested in its founding Charter, the Organisation can take action on a wide range of issues, and provide a forum for its 192 Member States to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees. The work of the United Nations reaches every corner of the globe.

United Nations Office on Sport for Development and Peace (UNOSDP)

www.un.org/sport

UNOSDP was introduced by Kofi Annan in 2001. Its mandate is to coordinate the efforts undertaken by the United Nations in promoting sport in a systematic and coherent way as a means to contribute to the achievement of development and peace. The current UN Special Adviser on Sport for Development and Peace is Wilfried Lemke from Germany.

Background of the Project:

Football for Development



In 2006, the European Commission and FIFA established a partnership in the field of development through football due to its cross cutting potentials in many areas of development “considering the potential positive impact of football on developing countries and their progress towards the Millennium Development Goals (MDGs) as well as the importance of holding the next FIFA World Cup on the African continent for the first time in South Africa in 2010”. The huge public and media attention for the FIFA 2010 World Cup in South Africa is a big opportunity to communicate these issues.

Within the background of the first FIFA World Cup on the African continent, a group of development NGOs from four European countries and five African countries have come together to design a project using football to address development themes in line with the Millennium Development Goals. We hope that the project will help create awareness on diverse social, development and community issues, and also motivate youth to get involved and be proactive in these topics. Our intention is to leave a legacy behind in our own little ways for those on the ground both in Africa and elsewhere. This is one of the projects through which we hope to achieve this objective. The project, called “**Football for Development - Exploiting the potential of sport as a tool for awareness raising and generating public support**” has the following objectives:

- › Contributing to the Millennium Development Goals (MDGs) by exploring the potential of football as an effective and sustainable cost effective tool for development
- › Using the popularity of football as a medium for promoting awareness, participation and support for development among young people, football stakeholders and (sport) media

Target Groups

- › Young people (secondary school level) and young adults as well as migrants
- › Football and sport stakeholders including football governing bodies
- › Sport journalists and media including mainstream media
- › Non-Governmental Development Organisations (NGDOs) and donor agencies

Main Activities:

- › **Cross-border school programme:** Production of a teacher’s manual, training courses for workshop facilitators, interactive school workshops and regional football tournaments for schools) in Czech Republic, Austria, Hungary and Italy
- › **European conference “Development through Football: Exploiting the Potential of the first African World Cup”** (23-24 April 2010 in Vienna) which passed the Vienna Action Plan
- › **Journalist training workshops** (2010 in Austria and Italy)
- › **Media exchange programme and European- Africa web-platform** www.kaptransmissions.org
- › **Exchange tours with mixed Mathare Youth Sports Association teams** (June 2010 & 2011)
- › **Activities at African Fan Zones during the FIFA World Cup** in June 2010 in Inner cities
- › **Stadium action days in professional football** (season 2010/11)
- › **Expert meeting for NDGOs** (spring 2011 in the Czech Republic)
- › **Good Practice Guide** (2011)
- › **Project web-site:** www.FootballforDevelopment.net

Project partners

of Football for Development



Vienna Institute for International Dialogue and Cooperation (VIDC)

The VIDC, founded in 1962, is a non-profit, international non-governmental organisation (NGO) active in the fields of international dialogue and cooperation, awareness-raising on global issues, culture and public relations as well as anti-racism and anti-discrimination in sport. VIDC has three departments: Dialogue and Policies (social and political policy tasks), Moving Cultures (cultural exchange) and FairPlay. Different Colours. One Game (anti-discrimination in European football).

With its socio-political interventions and its orientation towards the grass-roots, VIDC aims at making attitudes, values and ways of living in a global context visible as well as to foster the understanding of the variety of realities as an expression of cultural wealth. As a consequence, VIDC sees its place in the working fields of science and culture as well as in the world of sports as an emancipatory contribution against all forms of discrimination and racism in society. An ultimate goal is to change the living conditions for marginalized and excluded people and to support their self-organisation.

Contact:

VIDC - Vienna Institute for International Dialogue and Cooperation

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Tel. (+43) 171 33594

Contact person: Bella Bello Bitugu (+43) 650 683 1842 & Kurt Wachter

Email: bitugu@vidc.org, wachter@vidc.org

Internet: www.vidc.org, www.fairplay.or.at



INEX-SDA - Association for Voluntary Activities (INEX-SDA)

INEX-SDA, founded in 1991 in the Czech Republic, is a non-profit NGO active in the field of international volunteerism, education & campaigning. Since 2006, it runs a national awareness-raising campaign Football for Development. The involvement in the field of development education of INEX-SDA dates back to 2004 when INEX-SDA started to be involved in North-South exchanges due to the cooperation with the ASA-Programme (GLEN network) and CCIVS (*Coordinating Committee for International Voluntary Service*). It also co-operates at the national level with The Czech Forum for Development Co-operation (FoRS) and the Czech against Poverty campaign.

The mission of INEX-SDA is to assist the development of a tolerant and open society and to encourage an active and responsible approach to the world around us both locally and globally.

Contact:

INEX-SDA - Association for Voluntary Activities

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Internet: www.inexsda.cz, www.fotbalprorozvoj.org



Uisp- Unione Italiana Sport per Tutti

The Italian Sport for All Association Uisp is a national sport association with the aim of extending the right to practice sport by everyone and connects it to health issues, life quality, education and social relations. Uisp has currently more than one million members active in 14.000 Uisp sports clubs in all 20 Italian regions and has 160 local committees, engaged in 26 sports disciplines. Uisp and its NGO Peace Games held educational and sport activities in Palestine, Bosnia, Chiapas, Lebanon, Brazil, South Africa, Mozambique, Senegal and the Arab Democratic Republic of Saharawi.

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Mahatma Gandhi Human Rights Organisation

The Hungarian Mahatma Gandhi Human Rights Organisation has been operating since 1992 in the area of integrating refugees and combating intolerance. MGHRO is a part of the minority committee of the Hungarian Football Association MLSZ. Its sister organisation MGHRO-Gambia uses sport to eradicate poverty. The two most important MGHRO projects are the Tolerance Education Programme for high-school students and the Football Against Racism campaign.

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FEEDBACK FORM:

FOOTBALL FOR DEVELOPMENT MANUAL

1. Do the activities bring out clearly the objectives intended? If no, please specify.

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2. Have the participants of the activities understand the concept of development through football?

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3. Which ideas did you use or adapt?

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4. Which ideas did you find less useful and why?

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5. What do you think of the overall structure of the Teachers' Manual FfD?

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6. What recommendations and suggestions do you have for future editions?

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Profession:

Institution/Organisation:

Trainer background:

- Experienced active youth trainer
- Beginner youth trainer

Please return this questionnaire by surface mail or e-mail to:

INEX - SDA

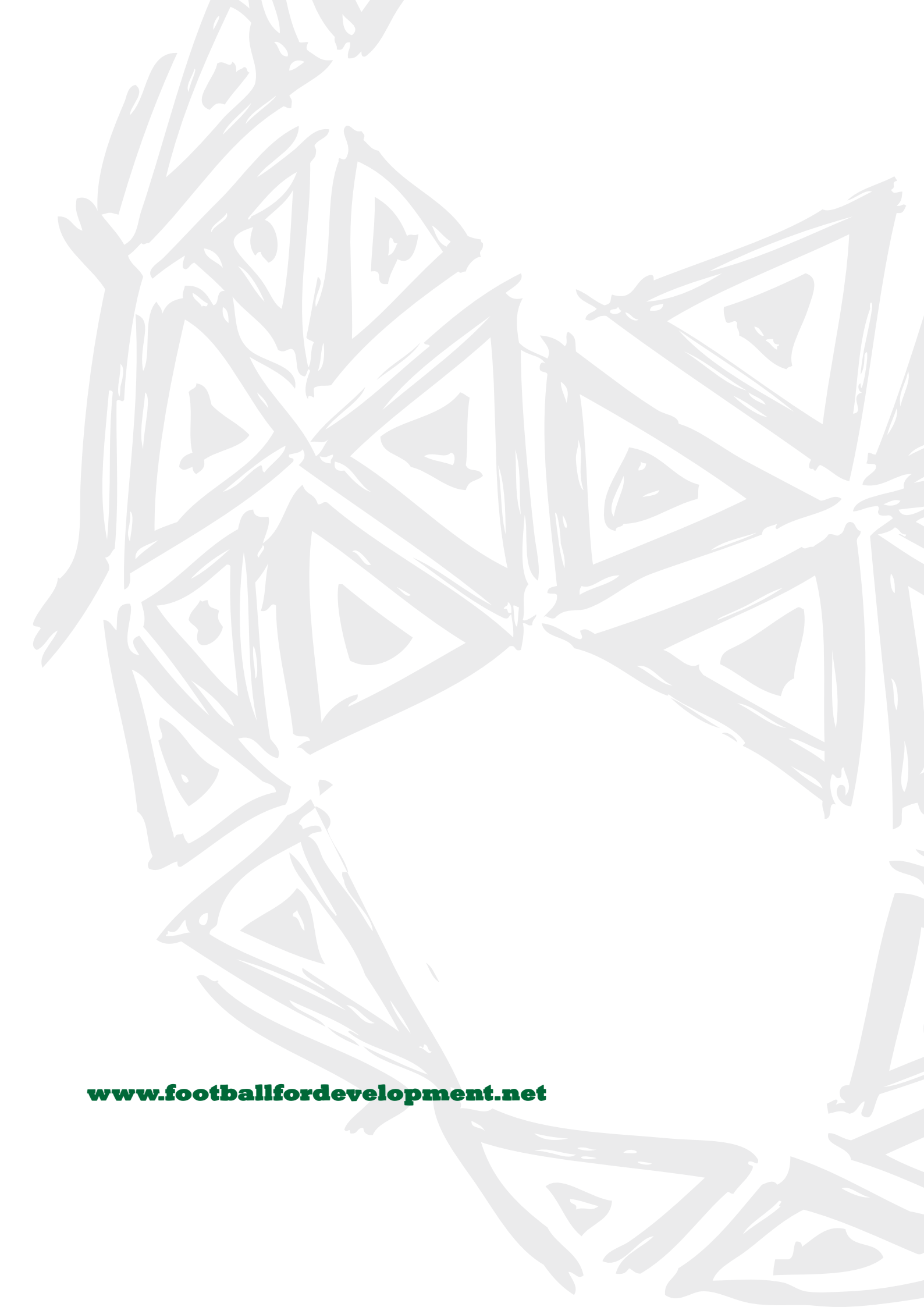
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