DEVELOPMENT THROUGH FOOTBALL:

A practical guide for youth workers
Foreword:

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 sustainably 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 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 Football for Hope movement in particular. This manual targets school children and students aged 12 to 18 and 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. Key to the manual are 5 target objectives including eradicating extreme poverty and hunger, combating diseases and promoting football global partnerships. 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 at both horizontal and vertical levels.

Federico Addiechi, FIFA Head of Corporate Social Responsibility
INTRODUCTION:
Background of the project; Football for Development: Exploiting the potential of sport as a tool for awareness raising and generating public support

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 huge public and media attention for the FIFA 2010 World Cup in South Africa is a big opportunity to communicate these issues now and well after.

Within the background of the first FIFA World Cup on the African continent, a group of development NGOs from four European countries and six African countries have come together to design a project using football to address development themes in line with the Millennium Development Goals. It is hoped that the project will help create awareness on diverse social, development and community issues, and also motivate the 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 as its overall and specific objectives;

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

The target group include among others
1 young people (secondary school level) and young adults incl. Migrants
2 football and sport stakeholders incl. football governing bodies
3 sport journalists and media including mainstream media
4 development organizations like Non Governmental Development Organisations (NGDOs) and donor agencies

Main Activities
1.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
2. Exchange tours with mixed Mathare Youth Sport Association teams (June 2010 & 2011)
3. European conference “Development through Football in Africa” in March in Vienna
4. Expert meeting for NDGOs (Fall 2010 in Kostelecky Horky, Czech Republic)
5. Journalist training workshops (spring 2010 in Italy and Austria)
6. African Fan Zones during the FIFA World Cup in June 2010 in five inner cities
8. Project web-site www.FootballforDevelopment.net

Project Partners:
VIDC - Vienna Institute for International Dialogue and Cooperation (Austria)
INEX - Association for Voluntary Activities (Czech Republic)
UISP - Unione Italiana Sport per Tutti (Italy)
Mahatma Gandhi Human Rights Organization (Hungary)

Associated Partners:
Mathare Youth Sport Association (MYSA) (Kenya)
South African Football Players Union (SAFPU)
Ligue Sportive pour la Promotion et la defense des droits de l’Homme (LISPED) (DR Congo)
Search and Groom (Nigeria)
SOS Children’s Villages Ghana
Name*It (Austria)

1 The eight Millennium Development Goals (MDGs) – to be reached by the target date of 2015 – form a blueprint agreed to by all the world’s countries through the United Nations and all the world’s leading development institutions. The goals are: 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
PRACTICAL GUIDE FOR YOUTH WORKERS

The innovative and new approach of the proposed school programme is to link it in an informal way to
the work with the youth both in the classroom and with football events with interlinked elements of
involving the youth actively, organising workshops in schools and youth and educational institutions
as well as training multipliers in the area of football for development. This is the purpose of this teach-
ers manual.

Objectives of the manual
This manual - FOOTBALL THROUGH DEVELOPMENT: A practical guide for the youth will serve as an in-
spiring, practical and youth relevant educational tool for teachers and other educationalists to specifically:

- Use the popularity of football as a tool for promoting awareness, participation and support for development.
- Contribute to the MDGs by exploring the role of football for development in the attainment of MDG agenda viz:
  - MDG No. 1 - Eradicate extreme poverty and hunger: Reduced risk of diseases that can cause
    or aggravate poverty
  - MDG No. 3 - Promote gender equality and women/girls rights:
  - MDG No. 6 - Combating HIV/AIDS, malaria and other diseases:
  - MDG No. 8 - Global partnership for development: Global partnerships to leverage elite and
    mass sport events and high profile athletes to promote positive messages for development.

Target group for the manual
This manual will therefore reflect all the above and juxtapose it against the overarching objective of this
project directed at:

1. Facilitators, multipliers, social workers and teachers that deal with the youth in different ways.
   These groups and individuals will understand the whole concept of football for development and
   not only on how to use football as a medium for development. They will also understand how to use
   football and sport to address diverse issues both on the field and in the classroom. This should help
   in bringing out thought provoking discussions as well as reflection about the youth and contribute to
   how they form their opinion and make judgements on issues of development and underdevelopment
   (North South dialogue).
2. The second group of targets are first and foremost young people (secondary school level, 12–18 years)
   in general and young adults including the youth who have not yet been reached with development
   issues and themes but who are interested in football and development issues not only in Europe or in
   their countries but also elsewhere especially Africa.

Dissemination
Facilitators will be trained on how to use the manual. They will in turn go to schools and educational
institutions to deliver workshops with the youth, teachers and workers with the youth. Workshops will
also be organised at the public viewing during the World Cup. Electronically, the manual will also be
made available on your websites as well on other related organisations and partners.
CHAPTER ONE:
Football as a sport and football for development

1.1 Football as a universal popular sport
Football is now acclaimed to be the biggest sport patronised actively and passively. The number of people who patronise this game from all categories is more than 200 Million world wide. 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 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 for development, North South Dialog, peaceful coexistence of different communities, interculturality and of course there is the financial, economic and monetary rewards that go 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 the youth who aspire to follow and copy them as models. This phenomenon is not only limited to football but many different types of sports.

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 which constitute a huge part of the global capitalistic market and 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 have increasingly become part of the wide range of cultural commodities which are the hallmark of globalization. Football has become the ultimate global commodity and a portal to the world’s doors and its citizens.

1.2. Background and meaning to 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.

1.3. Sport for development
Sports for development and peace (SPD) is defined as the intentional use of sport, physical activity and play to attain specific development and peace objectives, including most notably, the Millennium Development Goals (MDGs).

The programme of activities inherent within this strategy works by attempting to realize the right of all members of society to participate in sport and leisure activities. Effective programmes therefore intentionally give priority to development objectives and are carefully designed to be inclusive.

Sport’s universal popularity
People/Participants from all walks of life and background (spectators, volunteers, participants) are attracted more to sports than any other activity. The participation and popularity transcends national, cultural, socio-economic and political boundaries and can be invoked with success 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 very far reaching and powerful communications platform. Most super stars (sportsmen and women) have become and serve as ambassadors, spokespersons, role models and representatives for different developmental, cultural, economic, political and social issues.

**Sport’s cross-cutting nature on development and peace issues**

Sport is one of the few 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, health, global partnership, employment, encouraging social inclusion and discouraging exclusion and all forms of discrimination.

**The unique power of sports to empower, motivate and inspire**

Sport and football 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.

**1.4. The unique characteristics of sports**

This strategy as a tool for development and peace has won support and acclamation from various organisations, individuals and literature on development due to the unique attributes that enable sport to bring particular value(s) to development and peace process based on the following five attributes and characteristic ascribed to sport;

**1.5. The UN, the EU and other stake holders on sports for development and peace**

In line with the above, the United Nations (UN) in 2003 issued an interagency report 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 viable and practical tool to support the achievement of the Millennium Development Goals.

In its more than 60 years 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 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, the FIFA established its corporate social responsibility to use football on various social and developmental issues, and in that same year, at the confederation cup in Germany, it 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.
1.6. 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 to tackle.

In different forms of sports, but especially football, the problems of racism, xenophobia, all forms of discrimination exist thus limiting participation and access by 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 underdeveloped countries as well the exploitation of workers (children) who produce sport articles in Asia are problems that need tackling in sport and football.

It is however possible that with the huge potentials of football as a tool for development themes, it can be used to address development issues and at the same time also tackle the problems in sport and football. Realising these potentials and designing appropriate strategies can deal with both issues.

This is particularly relevant within the area of football for development as an element and source of global learning. Global learning is not focussed on learning just for the sake of learning but also using varied strategies to be able to know ones own environment, that of others in the world community, and designing methods with strategies that are effective, sustainable, recognising other societies and conscious of the environment, rights of people to development and cautious of consequences on others. Football for development is particularly well positioned to deliver these tasks.
Chapter Two: Football and development

2.1. Southern perspective

The road to peace and development are so varied and diverse that the options open are in millions and no one can point to an easy or quick fix strategy. Some of these strategies take economic, political, cultural, social etc perspectives. There are for instance some organisations like this one and individuals who have taken the sports perspectives 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 normally those countries in many parts of Asia, Africa and Latin Americas that have characteristics termed underdeveloped. Those of the North are those with characteristics termed developed. There is no one fix way of determining development and under development.

Basically however 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 cooperating on different levels towards development and cooperation on different levels.

This strategy of football and sport for development has attracted much interest and with its potential and being cost effective, sustainable and participatory, a lot of organisations all over the world have individually and collectively initiated and designed projects within this field to address development issues and questions.

2.2. Sports for development in action

The realisation is that sports is an effective channel towards achieving United Nnations’s MDG’s through providing development opportunities through sport industry as well as the organisation of large sporting events and providing life skills essential for a productive life in society.

Countries like Cape Verde, Mozambique, Sierra Leone, Tanzania and Uganda have all integrated sports into their Poverty Reduction Strategy Papers (PRSP). It is also expected that participants, volunteers and coaches acquire life skills which increase their employability.

Sport can promote positive values which have quick but lasting impact on young people. The youth learn fair play, discipline, team work, how to cope with success and failure both at games and in real life.

Increasing access for women and girls in sport helps them build self confidence and a stronger social integration which also help the youth overcome gender prejudice and stereotype. Sports is also a very effective means of providing women with a healthy lifestyle as well as messages which in turn empower and enable them to have access to educational facilities and other opportunities to enable them take the best decisions for themselves and their families.

It can also help to reach diverse levels of the population and provide positive role models delivering prevention messages about HIV/AIDS and other communicable diseases. The announcement of Magic Johnson in 1991 that he is HIV positive is regarded as a milestone in the fight against HIV and AIDS.

Football has and can offer many positive benefits of a social, psychological and physiological nature to those with disabilities, and through its popularity and integration potential, can be used to fight racism, racial discrimination, xenophobia and related intolerance.

MYSA is one of the exemplary projects in Africa which tries to mobilise the youth, give them direction and fight poverty, crime, the environment and related social issues as well as health and environmental issues. With more than 14 000 members, it has more than 900 teams out of which more than 200 are female teams playing in different leagues.

The Roll Back Malaria Partnership with the global fund to fight AIDS, tuberculosis and malaria in cooperation with Sumitomo Chemical who manufacture anti mosquito bed nets, announced an Africa wide campaign on the risks of malaria and the benefits of prevention and proper use of insecticide treated nets. The television campaign broadcasted free across Africa featured 12 top international African footballers including Chelsea’s Drogba and Marseilles’ Wilson Oruma.
Sports have been shown to be a very effective way of forging global partnerships between and among people and nations and also contributing to peace and reconciliation. The Ping Pong diplomacy between the US and China during the height of the cold war, North and South Korea presenting the same team during Olympic games, football matches between Palestinian and Israeli teams are just few of the numerous examples.

As role models and ambassadors, former and current stars like Weah from Liberia who used and still uses his status as a football hero towards peace in his country. The same is true for Drogba for his activities in La Cote D’Ivoire. Anthony Baffoe is very active in fighting racism and the marginalisation of Black and Minority players in Europe. Together with Abedi Pele, the two FIFA for SOS Ambassadors have committed their efforts to the plights of children in Ghana.

2.3. Our partners in the South

Mathare Youth Sports Association (MYSA) Kenya

The Mathare Youth Sports Association (MYSA) started 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. From 1988 MYSA pioneered the linking of 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. Another 10,000 youth from eight countries participate in the MYSA initiated project in the Kakuma refugee camp in northwest Kenya. MYSA leaders are also helping 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 organized and run by the youth themselves. The average age of the several hundred MYSA volunteer coaches, referees, organizers and elected officials is 15-16 years.

Search and Groom (S&G), a symbol of Nigerian youth, sports and peace development started in 2003 as a project meant to organize 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 the youth, homeless and displaced people, rehabilitated and other vulnerable persons. We believe access to and participation in sports is a human right and an ideal learning ground for life’s essential skills. We acknowledge 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 international human rights standards. These objectives are pursued through research and publications, campaigns, human rights education and self-empowerment projects.

SOS Children’s Villages 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 since 1974 with currently four villages operating in Tema, Asikawa, 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 operation in 12 communities in 3 of the 10 regions in Ghana. In 2007 and 2008 SOS Ghana organised a “Football for Peace and Development” festival for over 750 young people from 6 African countries including Ghana. The successful project was organised to coincide with the African Cup of Nations. It was our own version of the African Cup and was used to expose the children to different cultures, development and social issue like peace, violence, health and interculturality. The festival demonstrated how football can be used to promote and create awareness on the issues confronting children and the youth on the continent and attempting strategies to address them. There is currently a cooperation going on with the Feyenoord football academy in the northern region of Ghana.
South African football players union (SAFPU)
SAFPU is an affiliate of the trade union federation in South Africa Congress of South African Trade Unions (COSATU). The trade union represents professional football players in South Africa. It is a member of the International Players' union (FIFPro) based in the Netherlands. Currently SAFPU has a membership of nearly 600. 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 HIV awareness campaign and has run a peer-group advice programm. Since football is the most popular sport among black South Africans, SAFPU have used the appeal of professional football to convey key social messages.
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Ligue Sportive pour la Promotion et la défense des droits de l’Homme (LISPED)
Formed in 1999, the objective of LISPED is to enhance and protect human rights in sports and to promote understanding among ethnic groups and peoples, social tolerance and the issue of war, peace and violence. We use sport as a multiracial integration tool and attempt to shape the national as well international opinion 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 empowerment of women and girls. In January 2008 during the African cup of nations in Ghana, we 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.
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CHAPTER THREE: Themes and activities

3.1. General Remarks
Football is a topic that provokes a variety of reactions all over the world so in our imagination, this series of lessons is a tool that each of us can use to empower the youth. Lessons can be simultaneously incorporated in various subjects in school curriculum as well as addressed by youth workers and trainers. This series of lessons have been the result of one-year collective effort involving people from different professional and organisational background. We have tried to bring together our varied experiences and ideas which will help you to come to your own conclusion about football for development and practise within the context of youth work and training.

3.2. Framework of lessons of Football for Development: Socio-pedagogical constructivism
The model “framework for teaching and learning” mostly used by global education describes learning in three interconnected stages: evocation, realization of meaning and reflection. We believe that this framework offers young people space to make meaningful in critical, creative and productive ways, to understand how various pieces of information fit together or can fit together. To manage information well the youth 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 behavior. The stages are:

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 forces 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 illuminate misunderstandings, confusion, and errors in knowledge that otherwise wouldn’t surface without active examination of held 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. They then 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....) 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 decided 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 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-conceptualization 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.
3.3. Table of lessons

<table>
<thead>
<tr>
<th>LESSON</th>
<th>TIME</th>
<th>THEME</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Football and its different dimension</td>
<td>90 min.</td>
<td>SOCIAL CHANGE</td>
<td>The students are able to define the positive impact of football on society as well as on the individual</td>
</tr>
<tr>
<td>2. Score your goal not your own</td>
<td>90 min.</td>
<td>RULES</td>
<td>The student comes to realize the importance of the implementation of the rules in the football game and their transfer into our lives.</td>
</tr>
<tr>
<td>3. Play and then you may win</td>
<td>45 min.</td>
<td>POVERTY and ASPIRATION</td>
<td>The student understands the importance of aspiration in their lives and the influence of their aspiration according to the environment they come from.</td>
</tr>
<tr>
<td>4. Kick it out</td>
<td>90 min.</td>
<td>HIV/AIDS PREVENTION</td>
<td>The student realizes the importance of youth led education for prevention of HIV/AIDS.</td>
</tr>
<tr>
<td>5. Football for all</td>
<td>90 min.</td>
<td>GENDER EQUITY</td>
<td>Through role-play the student is encouraged to define and analyze problems connected mainly but not exclusively to gender.</td>
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</table>

3.4. Adapting and running the lessons

Every situation is different. You may be preparing a training course, lesson or a workshop. Read the methods presented in this manual in this perspective and – according to the particular needs of your group – select and adapt them. Create something new out of it. They are an offer. When using them, you do not need to respect anything apart from your own learning situation, the participant’s involvement and their reality and requirements.

At the end of lesson comes one of the most important tasks for a trainer – the debriefing. Without this session the lesson is incomplete and its result is confused and possibly prejudiced. Debriefing is the moment where trainers analyse and experience with participants in order to focus on and compound what they have learnt from it. It is a moment to take a step back, review the objectives for the activity and spend time drawing ideas, conclusions and questions from the experimental component. In a short, it is like taking somebody by hand and guiding her through the experience, stopping to collect what has been learnt. Debriefing is normally built on a series of questions which relate to each other. Here are some questions that may help you to close the lesson:

- How do you feel now?
- Has anything changed since 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?

We hope you find stimulating ideas and useful methods here. We look forward to hearing how you assess this manual.
OBJECTIVES:
- Expanding the participant’s awareness of the potential of sport/football for development
- The participant is familiar with different dimensions of sport/football

MATERIAL NEEDED:
- Photocopied articles – app 1
- Large sheet of papers
- Strips of paper

NUMBERS OF STUDENT: NOT LIMITED

STEP BY STEP:

ACTIVITY 1
Brainstorm the world “SPORT”. Write all the students’ ideas on the board. 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 the limits of words for the definition.
Ask students to form into 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: SPORT RECREATION AND PLAY – Unicef

Ask students to compare the two delimitations. In which ways is it similar to yours, in which ways does it 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 organization may consider a particular activity as a sport, while the other may not; so it is not easy to define sport.

ACTIVITY 2
Divide students into five groups and hand out the articles (see app. 1 - have a copy of the text for everyone in each group) and large sheets of paper to fill in the information for each group to display.

Task for the groups:
- Study the text.
- Give a heading to the article.
- Answer the following questions:
  - Where is the story taking place? (place, environment)
  - Who is involved? (name, age)
  - What is s/he doing? (what sport, their involvement)
  - Why s/he doing it? (reason)
- Quote one sentence you find it the most interesting.

Groups present their work to one another.

Make two columns: What do all the articles have in common and how do they differ? Students give their suggestions. Highlight the themes of each article (integration of socially deprived and mentally challenged youth, gender inequality, conflict resolution, HIV/AIDS prevention) and people involved.
**ACTIVITY 3**

Lay out the large sheets of paper showing the outline of a football pitch. Encourage the students to write in the football pitch the positive influences of football for the concrete person highlighted in the texts. After that ask them to think how it can influence the society. Encourage the students to write their ideas of the sheet outside the football ground.

**ACTIVITY 4**

Conclude the lesson by asking each student to fill in the words concerning sport.

**APPENDIX 1: DIFFERENT DIMENSION OF FOOTBALL**

**ARTICLE 1**

**HEADING:**

Chaco Chico is a socially-deprived suburb of Buenos Aires (Argentina). It is a very poor suburb, where it is easy for youths to drift into drugs, drink and violence. Moreover, an uncomfortable feeling of danger follows everybody around. They 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. It was 1994, and the FIFA World Cup™ was kicking off in the USA. Inspired by the tournament, Fabián and Julio started to play football with the "apathetic 12".

"What we did was pretty simple," recalled Fabian. "We just cleared a space, to provide a meeting place for the kids to play soccer in a constructive way, a disciplined way. For us, social values are more important than 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 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 the football is over.

The movement helps people to believe in the future, to know that everything can happen, and anything can be achieved.

*Resource: edited as per FIFA - Football for Hope*
ARTICLE 2

People always say the job of referee is the hardest in the game. But to make it even more difficult, could you imagine being a Muslim woman referee in an African country? For instance, Senegal is reasonably moderate but it is still a Muslim country. Traditionally, it is not seen as appropriate for women to go out to work, so to succeed in the male-dominated environment of refereeing is a huge achievement.

Fatou Gaye is small, slender, smiling, fit and calm. She comes from Senegal but she would be 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 were reticent because in Africa there are certain things that Muslim families do not accept, so at first things were very difficult. So what do you do then, give up? You persevere! You carry on in your chosen field and eventually my family accepted it.”

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 amongst us that you have to be twice as good as the men,” Fatou often says with a placid smile.

However, the number of women 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

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

The coordinator of the tournament is 51-year-old Anders Krystad. He helps to run a league of such teams right across the country.

He explains that, though the games might not be the most skillful 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. Still another benefit is the way the players learn self respect, after a lifetime of being regarded as freaks or losers.

29-year-old 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 FIFA – Football for Hope
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 mixed-race football team called Katamon 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 written in the faces of the young players in Mevaseret today. Some of these faces are dark: they are Jews from Ethiopia, who speak Amharic. And some, of course, are Muslim.

One of the 200 kids currently with Grassroot Soccer in Zwide is Lungi. A tiny 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.
This lesson introduces negative and positive aspects of football using the story of Jurgen Griesbeck, the founder of Fútbol por la Paz (Football for Peace). It shows the importance of the implementation of rules and their transfer into our lives.

**OBJECTIVE:**
- The participant is able to discriminate between the positive and negative aspects of football.
- The participant gains an understanding of how the rules that are set up for a simple game of football can bring about personal and social change.

**NUMBERS OF STUDENT:** Not limited

**MATERIAL NEEDED:**
- Copies of an article for each student – App.1
- Copies of fair play cards – Annex 1
- Copies of an outline of a ball for each student
- Sheets of paper with an outline of a football with darker rectangles

**STEP BY STEP:**

**ACTIVITY 1**
Write down these three words on the board: six shots, own goal, football world cup, Columbia. Encourage students to write three sentences what they think that the story presented is going to be about.

**ACTIVITY 2**
Hand out the articles (fold them as indicated). Read the 1st part of the story “The murder of Andres Escobar”. Pause at times during the reading and initiate discussion. **Why did such a tragedy happen? What could have been the motive behind the act?** Give out the copies of the outline of a football. Encourage the students to use the dark rectangles to write about the negative aspects of football/sport. Lay out the sheet of paper showing the outline of a football and sum it up.

**ACTIVITY 3**
Read the 2nd part “The enemies get together”. Pause and ask students to think of what rules of a game they think the youth came up with. Display the cards showing some of the fair play rules. Students guess the meaning of each pictogram.

1. Small-pitch football: 4-6 children per team. Substitute players are part of the play.
2. Mixed teams: at least 2 girls and 2 boys in each team.
3. A girl has to score a goal for the goals scored by the boys to be counted.
4. The game is played without a goalkeeper. The opposing team is awarded a free kick for an intention-hand ball. They are allowed to have a free shot from their own half at an unprotected goal.
5. The teams can get up to 3 fairness points. 1 for winning the game, 1 for sticking to the fair play rules and 1 for sticking to the rules made by the teams.
6. There is no referee in a game. The game is carried out by the teams themselves.
7. The rules are discussed before the game, and the points are agreed upon at the end of the game.

**ACTIVITY 4**
Play football or organize a tournament in accordance with the fair play rules. Encourage students to bring their own rules into the game. At the end of the game/tournament take one rule at a time and initiate a discussion: **Why has such a rule been incorporated into a game? Was it easy to follow the rule for you? Why yes? Why not?**

**ACTIVITY 5**
Get back to their copies of a football and encourage students to write down the positive impact of football in the white rectangles of the ball. Sum it up again on the large sheet of paper. Introduce StreetFootball world network.
APPENDIX 1: FOOTBALL FOR PEACE – EXTRACT FROM BOOK “How is football played in Africa” by Robin Ujfalusi

“The murder of Andres 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 13 year old story: At that time, Colombia was proud to have one of the strongest teams in its history and the team based around the goalkeeper, Huigita, and the football manager, Valderama, had very high ambitions. But, it all ended up 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.

“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 Escobara’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 Griesback 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 the extra focus on slums with a high criminality rate. Mr. Griesback evaluates 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 had, 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 Escobara’s death, Medellín was one of the most dangerous cities in the world, where 20 – 30 people a day died in the streets. Football became a very effective remedy in lowering the tension. It was the aim 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.
BACKGROUND INFORMATION: poverty and aspirations
(Based on the theory of Arjun Appadurai and Albert Hirschman)

“The poor are not just cold and hungry; they are frequently malnourished, illiterate, prone to sickness, unemployment, alcoholism, and depression; they are excluded from many markets and social groups, and are vulnerable to natural disasters and predation by organized crime and rapacious officials. Poverty limits awareness of their rights and their ability to access legal institutions to protect those rights. Worse still, they are often trapped in this situation for most of their lives, with little hope of release for themselves and their children.” (Banerjee, Bénabou, Mookherjee, 2006)

Why is it so hard for poor people to get out of poverty?
One could find many reasons for the vicious circle of poverty, among which political ignorance and/or in-capability might be one of the most important ones. Another explanation blames the process of globalization where the western world keeps getting richer on account of the poor in the developing countries. Other theories speak of strong geographical determination (where such things as adverse climate conditions hinder development); yet others refer to the irreversible determination of poverty through history or even people’s culture and mentality.

Why don’t people do something about their poverty?
Poor people lack resources and capacities (material resources but also knowledge and skills) and thus have little possibilities to escape from poverty. As a marginalized group, they also lack the power to be able to change or at least influence the structures of their society towards their own well-being. Their voice is simply not strong enough to express their views through engagement in political discussion. An additional explanation why people do little about their poverty is the so called “poverty of aspirations”.

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 good life and happiness are present in all societies although they differ according to each particular culture and its values. They might be represented by, for instance, ideas about desired marriage, status, wealth, work, leisure, health, etc. These aspirations are important because through them development and progress are being achieved in our lives. If one of our aspirations is to become a pilot, progress is represented by the acquisition of the knowledge and skills to be able to service an aircraft as well as receiving an official license to do so.

What is then the “poverty of aspirations”?
Of course poor people can also dream and wish, however, their aspirations might be limited compared to those of well-off people. Because aspirations are formed by the environment we live in, the better-off you are, the broader is the horizon of possible choices that is open to you. Poor people who usually live in an environment made up only of poor people often do have aspirations but they tend to be restricted by what they see around them and what they experience themselves. Also if they have a high aspiration, they do not know the pathway to take in order to reach their goals.

What to do and why are children good to work with?
A possible way out of aspiration-poverty is the change of core norms that surround the poor by opening up new horizons for them. Children become the bearers of culture through their socialization in a particular environment. If nothing special happens they will very probably take on the norms of their parents who are poor, not being able to see over the “poverty wall”. However, children are the biggest dreamers and nothing is too impossible for them. By including them in an activity which would empower their aspirations, and by offering them possible tools to reach them, children might grow up with personalities that see a much wider spectrum of choices, opening even more aspirations.
OBJECTIVES:

- The participant is aware that an important dimension of poverty is the poverty of aspirations.
- The participant realizes their priorities in life and compares them with those of others.
- The participant is familiar what a slum household is.

NUMBERS OF STUDENTS: NOT LIMITED

MATERIAL NEEDED:
- Photo of Mathare - App 1.
- Sheets of paper
- Story of Simone Musinde - App 2.

STEP BY STEP:

ACTIVITY 1

Sit in a circle and give each student a piece of paper.
Ask them to complete the sentences:
- By the age 30 I would like to live in . . . . . . . . , to have . . . . . . . . . . . . . , to work as . . . . . . . . . . . . , to enjoy . . . . . . . . . . . . .
- By the age 30 I would not like to suffer from . . . . . . . . . . . . . . . . . .

Each student shares their ideas with others.

ACTIVITY 2

Show the photos of Mathare (a slum household in Nairobi, Kenya).
Encourage the students to brainstorm: What comes to your mind when you see this picture?
Introduce a definition of what is a slum household by UN-Habitat.

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

Let students react.
Tell the students you will be examining the life of Simone Musinde, one of the inhabitants of Mathare.

ACTIVITY 3

Divide students in groups. Students read the story of Simone Musinde (you may cut it into pieces, students put it in the right order).
Hand out the sheet of paper.

Answer the following questions:
1. What were Simon’s dreams and aspirations before he joined the football club?
2. What are his aspirations since joining the football club?
3. How has the sport organization helped him to fulfill his dreams and aspirations?
Debrief and complete the missing points.
Initiate discussion. Could you find any similarities between your dreams and aspirations and Simon’s?
Where do our dreams and aspirations come from?

First you play then you may win
FOLLOW-UP ACTIVITY:
Students may work in groups. Write down the following sentence from the story of Simon Musinde: “Each and every child should know what it feels like to dream and what is more, to have the opportunity to work towards them”.
Let students choose to prepare either a drama skit, an essay, a poem or a picture to capture the meaning of the sentence.

APPENDIX 1: THE PHOTO OF MATHARE

APPENDIX 2: THE STORY OF SIMON MUSINDE
Not long before I was 8 my father died of cancer. I was really feeling sorry for my mum, who indeed loved him. Things at home were not easy by 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 flat to 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.

One late evening when I was going home I saw a poster on our restaurant wall saying that the local sport organization was looking for football players; boys and girls. Playing and watching football was one of the great things I really enjoyed doing when I had some time off. So the next day I ran there to sigh in. To begin with it was not easy 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. We earn points for our football performance, peer education, environmental cleanups and community development activities. 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 school.

I am currently studying the last grade at secondary school and would like to enter college in Nairobi. By the age of 30 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 has 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.
BACKGROUND INFORMATION: HIV/AIDS

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. (WB 2002)

What is the most endangered group?
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. In many societies this early period is also the time for women to get married.

What is target group number one for ending the epidemics?
It is important to realize that the target group of HIV/AIDS prevention should not just be the most endangered group and people above twenty-four years. 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 (WB 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 sensitize the endangered group - young people between 15 and 24 years. 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 are we in stopping 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 success as we have managed to decrease it since 1996 (epidemics peak) for roughly 30 % (for 17 % since 2000). (UNAIDS 2009)

How did we manage to reduce the number of newly infected people?
HIV/AIDS is at the top of the agenda of the majority of development organizations. The improvement in relation to new infections is most probably a result of large preventive actions undertaken by international organizations, states, NGOs, private actors,…

How can young people contribute to HIV/AIDS eradication?
"Take Action" is the motto of many young activists and non-profit organizations 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 support from some local NGO – games and sport activities represent a big potential for this purposes.
**OBJECTIVES:**
- THE PARTICIPANT UNDERSTANDS THE IMPACT OF HIV/AIDS ON YOUNG PEOPLE
- THE PARTICIPANT COMES TO REALISE THE IMPORTANCE OF YOUTH LED EDUCATION FOR THE PREVENTION OF HIV/AIDS

**NUMBER OF STUDENTS:** NOT LIMITED

**MATERIAL NEEDED:**
- COPIES OF CASE STUDIES – APP. 1
- PHOTOCOPIES OF APP. 2
- 6 LARGE SHEETS OF PAPERS
- STRIPS OF PAPERS
- ART MATERIAL FOR DRAWING

**STEP BY STEP:**

**ACTIVITY 1**

Display the six personal stories. Ask students to read all the stories carefully. Group them in a circle.
Raise questions: Do you remember the names of the young people? Where are they from? What things do you especially remember about each one of them?
What do all the stories have in common? (all of them are influenced by sickness, HIV/AIDS)
Divide students into six groups. Give each group a sheet of paper and one story to work with.
Students extract the impact of sickness from the personal story and write them on paper sheets.
Gather all their ideas on the board.
Ask students: What illness has such symptoms and impact on our lives? What do you already know about HIV/AIDS?

**ACTIVITY 2**

Hand out the copies of appendix 2: Ask students to work in pairs and discuss the answers (you may help by writing down the missing words). Check their answers. Put as the last emphasis that the number of newly infected cases has decreased.

**ACTIVITY 3**

TASK FOR THE GROUPS: Write down 5 reasons why the number of newly infected people has been reduced. Gather all the information on the board. Raise a question: Is there any way how young people can contribute to the result?
Lead it back to the story of Kennedy.
Give out the story of Kennedy to each group. Read the story of Kennedy again and write these questions on the board. Students discuss them in the groups. What is Kennedy’s approach, how inspiring is it for you? Why is it important that young people take action? How can young people fight against HIV/AIDS? What kind of support do young people need to do this work? One person from each group reports the conclusions of their discussion to the rest of the group.

**ACTIVITY 4**

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 order them in the shape of a diamond.
1. In the top of the diamond shape there are the resolutions they are certainly determine to undergo.
2. The middle part contains the resolutions that they put into an action under certain conditions.
3. The lower part consists of non-acceptable resolutions for them personally.

**FOLLOW-UP ACTIVITY:**
In groups students design a poster raising awareness of sexual health for young people.
APPENDIX 1: SIX PERSONAL STORIES – CASE STUDY

Maria
I live in 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 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 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.

Julia
I live in South Africa and I am 15. I have attended my local school since I was 5 and I like it very much. However 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.

Paul
I was 14 when my uncle died. When a youth leader asked me 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 a relative’s illness but first of all they need help to understand it and not feel afraid of me or sad for it, not sure what you mean here.

Mint
I am from Thailand. I am 10 years old. I have belly-ache very often. Then I vomit and feel weak. I used to get upset at school because the older children would mock me and tell the others not to play with me. This has got better recently as people are learning more about the disease. 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.

Roxana
I am 18 years old. I come from 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 local health college, get a better job and buy her medicine. At the moment she cannot afford the drugs that she needs to remain healthy.

Kennedy
I live in Kibera, Nairobi. I lost both of my parents due to disease at the age of 10 so my grandmother had to take care of me and my five 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 so I joined a football team that passes on the information through talks, sports, plays and concerts. At half time, my team invites opponents over for a chat about girls and relationships.
APPENDIX 2: HIV/AIDS

FACTS ABOUT HIV/AIDS – STUDENT

TASKS: FILL IN THE MISSING INFORMATION

The human immunodeficiency virus (HIV) is a retrovirus that infects 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. 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; antiretroviral drugs can slow down the process even further.

HIV is transmitted through unprotected sexual intercourse (anal or vaginal), transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding.

8. 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.

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


FACTS ABOUT HIV/AIDS – TEACHER

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

BACKGROUND INFORMATION: gender (in)equality

“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, behaviors, 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 labor but also by further norms of behavior. However, these norms not only differ among societies but also within one particular culture and they change over time (Schalkwyk 2000). Talking about today’s world, one might say that the differences between gender roles are minimal in western societies and are larger in more traditionally based cultures.

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 empowerment and why should women be included in social life?
UNDP describes 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 enabled to exercise their choices in their society, not only because it’s their human right, but also because society needs their contribution to develop successfully. As Helen Clark (UNDP) states: “Development cannot be achieved if fifty percent of the population is excluded from the opportunities it brings.”

For information about gender issue in specific countries see: www.genderindex.org
OBJECTIVES:

- The participant is familiar with the words gender and discrimination
- The participant understands that all human beings are entitled to the same rights
- The participant understands that gender roles differ around the globe
- The participant is aware how sport/football can help young people to overcome problems and how it can be a way to empower women in society

NUMBER OF STUDENTS: 20 (If there are more than 20 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:

- Role cards - App. 1
- List of statements – App. 2
- Situational cards – App. 3
- Flipcharts or blackboard
- If possible, props for the role-plays (Activity 3): scarf, hat and etc.

STEP BY STEP:

ACTIVITY 1:
Write following words on a flipchart in a circle: sport, Western world, developing countries, human rights, culture, religion, and discrimination.
Let students to find connection between some of the two terms and give an explanation about the connection they can see.

ACTIVITY 2:

A) INSTRUCTION
Hand out role cards to all participants. Try to 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. To help, read out some of the following questions: 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?
Now ask students to remain silent and line up beside each other (like standing on a starting line). Tip: Use some outdoor space.
Tell the students that you are going to read out a list of statements. Every time that they can 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 statements: App. 2)

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

B) DEBRIEFING AND CONCLUSION
Start by asking participants about what happened and how they felt about the activity.
Let people reveal their roles – briefly by using two sentences.
Does the activity mirror society in some way? How?
Why are the lives of the people so different? What aspects play a role (age, culture, education, etc.)?
In what way does sex play a role? Is there a difference between sex and gender?
Clarify the differences between sex and gender; write the main differences on the flipchart.
Why do women have different roles in different societies?
What is discrimination? Clarify their answer and write on the flipchart.
Is it possible to apply our (European) views on gender equality to everyone else in the world? (Each society has its own mental patterns, however each human being should have same rights based on the Universal Declaration of Human Rights). Introduce the Declaration to the students.
**ACTIVITY 3:**

**A) INSTRUCTIONS**

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.

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 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.

**B) DEBRIEFING AND CONCLUSION**

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

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

Take a flipchart, make two columns and write the heading: “Girls and football/sport”. In the first column write the answers to the following question: Which of the girls’ social problems could have been solved by them getting involved in the football activity?

In the second column write answers to the second question: Does the involvement of girls in football activity have some positive effects on the whole community/society?

**EXAMPLE:**

**Girls and football**

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).

<table>
<thead>
<tr>
<th>PERSONAL DIMENSION</th>
<th>SOCIAL IMPACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna – motivation to get better marks</td>
<td>Anna – breaking prejudices about female football</td>
</tr>
<tr>
<td>Esinam – getting rid of her trauma</td>
<td>Esinam – challenging traditional subordinate role of women</td>
</tr>
<tr>
<td>Fatima – getting involved in social activities, education</td>
<td>Fatima and Madira – supporting the emancipation process of women</td>
</tr>
</tbody>
</table>

**ACTIVITY 4: (follow up activity)**

Encourage students to think about why women should be included in social life. Tell them that before the next lesson they should carry out research on the internet and come up with some interesting opinions/quotations from significant personalities in relation to gender issues.
## APPENDIX 1: ROLE CARDS

### GROUP A - FAMILY LIVING IN YEMEN

**Group A: Fatima al-Madžih (f)**

Fatima is 17 years old and lives with her parents in the suburbs of San’a – the capital of Yemen. She comes from a family of six children, she has one brother and four sisters. The family has never suffered from poverty as her father is a successful merchant of locally made carpets. All the women in the family wear abaya (a traditional black dress covering all parts of the body including face). Fatima has received an 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. Her parents put a lot of stress on her preparation for the marriage – teaching her all the household activities to become a good wife and mother. She likes to spend time with her older sister Abder, who, as the only woman of the family, received a higher education. Fatima is very intelligent and feels sad that she is missing the life that is happening outside the house.

**Group A: Abder al-Madžih (m)**

Abder is 18 years old and lives with her parents in the suburbs of San’a – the capital of Yemen. Abder’s family has never suffered from poverty as her father is a successful merchant of local carpets. She has five brothers and sisters. However, compared to the rest of her sisters she enjoys a big privilege – 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. Even though there is no official law about women’s clothing in Yemen, Abder continues to wear an abaya – a traditional black dress covering all parts of the body including the face (with a small aperture for the eyes).

**Group A: Akram al-Madžih (m)**

Akram is 58 years old; he lives in the suburbs of San’a, Yemen and works as a small-scale entrepreneur – selling local carpets. He earns enough to support his wife and six of his children. He has never attended any school although he taught himself to read, write and count. He is a generous man. However, he sticks closely to Islam and its traditions. He loves his family and tries to keep it together as much as possible. In his free time he likes to go to a tea room to discuss sports and politics with local men. His opinions have great value in the local community.

**Group A: Ameera al-Madžih (f)**

Ameera is 55 years old and lives in the suburbs of San’a in Yemen. She has six children and is married to Akrama al-Madžih – a successful local entrepreneur. She herself does not work, partly because she is illiterate, partly also because Akrama 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 neighborhood.

**Group A: Muhammad al-Madžih (m)**

Muhammad is 23 years old and lives in the suburbs of San’a in Yemen. He comes from a family of six children and his father is a successful local entrepreneur. He is in the last year of the technical university in San’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. In his free time he plays soccer or spends time with his brothers and sisters, who he likes so much.
GROUP B - SCHOOL IN THE UNITED KINGDOM

Group B: Anna Smith (f)
Anna is 15 years old and comes from Birmingham, Great Britain. She has a 5-year old brother. Her mother works as a cashier in Tesco and her father is currently unemployed due to the current economic crisis. The family situation got much worse with the loss of her father’s job; the entire family had to move to the suburbs of Birmingham to a two room flat and her father’s frustration brought a lot of stress into the daily life of the family. Anna had to change schools and leave her beloved football club because her mum did not earn enough to pay the annual fee. Since then, her results at school (which used to be very good) have worsened rapidly, Anna has lost the motivation to study and the only thing she does in her free time is hang around in the local park with boys with whom she feels more comfortable than with girls of her new class who care just about fashion and make-up.

Group B: Elizabeth Smith (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. The family situation got much worse with the loss of her husband’s job; the entire family had to move to the suburbs of Birmingham to a two room flat and his frustration brought a lot of stress into the daily life of the family. 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 (m)
Peter is 48 years old and lives in Birmingham, Great Britain. He is divorced and works as a Maths and Sports teacher at high-school. His passion is football so besides his ordinary lessons he also trains boys on the school football team. He does not get much extra money for it from the school. However, he does not really mind; instead he enjoys the self-esteem he gets from each match that the team wins. He does not have many other activities and spends a lot of time watching football and hockey matches on TV. He divorced a while ago and his mother and sisters live quite far away from him so he sometimes feels lonely.

Group B: Kate Hudson (f)
Kate is 29 years old, lives in Birmingham, Great Britain and works as a youth-psychologist at 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 - REFUGEE CAMP IN CHAD

Group C: Esinam Boateng (f)
Esinam is a 14-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. Esinam has been recovering from the loss of her parents for a long time and even now, after five years, she cannot get rid of some nightmares and feelings of depression. Often she feels lonely and scared of the future. When will she finally return to her home-village, what will she do there? When not at school, she has to help her uncle and his family to collect wood and to cook. Esinam is a big friend of her cousin Ngabo who often tells her about his football team which has been formed in the refugee camp for children and youth. She finds it interesting that girls have some advantages in the game such as that the first goal has to be scored by a girl. Although she grew up in a tribe where women usually do not take part in the social activities of the community, she is searching for the courage to ask her uncle if she can join the team as well.

Group C: Waladingar Edienbeni (m)
Waladingar is 25 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, creativity and helpfulness 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 once a week in order to help them get rid of the trauma. First he was involved as a volunteer, later on he gained the official support of UNICEF, received training and now receives a regular salary for his job. The work brings him lots of fulfillment and he plans to start up an NGO with the same aim as soon as he gets back home to the Central African Republic.
**Group C: Sougui Cabbell (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 tribe where the role of women is very subordinate to the one 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. However, his thoughts are full of fear about the future, since his home village has been plundered.

**Group C: Ngabo Cabbell (m)**
Ngabo is a 12-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 so 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 twice a week and sometimes meets the team after school to play "just like that" also. In the future Ngabo would like to play in a professional team. His idol is Ronaldinho.

**Group C: Sophia Bohm (f)**
Sophia is 21 years old and comes from Austria. Currently she is volunteering in a refugee camp in Chad. Her task is to teach English at local primary school. She has always dreamt of going to Africa to help the people, so she is very happy this dream has come true. On the other hand, the conditions she works in are quite tough; she went through some serious diarrheas so now she feels very tired. She loves being helpful for the people but is looking forward to return back home in couple of months.

**Group D - Female Referee in India**

**Group D: Madira Padam (f)**
Madira is 25 years old and she comes from the north-central part of India. Madira has just finished her university degree in New Delhi. She is married and lives in the family of her husband in a rather rural area in the north-east of India. The family owns a big farm producing mostly rice. Since her childhood she has been busy with sports and especially football so besides university she also worked as a football referee for the regional league. She loves football and she dreams of continuing her career as a referee on the international level. However, she expected to help her husband to run the family farm as his parents are planning to retire soon. Moreover, the local tradition suggests that 25 years is more than time to have children.

**Group D: Karunashankar Padam (m)**
Karunashankar is 30 years old and lives in the north-eastern 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 big family farm for rice production. He has been married for half a year for a woman 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. His wife keeps postponing having children which is sometimes a cause for little disputes between them.

**Group D: Badal Padam (m)**
Badal is 66 years old and comes from the north-eastern part of India. His family has a long tradition in planting rice - he owns a big farm and employs more than fifteen people. Badam has been working very hard for the last 20 years, sometimes even 14 hours a day and his has been profiting for most of the times. 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 and spend time with his biggest hobby -

**Group D: Utsavi Padam (f)**
Utsavi is 60 year old and comes from the north-eastern part of India. She is married and has four children. Her husband owns a big farm for rice production, so she mostly helps him with running the farm and taking 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 a lot, each steps causes lots of pain for her. The most important think in her life are her children. She has an especially close relationship with her oldest son, for who she would always stand for.
**Group D: Rajneesh Payankan (m)**

Rajneesh is 36 years old man who comes from southern India. He works as a referee for the National Football League. He comes from a very rich family of Indian businessmen. He is not married yet and if not working he enjoys his free time travelling around the world. Although he can afford almost everything, he sometimes misses some real “at home”. Anyhow, he is quite happy now, as he has become the spokesman of the Referee Association. He has already got famous by his first speech when he said that women are simply not up to the job to be football referees. 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: Fatou Gaye (f)**

Fatou is 32 years old and comes from Senegal. She works as a FIFA referee. She is married and has a child. She is very happy being one of the little women in Africa who managed to achieve her dream in a traditionally based Muslim society. Even though she has come 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 at different matches of FIFA.

**APPENDIX 2: LIST OF STATEMENTS**

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

**APPENDIX 3: SITUATIONAL CARDS**

**SITUATIONAL CARD FOR THE GROUP A**

Make a role-play showing the situation when 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 (you can include them only indirectly).

Try to picture following things:
- 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?

**SITUATIONAL CARD FOR THE GROUP B**

Make a role-play about the situation when Anna meets the sport’s teacher to ask if he could open up another football team – this time for girls. Try to include some of the actors of your group, but NOT all of them have to be included in the role play (you can include them only indirectly).

Try to picture following things:
- 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?

**SITUATIONAL CARD FOR THE GROUP C**

Make a role-play about the situation when Esinam meets her uncle to ask if she could join the local football club. NOT all of the actors have to be included in the role play (you can include them only indirectly).

Try to picture following things:
- 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?
SITUATIONAL CARD FOR THE GROUP D

Make a role-play about the situation when Madira meets her husband or/and his parents to talk about her future as a football referee. NOT all of the actors have to be included in the role play (you can include them only indirectly).

Try to picture following things:
▷ 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?
FURTHER ACTION AND MATERIAL
Organisations, references and links

Moving the Goalposts Kilifi
A football for development project directed mainly at girls and women in Kenya.
www.mtkg.org

Coaching for Hope
Coaching for Hope is an innovative programme which uses football to create better futures for young people in West and Southern Africa.
www.coachingforhope.org

Kicking AIDS Out
Sport and physical activity are used to build awareness about HIV and AIDS while also encouraging peers to discuss issues affecting their lives and their communities.
www.kickingaidsout.net

International Platform on Sport & Development
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
www.sportanddev.org

TackleAfrica
Using football to reach young people in Africa to increase their understanding of HIV/AIDS and enable them to live safe and healthy lives.
www.tackleafrica.org

Play Soccer
A unique sport inspired programme that empowers children and youth to lead change in the world’s most underserved communities
www.playsoccer-nonprofit.org

SCORE
Changing lives and build stronger communities through sport through using sport to provide children and youth with skills and opportunities that they need to succeed in life and contribute to their communities.
http://www.sportanddev.org/connect/organisation.cfm?org=250

One goal for education
A campaign seizing the power of football to ensure that education for all is a lasting impact of the 2010 FIFA World Cup
www.join1goal.org/en/about-1goal/contact-us

United Nations Departments
www.uno.org

UEFA
Europe football governing body
www.uefa.com

FIFA
World Football governing body
www.fifa.com

Confederation of African Football (CAF)
Africa Football governing body
www.cafonline.com

Slum soccer
Offers impetus and opportunities for socially neglected, homeless adults and youths, male and female; 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
www.slumsoccer.org
Right to Play
An initiative which seeks to improve the lives of children in some of the most disadvantaged areas of
the world by using the power of sport and play for development, health and peace.
www.righttoplay.com
ANNEX 1: FAIR PLAY CARDS
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