



# KICK FOR TRADE

## LIFE-SKILLS CURRICULUM FOR ENTREPRENEURSHIP AND EMPLOYABILITY



Kick For Trade is an initiative that utilises football-based life-skills development to promote social cohesion, employability and entrepreneurship of young people.

The **Kick For Trade Life-Skills Curriculum** has been developed by - Kick4Life ([www.kick4life.org](http://www.kick4life.org)) and streetfootballworld ([www.streetfootballworld.org](http://www.streetfootballworld.org)).

#### **IMPRINT**

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Kick For Trade is being jointly implemented by the International Trade Centre, the UEFA Foundation for Children, streetfootballworld and Kick4Life FC.

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## **LIFE-SKILLS CURRICULUM FOR ENTREPRENEURSHIP AND EMPLOYABILITY**

## FOREWORD

Sport for Development builds on the universal popularity of sport and taps into its potential to make progress towards individual, community, and development objectives. Over the past few decades, the sector has become increasingly embedded in the work of NGOs, governments, the private sector, and many humanitarian actors in civil society.

The popularity and inclusive nature of sport makes it an ideal tool for driving development and means that Sport for Development programmes can work on both individual and community levels, building social capital and strengthening networks, as well as benefitting governments with a cost-effective approach to addressing socio-economic priorities.

Sports-based organisations can use the language of sport, as well as role models (coaches and athletes) to increase access to health services, teach life-skills, engage in open discussions to break down stigma, and encourage positive behaviour. Through various forms of play and recreation, young women and men can learn essential life-skills, such as problem-solving and interpersonal skills, can develop respect for others and understand the role of leadership.

Sports also encourage social inclusion. Community-based sports activities can successfully reach socially excluded groups, such as at-risk and vulnerable youth, and provide them with the opportunity to develop self-esteem and confidence.

Football, in particular, motivates and enthuses young people in a way that no other sport does. The investments made by the football industry on the economic and social development of young people (e.g. education, skills development and youth employment) have great potential for collaboration and action in advancing the Sustainable Development Goals (SDGs).

For years, UEFA, the governing body of European football associations, has harnessed this potential, through supporting initiatives and programmes that support children in challenging circumstances, and working with numerous different partners to develop projects across Europe and beyond.

In July 2019, The UEFA Foundation for Children and the International Trade Centre announced their joint commitment to an exciting new initiative: Kick For Trade.

Kick For Trade aims to address some of the most pressing social challenges related to youth unemployment and limited new business opportunities. These interlinked factors inhibit sustainable economic development and engender vulnerabilities in communities, which can in turn create negative consequences, such as poor provision of health, education and social care services.

The International Trade Centre (ITC) is a joint development agency of the World Trade Organization and the United Nations. ITC is dedicated to supporting the growth of micro, small and medium sized enterprises (MSMEs) around the world, and in doing so aims to develop and connect local economies to international markets, raising incomes and creating job opportunities, especially for women, young people, and poor communities.

Alongside a broad range of interventions being implemented by ITC on the ground, Kick For Trade specifically aims to use football to help young people develop skills that are essential for gaining and sustaining employment, as well as nurturing entrepreneurial skills.

This includes topics such as resilience, self-confidence, communication, adaptability and teamwork - life-skills that are critical on and off the pitch. Football is a great way to engage and inspire young people, and is effective in helping them to develop transferable skills that can be applied in the workplace and in their everyday lives.

The Kick For Trade toolkit is aimed at coaches initially and consists of two modules – Life-Skills for Employability and Life-Skills for Entrepreneurship – which have been developed using tried and tested methodologies created by some of the world's leading Football for Good organisations, including Kick4Life and streetfootballworld and inspired by the entrepreneurship work of ITC.

Initially implemented in the context of the "Peace building fund" project in The Gambia and the INTEGRA project in Guinea, we expect that these tools can be adapted and deployed in other parts of the world in the coming years, helping young people to achieve their potential as part of strengthened, connected and thriving local economies and communities.

We look forward to sharing with you our experiences of delivering Kick For Trade, as well as continuing to use football as a tool for addressing the needs of young people across the globe.

Meanwhile, with this new toolkit, and with our partnership firmly established, we can, together, build a better world through 'the beautiful game'.



Dorothy Tembo  
Executive Director a.i.  
International Trade Centre

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# INTRODUCTION



## WHAT IS THE KICK FOR TRADE LIFE-SKILLS CURRICULUM?

The **Kick For Trade Life-Skills Curriculum** is a fun and interactive curriculum that uses the power of football to support participants in developing key life-skills. With a focus on employability and entrepreneurship, the life-skills covered by this course are relevant to many areas of life, with the aim of helping participants to pursue healthy and successful lives.

The sessions are designed to be delivered by trained life-skills coaches with minimal equipment and resources needed, so that they can be implemented easily in different environments, and made as inclusive as possible.

The curriculum has two sections – Employability and Entrepreneurship - each with 11 sessions - the number of players in a football team. The Employability section is focused on 11 key life-skills that will help young people to develop attributes needed to gain and remain in employment. The Entrepreneurship section builds on this, and introduces participants to 11 life-skills needed for pursuing their own ventures, and for setting up their own businesses and income generating initiatives.

## WHO DEVELOPED THE LIFE-SKILLS CURRICULUM?

The curriculum has been developed through close collaboration between sfw and Kick4Life, both of whom have drawn upon their extensive experience and expertise in the field of football for good. The collaborative venture has seen streetfootballworld leading on strategic development and project management, with Kick4Life developing the curricula methodology and content, and providing coach training and support to local stakeholders.

streetfootballworld is a global network of 135 organisations that use football as a tool for social change, collectively reaching over two million people in 90 countries every year. The purpose of the network is to identify, connect and empower community organisations that have demonstrated a sustainable social impact in their communities, enabling them to do more. For over 15 years streetfootballworld has been implementing social impact strategies in cooperation with network members and a wide range of partners, to maximise the power of football for good. This has included creating initiatives such as Common Goal, that can contribute to advancing and leveraging the field of football for good, making the sector sustainable and amplifying its global impact. For more information on streetfootballworld visit: [www.streetfootballworld.org](http://www.streetfootballworld.org)

Kick4Life is a network member of streetfootballworld, based in Lesotho in Southern Africa, where the organisation delivers a wide range of football-based health, education, gender and employability programmes. They have also pioneered in the field of sport and social enterprise, launching a restaurant and a hotel which generate income for the charity's programmes, as well as providing structured training and employment opportunities for young people. Through Kick4Life Assist, the organisation also delivers training and support to other sport for good projects, working with partners throughout the world. For more information on Kick4Life visit: [www.kick4life.org](http://www.kick4life.org)

## WHAT DOES THE LIFE-SKILLS CURRICULUM AIM TO ACHIEVE?

The course is designed to help young people develop critical skills that are relevant to all areas of life. There is particular emphasis on developing skills that are important in the workplace – for gaining and remaining in employment, and for laying the foundations for young people to develop as entrepreneurs.

The Life-Skills Curriculum aims to develop the following skills identified by the World Health Organisation as core life-skills:

- › **DECISION-MAKING AND PROBLEM-SOLVING**
- › **CREATIVE THINKING AND CRITICAL THINKING**
- › **COMMUNICATION AND INTERPERSONAL SKILLS**
- › **SELF-AWARENESS AND EMPATHY**
- › **ASSERTIVENESS AND COMPOSURE**
- › **RESILIENCE AND COPING**

In developing these skills the curriculum aims to help participants develop holistically and healthily in relation to the following areas of personal development and improvement:

**Healthy mind:** to help participants develop self-confidence and self-esteem, and to promote inclusion and key skills such as communication and working with others.

**Healthy body:** to empower young people with knowledge about protecting and enhancing health and wellbeing.

**Positive attitudes and behaviours:** to support participants in developing and implementing values such as inclusivity, indiscriminatio, respect and gender equality.

The long-term aim is for participants to develop skills which they implement in their everyday lives, with the confidence to pursue and achieve their goals and potential in all walks of life, notably in relation to their future careers. As such the curriculum also aims to contribute to Sustainable Development Goal 8: Decent Work & Economic Growth.

## METHODOLOGY, PRINCIPLES & VALUES

The **Kick For Trade Life-Skills Curriculum** is founded on the principles of Social Learning Theory, through which learning is seen as a social process that can occur via both observation and participation. Understanding that learning does not necessarily lead to changed behaviour, the curriculum methodology is designed not only to facilitate the learning process, but to also support the transition to behaviour change beyond the duration of the course. The following methods and principles are core to this delivery model:

### Motivation

Learning occurs successfully when participants are engaged and motivated. The Curriculum seeks to achieve this through a positive style of delivery, fun activities and the integration of football.

### Observation

Young people respond well to role models, and Kick For Trade Coaches display and encourage positive behaviour that participants want to replicate. Coach selection and good training are critical components and central to the success of the model.

### Environment

Environment – in terms of both the physical environment and the culture and style of delivery – significantly affects learning. A suitable safe space is regarded as central to the efficacy of the learning and behaviour change process, as well as the development of a positive environment where participants feel confident to share ideas and experiences.

### Participation

Learning is not just a cognitive process, but also occurs effectively through participation. The curriculum sessions are designed to combine elements of both traditional learning techniques such as information sharing, as well as social methods such as discussions and interactive games, enabling both knowledge acquisition and learned behaviour through participation.

### Retention & Reproduction

The curriculum uses a number of methods to support retention of learning, including structured patterns of delivery and key message repetition. Practice and reproduction is then a key link in the transition from retained learning to behaviour change. Within the curriculum, the football games that follow a given learning activity provide opportunities for life-skills to be put into practice in a live context.

### Community

Wider community support is key in promoting lasting behaviour change, and participants are encouraged to share their learning and experiences with their families and friends outside of the course. Where possible, delivery partners should forge partnerships with other agencies that engage with participants, such as schools, health providers and protection services, to encourage understanding and support.

The methodology recognises that skills and values are not learned through lecturing on right and wrong. Instead, the factors above provide a framework for these skills and values to be developed and nurtured, giving participants the confidence, motivation and resilience to apply them in the real world, and develop lasting positive behaviours.

The curriculum is underpinned by the following values:

- › **RESPECT** – the acceptance, understanding and tolerance of others.
- › **INCLUSION** – involvement and acceptance of all regardless of age, gender, religion or race.
- › **FUN** – enjoyment and a positive attitude!
- › **TEAMWORK** – recognising the abilities of others and working together to achieve more than we can on our own.
- › **FAIR PLAY** – honesty, integrity and humility on and off the pitch.

## FOOTBALL – WHY & HOW?

Football is the world's most popular sport. It is ubiquitous across countries and cultures and has a unique ability to bring people together. The game does not require expensive equipment and the rules are simple, making it accessible for people throughout the world. As such, football is a powerful tool for social change and has been used in many contexts to address a diverse range of challenges from health and education to peace building and employability. The game is used as an engagement tool and a motivational device as well as a delivery mechanism and a metaphor for life.

**Kick For Trade** uses football to engage and motivate participants to attend the course, as well as actively empowering young people with knowledge and skills to lead healthy and successful lives. The sessions included in this toolkit use games-based activities, with **football as a common thread** that runs through the curriculum. This is evident in the terminology of the course, the learning activities and in the integration of a football game within all sessions. The games have standard rules related to fair play as well as an adapted 'Match Factor' that aims to reinforce learning and provide a format for the implementation and development of specific skills.

## MEASURING SUCCESS

**Monitoring & Evaluation** is embedded within the course with the aim of capturing quantitative and qualitative evidence. This includes pre and post-course questionnaires of knowledge and attitudes, coach observation and focus groups held at recommended intervals after completion. The questionnaires and coach observation enable assessment of changes in knowledge and attitudes that occur during the course, while the focus groups provide a means of understanding how this translates to longer-term behaviour change beyond the course. This helps to build an understanding of the long-term impact of the course, as well as providing a framework for qualitative case studies to be produced.

Further materials and specific measurables are included in the Monitoring & Evaluation section.

## TARGET GROUPS & ADAPTABILITY

Life-skills are relevant to all, and the curriculum has been designed to target young people from all backgrounds. It can also be adapted to address the particular needs of different target groups, for use in different countries and regions, for different literacy levels, using different sports, taking into account cultural sensitivities and made appropriate for different age groups and group sizes. The sessions are suitable for ages 15+, with the intention that they are delivered to youth of broadly the same age at any one time e.g. 15-17, 18+. The ideal group size is 14, but delivery can be adapted for bigger and smaller groups.

Further information is available in the Adapting the Curriculum section.

