The "Youth Development through Football" (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the 'South African - German Development Co-operation'. It is funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project partner is 'Sport and Recreation South Africa' (SRSA).

YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives 'in hand' and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

**YDF Manual for Disability Inclusion**
*Guidelines for Teaching Football and Life Skills*

Through their contributions the below mentioned experts collaborated considerably on the contents and arrangements of this manual:

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Overview of Lessons

Lesson 1 - Introduction to Disability Inclusive Football

Lesson 2 - Understanding Own Perceptions of Disability

Lesson 3 - How to Include People with Disabilities in Football Activities

Lesson 4 - Practical Sessions 1 - Adaptations to make sessions inclusive
  Dribbling / Dummying / Turning 1
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Lesson 7 - Practical Sessions 4 - Adaptations to make sessions inclusive
  Defending / Attacking / Small Sided Games

Lesson 8 - Signposting Opportunities

Work Sheets
  Lesson Work Sheets
  Training Sheets
Hi there!

I’m Edwin, the Life Skills Meerkat. I’ll give you helpful hints concerning Life and Social Skills in Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good coach and an excellent coach!

Together we will Educate and win!

**UNDERSTANDING THE DIAGRAMS**

- **Pitch Line**
- **Ball Movement**
- **Team 1**
- **Pass**
- **Hypothetical Line**
- **Ball Movement**
- **Team 2**
- **Shot / Shot at target**
- **Distance Indicators**
- **Ball Movement**
- **Team 3**
- **Dribble**
- **Player Movement**
- **Coach**
- **Team 4**

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Edwin / Diagrams
Introduction

The YDF Manual for Disability Inclusion is one of a series of short course manuals that expand the “Youth Development through Football” concept. The foundation module is the YDF Manual for Coaches which prepares teachers and coaches to develop young people through the medium of football. This first manual addresses both the development of football skills and the development of life skills through football. The YDF Manual for Disability Inclusion is an important addition to the series as it will help to ensure all young people can be reached including those young people with disabilities.

The general basic training that coaches undergo forms a foundation (a foundation that is useful but not absolutely necessary) that enables them to work this manual – the YDF Manual for Disability Inclusion. This manual can be used as a direct entry point to the “Youth Development through Football” methodology where we use the popularity, attractiveness and power of football to teach skills to young girls and boys and involve them positively.

This manual plays an important role in ensuring that teachers and coaches have the skills to adapt football activity to make it accessible to all young girls and boys including those with a disability. Girls and boys with a disability are often excluded from participation in football not as a consequence of their disability but because of the barriers of attitudes, policies, physical environments, access, etc. This manual has been designed to support football coaches in making a positive contribution by including people with disabilities in their sessions, to address stigma and discrimination and to promote full participation of young people with disabilities.

Taking our lead from Nelson Mandela who said

‘The challenge is to move from rhetoric to action’.

we also pay particular attention here, as we did in the first coach training manual, the YDF Manual for Coaches, to the practical application of the principles included in this coach training for coaches with different levels of knowledge and experience of including young people with disabilities in their coaching sessions.

In the process, we consider the full range of approaches that football offers:

- From taking the individual situation of each player into consideration;

- And making use of the connective power of group experiences and identities within the team;

- Through using different forms of enactment which are geared towards staging local circumstances in each community.

Football can provide support concepts for taking action at all these levels. What appears at first glance to be a very difficult notion is presented here in a manner that is both understandeble and extremely vivid. Even teachers and coaches with limited experience of working with youth with disabilities will find practical information and action-taking tips that can be implemented and used immediately.

This manual was designed to support those who teach and coach football to make their regular football sessions accessible to young people with disabilities and to develop within the communities they work an understanding that youth with disabilities should like any other young person be encouraged to participate fully in our sport. This manual teaches practical steps that can ensure young people with disabilities cannot just take part in disability specific football but can also be fully included in regular community football training. The manual also provides advice on how coaches can address the barriers that exclude young people with disabilities from participation in the sport including addressing their own beliefs and attitudes as well of those of football players without disabilities and the wider community.

We hope that this manual will serve as an advisor, one that will assist teachers and coaches in making their sessions more inclusive, and one that will provide tools and tips that can be applied in daily practice.
People with disabilities make up between 10-15% of the population, so if the Youth Development through Football concept is to reach out to all young people, it has to reach those young girls and boys who have a disability. Disability is a wide-ranging concept covering people with visual, auditory, physical, intellectual and emotional disabilities. Young people living with these disabilities live in our communities and are often excluded from sport and recreation activity simply because we do not take the steps to remove the barriers to their participation.

Exclusion impacts on the development of young people and stops them from achieving their full potential. Participation in football can help build the confidence, competence, and character of young people with disabilities and help them achieve their full potential in life. Football teachers and coaches can play a key role in facilitating their participation and their growth as positive young adults.

Football coaches are important role models for young people who can help change the attitudes of all young people to disability and who can help young people with disabilities see themselves in a different light.

‘Your values are the ideas, beliefs, principles, and things that are important to you. Our values define who we are and help us make decisions.’

The first lesson in this manual introduces disability inclusive football as opposed to football for people with disabilities. It asks why people with disabilities play football and relates this to the role of community football coaches. Lesson 1 also examines the benefits of people with disabilities playing football.

The second lesson explores our understanding and perceptions of disability, considers the social model of disability and social barriers to participation by people with disabilities, considers the rights people with disabilities including the right to participate in recreation, leisure and sport, and explore barriers to participation including the appropriate use of language.

In the third lesson we introduce the “inclusion spectrum” different practical approaches to providing inclusive football and the “TREE framework” which is used to create inclusive environments for youth, with and without a disability, to participate in football sessions.

Lessons 4 through 7 feature practical football sessions and offer advice on how these sessions can be made inclusive using the “inclusion spectrum” and “TREE framework” approaches.

The final lesson explores opportunities for players with a disability to participate in Disability Specific Football, looks at organisations active in working with people with disabilities, and explore ideas as to how we can develop inclusive programmes not just offer inclusive sessions.
# OVERVIEW OF LESSONS

## Basic Training Level

<table>
<thead>
<tr>
<th>Name of Lesson</th>
<th>Learning Aim and Content</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>By the end of this lesson, the participant coaches should be able to:</td>
<td>1 hr</td>
</tr>
</tbody>
</table>
| Introduction to Disability Inclusive Football | - Describe how the YDF Toolkit differentiated the needs of young people of differing ages and abilities.  
- Communicate why people with disabilities should have access and how the whole team can benefit from following an inclusive approach.  
- Describe different coaching styles when working with a diverse team of players with and without disabilities in football activity.  
- Demonstrate basic communication skills for coaching footballers with a disability.  
- Identify how to create safe environments for people with disabilities to participate in inclusive football activity. | 1 hr |
| **Lesson 2**  | By the end of this lesson, the participant coaches should be able to: | 30 min |
| Understanding Own Perceptions of Disability | - Use appropriate terminology when working with footballers with a disability.  
- Describe different types of physical and intellectual disability.  
- Describe the causes of physical and intellectual disability.  
- Address the stigma that often exists around working with people with disabilities.  
- Identify the basic requirements of legislation relating to people with disabilities.  
- Identify basic safety and medical considerations when working with footballers with a disability. | 30 min |
| | Content:  
- Social Model of Disability.  
- Descriptions of different physical and intellectual impairments.  
- Causes of physical and intellectual impairments.  
- Safety and medical considerations when working with people with different impairments.  
- The rights of people with disabilities and how football can help ensure those rights are met. |
<table>
<thead>
<tr>
<th>Name of Lesson</th>
<th>Learning Aim and Content</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 3</strong></td>
<td>By the end of this lesson, the participant coaches should be able to:</td>
<td>1 hr 30 min</td>
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<tr>
<td></td>
<td>- Demonstrate how the inclusion spectrum can be used to include people with disabilities in football activity.</td>
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<tr>
<td></td>
<td>- Demonstrate the communication skills required to include people with different physical and intellectual impairments in football activity.</td>
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<tr>
<td></td>
<td>- Create a safe and enabling physical environment to include people with different physical and intellectual impairments in football activity.</td>
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<tr>
<td></td>
<td>- Describe how to adopt an inclusive approach when working with youth without disability.</td>
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<tr>
<td><strong>Content:</strong></td>
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<tr>
<td>- Inclusion Spectrum for Football Activity - Open Football Activity, Modified Football Activity, Parallel Football Activity, Disability Football.</td>
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<tr>
<td>- Use of the TREE framework to address the inclusion of people with different impairments in football activity - Teaching or instructional style. Rules and/or regulations, Environments, Equipment.</td>
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<tr>
<td>- How to plan inclusive warm-ups, main sessions and conclusions.</td>
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<tr>
<td><strong>Lesson 4</strong></td>
<td>By the end of this lesson, the participant coaches should be able to:</td>
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<tr>
<td></td>
<td>- Reflect on their own coaching practice when working with people with a disability.</td>
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<tr>
<td></td>
<td>- Plan and prepare inclusive football sessions including warm up, main part and conclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lead inclusive sessions including warm up, main part and conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
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<td></td>
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<tr>
<td>- Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions.</td>
<td></td>
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<tr>
<td>- Sessions focus on dribbling, dummying and turning skills.</td>
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<tr>
<td>- Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game).</td>
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<tr>
<td>- Coaches use STEP model to adapt session to make it inclusive.</td>
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<tr>
<td>- Manual includes examples of how persons with different impairments can be included.</td>
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</tbody>
</table>
## Basic Training Level

### Lesson 5

**Practical Sessions 2 - Passing / Ball Control / Running with Ball**

*In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of passing, ball control, running with a ball, that meet the needs of players with different impairments.*

By the end of this lesson, the participant coaches should be able to:
- Reflect on their own coaching practice when working with people with a disability.

**Content:**
- Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions.
- Sessions focus on passing, ball control, running with a ball, skills.
- Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game).
- Coaches use STEP model to adapt session to make it inclusive.
- Manual includes examples of how persons with different impairments can be included.

### Lesson 6

**Practical Sessions 3 - Shooting / Heading / Goal Keeping**

*In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of shooting, heading, and goal keeping, that meet the needs of players with different impairments.*

By the end of this lesson, the participant coaches should be able to:
- Reflect on their own coaching practice when working with people with a disability.

**Content:**
- Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions.
- Sessions focus on shooting, heading, goal keeping skills.
- Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game).
- Coaches use STEP model to adapt session to make it inclusive.
- Manual includes examples of how persons with different impairments can be included.
<table>
<thead>
<tr>
<th>Name of Lesson</th>
<th>Learning Aim and Content</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 7</strong></td>
<td><strong>Practical Sessions 4 - Defending / Attacking / Small Sided Games</strong></td>
<td><strong>1 hr 30 min</strong></td>
</tr>
<tr>
<td><strong>In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of defending and attacking skills and small sided games, that meet the needs of players with different impairments.</strong></td>
<td>By the end of this lesson, the participant coaches should be able to:</td>
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<tr>
<td></td>
<td>• Reflect on their own coaching practice when working with people with a disability.</td>
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<tr>
<td></td>
<td><strong>Content:</strong></td>
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<tr>
<td></td>
<td>• Manual includes examples of how persons with different impairments can be included.</td>
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<tr>
<td><strong>Lesson 8</strong></td>
<td><strong>Signposting Opportunities</strong></td>
<td><strong>1 hr 30 min</strong></td>
</tr>
<tr>
<td><strong>In this lesson, participant coaches learn about opportunities for players with a disability to participate in Disability Football, consider how they can work with youth with disabilities in their communities, and develop strategies to enable youth with disabilities in their communities to access inclusive football sessions and to enable youth without disabilities to give access to youth with disabilities.</strong></td>
<td>By the end of this lesson, the participant coaches should be able to:</td>
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<tr>
<td></td>
<td>• Advise footballers with different physical impairments as to how they can participate in Disability Football.</td>
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<td></td>
<td>• Identify opportunities in their communities to work with youth with disabilities.</td>
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<tr>
<td></td>
<td>• Strategize as to how they can include youth with disabilities in their current football programmes.</td>
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<tr>
<td></td>
<td><strong>Content:</strong></td>
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<tr>
<td></td>
<td>• Information on Disability Football structures and opportunities including information on classifications, rules adaptations, competition structures, organisations.</td>
<td></td>
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<tr>
<td></td>
<td>• Information on community based provisions for youth with disabilities (schools, organisations, etc.).</td>
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<tr>
<td></td>
<td>• Tasks to get coaches to strategize how to enable youth with disabilities to access football activity in their communities and how to enable people without disability to act inclusively.</td>
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</table>
Roles of a Youth Football Coach

The coach roles and responsibilities are from particular importance and go beyond teaching football skills. In fact, the coach acts as a role model and as an educator to develop as a young person. Hence, the roles a coach is taking over is multifaceted and it comes along with different responsibilities. Among these are the responsibility for assessing the young person’s level of ability, providing instruction that helps them develop their skills, and providing motivation to them. Coaches are a performance analyst, a teacher, a motivator.

Moreover, the coach plays important roles in guiding the youth in life and their chosen sport. Thereby, the roles will be varied from assessor, teacher, motivator, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organizer, and a planer.

Responsibilities of a Youth Football Coach

When someone undertakes to coach football to youth, they assume a range of responsibilities as a coach.

These responsibilities include:

- Ensuring the health and safety of the young people participating in activities you lead;
- A duty of care for young people that includes protecting children from abuse;
- Ensuring the balanced long term development of the young person taking into account their physical, technical, psychological and social needs;
- Continuing to update your own knowledge of football and football coaching;
- Planning and evaluating your coaching sessions;
- Providing opportunities for youth to play football and have fun;
- Involving young people in decision making around their own participation;
- Development of the Youth Football Player.
Development of the Youth Football Player

One of the responsibilities of a youth football coach is the long term development of the player. This means developing the young person in terms of their technical / tactical skills, their physical fitness, their mental or psychological fitness, and their social skills.
Introduction to Disability Inclusive Football

Football is a sport that attracts interest around the world and appeals to children and youth, men and women, non-disabled and disabled people. It is a sport that can bring people together and can be used to develop individuals and communities. Football is not just for the elite performer but is a sport that everyone in a community can participate in.

Through the training of coaches and teachers, the GIZ Youth Development through Football (YDF) programme seeks to encourage more young people to take up the game of football and to use the sport as a means of developing youth and promoting social change. The YDF Manual for Coaches opens with the following two paragraphs:

*Children gain positive experiences through the support and encouragement given by coaches. It is important to realize that young children should never be exposed to unrealistic expectations. Therefore, the coach has an important role to play in attracting more young people to the game and consequently getting them permanently involved.*

*The coach is required to provide a positive and encouraging learning environment during interaction with children. The emphasis should be on maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team.*

Persons with disabilities make up around 10-15% of the population and children/youth with disabilities are included in those young people that we wish to attract to the game.
Introduction to Disability Inclusive Football

Coaches and teachers trained in the YDF methodology learn to differentiate levels of ability, adapting their sessions to make them inclusive of all participants. In considering how to make football sessions disability inclusive, coaches and teachers are encouraged to further develop their ability to adapt sessions to make them fully inclusive.

Whilst some people with disabilities will participate in disability specific football teams and some coaches will work with such teams, the thrust of this training manual is to develop coaches and teachers who can include children / youth with disabilities in mainstream football sessions. This manual does provide information on football for specific disability groups for those coaches who may wish to work with such groups, but the main purpose of this manual is to assist coaches and teacher to include children and youth with disabilities in the everyday football sessions that they conduct in their communities.

In order to promote disability inclusive football this manual encourages coaches and teachers to reflect on their beliefs and their coaching practice. We explore how our coaching or teaching philosophy and practice can be developed to make the football sessions we deliver fully inclusive. The manual also gets teachers and coaches to explore the role of non-disabled players and how they can contribute to making community football programmes disability inclusive. Moreover, coaches and teachers will be encouraged to motivate players with disabilities to share their own experiences and perspectives towards the training sessions.

Why Play Football

Place a football in a space with a group of young people and regardless of their ability, it will not be long before they start to play with it?

Consider, what are the reasons that people with and without disabilities play football?

- For fun and enjoyment?
- To develop their skills?
- To engage in competition?
- To play with others or their friends?
- So that they can join in the fun with others?
- So that they can demonstrate that their impairment is not a barrier to them playing football?
- To copy their idols (famous footballers)?
Introduction to Disability Inclusive Football

- To seek recognition, praise and encouragement?
- To exercise, burn off energy, keep fit?
- To get out of the home and meet up with friends?
- To be a future elite performer?
- For rehabilitation and physiotherapy?

Have a close look at this list and it is hard to distinguish different reasons for people with and without disabilities playing football. In general, people with and without disabilities have the similar motivations for playing football.

Why Coach or Teach Football

Coaches and teachers have different motivations for coaching or teaching young people to play football. They might:

- Love the game and want to share their love of football with others.
- Want to be a top coach and coach the best team / players.

- Want to share their football knowledge and skills with young people.
- Want to see children engaged in health promoting activities.
- See sport / football as means of developing young people.
- See sport / football as means of diverting youth from risk activities such as drugs, alcohol, violence, gangs, etc.
- Use sport as a means of developing communities and teaching youth life skills.
Introduction to Disability Inclusive Football

Football coaching can be focused on performance or participation. The performance coach looks for talent and seeks to build a winning team. The participation coach seeks to involve as many young people in the game as possible and seeks to develop positive youth through their participation in football. Of course coaching at performance and participation levels are not mutually exclusive. A coach could one day be coaching his football team for a league competition and the next day be running a community football scheme aimed at youth development and inclusion.

If one of the reasons for coaching or teaching football is to reach out to children and youth in communities to encourage mass participation, the opportunity to participate should extend to children and youth with disabilities. The challenge for coaches and teachers is how to make their session accessible to children and youth with disabilities and to ensure that the activities being offered are fully inclusive. We cannot open football activities to young people with disabilities only to have them sitting on the side-lines not participating. This manual addresses how coaches and teacher can make their football sessions open and welcoming to people with disabilities and how they can make activities fully inclusive.

Benefits of Including People with Disabilities

Disability inclusive football sessions offer benefits to both persons with disabilities and persons without disabilities. Working to include young people with disabilities in football sessions also develops the coach/teacher’s coaching/teaching skills and as a result helps them become better at what they do.
Participation in football can improve the inclusion and well-being of persons with disabilities by helping to change what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves.

Changing what communities think and feel about persons with disabilities can reduce the stigma and discrimination that is often associated with disability.

Participation in disability inclusive football sessions alongside people without disabilities can help change what persons with disabilities think and feel about themselves, helping them realise their full potential in life. Young people with disabilities can learn to make choices and take risks on their own. They can develop new skills and experience success which builds the self-confidence needed to take on other life challenges such as pursuing education or employment. Young people with disabilities can develop social skills, make friendships outside their families, exercise responsibility and can be empowered to take on leadership roles. They can learn how to interact socially and develop independence.

In many communities children and young people with disabilities can be quite isolated and through disability inclusive football they can be encouraged to integrate into community life. Persons with disabilities are often excluded from education, employment and community life from a young age. Participation in integrated community football programmes can encourage young people with disabilities to access other opportunities in their community. Early participation in sport can help young people with disabilities in their social development and in doing so contribute to their health and well-being.

When young people with disabilities are involved in playing disability inclusive football the focus is on what they can do, their disability fades into the background.

When coaches, teachers and most importantly players without disabilities engage with players with disabilities perceptions are changed. Persons without disabilities engage with people with disabilities in a positive context, sometimes for the first time, seeing them achieve things they had previously thought impossible. Perceptions about what persons with disabilities can and cannot do are profoundly challenged and reshaped by this experience. As well, the tendency to see the disability instead of the person is greatly reduced, in part because of the common experience of football that they now share. By playing football alongside people with disabilities, players without disabilities benefit by they learn better social skills, making new friends with interesting backgrounds, and develop their football skills by learning to respond to diversity in their team.
Disability Inclusive Football Sessions

All YDF programmes encourage inclusion. In this manual we are encouraging the inclusion of persons with a disability, in other YDF manuals we have addressed the gender inclusion, the inclusion of people living with HIV and Aids, and the inclusion of people of different cultural or racial backgrounds.

This manual focuses on the inclusion of people with disabilities and seeks to equip coaches and teachers to be able to adapt their football sessions in order that people with disabilities can fully participate. This is not just about providing football coaching or activities in the community for people with disabilities, it is also especially about how football programmes can be delivered inclusively so that people with and without disabilities can play TOGETHER.

Adapting football sessions to meet the training needs of all participants is a common coaching / teaching practice. Coaches and teachers are encouraged to differentiate between the different capabilities or skill levels of each participant. Sessions are organised so that all participants can practice and develop their skills by adapting activity to be less demanding for some and more challenging for others.

When working with children and youth, coaches and teacher are encouraged not to see them as mini-adults but rather as young people who have not yet fully matured.

When coaching children, the coach / teacher might make some of the following adaptations of the adult game to make it more suitable for children:

- Reducing the size of the pitch or playing area;
- Using larger goals or more than two goals to create more chances for children to score and experience success;
- Playing with fewer players on a team to increase the amount of contact each player has with the ball;
- Using a lighter, smaller football that is easier to kick and control.
This practice of adapting activity to make it appropriate to the ability level of the individual child/youth is the same approach we adopt to include people with disabilities in mainstream football sessions. This manual focuses on how coaches and teachers can adapt their coaching or teaching practice so as to include people with disabilities in football sessions. The manual also considers what players without disabilities can contribute to making sessions more inclusive of players with a disability.

How can you as a coach bring disabled and non-disabled people together through football, create a platform for understanding and cooperation, and facilitate meaningful interaction and opportunities for social cohesion?

Planning Disability Inclusive Sessions

This is not just about providing football coaching or activities in the community for people with disabilities, it is also especially about how football programmes can be delivered inclusively so that people with and without disabilities can play TOGETHER.

The preparation and structuring of football training sessions was addressed in the YDF Manual for Coaches and offered a framework for planning that included for each session:

- Session objective or focal point;
- Structure of Warm-Up, Main Part, Conclusion and Cool Down.
- Skill progressions within the session.
In preparing and structuring disability inclusive football sessions the coach or teacher might ask some of the following questions:

- What is the composition of the training group and what are they able to do?
- What facilities are available and are these suitable for all members of the training group?
- What equipment and materials is required for this group?
- What drills will be included and how can these be adapted and progressed for players with different abilities and skills?
- How to organise the session to ensure all players have as much contact with the ball as possible?
- How can the session be structured to promote fun and provide opportunities for success?
- How can the session be structured to avoid long breaks between activities?

The questions we ask when we coach or teach a group consisting of players with and without disabilities are essentially the same.

Basic principles of coaching apply whether coaching players with or without disabilities. Both players with and without disabilities will be able to tell or show you what they can do and what they aspire to be able to do. Knowledge of your players, their abilities and aspirations, allows you to set them realistic and challenging goals.

When coaching or teaching a person with disabilities, it is necessary to understand how the individual’s impairment(s) affects the way they play football, but it is not required that you develop an extensive knowledge of the disability.

When working with players with a disability, just as when working with players without a disability, you need to be aware of risks associated with your players’ participation in your football sessions. Talking to individual players, with and without disabilities, or in the case of children their parents, guardians or assistants, will help you understand and manage any health or safety risks associated with their participation. Armed with this knowledge you can take steps to reduce risk.
Inclusion of Players with Disabilities

It is not just coaches and teachers that need to address their approach and practice to create disability inclusive sessions. Players without disabilities need to be educated on inclusion and how they can become inclusive by the way they conduct themselves on and off the football field.

Consider the following scenario:

A well-meaning football coach decides to promote inclusion by organising an inclusive youth 7-a-side football match. The competition rules require that each team must play a young person with a disability in their team. Both teams arrive to play the tournament and have included one young person with a disability in their team. Team A has included a girl with a learning disability called Anthea. Team B has included a boy called Vumisa who has a physical impairment, he is a below the knee amputee who is able to play with the aid of a prosthesis.

Once the match starts it becomes clear that the coach’s good intentions have not quite worked. Anthea is told she is going to be the goal keeper. She has never been in goals before and has had no goal keeping coaching.

Vumisa is quite a good player but none of the other boys in his team have ever played with him before. He is asked to play in midfield.
Once the game starts Vumisa is completely ignored by his fellow players. They do not pass the ball to him and when he is closest to a free kick, one of the other boys pushes him to the side so that he can take the free kick. By the end of the first half, Vumisa has had very few touches of the ball and is feeling undervalued.

Anthea is unsure how to play in goals and fails to stop the other team from scoring. Her team mates start shouting at her and telling her she is "stupid". By the end of the first half Anthea is very upset and does not want to play anymore.

It is clear that whilst the coach’s intentions were good he has failed to get those players without disabilities to accept the players with disabilities and to work out how to better include them.

What should the coach do at half time to ensure the match becomes a fully inclusive activity where Anthea and Vumisa can fully participate and actually enjoy the experience?

There is more to offering disability inclusive sessions than just making sessions open to people with disabilities. Coaches, teachers, players without disabilities, parents, guardians and carers, communities and even people with disabilities need to change the way they act and behave in order to make community football sessions inclusive.
Understanding Disability

It is estimated that people with disabilities comprise around 15% of the world's population, that is more than 1 billion people. In developing nations there is a higher prevalence of disability than in developed nations.

People with disabilities are a diverse group and can include people with physical, sensory (auditory or visual), intellectual or learning difficulties, and emotional disabilities.

- **Physical disabilities** involve restricted mobility (e.g., limited ability to walk, move about, stand for long periods or to carry objects) or restricted agility (e.g., limited ability to bend, dress, feed oneself or to manipulate objects).

- **Auditory disabilities** involve having partial or no hearing (e.g., persons who are deaf, deafened or hard of hearing). For some individuals, the loudness of the sound will determine whether it is heard. For others, it depends on the type of sound (e.g., consonants versus vowels or intonation). In other situations, individuals may become confused by certain sounds due to excessive background noises.

- **Visual disabilities** involve complete blindness, limited or residual sight. They may involve a loss of visual clarity/ acuity or a decrease in the size of the visual field.

- **With intellectual and learning disabilities**, cognitive impairment can vary widely, from severe intellectual disabilities to the inability to remember to the absence or impairment of specific cognitive functions (e.g., language).

- **Emotional disabilities** may be hidden or apparent (e.g., depression). In many cases, they have little or no effect on learning. They may appear in actions of indifference or other types of mood swings. The causes of emotional disabilities are wide ranging, but common forms are evident in individuals experiencing depression, anxiety or stress.

It is important to remember that a person with disabilities may have more than one physical, sensory, intellectual or emotional impairment. For example, a young person could be both blind and deaf.
Meet some young people with disabilities.

**Vumiso**

Vumiso lost his lower left when he stepped on a land mine that had been left near his village following a period of conflict. Prior to this he was a keen footballer and he was determined to play football after his injury. He now plays football in his village with the aid of a pair of aluminium wrist crutches.

**Gert**

Gert is passionate about football and follows his favourite team every week. He is an active young man who likes to be doing things including joining his friends at home and in school in a game of football.

Gert’s left arm and wrist are permanently bent and his lower left leg is permanently bent outwards and his foot twisted inwards. He sometimes has problems staying balanced. His speech is slurred and he has poor vision.

Gert has Cerebral Palsy and attends a regular school where he is a good pupil.

**Prashnee**

Prashnee was involved in a car accident when she was quite young and is paralysed below her waist. She really likes playing with her friends and hates to be left out of things. She uses a wheelchair to get about and only needs assistance on tricky or uneven ground.

Prashnee likes to join in sports with young people without disabilities and is also now getting involved in wheelchair sport.
Anthea
Anthea is a cheerful young woman who loves to play sport, especially sport played with a ball.
She is very affectionate and is easily upset if people are not friendly to her. Anthea’s general fitness levels are low and she tires easily.
Anthea sometimes takes more time to understand coaching instructions and might need an explanation in simple terms. She also has poor vision.

Thandi
Thandi is partially sighted a condition she has had since birth. She does have light perception and can make out shapes at a distance.
Thandi loves physical activity and is extremely active. She competes in running events. She is keen to participate in any sport.
Thandi attends a school for blind children where she is an achieving pupil. She hopes to go on to study at University.

Sipho
Sipho is a very competent young football player who plays the game almost every day.
He has learned to play football through watching others play and has not had access to coaching.
Sipho is deaf and finds it frustrating when he attends coaching sessions as he cannot hear the instruction and has to guess from what the others are doing, what it is he should be doing.
The causes of disability can be broadly classified into genetic or hereditary factors, biological (disease) factors and accidents. Some people are born with physical, sensory or intellectual impairments, whilst others develop these as a consequence of an illness and other as a consequence of trauma. The prevalence of disability is on the rise due to people living longer. Health conditions, natural disasters, conflicts, incidence of road traffic accidents and lifestyle factors such as diet and substance abuse all contribute to the prevalence of disability. In some cultures, people believe that disability is caused by witchcraft, that it is a punishment by god or that people with disabilities are cursed by some spirit. It is important to understand that disabilities always have natural causes and that the cultural myths surrounding disability are a major cause for the exclusion of disabled people.

Social Model of Disability

Our approach to the inclusion of people with disabilities in youth football is based on the social model of disability. The medical model which was predominant for a long time defines people with a disability by their health condition. Hence, in that context, disability is regarded as an individual problem. The social model regards disability as a social issue caused by the environment including policies, practices and attitudes of people.

The social model of disability considers ways of ‘changing the environment’. It encourages a differentiated and flexible approach and provides strategies and ideas that develop an inclusion mentality.

Barriers

There are a lot of unfounded stereotypes, incorrect assumptions, negative perceptions and prejudice directed towards people with disabilities. These create what we call social stigma, a general disapproval of people with disabilities on the grounds that they are different from other members of our communities. In many communities, social stigma around people with disabilities is deeply rooted.

Social stigma involving people with disabilities results in discriminatory practice and policies. These become barriers that stop people with disabilities achieving their full potential. Stigma causes some children to refuse to play with children with disabilities. It results in teachers failing to discover what a student with a disability can achieve. It leads to employers refusing to hire a person with a disability because they believe they will not be able to do the work as well as a person without a disability.

Social stigma not only denies people with disabilities opportunities they deserve and access to their rights, but also causes people with disabilities to question their own worth in society. People with disabilities may become reclusive, limiting their social contacts to close family and friends, for fear of the attitudes of others towards them. In some cultures it is not uncommon for people with disabilities to be considered as being cursed by some spirit.
Understanding Own Perceptions of Disability

Poverty becomes a barrier for people with disabilities as a lack of support services and poor infrastructure stops them from realising their full potential. People with disabilities may find it difficult to contribute to the household economically if they have not been able to access education and employment. If a lack of support services and infrastructure means a family member has to stay at home to care for a person with disabilities, this will also impact on the household's income.

Women with disabilities often experience increased discrimination on the basis of their gender and their disability. They may find access to education, community and rehabilitative services more difficult than even for men with disabilities. As a result of exclusion, women with disabilities may be less literate and may be less likely to be employed. Women with disabilities are also more likely to be victims of gender based violence, including sexual assault and rape.

Rights for People with Disabilities

The United Nations Convention on the Rights of Persons with Disabilities sets out in detail the rights of people with disabilities. The following general principles are included:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons.
- Non-discrimination.
- Full and effective participation and inclusion in society.

- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.
- Equality of opportunity.
- Accessibility.
Equality between men and women.

Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The following link can be used to access the full convention:


Article 30 of the convention addresses the rights of people with disabilities to participation in cultural life, recreation, leisure and sport.

People with disabilities have a right not to be discriminated against, to enjoy equal opportunities in all spheres of their life, and to be protected against exploitation and all treatment of an abusive or degrading nature.

People with disabilities are entitled to represent themselves on all matters affecting them.

People with disabilities have a right to mainstream education with personal assistance where necessary, appropriate assistive technology and specialised teaching. This signals an inclusive approach to accessing education where possible and suggests inclusive physical education and sport should be provided.

Children with disabilities have the right to be treated with respect and dignity and to be provided with equal opportunities to enable them to reach their full potential in life.

People with disabilities have a right to access football and to join with people without disabilities in recreational activities.

“For the community, participation by persons with disabilities in sport provides a means of deconstructing disabling images that portray persons with disabilities as passive, inactive and lacking capacities to participate in the wider life of the community. In breaking down stereotypes of disabilities, participation in sport helps build more inclusive communities and therefore greater social cooperation and cohesion.”

- Office of the High Commissioner for Human Rights
Participation in Sport

The United Nations Convention on the Rights of Persons with Disabilities states that persons with disabilities have the right to participate on an equal basis with others in recreational, leisure and sporting activities. We should in our communities be encouraging and promoting the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels.

In addition to the full inclusion of people with disabilities in mainstream sporting activities, persons with disabilities should have the opportunity to organise, develop and participate in disability-specific sporting and recreational activities. They should also be able to access training and resources on an equal basis with others, to enable them to develop their participation in sport as players, officials and administrators.

People with disabilities have the right to access sports and recreational facilities and children with disabilities should have equal access with other children to participation in play, recreation and leisure and sporting activities, including in the school.

Persons with disabilities should also have access to services from those involved in the organisation of recreation, leisure and sporting activities. This means that they have the right to access your services as a community youth football coach.

Consider what stopped Anthea and Vumisa participating as equals in the football tournament? Was it each of their disabilities or was it the environment they were asked to participate in? Were they enabled or disabled from playing by the other players in their team?
BARRIERS TO PARTICIPATION IN FOOTBALL

Coaches and teachers of football need to apply the social model of disability in their coaching / teaching practice if they are to be able to address barriers that might restrict a young person with disabilities from participating in the football sessions we organise.

The things that create barriers to young people with disabilities participating in football include attitudes, physical barriers, transport difficulties and communication issues.

There are many barriers that stop all youth from accessing football in their local communities. They can include:

- Local community youth football programmes do not encourage participation by youth with disabilities.
- Stigma and prejudice towards people with disabilities.
- Parents of youth with disabilities are over-protective and do not let their children attend football sessions as they worry they will be hurt, or bullied, or subjected to discrimination.

- Youth with disabilities do not know about inclusive football sessions or that they are welcome at these sessions.
- The places we organise football sessions are difficult for some people with disabilities to access.
- The coaches do not understand how to adapt their sessions and make them inclusive.
- Youth without disabilities feel that youth with disabilities get in the way of the activity and are a nuisance.

You can use Work Sheets 9 and 10 to list barriers to participation in football for people with disabilities and strategies you might adopt to address these barriers.
Understanding Own Perceptions of Disability

Attitudinal

Consider how a person’s attitude to people with disabilities can become a barrier to their participation in football.

If the coach / teacher

- sees a person with disabilities as being a health and safety risk;
- sees a person with disabilities as being too difficult to accommodate in the session;
- sees a person with disabilities as not having sufficient ability to take part in activities;
- lacks the confidence to work with people with disabilities;
- only sees the disability and not the person.

If other players / participants

- do not want to play with a person with disabilities:
  - because they hold us back;
  - because we don’t get to play proper football;
  - because they are embarrassed to be seen playing with them;
- ignore and fail to include players with disabilities.

If parents, guardians, assistants

- think it is dangerous for people with disabilities to play sport;
- fear the person with disabilities may be ridiculed;
- are embarrassed to be seen in public with a person with disabilities.

If the person with disabilities

- fears they will be judged negatively by others;
- is embarrassed to play football alongside people without disabilities;
- is not used to interacting with other people.
Physical Barriers

Consider how the physical environment could become a barrier to the participation in football of a person with disabilities.

Here are some general barriers associated with many sports facilities:

- There is no car parking for people with disabilities close to the venue;
- There are kerbs to negotiate and no ramps adjacent to stairs;
- There are no handrails to provide support;
- Pathways and passages are narrow and items obstruct the way;
- Doorways are narrow and doors are heavy;
- Low lighting levels and poor colour contrast on signs;
- There are revolving doors, doors with handles too high, doors made from glass;
- There are no toilets designed for people with disabilities;
- No accessible changing areas and the shower handles and heads are too high;
- The reception desk is too high;
- There is no access to drinking fountains or vending machines for people with disabilities;
- There are no rest areas near steps.
Understanding Own Perceptions of Disability

Here are some more specific barriers around the football playing area:

- Surface is too soft for wheelchair users;
- Surface is uneven;
- Area is too close to public road producing high levels of background noise;
- Sound system is pumping out high levels of noise;

- Indoor areas have background noise and poor acoustics;
- Poor lighting, strong lighting can affect visually impaired players;

Transport

Consider how transport could become a barrier to the participation in football of a person with disabilities.

- How easy is it for a person with disabilities to get from home to the practice ground?
- Does the person with disabilities have access to public or private transport?

- Public transport may not be accessible for all people with disabilities;
- Transport costs may be higher if the person with a disability needs to pay for private transport or needs to pay an additional fare for his or her assistant;
- People with disabilities may find access to information on public transport challenging - can they see / hear it?
- Public transport staff may not be trained to assist people with disabilities?
Communication

Consider how communication can become a barrier to the participation in football of a person with disabilities.

- Insensitive use of language may reinforce stereotypes and cause offence to people with disabilities;
- People with hearing impairments may not be able to hear instructions;
- Coaches or teachers may struggle with signing for people with hearing impairments;
- People with visual impairments may be unable to see demonstrations;
- Coaches or teachers may struggle to give verbal instructions;
- People with learning difficulties may not understand what the coach/teacher is asking them to do;
- People with emotional disabilities may find communicating with others difficult and feel insecure or unsafe.

ADDRESSING BARRIERS

The things that create barriers to young people with disabilities participating in football can be changed or overcome. Attitudes can be changed, physical barriers can be removed or mitigated, transport solutions can be found and we can learn to communicate effectively. By addressing the barriers that can make it difficult for young people with disabilities to access football we can make our sport fully inclusive.

You can use Work Sheets 9 and 10 to write down actions you can take to eradicate barriers to participation in football for people with disabilities.
LESSON 2

Understanding Own Perceptions of Disability

Attitudinal

Consider what you can do to change negative attitudes towards people with disabilities participating in football.

- What can you do as a coach to become more positive about young people with disabilities taking part in your sessions?
- What can you do to encourage your players without disabilities to include players with disabilities in your sessions?
- What can we do to encourage young people with disabilities to come play football at the sessions we organise?

- What can we do to reassure parents of young people with disabilities that they should let their children attend open football sessions?
- What can we do to promote inclusion of people with disabilities in football in our communities?

Physical Barriers

Consider how the physical environment can be changed to ensure persons with disabilities can access football sessions:

- Is it necessary to speak to the local government officials to make changes to the physical environment to enable access or safe participation?
- Can you as a coach make some changes to the environment that enables young people with disabilities to participate in the sport?

- Is it possible to arrange practices at an alternative venue that has better access and facilities for people with disabilities?
Transport

Consider how the issue of transport can be addressed so that it does not become a barrier to the participation in football of a person with disabilities.

- Is it possible to work closely with organisations with people with disabilities to see if they can help provide transport?
- Can sessions be held at an alternative venue to which young people with disabilities have transport, i.e. holding open sessions at their schools?

Communication

Consider how we can learn how to communicate in order to include everyone in our football sessions.

- Can we adopt appropriate language when speaking to and about people with disabilities and can we teach others including young players without disabilities to do the same?
- Can we learn signs and new methods of communicating when working with people with hearing impairments?
- Can we use our voices to communicate effectively with people with visual impairments playing on the football field?
IDEAS FOR RESPECTFUL COMMUNICATION

Mentioned below you find some ideas on how to change your communication style. While practicing those you have to keep in mind that preferences for certain communication styles lie with the communication partner and can change accordingly.

**General**

- When talking to a wheelchair user, try to talk to them at eye level but avoid leaning on their wheelchair;

- Do offer assistance, but wait until it is accepted and provide assistance in the way the person asks. Don’t be offended if the person declines your assistance;

- Don’t make assumptions about the person;

- Treat people with disabilities as individuals and treat adults as adults;

- Talk directly to the person with disabilities and not the person supporting them;

- Most disabled people don’t need help. If you’re not sure, ask them.

**Communicating with people with hearing impairments.**

- Don’t shout at people with hearing impairments, position yourself in their vision, and attract their attention with a light touch or a wave if you need to.
Understanding Own Perceptions of Disability

- Ask how a person wants to communicate - they may wish to lip-read, for example;
- Lip-reading is tiring and not totally reliable; speak slowly and clearly; try and provide emphasis with gestures and facial expressions; face the light, and don’t cover your mouth;
- People with hearing impairments may use a Sign Language;
- If a person with a hearing impairment can read and write, it can help to communicate more difficult concepts with written notes.
- Be patient with people with speech impairment; don’t correct them; don’t finish their sentences; if you don’t understand, don’t pretend you do, so do ask them to repeat if necessary, and tell them what you have understood.

Communicating with people with visual impairments
- Introduce yourself to a visually impaired person and introduce other people who are there, and say where they are;
- Ask a person if you can guide them by letting them take your arm; ask them if they wish to be warned about steps, doors and other obstacles;
- Say clearly where their seat is, or place their hand on its back or arm
- You can use a common saying like ‘see you tomorrow’ with a visually impaired person;
- Remember that a visually impaired person may miss your gestures or facial expressions and so may not respond as you expect, this may indicate that you have not effectively communicated your message.

Communicating with people with intellectual impairments
- When communicating with an adult with an intellectual impairment, don’t treat them as if they are a child, treat them as an adult.
- When giving instructions, give them one at a time as the person might be overwhelmed by too many instructions given at once.
- When eliciting feedback provide time for player to explain themselves and allow them to show or demonstrate what they mean.
Use of Language

Using appropriate language is polite and promotes inclusion; using inappropriate language causes offence. Here are some guidelines on language:

- Use the term “person or people with disabilities” as opposed to terms such as “the disabled”. Avoid euphemisms such as “intellectually challenged” or “differently abled”. Most people with disabilities do not like them. It is better to say “person with a disability”.

- Put the person not the disability first, i.e. “people with disabilities”, “a person with a hearing impairment”.

- When necessary, refer to a person as having a (specified) disability. For example “has cerebral palsy”. Phrases such as “suffers from”, “stricken with” or “victim of” should not be used. People with disabilities do not necessarily suffer, nor do they wish to be seen as victims.

- Avoid using medical terms such as ‘quadriplegic’ when describing a person as these do not reflect people’s abilities.

- Avoid expressions that imply restriction, such as “wheelchair-bound”. A wheelchair is an aid to mobility. It is better to say “uses a wheelchair” or “is a wheelchair user”.

- Refer to “people without disabilities” rather than “normal” or “able-bodied” people. These terms imply people with disabilities are “abnormal” or “have no ability”.

- Do not refer to people with disabilities being ‘special’, ‘brave’, ‘afflicted’, ‘victims,’ or ‘tragic’, or that they ‘suffer’ from disability.

- Do not refer to people with mental health problems as being ‘mad’, ‘looneys’ or similar derogatory terms.

- Do not refer to people with learning difficulties as being ‘retarded’, ‘backward’, or ‘mentally handicapped’.

- If you are unsure whether you are behaving appropriately or using the right language, ask.

Don’t worry about mistakes, but do be aware of the issue - if in doubt, ask the person for advice.
Working with Assistants

Persons with disabilities may be supported by a family member, friend or assistants. A support person might provide help to the person with disabilities around communication, transport and a range of other practical tasks.

In some cases a person with disabilities might be supported by a dog including guide dogs for those with visual impairments, but also hearing dogs and support dogs.

- When you want to know something about a person with disabilities, you should first ask that person not their support person.
- Make sure you look at the person with disabilities when they are speaking to you, even if they are using an interpreter to communicate with you.
- Don’t pet working dogs - they are working.