The YDF Coach Manual explains the benefits of football for the health of young people and the importance for coaches to do regular health checkups with players in their care. See Section General Demands, p. 177-191. The YDF Short Module on HIV/AIDS gives many ideas of how to use football for Awareness, Prevention and Treatment of HIV/AIDS.

The topic of football and health has gender specific aspects. It is important to recognise that female and male players may be affected by specific health aspects differently, or may have different needs, e.g. in regard to hygiene (menstruation), nutrition (eating patterns, beauty ideals), or sexual activity (teenage pregnancies).

At the same time it is even more important to recognise that there are many myths around the female and male bodies, their differences and what these differences mean for girls’ and women’s participation in football. Coaches have the responsibility to reflect on their own attitudes towards the female and male body and their respective abilities to be a good football player.

Physical characteristics of the female and male body - do they matter in football?

Children up to 12 years:

There are no significant differences in the female and male body that impact on the ability to play football up to the age of 12 years. Individual differences in fitness, mobility and ability to learn new things are greater than those between gender. However, many girls start playing football at a rather late age, while many boys start playing football as soon as they can walk. The unequal exposure to football is therefore the main reason for different performance levels between boys and girls under the age of 12.

Youths between 13 and 20 years

Approx. from the age of 12 years the female and male body develop differently - they are affected by puberty in different ways. Greater physical differences may be expected between boys and girls with boys usually being stronger and faster than girls. Coaches have the responsibility to use coaching techniques that help to deal with such differences so that boys and girls learn to respect each other’s strengths and weaknesses without reinforcing stereotypes.

Parents may support girls’ participation less in mixed football teams from the age of puberty and it is important that the coach responds to the concerns of parents.
Injuries

Many believe that girls are more likely to injure themselves. Injuries happen more often when somebody is unfit or has not properly done the warm up. It is not possible to say that female players injure themselves more often because their bodies are generally weaker. Injuries may however happen if girls play with boys who are much stronger and faster - it is important that the coach teaches respect and fair play principles so players do not hurt each other.

In professional football there are more injuries in men's competitions than in women's competitions. This may have to do with men playing more aggressively and with higher speed, but in men's competitions injuries are often used for tactical reasons - more than in women's competitions. Injuries of women are, however, more severe, they take longer to heal and they occur in particular in the ligaments of knee and ankle and around the head. There is very little information available on the topic, and more research has to be done about gender specific injuries, in particular in children.

![Image of a dog doing warm up exercises]

It is important that male coaches are sensitised to boundaries they may need to respect when checking up or treating injuries of players. A female player may not feel comfortable to being touched on the injured body part by a male coach, and a male player may not feel comfortable to being touched by a female coach, especially when the injury happens around private parts of the body. Get assistance from a player that is a friend of the injured player to help with checking and treating the injury. A male coach can also ask a female player to take a course in First Aid, and a female coach can ask a male player to do so. If you work with assistant coaches, make sure that there is always a male and a female coach in the team.

Sexual Violence

Sexual violence such as sexual harassment, assault and rape are a common reality in many countries around the world, especially in South Africa.

We usually believe that sexual violence affects mainly women and girls with males being the offenders. While this is largely true, coaches should be aware that also many boys and men can be victims of sexual violence. The participation in football can help prevent young people to become offenders of sexual violence. It can also help victims of sexual violence to cope with their experience and to heal some of the wounds. However, in cases of serious abuse coaches have the responsibility to refer players to an organisation or institution that can provide professional support. (see YDF Coach Manual for Violence Prevention, Lesson 7.5).

The topic of violence and the roles and responsibilities of coaches to support victims of violence and to help prevent violence is further discussed in the YDF Coach Manual for Violence Prevention. Please refer to this manual if you feel that coaches and players in your organisation or community should be educated on this topic.
Health Benefits

Girls and women gain as many health benefits from playing football as boys and men. The importance of good nutrition, physical exercise in fresh air and absence of risky behavior for good health and good performance can help players be healthier and make informed decisions about their lifestyles both on and off the field.

Depending on the social and cultural context male and female players may be affected in different ways by health aspects or may have specific needs:

- **Hygiene**

  Menstruation - female players may find it difficult to practice during menstruation. The coach may advise on different hygiene options that allow practicing on such days. In many cultures female players would find it inappropriate to talk to a male coach about this.

- **Clothing**

  Some cultures may find it inappropriate for female players to wear shorts or disclose body parts (e.g., no head scarf). The coach needs to accommodate these concerns.

- **Sexuality**

  The involvement in football can help players to delay the start of becoming sexually active, and to be able to make more informed choices about sexual partners. It can also change the way female and male players experience their sexuality and their bodies. Many young women may see their bodies rather as a sexual and reproductive asset to men, with the false belief to be frail, rather than a source of power and strength. For them, participation in football may change this view of their bodies and can help them to discover new strengths and talents beyond those of traditional gender roles. Boys and young men’s participation in football may rather confirm or enhance gender expectations around sexual behaviour rather than challenge them.

- **Nutrition**

  Unhealthy eating patterns and malnutrition may be different amongst male and female players - in many poor families daughters receive less food than sons; females more than males suffer from eating disorders.
Using Football Exercises regarding the Topic

The Life Skills listed below will be focused on in this lesson. They are incorporated into the Football Exercises on the following pages.

Types of Equipment useful for these Exercises

- Pitch
- Footballs
- Cones
- Differently coloured/marked Cones
- Goals
- Markers
- Whistle
- Watch / Stopwatch
Exercise 1
Understanding the physical characteristics of boys and girls better

“Awareness”

“Ball Control”
- Pair players, according to their gender. Female with male.
- Player A throws a ball at player B to control and pass back.
- Emphasis should be on controlling the ball using the chest.

Tip
Observe the difference between how females or males receive the ball especially the higher balls—like chest control.
Discuss differences between individuals. Why are some girls afraid and others not?
Those that can’t use the chest should either use their thigh to control or be the “thrower”.

Helpful Hints

Boys Team
Encourage boys to watch women’s or girls league games, national women’s team games. Male players will see for themselves that female players can chest or head a ball and may have many other technical skills.

Mixed Teams
Do not only highlight the differences between female and male players, but also the commonalities. Especially when working with children under 12 years, the differences between individual players because of body height and strength, fitness level and experience are more significant than those between the sexes.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
Exercise 1
Understanding the physical characteristics of boys and girls better

PERSEVERENCE / DISCIPLINE

"Control and Speed"

- Divide into 2 teams.
- Set up cones for players to dribble in between.
- 1 player from each team dribbles through the cones as quick as they can and pass to the next player after the last cone.

TiP

This exercise works in teams with players being older than 12 years.
In U12 teams individual differences are greater than gender differences.

- Being able to dribble is a technical skill that needs practice and experience. Differences in skills levels are often greater between individuals than between male and female players. Discuss this with players.

Observe the different tempos between male and female players. Explain the difference using other sports as well, i.e. The fastest male in the world is faster than the fastest female in the world.

Make players aware of the differences between individuals of the same sex even in boys only teams.

Include in training session:  WARM UP   MAIN PART   CONCLUSION   COOLING DOWN

4 - Gender Specific Physical Characteristics and Related Health Issues
Exercise 2
Integrate new players into the team

**HAPPINESS / PRIDE**

**“Dribbling I”**
- Divide the players into 2 teams (newcomers and regulars).
- The regulars each get a ball and dribbles inside a grid.
- Newcomers chase after them and try to catch/touch them.
- Players must count how many times they touched someone.

**Pointer**
- Create a safe zone for those dribbling the ball. 2x2 metres square in the middle of the grid.

**Tip**
- Change roles, let the regulars chase the newcomers still dribbling the ball.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

**“Dribbling II”**
- Every player gets a ball.
- They must dribble through the cones at their own pace and take a shot at goal at the end.
- Too little balls? Have the goalkeeper pass the ball to the player next in line instead of each player having a ball.

**Tip**
- Shorter shooting distance and bigger distance between the cones for beginners and no keeper in the beginning until they get used to the exercise.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
Exercise 2
Integrate new players into the team

EMPOWERMENT

“Mini-match”
- Divide teams into 2 balanced groups mixing the regulars with the newcomers.
- Play a mini match with rules i.e. regulars are allowed to only control and pass (2 touches) and newcomers can have as many touches as possible.
- Progress to “only newcomers can score” for a period of time.
- Progress to “for every goal scored by a newcomer, it counts for 2”

Include in training session: WARM UP  MAIN PART  CONCLUSION  COOLING DOWN

TiP
Cool down and discuss, giving both sides a chance to express how they felt.
Lesson 4

Exercise 3
Dealing with different skills levels of players

**EMPOWERMENT / TRUST**

**Tip**
Begin with the shorter distance and increase as they get used to it.

**“Passing”**
- Pair the players according to stronger and less experienced.
- Let the stronger who brought the less experienced show them how to pass.
- Join groups together should there be too little balls.
- Encourage stronger players to give feedback and encouragement to less experienced players.
- With this exercise you can develop technical skills of both stronger and less experienced players and leadership, teaching and communication skills of stronger players.

**Variations**
- Change around players and introduce more passing games, moving from easy to hard.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

**EMPOWERMENT**

**“Passing the gate / border”**
- Half the players line up in one field, the other half lines up in the opposite field.
- Each player has a ball.
- On command all players run to the opposite side, taking care not to hit any of the other players.
- “Ladies first!”
- Initially the exercises will be easy, e.g. dribbling only with the stronger foot. Then the difficulty will be increased, e.g. dribbling with the weaker foot or swinging between both feet.
- You have to orientate not to hit anyone!

**Variations**
- Start a competition! TEAM MESSI vs. TEAM MARTA.
- Which team gets to the other first. The last player reaching the field counts.
- Every player gets a number (1 - 6 in both fields)!
- On command (one number, two numbers, three numbers etc.) the players with the called number try to reach the field on the other side, the team how reaches the field first wins.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
Exercise 3
Dealing with different skills levels of players

PERSEVERENCE / AWARENESS

Shooting-Contest
- The players start from the starting-cone and dribble towards the goal.
- Boys have to shoot from their shooting-zone (16m) and girls from a lower distance (12m). You have to adapt the distance on the training-level of your group.
- Always train you weaker foot as well.
- Start a contest: girls against boys!

When you have strong female players in your team, group them with the boys so they can develop their skills according to their performance level.

EMPOWERMENT

5-on-5 + 1 female impartial player
- 2 teams - each with a goal + goalkeeper
- The female player plays in the team which has the ball.

Generally, a 30mx40m pitch is used. This time, however, a smaller pitch will be chosen to strengthen the female players.

Often female players have a better technique but have a disadvantage when competing with boys because of their generally weaker body strengths and athletics. Playing on a smaller pitch gives them a fair advantage.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
Exercise 3
Dealing with different skills levels of players

Never underestimate the importance of good stability exercises - like those shown below.

**Strengthening the chest - Push-Ups - First level**
- Take the starting-position as shown on the photo (Knee down and support yourself on slightly bent arms). Place your hands on the floor and straighten your arms. Lean only on your hands legs.
- Bend your arms and lower your body (upper part) until your head is a couple of inches from the floor.
- Then straighten your arms until you are in the starting position.
- Try to use the full range of movement - not only half way!
- Don’t do it too fast!

**Strengthening the chest - Push-Ups - Second level**
- Take the same starting-position as in the first exercise, but move your legs up / off the floor.
- Then, start to move your chest down to the floor again.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
Exercise 3
Dealing with different skills levels of players

Strengthening the chest - Push-Ups - Third level

- Take the push-up starting-position: Place your hands on the floor and straighten your arms. Lean only on your hands and toes, while keeping your body in a straight line.
- Bend your arms and lower your body until your head is a couple of inches from the floor.
- Then straighten your arms until you are in the starting position.
- Girls: 10 repetitions.
- Boys: 15 repetitions.
- Team-Competition: GIRLS against BOYS - as many as you can do + add the repetitions.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
In Lesson 1 it was shown that protecting children’s rights is one of the roles and responsibilities of a YDF coach.

Football offers opportunities to promote women’s and children’s rights in two ways:

- Football programmes offered on a grassroots level play an important role in providing opportunities for children to play. It is important that coaches understand that both male and female players enjoy the same right to play football, and that coaches are aware of children’s and women’s rights as human rights.

- The game of football is governed by rules that shall ensure that both competing parties have the same opportunities. These rules give both rights and responsibilities to players. By learning to play the game of football, players learn to act as responsible players who respect the rights of other players. The learning experience is crucial for many life situations and the coach has a possibility to help players transfer the lessons learned in football to other life situations.

**The Protection of Women’s Rights in South Africa**

Gender equality has always been a core value of the struggle for a democratic South Africa. The promotion of gender equality was adopted by the new government elected in 1994 and has been enshrined in the 1996 Constitution of South Africa. South Africa’s government has also signed a number of binding international treaties, and approved important policies and legislative frameworks, which commit the government to promoting gender equality and addressing gender based violence and other forms of gender inequalities.

These treaties and policy frameworks include for example:

- the Convention to End All Forms of Discrimination Against Women (CEDAW)
- the National Policy Framework for Women’s Empowerment and Gender Equality (2002)

It is important to highlight that all these policies promote women’s rights as human rights. In other words, policies to promote women’s rights have been developed to ensure that human rights apply to all human beings regardless their gender.
Human Rights Violations against Women and Children

Despite South Africa's very progressive legislation concerning women's rights, South Africa experiences the world’s highest levels of sexual and domestic violence - human right violations against women. Research conducted by the Medical Research Council in 2004 shows that “a woman is killed by her intimate partner in South Africa every six hours (Sonke Gender Justice Network 2007; South Africa, Country Report).

Common Human Right Violations against women and children in African countries include:

- Sexual and domestic violence such as sexual harassment, sexual and/or physical assault and rape.
- Female circumcision.
- Forced prostitution of young girls in order to contribute to the household income.
- Early and arranged marriages.
- Denial of access to education.
- Denial of access to play (football).

Useful websites to get more information on human rights (violations) against women and children in various African countries:

- Amnesty International: www.amnesty.org
- Gender Links: www.genderlinks.org.za/
- For a directory of services addressing gender based violence in various South African provinces and communities see Centre for the Study of Violence and Reconciliation: www.csvr.org.za/wits/gender/directory/index.html
Common human and women’s rights violations in football

- Coaches shouting at players and humiliating them.

- Coaches neglecting players and not ensuring equal playing time.

- Coaches sexually harassing players or getting sexually involved with players.*

- Players sexually harassing other players.

- Players shouting at or humiliating other players.

* This may be contested by coaches: Please note that a coach should never get sexually involved with a player, because there is a relationship of power between the coach and a player. In South Africa is a criminal offence, if an adult gets sexually involved with a minor.
Rights and Responsibilities

Not only the government, but also individuals have the responsibility to ensure the protection of human rights. For every right that a person has there is a responsibility that is connected to that right. For example, you have a right to freedom of expression, but a responsibility not to tell lies about someone else. There is a general responsibility to respect and be tolerant of other peoples’ rights. These are examples of some rights and responsibilities:

- **The right to be equal (before the law)**
  
  Your duty:
  - to respect other people even if they are different to you, and to accept that they are equal to you.

- **Right to education**
  
  Your duty:
  - to study hard and attend school.

- **The right to life**
  
  Your duty:
  - not to hurt someone so as to threaten their life.
  - not to buy products from countries or companies where child labour is common.

- **Right to freedom and security of the person**
  
  Your duty:
  - not to abuse players, family members, friends or anyone else.

- **Right of access to health care, food, water, social security**
  
  Your duty:
  - to eat and drink properly and to not abuse drugs.
  - not to pollute rivers that people are using for drinking water.

- **Right to a clean environment**
  
  Your duty:
  - not to throw rubbish on the playing field or anywhere else.
  - to throw household litter in a proper place away from people’s homes.
  - Recycle!
In football you may need to discuss the following rights and responsibilities concerning players:

**Right to privacy**

Your duty:
- To knock on someone’s door before entering their home or changing rooms.

**The right to play**

Your duty:
- To attend practice sessions and matches.
- To make 100% use of playing time (do not fool around and waste time).
- To respect other children’s rights to play.

**The right to resources (balls or other football equipment)**

Your duty:
- To treat equipment with care and maintain it.
- Not to steal equipment

**The right to fair treatment (not be abused / fouled)**

Your duty:
- To not abuse or foul other players.
- To treat others fair.

**Other rights and responsibilities**
Responsibilities and opportunities for the coach to promote and protect children’s and women’s rights in and through football

Coaches may find that some of their players are victims of human right violations. As mentors and leaders of young people coaches have the following responsibilities and opportunities to promote and protect women’s rights in and through football:

- The coach shall be fully aware of and respect women’s and children’s rights and express this in all his/her actions and words (see Exercise 1 in this lesson, as well as lesson on developing a code of conduct for coaches in Lesson 6.2.1).

- The coach shall use football to raise awareness of women’s and children’s rights (see pages 56 - 70 in this lesson).

- The coach shall teach his/her players to respect women’s and children’s rights and how they can reflect this in their own behaviour off and on the playing field.

- The coach shall teach his/her players about the responsibilities that are linked to their rights - see Exercises 2 in this lesson.

- The coach shall identify children whose rights have been violated and is able to refer them to an appropriate support structure (see Lesson 6.3.1).

- The coach shall act upon situations where other coaches violate women’s and children’s rights.

Ensuring the right to play for all players

To allow for equal opportunities for girls and women in football it sometimes may be necessary to treat male and female players differently. This could take the form of introducing rules in tournaments such as giving double points when a female player scores a goal. Such rule aims at addressing discriminatory behaviour of male players such as not including female players in the game.

This unequal treatment may be seen as unfair by some players, and it needs to be well negotiated. Such a tool should not be overused as it may also reinforce stereotypes such as that female players are indeed bad players and they need preferential treatment to survive in the game.
Tips for coaches to ensure that children's and women's rights are respected in their football programmes:

- Ensure that conditions are the same for female and male football players and teams.

- Female and male teams have equal access to sports field/practice time.

- Female and male teams have access to the same resources (e.g. balls, cones etc).

- Female and male teams get prizes if the same value at tournaments.

- In mixed teams: female and male players get equal amount of practice and playing time, and are equally involved in special tasks, and leadership roles.
Using Football Exercises regarding the Topic

The Life Skills listed below will be focused on in this lesson. They are incorporated into the Football Exercises on the following pages.

Types of Equipment useful for these Exercises

- Pitch
- Footballs
- Cones
- Differently coloured/ marked Cones
- Goals
- Markers
- Whistle
- Watch / Stopwatch
Exercise 1
Fair Play Games

“Make and Accept Rules”
- Divide players into 2 equally balanced teams.
- They must agree on the game rules. Coach facilitates the discussion.
- Let them play normally but without a referee.
- Observe how they handle the fouls and unlawful behaviour. Intervene if you notice a player or team trying to “cheat”.

Tip
It is suggested to run all activities in or around Human Rights Day (21 March), National Women’s Day (8 August), International Women’s Day (8 March), or during other days that are dedicated to raise awareness for Children’s and Women’s Rights (violations). However, these activities can be run throughout the training season.

Add simple rules to encourage team work and fair play, i.e. If one team scores, all players from both teams celebrate.

In mixed teams:
If you observe that female players are not integrated into the team and have no ball contact, introduce rules that encourage their integration: e.g., double score for goals shot by female players; or at least 2 passes to female players before a goal shot.
Exercise 2
Every Right comes with a Responsibility

RIGHTS & RESPONSIBILITIES

“Clearing the Field”
- The strikers (blue) pass the ball around, trying to get into a good position to shoot the ball onto the target (the rubbish bin in the middle of the pitch).
- The defender (red) tries to prevent the strikers from hitting the rubbish bin.
- After the rubbish bin was struck by the ball, another player will replace the defender and try to prevent the rubbish bin from being hit.

Variations
- The strikers only have one minute to try to score a hit on the rubbish bin.

Ensure that the rubbish that was in the bins being used in these exercises was thrown into another bin and not just emptied on the ground somewhere!

In mixed teams
- make sure that both male and female players take an equal share in cleaning up the field.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
Exercise 3
How to show respect?

Transfer Game
- Mark a pitch of 15m x 25m with two goals with goalkeepers.
- Divide the players into two teams.
- The teams play 5-on-5 against the goals with goalkeepers.
- After a certain amount of time, or an event such as a goal, the coach must shuffle the teams.

Pointers
- Let the players play without rules and regulations.
- Every player may only be "transferred" once.
- The players discuss transfers within the team. The coach can give advice.

Girls and boys have the same right to play football.
Girls and boys share the same responsibilities while being part of a football team.

Tip
Also encourage players to call one another by the names they prefer when calling for the ball or else it is a foul, e.g. "Thandi's ball" - shouting "my ball" is against the rules.
Exercise 3
How to show respect?

RESPECT

Football Game with own Rules
- Two or four teams.
- Play without referee.
- The teams have to decide on the rules for the game before kick-off (Communication!), e.g. throw-in/kick-in, fixed goalkeeper/flying goalkeeper, corner kick/three corners = one penalty, etc.
- Both teams have to agree on a Fair-Play-Rule (e.g. no foul play, congratulate your opponent on a successful goal, publicly praise positive action of the own team, etc.).
- Both teams decide on an arbitrator each, who in critical situations (e.g. foul/no foul) together try to find a solution to the problem.
- Play according to the previously agreed on rules.
- The game time should be 10-15 minutes.
- Additional to every goal, reward every fair play action with a further goal. The two arbitrators decide if the fair play action should be rewarded or not. Winner is the team with the most goals at the final whistle.

Variations
- Play a further round, but first shuffle the teams.
- If there are more teams, play a tournament.

Helpful Hints

Other tips for coaches to ensure that children’s and women’s rights are respected in their football programmes:

Ensure that conditions are the same for female and male football:
- Female and male teams have equal access to sports field/practice time.
- Female and male teams have access to the same resources (e.g. balls, cones etc).
- Female and male teams get the prizes of same value at tournaments.
- In mixed teams: female and male players get equal amount of practice and playing time, and are equally involved in special tasks, and leadership roles.
Exercise 4
Small Tournament

“4-ON-4” TOURNAMENT

“Scoring for Human Rights”
- Arrange the playing ground with goals and boundary markers, so you have as many pitches as necessary. All teams are supposed to play at the same time.
- Give each pitch a name such as Pitch A, B, C etc. Prepare bibs for each pitch and leave them on the pitch.
- Pitch approx. 40m x 20m, mark boundaries with e.g. cones.
- Goals approx. 4m broad, mark with cones or poles.
- Draw lots for pairs of two players. In mixed teams each pair should have a male and a female player.
- Ask pairs to give themselves a name that is either a “Human Right. Children’s or Women’s Right”, or a responsibility that comes with this right. Examples for names could be “The Basic Education Warriors”, “The Guardians of Fair Treatment”, “The Fair Play Lions” etc.
- Enter names of teams in the tournament schedule. This should be on A3 or A2 size paper or board, so everyone can see it clearly.
- Then all the players go to their allotted pitches and the selected teams put on their bibs. When all teams are ready, the whistle for kick-off for the first round follows. Immediately after every game, the bibs have to be returned to the same spot where they were before the game. Then all the players return to the match official and inform him of their score.
- The organiser enters the scores and the earned points of the team onto the match schedule. In the meantime the players inform themselves from the list of participants on which pitch they will be playing the next round and go there. This all takes place during an interval of approx. 5 minutes. The whistle for kick-off of the next round will be as soon as all teams are ready.

“Evaluation Sheet”
Tournament Sheets 42

“Playing Schedule”
Tournament Sheets 45

- Each round of play can be 5 to 10 min. Use shorter playing times if there are many players that are less fit, and if you have many teams. There is no half-time, but 3-5 min intervals between each round, so players can check on which pitch they play next.
- The game is played without referee, without a goal keeper and with no offside rule.
- All players of a winning team receive 10 points plus one point for every scored goal. With a draw every player receives 5 points plus the goal points. The players of a losing team receive only the goal points. Winner of the tournament is the player with the most points (on the participant list add the points of every player horizontally). Therefore, there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of the teammates ensure that hardly a player needs to leave the tournament without having an experience of success through having won a match.
- After the final whistle, the participants bring back all the field equipment.
- The coach / organiser works out the final score and identifies the winning team and winning “Human Right” or “Responsibility”. Discuss with all players how they can ensure that this human right or responsibility is respected in their team, league or community.
There are possible rules. Let the players participate - they can also create and agree on their own rules before the beginning of a round.

If you observe that female players do not get a chance to play, you can introduce rules such as "only females can score" or "if a female scores a goal counts double".

Pairing male and female players in this tournament can also help to form positive relationships between them.

It is suggested to run all activities in or around Human Rights Day (21 March), National Women's Day (8 August), International Women's Day (8 March), or during other days that are dedicated to raise awareness for Children's and Women's Rights (violations).

Such small tournaments are great for community tournaments where you reach out to a large number of youths as well as other community stakeholders.

For more information on how and when to organize such tournaments see Lesson 6.2.4 and Lesson 6.3.3. In the YDF Manual for Coaches and the YDF Manual for Sports Event Management you will also find more explanations and ideas for tournament set ups.
Lessons 1 - 5 of this tool kit look at different aspects that may be the reason for unequal participation from girls and boys in football. In these lessons coaches were encouraged to critically reflect on their own, beliefs, perceptions and attitudes about girls' participation in football. Lessons 2 - 5 also provide coaches with ideas and tools to deal with beliefs and some of the realities in order to promote equal participation and opportunities for female and male players. The suggested football exercises can be used in any football practice session either as warm up, main part or cooling down exercise. In Lesson 7 coaches find ideas how to design a complete practice session to raise awareness for, or to address, gender issues that they face in their teams.

In addition, Lesson 6 provides coaches as well as programme coordinators with additional ideas of how to promote gender equality in their teams, programmes, leagues and even communities and at different levels of programme design and implementation. We suggest that coaches discuss these opportunities with programme coordinators and managers.

**Opportunities at Individual Player Level**

- A code of conduct for players, teams and leagues (Lesson 6.1.1).
- Addressing barriers to female players’ participation in football (Lesson 6.1.2).
- Encouraging female players to take leadership positions in football (Lesson 6.1.3).

- Encouraging transfer of skills to other life situations (Lesson 6.1.4).

**Opportunities at League Level**

- A code of conduct for the league (Lesson 6.2.1).
- Increasing the number of female coaches in your league (Lesson 6.2.2)
- Advocating for gender awareness in football programmes and league structures (Lesson 6.2.3).
- Special events and tournaments to promote female participation and awareness of women’s and children’s rights (Lesson 6.2.4).
Opportunities at Community Level

△ Building community partnerships with other community organisations, schools, clubs or government departments (Lesson 6.3.1).

△ Advocating for gender awareness amongst other community structures (Lesson 6.3.2).

△ Tournaments promoting gender equality amongst other community structures.

△ Special events and tournaments for marketing communities.
Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

A code of conduct is an effective tool to promote gender sensitive behaviour amongst players in your team. It is also a very useful tool to create a common understanding of what “gender equality” and “gender sensitive behaviour” means. It is very likely that as many players as coaches have in their teams, as many different ideas they may find about acceptable and unacceptable behaviour in regard to promoting gender equality. What may seem normal or acceptable to one, may be unacceptable, intimidating, or even painful to others. The code of conduct gives the coach and players alike the opportunity to intervene and immediately act upon behaviour of players that is unfair or that discriminates either female or male players.

Codes of conduct have the purpose of setting standards and values for the behaviour of people in a certain context and/or to anticipate or prevent specific types of behaviour. A code of conduct also has the purpose of guiding people in what is acceptable and unacceptable behaviour.

The most effective way to establish a code of conduct is to develop it in a group exercise with all players of a team, rather than giving them a set of rules. The power of a code of conduct lies in the process to develop it - rather than the end product, allowing ownership amongst players.

Coaches should follow below steps to develop a code of conduct:

**STEP 1: Complain about Reality**

As part of this step you brainstorm unacceptable behaviour that coaches and players have observed and found disturbing and needs to be banned from players, coaches, the team or league. As a facilitator you should collect all complaints / unacceptable behaviour on a flipchart.

Purpose:

The purpose of this first step is to assess the views of everyone involved; it shall help to create an understanding of what all involved parties define and have observed as unacceptable behaviour amongst coaches and players. This phase is a brainstorming session, which means this session is not so much about analysing problems, but rather about creating create an overview of perceived problems. This step may also serve to give players, coaches and other educators the opportunity to voice their frustrations. (E.g. about violent behaviour of players or other coaches in the past season).

As part of this step ensure the following:

- As coaches come up with examples of unacceptable behaviour make sure that everyone understands why this type of behaviour is unacceptable.
- Make sure that everyone has a say in this process.
Examples for a list of Un-acceptable behaviour blacklisted by your team

- Insulting, threatening or physically fighting with other players.
- Gossip and foul speech.
- Fouls and other forms of intimidation on the playing field.
- Fighting with or insulting the referee or the coach.
- Stealing.
- Use of weapons.
- Drug abuse.
- Abuse of girls, women and children.
- Malicious destruction of material.
- Not informing the coach about absence from practice sessions or games.
- Being late for practice sessions and games.
As part of this second step everyone is encouraged to look at the list of unacceptable behaviours and to come up with creative ideas of the perfectly acceptable types of behaviour of players / coaches and other educators. As a facilitator you should collect all ideas / dreams on a flipchart.

Purpose:

The purpose of this step is to brainstorm ideas and to create a deeper understanding amongst involved parties about the way they envision coaches / educators or players to behave.

As part of this step ensure the following:

- Ensure that everyone understands the purpose of this step as a brainstorming and dreaming session
- Encourage that wishes are phrased as “It would be great if...” so it is clear that we are talking about the perfect world at this stage
- Discourage comments “this is impossible, unrealistic etc...”
Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

STEP 3 Planning for Implementation

As part of this 3rd step the actual code of conduct is created. It combines the type of behaviour that players and coaches have defined as unacceptable in step 1 with the behaviour defined as desirable in Step 2. As part of this step you need to evaluate which behaviour can be influenced and you may need to identify certain types of behaviour that coaches or players cannot influence. It may be helpful to cluster and prioritise some of the behaviours so you can get to a manageable size.

Purpose:

The purpose of this third step is to evaluate what type of behaviour can be influenced by coaches and players and to create a common understanding for the type of behaviour that all involved parties are willing to accept as a code of conduct.

As part of this step ensure the following:

- Encourage everyone to be realistic about what can be implemented.
- When developing the code of conduct encourage a language that expresses the responsibility of the individual for his/her own behaviour, e.g. “I will be on time for practice session”; “I will respect the property of other players”; “I will NOT shout at other players nor the coach”...
- Make sure that everyone agrees with the code of conduct and accepts it as guidance for his/her own behaviour.
- Agree on how to monitor and enforce the code of conduct. For example: Print the code of conduct and make a copy for all players, have a copy with you at all practice sessions; pin it at your club’s notice board; agree with players what happens when someone breaks the code of conduct, and make sure that this is enforced at all times.
- Optional: ask all involved parties to sign a pledge where they will commit to the code of conduct.
Example for a Code of Conduct for your team

**Code of Conduct**

- I will not insult or threaten or physically fight with anyone on and off the playing field.
- I will calm myself and others down when we are upset about a foul or a referee's decision.
- I will not gossip and not allow foul speech.
- I will respect the decisions of the coach and the referee.
- I will keep our team a drug and weapon free zone.
- I will show respect towards our opponents.
- I will welcome our opponents before the game by shaking hands, and will encourage my team mates to do so as well.
- I will apologize following a foul.
- I will show respect for girls and women.
- I will show respect for people from other cultural and social backgrounds or for people with another sexual orientation.
- I will respect the property of others.
- I will pitch for practice sessions and matches on time.
- I will notify my coach if I cannot make it for a practice session or match.
Allow for at least an hour to develop the code of conduct.

Best to do so at the beginning of a season. You should revisit the code of conduct mid season and at the end of season to assess how well the code of conduct was respected and enforced. You should also discuss whether there is anything else to add to the code of conduct.

When introducing a code of conduct it is important that:

- It is developed in a participatory manner and agreed upon by all participating coaches / community workers or players.
- It is accepted and owned by all participating coaches / community workers or players.
- It is rather brief than lengthy and detailed (since no one will realistically remember more than 10 points).
- It is tangible, concrete and clear in its description of expected behaviour, try to use terms of positive behaviour to focus on the positive.
- The team agrees on consequences when a player or coach is not respecting the code of conduct.
- It is monitored and enforced at all times by everyone involved (not only the coach). But rotating the responsibility to monitor that everyone respects the code of conduct helps to create ownership of the code of conduct and for gender sensitive behaviour and language by all.
Common Barriers to Girls’ and Women’s Participation in Football

Female players may face a number of barriers when participating in football:

- Lack of female role models:
  - There are less famous local and international female football players because professional women’s football is not developed. Also, media does not sufficiently cover stories about women’s football, which makes women’s football less visible.

- Stereotypes and beliefs about football and girls and women playing football such as:
  - Football is a sport for boys and men, not for girls and women.
  - Girls and young women who play football are, or turn into lesbians.

- Domestic responsibilities of girls and young women that prevent them from participating in after school programmes / timing of football programmes.

- Lack of development and career opportunities for female players in football (no incentive).

- Lack of support from parents:
  - Many parents do not see how football benefits their daughters’ development.

  ![Diagram]

  They may also find it unsafe for girls to participate or they may be afraid that their daughters may turn lesbian when playing football.

- Lack of safety:
  - Lack of safety when getting home from practice (girls and women are at higher risk of being victimised).
  - Unacceptable coach behaviour: sexual harassment of female players by the coach and lack of code of conduct.

- Lack of privacy - e.g. lack of changing rooms for female players only.
Strategies to address barriers for female players’ participation in football depend on the social and cultural context - what may work in one context may not work in another. Coaches and players need to fully understand the barriers to be able to develop a strategy of how to address them. Previous lessons should have helped coaches to do so.

Coaches shall involve their players to understand barriers and to develop strategies to address such barriers:

- When you observe that female players stay away from practice sessions and/or matches, take some time after a practice session to discuss possible reasons for this.

- Ask the players who have been absent what the reason was. Get their permission to discuss the reasons with the team (if it is not a personal and confidential topic)

- Ask players to share the reasons for their absence from practice.

- Ask other players whether they have or had similar challenges.

- Encourage players to share their strategies of how to deal with such challenges, and explore other options from the list of strategies further below in this lesson.

- Encourage players to try some of these strategies.

- Discuss options of what the team and the coach can do to allow the player to attend practice sessions and matches, e.g. to change times and days for practice session, to walk home in groups etc.

See also Lesson 2 with activities that strengthen players negotiation and communication skills.

Strategies to address barriers to the participation of girls and young women in football programmes

Below find some ideas for strategies that have worked in other contexts:

- Take measures to make opportunities for girls to participate in football well known in your community.

  △ Communicate clearly that girls and/or young women are also invited when you announce your football programme; this may be particularly important when you have a mixed team.
Opportunities at Individual Player Level
6.1.2 Addressing barriers to female players’ participation in football

- Take measures to generate parental support for female players’ participation.
  - Hold information sessions with parents, where you explain the benefits of football for their daughters’ development and where you can address concerns of parents.
  - Change times of practice sessions and matches so that players can still attend to household or other chores, as well as religious / spiritual needs.
  - Develop good working relationships with parents.
  - Update parents about your teams’ activities and plans; when you have a competition, invite parents and parents the results of your team if they did not attend.
  - Organise a family fund day.
  - Ask for parent volunteers to be part of the management committee to help with organisation of the team, or to help organise special events and tournaments.
  - Consider shared child care facilities at matches on weekends to alleviate female players from domestic duties and keep parents happy.
  - Encourage (male) siblings of female players to share / swap some of their household chores.

- Consider fundraising activities for equipment that parents do not want or cannot afford to purchase.

- Take measures to generate governmental support and support from other institutions and businesses:
  - Visit local Municipal Offices and report about your football initiative
  - Report to your nearest Sports and Recreation Department about your football initiative.
  - Write press releases on a regular basis and publish them in local community papers.
  - Write a newsletter or web blog, or facebook page, where you share information about your football activities: inform relevant structures about the blog, newsletter or facebook page.
  - Offer sponsors to have their logo on your web blog.
Opportunities at Individual Player Level
6.1.2 Addressing barriers to female players’ participation in football

- Take measures to generate support for female players’ participation in football amongst peers:
  - Hold information sessions in schools.
  - Speak to youth hanging around the field, invite them to participate.
  - Hold special training sessions for new players, or use football exercises that help to integrate new players.

- Take measures to ensure the safety of players:
  - Change times for practice sessions and matches to ensure that players do not walk home in the dark.
  - Consider changing the location of practice sessions and matches, if the current location is too dangerous (e.g. players have to cross gang territories to get to the sports field).
  - Raise awareness for dangerous areas in the community and develop strategies for players to avoid those (e.g. conduct mapping exercise of unsafe areas and places in the community).
  - Encourage players to walk home in pairs or groups.
  - Consider opportunities to organise transport if walking home is too dangerous at any time of the day, or encourage other community members of parents to accompany players on their way home.

- Take measures to ensure privacy for female players:
  - Cover changing areas and make sure that male players or other youths from the neighbourhood cannot see female players changing.
  - Ask female players to change at home.

---

Coaches should discuss such strategies together with players and their parents.

Involving the players in this exercise has the positive side effect of enhancing players’ problem solving skills.

Involving parents in this exercise has the positive side effect of developing positive relationships with parents and creating ownership amongst parents.
LESSON 6.1

Opportunities at Individual Player Level
6.1.3 Encouraging female players to take leadership positions in football

The possibility of developing responsibility and leadership skills amongst players is one important aspect of developing life skills through football.

Within groups of youths it becomes apparent that there are some individuals who are likely to stray from rules or get bored, and perhaps stop showing up to training. This may also be the case for female players who are beginners and feel excluded from the session. Identifying these youths and creating roles where they have responsibility and leadership is crucial to keeping these potentially at-risk youths engaged. Similarly, have tasks that youths can do if they are not participating in the session (perhaps they are injured or shy).

Possible tasks include:

- Assisting with timekeeping.
- Picking up rubbish around the field.
- Collecting cones and equipment.
- Creating equipment from items on the field (e.g. Tyres, sticks etc).
- Taking the attendance register.
- Leading the Warm Up / Cool Down.
- Kit manager and Vice kit manager.
- Team captain and vice team captain.
- Team treasurer.
- Assistant coach and vice assistant coach.
- 
- 
- 
- 
- 

When doing these tasks, players can learn the following skills:

- Communication
- Time Management
- Responsibility
- Creativity
Opportunities at Individual Player Level
6.1.3 Encouraging female players to take leadership positions in football

Experience from many football programmes around the world has shown that when male players are present, female players are less likely to be willing to take leadership positions. This is particularly the case if female players are in the minority in the team. Female players, who might be leaders in female-only settings may not feel comfortable taking on a leadership role in a mixed-sex setting.

It is the responsibility of the coach to discover and encourage equal leadership amongst male and female players. To do so the coach:

- May need to give female players extra encouragement.
- Should design responsibilities and leadership tasks according to the level of knowledge and skills of players to avoid creating too big challenges and thereby discouraging players from taking leadership positions.
- Should guide players in how to do the task, be clear about what is expected and give feedback on how the player performed the task.
- Should create single-sex activities and/or designated “females only” spaces in mixed teams where female players feel comfortable to take leadership positions - step by step coaches can also introduce female players to take the lead in mixed-sex activities.

Encourage both female and male players to regularly join the training sessions.

Encourage both female and male players to take leadership positions in certain tasks.
Opportunities at Individual Player Level

6.1.4 Encouraging transfer of skills to other life situations

Football practice gives many opportunities to learn life skills that are not only important for becoming a successful player, but also for leading a successful life generally.

Encouraging players to transfer skills learned in football to other life situations is one important tool for coaches to make a broader impact on their players’ lives.

Examples

Defending

Good defending in football is a team effort. As much as it is important that the individual player has good defending skills, successful defence relies on good team work. A wall built to defend a "free kick" is strongest when all players stand very close together. Team work can also help a lot when "defending" the safety of female or other vulnerable players on their way home. The coach can encourage players to apply what they have learned about defence in football, when thinking of how to protect themselves e.g. from violent attacks / robberies or abuse, but also from peer pressure to do drugs or have sex.

Chesting a ball

Some players may be scared of doing some exercises, e.g. female players may believe that they will hurt themselves when chesting the ball, and may not even be willing to try. It is important that the coach gives extra encouragement to these players, and helps them to try something new. For a player, to achieve a task he or she thought he or she would never be capable of doing, is a very empowering experience. He or she may feel encouraged to tackle other difficult tasks in life.
**Penalty shooting**

Once crucial skill in penalty shooting is to deal with anxiety and nervousness. The same skills are needed when writing an exam or doing a job interview.

Coaches can encourage players to transfer skills learned in football to other life situations by:

- Debriefing football exercises and discussing with players how these skills learned can be transferred to other life situations.
- Reminding players of the skills they have learned in football, when they encounter a problem in their family, at school or in the community.
Coaches have enormous influence over players and play multiple roles in a player’s life. While the majority of coaches may have the best intentions to develop young people, abuse of power by coaches and issues of verbal, physical, and sexual harassment have plagued the sports community for many years. In many cases, coaches are not aware how they may violate women’s rights through their actions. Developing a “gender sensitive” code of conduct for coaches has proven to be a useful tool to address (un-)conscious behaviour that may violate women’s rights in football.

Codes of conduct have the purpose to set standards and values for the behaviour of people in a certain context and/or to anticipate or prevent certain specific types of behaviour. A code of conduct also has the purpose of guiding people in what is acceptable and unacceptable behaviour.

You can develop a code of conduct for:

- All coaches of your club.
- All coaches in your league.
- All youth facilitators in your organisation that work with your players (e.g. facilitator of your organisation’s theatre or arts project).
- Teachers of your local school, especially if you run a football programme at a school.

Including various coaches, teachers and other youth facilitators in developing a code of conduct helps to:

- Ensure that all “role models” that work with the same youth “speak the same language” with their words and actions.
Opportunities at Leaguem Level
6.2.1 Developing a code of conduct for the league

- Reinforce learning on the topic and avoid coaches and other youth workers contradicting each other in their actions leading to confusion among players.

- Mainstream awareness about “gender sensitive behaviour” in different spheres of the life of a young person.

To develop a code of conduct follow the steps described in Lesson 6.1.1.
The importance of female coaches as role models, mentors and advisors to players

When asked directly, many female players do not seem to have a clear preference for a male or female coach as long as the coach has good technical skills to teach football, and is trustworthy and fair.

However, for many other female players it is easier to trust a female coach than a male coach, especially when sensitive problems such as sexuality are involved. Having a female coach as a role model can also be inspiring for female players to become a coach and to take leadership positions in football and other spheres of life in the future.

Often women do not consider to become a coach, because they believe that this is a man’s job and that players may not respect them. Extra motivation, encouragement and support are needed to increase the number of female coaches.

Some tips of how to encourage female players and community members to become coaches:

- Pass on information about coach trainings to relevant girls and women.
- Encourage female players to take on coach assistant tasks and let them explore the idea of being a coach. See Lesson 6.1.3 for ideas of how to engage female players in leadership tasks.
- Encourage coaches, officials and players to identify and actively ‘head-hunt’ former or retiring female players to become coaches and officials.
Opportunities at Leaguel Level

6.2.2 Increasing the number of female coaches in your league

- Examine recruitment procedures to ensure they provide equal opportunities and are nondiscriminatory (e.g., word advertisements to encourage women to apply; ensure a gender balance on selection panels).
- Identify young women undertaking youth leadership programmes and encourage them to get involved with coaching and/or officiating.

- Promote the positive rewards of coaching and officiating (e.g., improves self-esteem and confidence; organisational and communication skills; and provides great satisfaction; there are financial benefits for officiating).
- Provide coach training at times when women are able to attend.
- Encourage support structures around the coaches/administrators/officials so that women have time to commit to the team or programme (e.g., child care facilities).
Opportunities at Leaguem Level

6.2.3 Advocating for gender equality in your league or organisation

In many football leagues or organisations there may be little awareness for the need to address gender inequities in football. In such situations you may need to lobby for the promotion of gender equality in your organisation, football association or league.

The following 3 steps may help to build your case for the need to promote gender equality and equity:

**STEP 1**

Collect information and statistics that demonstrate inequity or lack of fairness in your team, organisation or league. Find out participation rates for females and males at various ages, levels and roles, e.g., players, coaches, officials, volunteers administrators.

**STEP 2**

Translate these facts and stats into something that is interesting, readable and tells the story of why girls and women should have more opportunities to participate and lead in football. Use quotes from players and coaches that support your case.

**STEP 3**

Communicate your case to those who can influence change. It may be programme coordinators and managers, or other decision makers in your organisation and league, or other coaches in your league or community - get the message out in a strong, rational manner.

In Work Sheet 15 you find useful questions to collect relevant information.

You can find such information by

- Speaking to coaches.
- Speaking to administrators in the Local Football Association or club.
- Speaking to the coordinator of the school’s football or sports programmes.
Opportunities at Leaguel Level

6.2.3 Advocating for gender equality in your league or organisation

Sample overview of female and male participation in football as players, captains, coaches, officials and managers in a grassroots football programme in Mamelodi:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Players</td>
<td>U12 = 120 players</td>
<td>U12 = 30 players</td>
</tr>
<tr>
<td></td>
<td>U18 = 300 players</td>
<td>U18 = 100 players</td>
</tr>
<tr>
<td>Team Captains</td>
<td>22 + Deputy</td>
<td>24 + Deputy</td>
</tr>
<tr>
<td>Number of Coaches</td>
<td>Male teams</td>
<td>Female teams</td>
</tr>
<tr>
<td></td>
<td>= 10 male coaches</td>
<td>= 11 male coaches</td>
</tr>
<tr>
<td></td>
<td>= 1 female coach</td>
<td>= 1 female coach</td>
</tr>
<tr>
<td>Officials</td>
<td>69 Refs</td>
<td>3 Refs</td>
</tr>
<tr>
<td>Managers</td>
<td>50</td>
<td>20</td>
</tr>
</tbody>
</table>

Sample letter to raise awareness for unequal participation of males and females in the Mamelodi Football Association:

Dear [CEO/Board of Directors/...],

As a concerned football coach, I believe that girls and women benefit from the participation in football programmes as much as boys and men.

Currently, the Mamelodi Football Association does not offer the same opportunities for girls and women to participate in football programmes as to boys and men.

Specifically, there are:

- Only 30 female players as opposed to 120 male players in the U12 division.
- Only 100 female players as opposed to 300 male players in the U18 division.
- Only 2 female coaches in the whole association as opposed to 21 male coaches.
- Only 3 female officials in the district as opposed to 69 of male officials.

This is unacceptable. Especially the lack of female role models such as coaches and officials may be a barrier to more girls and young women joining football programmes.

Ensuring equality for all in our Local Football Association is the right thing to do. It also may help address some social problems in our community such as teenage pregnancies, the abuse of women and children, substance abuse, as well as crime.

As a highly committed coach of the Mamelodi Football Association I would like to encourage the Management Committee to address the above situation. Having been trained in tools that help coaches and programme coordinators to design football programmes in a gender sensitive manner, I also would like to offer my skills to help the association to do so.

Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

[Your Name]
[Your Address and Contact Information]
Opportunities at League Level
6.2.4 Special events and tournaments

Special events and tournaments are other useful tools to raise awareness for gender equality in your football league.

An event is generally understood as an organised, specific happening with a limited time scale and the participation of a group of people.

At a special football event in your league you can promote gender equality in three ways:

1. Integrate life skills into the game itself: by doing this you can reach out to all players of your league and encourage a change in behaviour and attitudes

   See YDF Manual for Sports Event Management, pages 79 to 83 for ideas of how to integrate life skills around the topic of gender in tournaments.

2. Communicate messages about gender equality to spectators: e.g. using banners that communicate messages of gender equality; inviting girls / young women to play at the tournament; allocate a reward to the mixed team that has most female players, etc.


3. Communicate messages about gender equality to organisations that you partner when organising the event: e.g. when explaining to your local Football Association what your planned event is about, and why you want to do it, you may already achieve some gender awareness amongst key role player, and they may be willing to attend to some gender issues that you are faced with on a daily basis.

See YDF Manual for Sports Event Management for more information on how to plan and organise events and tournaments.
Other tips regarding events and tournaments to raise awareness for gender equality:

- Special football events in your league can be a useful tool to
  - Raise awareness for social issues amongst other football organisations in your league, e.g. discriminating practices in football, human rights violations against girls and young women in football, barriers for girls’ and women’s participation in football
  - Build partnerships with other coaches and football programmes in your community
  - Reach out to parents and other young people in the community that normally would not be reached through your football programme

- Link special events to the national events calendar, e.g. Human Rights Day, National Women’s Day, 16 Days of Activism against women and child abuse, etc.. By doing so you can benefit from the PR work that is being done for these national events.

- Plan a series of events, each with a focus on different social issues. This will avoid singling out the gender topic, and it will also help to sensitise players and league structures for the tool of football to raise awareness for and address social issues.
Opportunities at Community Level
6.3.1 Building community partnerships

Information sessions with community stakeholders

Many parents, young people, and local community structures may not be aware of the benefits for football for girls and young women. Some may be even against it. Information sessions may help to gain support of such structures.

Information Sessions with parents

Parents’ workshops may be very helpful to get parents’ support for girls’ and young women’s participation in football especially in communities where football is seen as an activity that only boys and men should be doing.

Coaches or coordinators of football programmes can organise meetings with parents to introduce themselves and inform them about the venue/times of the training sessions. At such meetings coaches can also talk about benefits of the sessions on the girls as well as general information, for example, encouraging parents to attend matches or recommending that female players have appropriate footwear. Invite parent volunteers to be part of the management committee to help with organisation of the team, events and tournaments.

A parents’ workshop does not demand many resources, coaches can organise a community hall at a time they think parents are most likely to attend, or even better, hold it at the same time as training so that the parents can see the sessions. Having parents on their side is key to successful implementation of a football programme for girls and/or young women.

Involve parents on a regular basis to make sure they support their child’s participation
Opportunities at Community Level
6.3.1 Building community partnerships

Formal structures - Local Football Associations, government, nearby schools

Many structures are not familiar with having football sessions for girls or women and in some cases are against this. In order to try and get formal structures (and people with decision-making and other powers) on the coaches’ side, coaches and football programme coordinators can make a presentation of their football initiative to representatives from relevant institutions operating in the area. Many institutions are resistant to change and therefore coaches need to incorporate them in planning stages and make them feel like their opinion is being heard and considered. See also Lesson 6.2.3 for tips on how to advocate for gender equality in football.

Youths / people hanging around the field during training times

Coaches may also have to conduct an information session to surrounding youths and older boys/men who hang around the field to inform them of what the project is about and why you are working with girls or women. Ideally the coach wants these people on his/her side therefore the coach could suggest ways in which they could help with sessions, e.g. picking up cones, picking up rubbish, contributing to session ideas etc.

Building community partnerships

Addressing gender inequalities in society requires community-wide support in order to succeed. Your football programme can only go so far in addressing gender inequalities in a community if the environment does not change.

Partnerships, coalitions and collaborations are some of the key strategies for promoting gender equality and delivering social services. Partnerships allow maximum use of resources as they eliminate duplication, integrate and coordinate services and allow members to specialise in their functions.

A football initiative that seeks to contribute to changing attitudes towards girls and women and address gender inequalities will benefit from partnerships with:

- Organisations offering specialised services to raise awareness about gender equality.
- Local clinics.
- Schools or teachers in schools.
- Youth serving organisations.
- Organisations offering specialised services for victims of sexual abuse.
- Religious institutions such as churches and mosques.
Opportunities at Community Level
6.3.1 Building community partnerships

When building partnerships you can follow below steps:

Identify helping organisations and make a contact list

- It is important that you identify in your community what organisations exist:
  - That you could work with for tournaments or other community events.
  - That you could refer children to in case of challenges they are facing e.g. abuse, neglect, etc.
- Ask other people for different organisations and their experience of these. You could get your players involved in this. Create a contact list of these organisations. The contact list should contain contact details for each organization, services they offer, opening times, and a contact person.

Example Contact List:

<table>
<thead>
<tr>
<th>Service</th>
<th>Name of Organisation</th>
<th>Address</th>
<th>Contact Information</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy to eradicate violence against women; Victim Support; Information Dissemination</td>
<td>POWA</td>
<td>Head Office: Berea Postal Address: PO Box 95416, Yeoville 2143 Johannesburg</td>
<td>Telephone: 011 642 4346/6 Fax: 011 484 3195 Web address: <a href="http://www.powa.co.za">www.powa.co.za</a> E-mail: <a href="mailto:info@powa.co.za">info@powa.co.za</a></td>
<td>Jo Andrea (case manager)</td>
</tr>
</tbody>
</table>

Identify the right programme and person in the organisation

It is important that you identify the right programme and person that you can work with, and spend some time with her/him to understand the work of the organisation and that they know about who you are and the work that you are doing. Best option is to introduce yourself and your work personally. This may save you much time at a later stage, when you want to make a referral or when you want to plan a joint project.

Note: Relationship building takes time and it happens between people. Therefore it might be helpful to identify a person in the organisation that supports your own work, e.g. a social worker that plays football her or himself, or is otherwise a sport enthusiast. This will save you much time explaining the benefits of your work. It is also important to foster relationships over time: Do not just contact referral organisations and your contact person in cases of emergencies, but invite your contact person to any interesting event such as football tournaments. You should also attend events of the organisation to show your commitment to collaboration and to keep in touch with developments at the organisation.
Find out what the referral procedure is and follow it (if you intend to use this partnership for referrals).

It is important that you know the referral procedure of the organisation you want to work with. Most organisations have a specific procedure for referrals and for accepting new clients. Many organisations expect a letter. Some can only receive people in the mornings. Some require you to call for an appointment. Some will request certain information about the child (e.g. home address, age, ID number etc). Try and make their job easier by providing them with information about the child that will be useful to them.

Tips for developing partnerships

Where it is clear that you can offer the organisation something and they can offer you something, a partnership will be easier to form than when you are requesting something of them only. When developing the partnership with an organisation:

- Emphasize the common goals that you have in violence prevention, or caring for children or whatever it may be.

- Developing a respectful and co-operative relationship with a specific person at the referral agency is important because people who know you are more likely to meet your need or request.

- Try and work with them as an ally or a partner even when you are annoyed or angry with them for not providing the best service.

- Many organisations exist under difficult circumstances and their services cannot meet the demands made on them. By showing empathy for their difficult working situation, you are more likely to get them to assist you.

- Be open to other ideas: be prepared for potential partners to bring other ideas to the process.
In many communities there may be little awareness for the need to address gender inequalities in society. Even human right violations against girls and women may be seen as normal and as something that cannot be changed. As a coach you may observe that girls and women are denied the right to play in your community and you may observe abuse and violence as well as other discriminatory practices against girls and women.

In such situations you have the opportunity to advocate for gender equality in your community, targeting both community structures such as schools, police, churches as well as the broader public.

Coaches can use the following tools to advocate for gender equality in the community:

- **Build your case**: what do you want to change? Follow the 3 Steps described in Lesson 6.2.3 to build your case.

- **Organize information sessions with parents** and other community stakeholders. See Lesson 6.3.1.

- **Build partnerships with other community structures**, exchange ideas of how to promote gender equality in your community and cooperate. Follow the guidelines in Lesson 6.3.1 to build partnerships.

- **Organise football events and tournaments in your community**. Follow the guidelines in Lesson 5 and Lesson 6.2.4 to do so.

- **Involve representatives of community structures that may oppose the participation of girls and young women in football** to the event. Let them see how female players can succeed in the sport, and how female and male players can benefit from their participation. Follow up with the representatives after the event to listen to concerns and to find solutions to their concerns.
Opportunities at Community Level

6.3.2 Advocating for gender awareness in other community structures

Read more about human rights violations against women and children in Lesson 5.

When advocating for gender equality amongst other community structures be sensitive to their needs and concerns.

If you are aware that a community structure strongly opposes the participation of girls and women in football, and you have a female player belonging to this structure, it is important to contact the community structure. Inform them about benefits and listen to their concerns. Develop solutions together with the community structure to avoid that the female player either leaves your team or encounters problems in the community structure.
Special events and tournaments described in Lesson 6.2.4 can also be used to raise awareness for gender equality amongst other community structures.

You can invite other community structures to:

- Send members / clients of their organisation to participate as players in the tournaments
- Join hands in planning and organising the event

At a special football event in your community you can promote gender equality in three ways:

- Integrate life skills into the game itself: by doing this you can reach out to all participating players and encourage a change in behaviour and attitudes.

  ▲ See YDF Manual for Sports Event Management, pages 79 to 83 for ideas of how to integrate life skills around the topic of gender in tournaments.

- Communicate messages about gender equality to spectators: e.g. using banners that communicate messages of gender equality; allocate a reward to the mixed team that has most female players; have rewards of the same value for the tournaments with female and male teams; etc.


- Communicate messages about gender equality to organisations that you partner when organising the event: e.g. when explaining to other community structures (e.g. youth organisations, churches, police, schools etc.) what your planned event is about, and why you want to do it, you may already achieve some gender awareness amongst key role players, and they may be willing to attend to some gender issues in their own work or to support you in your efforts in the future.

See YDF Manual for Sports Event Management for detailed information on how to plan and organise events and tournaments.
Other tips regarding events and tournaments to raise awareness for gender equality:

- Special football events in your community can be a useful tool to
  - Raise awareness for gender issues amongst other community structures such as churches, schools, youth serving organisations, police etc.
  - Raise awareness for your football programme and what it does to promote gender equality
  - Build partnerships with other community structures
  - Reach out to parents and other young people in the community that normally would not be reached through your football programme

- Link special events to the national events calendar, e.g., Human Rights Day, National Women's Day, 16 Days of Activism against women and child abuse, etc. By doing so you can benefit from the PR work that is being done for these national events.

- Events are most effective when
  - Linked to an ongoing programme
  - Linked to a series of events, each with a focus on a different social issue. This will avoid singling out the gender topic, and it will also help to sensitise players and league structures for the tool of football to raise awareness for and address social issues.
Opportunities at Community Level
6.3.4 Special events and tournaments for marketing communities

When South Africa applied to be the FIFA Football World Cup Host in 2010, cities such as Johannesburg, Nelspruit, Port Elizabeth, Cape Town etc. competed with each other to be one of the host cities. So were the different communities, for example in Cape Town, when the decision was to be made whether the World Cup Stadium would be built in Green Point or in Athlone.

In such competitions good infrastructure, and good access by traffic is just one point in the decision making process. Equally important are soft factors such as safety for visitors, friendliness of local people and also a will to address social issues.

In this context you can offer your football event as a marketing tool to showcase the willingness of your community to address social issues, such as discrimination or violence against women and children and to foster positive and healthy life styles amongst young people in your community.
Local government as well as local business may be willing to sponsor your event or even ongoing football programme as they see that they have a direct benefit.

Plan your football event around other international, national or local events, e.g. Human Rights Day, National Women's Day, 16 Days of Activism against women and child abuse, etc. By doing so, you can benefit from the PR work that is being done for these national events.

See *YDF Manual for Sports Event Management* for detailed information on how to plan and organise events and tournaments.