Game, Set and Cohesion
- A case study of sport for social cohesion in Timor Leste

Bachelor thesis in Media and Communication with specialization in Peace and Development studies
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Abstract

Title: Game, Set and Cohesion - a case study of sport for social cohesion in Timor Leste
Authors: Daniel Ahlm & Johanna Lindgren
Purpose: Since Timor Leste has been affected by a violent history it is of essence to study methods for social cohesion. Our aim with this study is therefore to study sports ability to encourage social cohesion amongst youth in Dili, Timor Leste.
Method: Qualitative case study based on semi-structured and unstructured interviews
Theory: Participatory communication, the life skills training model and social learning theory
Strategies and models: Moral and character development strategies within social-psychological orientation and social cohesion with point of departure in sport psychology
Material: Interviews with people involved in the sport for peace programs in Dili, Timor Leste as well as interviews with interested parties and a manual for trainers
Main conclusions: The participatory communication and the life skills training model explain the communication within the sport for peace programs. It is important with participatory methods in order to attract and motivate the youth. The life skills training model can be related to teaching life skills in relation to the programs. The theories, strategies and models with point of departure in sport psychology have enabled us to analyse how sport can affect social behaviour in order to encourage social cohesion. In order to do this it is important to focus on the promotion of values such as respect, discipline and fair-play instead of competitiveness.

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Last but not least,
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even though we were not half as good as they were.

Obrigadu barak!
“Sport has become a world language, a common denominator that breaks down all the walls, all the barriers. It is a worldwide industry whose practices can have a widespread impact. Most of all, it is a powerful tool for progress and development.”
Ban Ki-moon, United Nations Secretary-General,
11 May 2011, Geneva, Switzerland
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“Sport is about humanity, and together, with sport and through sport, a better world can be created” – Ingrid Beutler

1. Introduction
Colonization, occupation, poverty and violence characterize the history of Timor Leste. The country was colonized by Portugal from the 16th century up to 1974. This was followed by Indonesian occupation in 1975 during which they endured an oppressive dictatorship for 24 years, which led to the deaths of 200 000 Timorese (Hainsworth and McCloskey, 2000:2-4). Finally, Timor Leste claimed independence in 2002. Still suffering from political tensions riots erupted in Dili in 2006. Since 2008 the country has been more peaceful. However, persistent social and economic constraints could lead to future violent events (Peace and Sport, 2012a).

In order to prevent these violent events from repeating themselves it is important to work with methods for social cohesion. Beutler argues that sport is an innovative tool for development that “can build bridges between people, help overcome cultural differences and spread an atmosphere of tolerance” (2008:359). Furthermore, Höglund and Sundberg claim that sports can be used to promote social cohesion (2008:811), but the question is how it is done.

The purpose of our study is to investigate how sports can be used as a method to encourage social cohesion. To be able to fulfil our purpose we have conducted interviews with people involved in the sport for peace programs, as well as interested parties¹, in Dili, Timor Leste. These programs aim at encouraging social cohesion, but since the word “peace” has been integrated into the Timorese vocabulary since the fight for independence it is still commonly used. Due to this we used the terms “peace-building” and “conflict prevention” in our interview guide when we conducted our interviews even though we realized it was not a question of peace but one of social cohesion. This is because there are social and political tensions in Timor Leste, but no war-like situation.

¹ See paragraph 6.2 for more information about the interested parties.
2. Background

In this chapter we will present Timor Leste. We will explain its geographical position, facts regarding the population, the social and political status as well as its history. We will provide an overview of the violent history of colonization and occupation, which has affected the situation in the country today. After this we will introduce sport as a phenomenon to show sports widespread influence on societies. In the end of this chapter we will explain the sport for peace programs, since our research is based on these programs.

2.1 Timor Leste

As shown in the map in appendix 1, Timor Leste is located in South East Asia just north of Australia, sharing the island Timor with Indonesia. Timor Leste is also comprised of the enclave Oecussi, which is located in the Western part of the island, the Indonesian part, as well as the smaller islands Atauro and Jaco (Smith, 2003:33-34).

Timor Leste is a republic, with the President being both head of State and commander in chief. The government is led by the Prime minister, who is selected by the President (Utrikespolitiska institutet, 2012b). The country has a population of 1,176 million (World Bank, 2013a). Our case study was conducted in the capital Dili, which has around 171 000 inhabitants (Utrikespolitiska institutet, 2011a). The people that inhabit the country are descendants from various ethnic groups such as Austronesian, Papuan and Chinese. There were also Indonesians immigrating to Timor Leste during the Indonesian occupation (1975-1999), which created tensions between the Indonesians and the Timorese since this lead to a competition of farmable land. The tensions were fuelled by the fact that a majority of the Timorese were Christian, while the Indonesians were Muslim (Utrikespolitiska institutet, 2012a). Smith argues that religion plays an important role in Timor Leste, with more than 90 per cent of the population being catholic (Smith, 2003:34-35).

The people in Timor Leste have no common language. Tetum and Portuguese are since the independence in 2002 the official languages, while English and Indonesian are so called working languages. Around 80 per cent of the population speaks Tetum, while it is mainly the older people as well as the political and social elite who speak Portuguese. However, Portuguese will become more widely known since it has been taught to the youth in school since it became the official language. The majority of the younger generations can speak Indonesian, since it was the official language and taught in school during the occupation (Utrikespolitiska institutet, 2012a). The
country also has several different local languages, ranging from 12 to 40 different ones, depending on the researcher, with even more dialects (Jannisa, 1997:71).

2.1.1 The history of Timor Leste
The history of Timor Leste is characterized by colonization, occupation, poverty and violence. The Portuguese first came to the island of Timor in the 16th century and gained formal power in the 17th century. In the 19th century the Portuguese and the Dutch divided the island between them, where the Portuguese controlled the eastern part. (Utrikespolitiska Institutet, 2006:46) The Portuguese implemented a de-colonization program in 1974. A civil war broke out in Timor Leste during 1975 between political oppositions, while trying to establish a new government now when the Portuguese had left the country. However, the Revolutionary Front for an Independent East Timor (Frente Revolucionária da Timor Leste Independente - Fretilin) declared Timor Leste independent in November 1975 only to be invaded by Indonesia nine days later (Jannisa, 1997:19). According to Smith, a reason for the Indonesian invasion of Timor Leste was that the Indonesian government feared that the country would be led by communists. The Indonesian government would not let Fretilin, which was perceived to be a communist party, gain power (Smith, 2003:37).

General Suharto, who was the President of Indonesia, ruled as an oppressive dictator for 23 years and his rule led to the death of approximately 200 000 Timorese (Hainsworth and McCloskey, 2000:4) This period was characterized by isolation and fear and outsiders were not allowed in to the country between the years of 1975 and 1989 (Jannisa, 1997:19). General Suharto was forced to resign in 1998 after uprisings in Timor Leste. These uprisings were due to the opposition growing stronger and increased pressure from the outside world after images of violation of human rights had reached countries outside of Timor Leste. Suharto was replaced by his Vice-President B.J. Habibie. This change in leadership and the changing political landscape lead to discussions about Timor Leste’s future being held between Indonesia, Portugal and the UN in 1999, where the question was if Timor Leste should be a part of Indonesia or gain independence.

At a meeting in May the same year the involved parties decided that the Timorese themselves should have a direct ballot if they preferred to be a part of Indonesia or gain independence (Taylor, 1999:220). The majority of the population voted for independence, however there were violent clashes between those who voted for independence and those who voted for being a part of Indonesia, as well as between the Indonesian military and different militias (Hainsworth and McCloskey, 2000:203-205). The violent clashes ended in October 1999 when the last Indonesian troops left Timor Leste and the UN sent peace-keeping forces. The UN formed a transitional
government with the Timorese, which was replaced by a new government after the first democratic election in August 2001 (Utrikespolitiska institutet, 2006:48). Timor Leste declared itself independent in May 2002 (Smith, 2003:17).

Smith argues that the fight for independence was a long and complex process, characterized by violence, destruction, displacement and death. Furthermore, the author questioned if Timor Leste’s future was to become stable and secure (Smith, 2003:52). Smith’s arguments were relevant since riots emerged in Dili in April 2006, due to the continuing political and social tensions in the country. These violent events caused the displacement of 150 000 people in Dili and the surrounding districts. Foreign troops, including police from the UN, had to intervene to restore order in June the same year. The riots caused a rapid increase of poverty levels across the country (World Bank, 2013b). The situation in the country has since 2008 become more stable, enabling the possibilities of the country’s economic and social development (Peace and Sports, 2012a).

2.1.2 The social context
Timor Leste is one of the poorest and least developed countries in the world (Säkerhetspolitik, 2012). Approximately half of the population in Timor Leste live below the official poverty line. The education level in Timor Leste is low. Between 10 and 30 per cent of the children do not start primary school and only a third of these continue on to their fourth year. Around half of the adult population are illiterate since they have not attended school. Less than seven per cent of the population has a college- or university degree. (Utrikespolitiska institutet, 2011c). The low level of education has hindered the development of a national police force and an independent legal system (Utrikespolitiska institutet, 2012b). This, together with the gradual withdrawal of the UN forces\(^2\) and the high unemployment rate\(^3\) has led to a growing crime rate in the cities. A gang culture has risen and the leaders of these are perceived to be former guerrilla soldiers who have not been able to adapt to the new society after independence (Utrikespolitiska institutet, 2011b).

The many different ethnic groups, the varying languages and the imbalances in social and financial status in the country can be related to Smith’s claim that the heterogeneity amongst people could lead to difficulties in creating a national identity and unity (2003:36). Smith argues that the underdeveloped infrastructure can also be a hinder for national unity and lead to difficulties in maintaining governance and security across the country (Smith, 2003:35). This is because the

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\(^2\) The last of the UN forces left the country in November 2012 (Utrikespolitiska institutet, 2012b).

\(^3\) The unemployment rate was above 40 per cent in 2010 (Säkerhetspolitik, 2012).
poorly developed infrastructure isolates many inhabitants, since the majority of the population live in the rural areas (Säkerhetspolitik, 2012).

However, despite these challenges the country’s economy is gradually developing. This is partially due to the natural resources in the country. This economic development can be used in order to reduce the poverty, increase job opportunities and develop the infrastructure (World Bank, 2013b).

2.2 Sport as a phenomenon

“It is impossible to fully understand contemporary society and culture without acknowledging the place of sport” (Jarvie, 2006:2). Today we live in a world where sport is an international phenomenon and integrated part of society and people’s lives. Sport is a phenomenon that connects people from widely different backgrounds in some of the largest events on a global level such as Olympic Games and world cups. Approximately 4.8 billion people all over the world followed the London Olympic Games on television (Statista, 2012). The impact of sports on our contemporary society is being increasingly recognized. Jarvie argues that sport has been recognized for its potential to affect democratic change and contribute to the transformation and development of some of the poorest areas in the world (2006:2). Sport has expanded from being seen as an isolated activity to a phenomenon contributing to many sectors of the society. The UN declared the year of 2005 as the International Year of Sport and Physical Education after recognizing the potential that sport could have in development work. They perceived a need to promote sport as a tool for development to governments and local authorities (in Gilbert, Bennet, 2012:32, 36-37). This is related to our study since the development of sport as a phenomenon and its recognition within development work has created further opportunities to conduct research related to this field.

2.3 The sport for peace programs in Dili, Timor Leste

The sport for peace programs are supported by the international organization Peace and Sport.4 Before we arrived in Timor Leste we were in contact with Peace and Sport to gain information about local stakeholders and programs based there. Peace and Sport has helped local organizations in Dili to implement sport for peace programs. The organization has educated local members of the community in order for them to be able to work as trainers and facilitate and supervise the activities (Peace and Sport, 2012a). These programs focus on youth and the use of sports to promote peace, prevent violent behaviour and encourage social cohesion, especially after the riots in Dili in 2006. These programs include table tennis, which was implemented in 2010, athletics from 2011 and

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4 For more information about the organization Peace and Sport see appendix 2.
badminton from 2012. The target groups are street kids and gang members perceived to be at risk of relapsing to violent behaviour (Peace and Sport, 2012a). The organizations offer sport for peace programs for both boys and girls in different areas in Dili. These are Action for Change Foundation, Comoro Youth Centre, Ba Futuru, Number One and National Federation of Badminton.

3. Discussion of the research problem

Based on the violent history of Timor Leste, we believe that it is of essence to work with methods for social cohesion in the country in order to minimize the risks of renewed violent actions. The violent history of the country is perceived to have socialized the younger generation in to showing their discontent through violent actions. In this study we will therefore investigate how sport can be used as a tool to encourage social cohesion. In this chapter we will discuss previous research in order to give a more comprehensive insight within the field of sport for peace and social cohesion. The previous research presented below often deals with sport as a tool for peace-building, conflict prevention and development. However, we believe that this can be linked to how sport can be used as a tool to encourage social cohesion since many peace-building and conflict prevention methods aim at encouraging social cohesion. In the end of this chapter we will explain why we believe that our research is filling a knowledge gap.

3.1 Previous research

The use of sports to promote development and peace has gained influence during recent decades (Beutler, 2008:359). The role of sport as a tool to eradicate poverty and promote development was officially recognized for the first time in 1991 by the Commonwealth Heads of Government (SPD IWG, 2008a:4). Kleiner claims that Ping-Pong was used to improve the relationship between the United States and China during the Cold War in the seventies and that cricket is used as a diplomatic mean between Pakistan and India today (in Bennett and Gilbert, 2012:31).

Keim adds that sport has the potential to work as a method for development and peace-building. The author presents four different perspectives of how sport can contribute to development and peace. The first perspective shows that sport communicates with a non-verbal language since people all over the world generally know the rules. Therefore sport may be used as a method to overcome social differences. The second perspective highlights the fact that people gain a collective experience and close contact to each other through sports. The third perspective claims that sport can erase differences between social groups in society. The fourth perspective implies that sport is

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5 The Commonwealth is an association of 54 countries that cooperates towards achieving democracy and development (The Commonwealth, 2011).
an instrument for cultural exchange and communication. Therefore Keim argues that sport programs which include people from different cultures and ethnic groups could lead to social cohesion if they are well organized and executed in an appropriate way (2008:5-7). The selection of trainers is therefore of essence in order to offer a positive development experience for youth (SDP IWG, 2008a:82). Kleiner agrees by saying that if the sport activities are led by proper coaches they can contribute to an open dialogue. The author also means that sport cannot be used in every context as an efficient peace-building tool without clear and set rules for the activities (in Gilbert and Bennett, 2012:32).

It is also of essence to be aware of the limitations for sport for peace. Sport is seen as a social construct and its effect depends on how we use it (SDP IWG, 2008a:208). Kvalsund argues that there are two different perspectives on sport. One perspective acknowledges sports possibilities to solve conflicts, while the other claims that sport has nothing to do with “fair play” since sport can be both competitive and violent. As an example, Kvalsund states that sport has fuelled conflicts in the Balkans and South America (2007:1-2). Sport can be used to promote nationalism, which might lead to violence and racism against ethnic and cultural minority groups. Furthermore, sport that is mainly focused on competition might undermine the youth’s self-esteem, encourage poor sportsmanship and create negative relationships (SDP IWG, 2008a:82, 208). This is because sport deals with the body and its emotions, both negative and positive. It is therefore important to understand the contexts where sport is about to be used since this will minimize the risk of conflict (Kvalsund, 2007:5). Beutler argues that sport reflects society, including its negative sides, which explains the negative aspects of sport. This is important to consider in order to get a better understanding of the relationship between sport and society and its possible effects on peace-building. On the other hand, Beutler perceives that sport has positive effects on development work since people socialize through sport. Sport can build bridges between people by contributing to social cohesion, respect and understanding (2008:359).

In order for conflicting parties to resume communication and develop tolerance and understanding of each other it is of essence for the sport activities to focus on the common interests of the parties instead of on the causes of the conflict (Kvalsund, 2007:5). Research has proven that youth who engage in sport activities are less prone to be involved in violent actions. If the sport activities teach the values of self-discipline, respect, fair-play and teamwork they can help individuals to develop the communication skills that are needed to prevent and in some cases resolve conflicts (SDP IWG, 2008a:99, 211). Kleiner argues that the relaxed way of communicating within sports has helped opposing parties to accept losses and defeats which usually are difficult to accept in real life.
situations (in Gilbert and Bennett, 2012:31). Since sport can be used as a tool to create national identity and a sense of belonging it can erase stereotypes and negative attitudes towards “the others” (Höglund and Sundberg, 2008:3-4). The factors behind these positive outcomes also lie in sport’s non-verbal communication and the opportunity to engage in collective experiences. However, the effects of sport depend on how the participants experience the activities. Therefore, sport gains power through its popularity while the effects and impacts of sport for peace depend on its implementation (GTZ, 2009:6-8).

Since the effects and impacts of sport for peace depend on the implementation it is important to consider top-down and bottom-up approaches. Kvalsvand argues that the sport activities need to be implemented according to local conditions regarding resources and interest. To be able to implement efficient sport for peace programs it is of essence to observe, listen to and learn from the local communities (2007:5). Kidd agrees with this by stating that sport for peace initiatives should be based on the needs of the local population. However, the author argues that the majority of sport for peace activities are often based on top-down approaches (2008:378).

Kleiner states that sport organizations have become more aware of their role in social development and have therefore, together with governmental and international organizations, implemented a variety of sport for peace programs (in Gilbert and Bennett, 2012:34-36). The establishment of local sport organizations and programs help create social networks and infrastructure which can build peace and stability (SPD IWG, 2008a:207). Local sport for peace programs, which were implemented between 2004 and 2007 in Iran, Zambia, Tanzania and Rwanda have provided a forum where youths have gained positive attributes. Participants learned team-building skills, fair-play, communication skills and how to change their behaviour in order to facilitate social cohesion. The programs give youth the chance to develop a sense of belonging and opportunities to channel their frustrations. It is also evident that the programs have provided the youth with conflict resolution skills, which they bring with them in their everyday lives (SDP IWG, 2008b:7, 15, 18, 80, 83). To be able to change youths behaviour it is also important to include life-skills training (Höglund and Sundberg, 2008:10). This life-skills training can provide youth with opportunities for moral development, such as a sense of personal responsibility and the ability to feel empathy. The sport for peace programs enables the young people to gain routines and structures in their daily lives (SDP IWG, 2008a:95).
In conclusion, sport can both lead to conflict and prevent conflict. However, many researchers perceive that the use of sport can bring a lot of opportunities in development work, which Kleiner sums up with:

“The noble use of sport to achieve goals of development and peace promotion have often varied in forms and shapes but have always come down to one same end: sport, with all its power of attraction, globalized informality, ability to mobilize, endless energies, uncertainty of the result and accessibility to all, remains a universal and irreplaceable worldly language, able to help resolve most complex and sometimes even hopelessly blocked situations” (in Gilbert and Bennet, 2012:31).

3.2 Knowledge gap

We believe that our study covers a knowledge gap since Kidd argues for more research regarding how sport can be used to create social development as well as in which contexts sport can lead to peace and youths development (2008:377-378). Höglund and Sundberg claim that there have been few studies in this area. Therefore they urge for more research regarding sport for development and the effects sports initiatives may have (Höglund and Sundberg, 2008:812). In addition, Henley requests more research in the field of sport and development in order to validate that sport is a helpful tool for youth (in Kvalsund, 2007:11). Keim also points out that there has not been comprehensive research of how sport can promote peace and development at the community level (2008:8). This can be related to our study since we have conducted a case study of how sport can be used as a tool for social cohesion through interviewing members of local organizations working at community level. Even though the benefits of sport are recognized worldwide it is not fully understood how sport can be used in development work. Therefore we have chosen to fill the gap regarding research at community level and among youth. Our study will provide a deepened understanding of how sport can be used in development work in developing countries.

Another reason why we believe that our research is filling a knowledge gap is because we have not been able to find any similar studies conducted in Timor Leste. We have searched different databases and libraries in Sweden and at different organizations which work with development in Timor Leste.
4. Aim and research problem

Since earlier researchers state that there is a knowledge gap regarding the effects of sport as a tool for social cohesion at community level we have chosen to focus on this aspect. More research regarding sports relation to youths development is also requested, which has led to us targeting sport programs for youth. We chose to conduct our research in Timor Leste, since the country has been affected by a long history of violence and therefore need to adopt different tools for social cohesion. Our aim is therefore to study the ability of sports to encourage social cohesion amongst youth in Dili. We will focus on the sport for peace programs in the city of Dili in order to conduct our research at community level.

Even though our research can be defined as a case study the conclusions and suggestions for improvements presented in this study can be used in countries with similar backgrounds and present situations as Timor Leste. This is because a case study focuses on specific situations or events but aim to gain a better general understanding of the issue (Merriam, 1988:24-25). Countries which already have similar sport for peace programs can use our suggestions for improvements and countries that do not have these programs can use our research as inspiration for how to work with sport for social cohesion.

4.1 Research questions

The main research question of this study is:
- How can sport be used as a tool to encourage social cohesion among youth at the community level in Dili, Timor Leste?

This study will focus on three sub-questions of:
- How do the sport for peace programs communicate social cohesion to the youth through sport?
- How can sport affect social behaviour in order to encourage social cohesion?
- How can the sport for peace programs meet the challenges they face in order to improve the activities and become more effective in encouraging social cohesion?
5. Theories, strategies and models

In this chapter we will present the definitions of our theories, strategies and models, and why we have chosen to use these. These combined will work as analytical tools which we will use to answer our research questions. Since this is a study within the field of development communication we chose to use the theories of participatory communication and life-skills training model. We chose participatory communication due to its aim to create social change by involving the local stakeholders in different activities and making them able to voice their own opinions. The life-skills training model was chosen since the youth in the sport for peace programs learn the rules and values of sport through engaging in these activities. The main research question of this study is influenced by our specialization in peace and development studies. To be able to answer the question of how sports can be used as a tool to encourage social cohesion we needed to incorporate theories, strategies and models which explain social behaviour within sports. The social learning theory works as a tool to analyse the process of behavioural change. We used social-psychological orientation and social cohesion with point of departure in sport psychology as complements to the social learning theory since they further investigate sports behavioural effects (Horn, 2008:4). In the end of this chapter we present a critical discussion of the theories, strategies and models.

5.1 Theories

5.1.1 Participatory communication

The word communication comes from the latin word “communicare”, which means to make something common. People can engage in dialogue through both verbal and non-verbal communication. These non-verbal means are for example body postures, gestures and the way people create space between each other. These work to transmit values, feelings and experiences without using verbal expressions (Nilsson and Waldemarson, 2007:11, 65).

Freire was perceived to be the pioneer within participatory communication for social change (McAnany, 2012:92). He emphasised that the focus should be on dialogical communication instead of the linear communication which so far had been the focus within development communication (Mefalopulos and Tufte, 2009:2). Freire’s ideas influenced the participatory paradigm, which rose in the early 1980s and is still perceived to be one of the dominant paradigms within development communication today (McAnany, 2012:7). The participatory approach criticized the modernization and diffusion theories of having a top-down and westernized view of development. The lack of achieving social change was perceived to be due to the focus on producing effective messages and

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6 Development communication is perceived as a strategic tool to convince people to change and to strengthen development processes (Mefalopulos and Tufte, 2009:1).
changing individual behaviour rather than involving the local people in designing the development interventions (Waisbord, 2000:17). The western domination in development work was questioned since it seemed like no one was voicing the opinions of the poorest and marginalized people (Mefalopulos and Tufte, 2009:3). There was therefore a quest to involve local stakeholders in policies and decision-making processes as well as in the implementation of development projects. Participatory theorists argued that community participation was necessary in order to incorporate local knowledge and needs into successful interventions. The communication became a horizontal process and a way to create understanding and participation, rather than a process for information transmission and persuasion (Waisbord, 2000:17-18).

The participatory approach focuses on the empowerment of local people by involving them in identifying problems as well as developing solutions and implementing strategies to deal with these problems. The expected outcomes of the participatory approach are sustainable change and collective action (Mefalopulos and Tufte, 2009:7-8). All stakeholders must be involved from the start of development projects as well as be given the same opportunities to influence the outcomes of these projects in order for them to be genuinely participatory and effective. Genuine participation also enhances sustainability since the stakeholders themselves gain a feeling of ownership. Furthermore, participatory communication is perceived to have a broader social function since it provides poor and marginalized people with a voice. It can therefore become a tool to moderate poverty and social exclusion (Mefalopulos and Tufte, 2009:17-18). The participatory approach is therefore of essence for us since we study how the organizations that work with sport for peace programs communicate social cohesion through sport. It is interesting to investigate if the sport for peace programs can be used as a tool to moderate social exclusion through using participatory communication. It is relevant for us to study when the local stakeholders become involved in the programs in order to see if it is genuine participation.

When using participatory communication it is important to consider certain guidelines and principles, which are the foundations of most participatory communication development projects. The core principle is free and open dialogue, through which the stakeholders themselves can identify and solve the problems. Dialogue leads to the principle of voice. In order for dialogue to take place there has to be a catalyst who articulates it, through which a collective problem identification and solution can occur. This process is also one of the principles, called liberating pedagogy. Freire claimed that the result of liberating pedagogy would be “conscientization”, which means action-oriented awareness raising. Another important principle is action-reflection-action, since participatory communication is strongly action oriented and the stakeholders are given a
chance to reflect on their situations. The choice of medium is also relevant within participatory communication (Mefalopulos and Tufte, 2009:10-12). Sport could be seen as a medium of participatory communication since it involves participation and team-play.

To be able to work with participatory communication it is of essence to be aware of definitions of participation. We will focus on the project-based approach since it defines participation as the inputs by affected stakeholders in designing and implementing development projects. This approach perceives participation as a way for local stakeholders to get involved in development processes that lead to change (Mefalopulos and Tufte, 2009:4). There are also different levels of participation which can be helpful to be aware of when implementing and carrying out a development program. These are passive participation, participation by consultation, participation by collaboration, and empowerment participation\(^7\) (Mefalopulos and Tufte, 2009:6). We will use these levels to be able to analyse the level of participation in the sport for peace programs.

### 5.1.2 The life skills training model
The life skills training model was developed in the 1990s in close connection with development of education. It can be considered to be the approach between the diffusion model, which diffuses information in order to persuade the individual to change his or her behaviour, and the participatory approach. This is because it communicates through face-to-face methods in order to change individual behaviour and social norms as well as increasing life skills. The life skills training model defines the problem in development to be due to lack of information and skills (Mefalopulos and Tufte, 2009:7). Therefore it incorporates health education, civic education, income generation, and human rights as its core values. The expected outcomes of the life skills training model are change of individual behaviour and life skills (Mefalopulos and Tufte, 2009:2, 8). We have chosen to incorporate this model in to our study since it can be applied to the sport for peace programs. This is because the programs aim to teach youth life-skills through sport as well as creating a more peaceful behaviour.

### 5.1.3 Social learning theory
Within social learning theory morality is defined as behaviour that is in line with existing norms in society (Weiss et al. in Horn, 2008:190). These behaviours are internalized by the sport participants through the aspects of modelling and observational learning, reinforcement and social comparison. This theory can be related to the strategies presented in table 5.2.1 and is applicable to this study since it aims to investigate behavioural change in regards to social cohesion. The first aspect of this

\(^{7}\) For further explanation of the levels of participation see appendix 6.
theory is *modelling* and *observational training*. This means that the participants learn by watching how their leaders and others act and do not act and then repeat this behaviour. The next step in the process is when the behaviour performed by the individuals are *reinforced* or *penalized* by the leader of the group. This brings confirmation to the participants of what is acceptable and what is not. Finally, the participants *compare themselves to their peers* in an attempt to fit in with the group (Weinberg and Gould, 2007:553). This sense of desire to belong with the group can be related to the concept of social cohesion in both sport psychology and in a more societal sense.

### 5.2 Strategies and models

#### 5.2.1 Social-psychological orientation within sport psychology

Sport psychology combines the science of psychology and the environment of sport and exercise (Cox, 2007:5). Weinberg and Gould argue that the *social-psychological orientation* investigates how an individual’s behaviour is affected by his or her social environment and how this behaviour affects the social-psychological environment. This orientation can also be used to investigate which strategies trainers in sport activities use in order to foster cohesion (2007:18). This is a suitable orientation for our study since we aim at investigating how sport can be used to encourage social cohesion. In relation to this, Weiss et al. claim that sport is able to create moral and character development among its participants. However, this will not automatically be the outcome from just participating in sport activities (in Horn, 2008:188). Weinberg and Gould claim that good character is something that is taught and not something that is caught (2007:557). The authors explain that the *moral and character development strategies*⁸ presented below need to be implemented from 1-9 in order for behavioural change to take place:

<table>
<thead>
<tr>
<th>1. Define good sporting behaviour in your sport program.</th>
<th>2. Reinforce and encourage good sporting behaviours.</th>
<th>3. Model appropriate behaviour.</th>
<th>4. Explain why certain behaviours are appropriate.</th>
<th>5. Discuss moral dilemmas and choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Build moral dilemmas and choices into practices.</td>
<td>7. Teach cooperative learning strategies.</td>
<td>8. Create a task-oriented motivational climate.</td>
<td>9. Transfer power from leaders to participants.</td>
<td></td>
</tr>
</tbody>
</table>

*Table 5.2.1 – The moral and character development strategies*

⁸ For further explanation of the strategies see appendix 7.
These strategies have an effect on behaviour within sport. It is claimed that participation in sport reduces the risk of individuals to engage in criminal behaviour. There are a few possible explanations to why this relationship exists, according to Weinberg and Gould. The differential association perspective argues that sport participants are less exposed to violent behaviour since they are occupied by the sport activities and in that way kept away from the streets and trouble in a greater extent than non-participants. The perspective of social bonding means that youth learn values as teamwork and hard work through sport, which creates bonds within the team that makes them avoid violent behaviour. (Weinberg and Gould, 2007:558-559).

The social-psychological orientation offers a relevant framework to be used in the analysis in our study. It conceptualizes the active mechanisms within moral and character development needed to foster social cohesion.

5.2.2 The model of social cohesion

Dialogue and creation of a shared identity are vital factors when it comes to social development and the construction of a sustainable future (Kearns et al., 2011:150). Sport provides a forum where cohesion, team-play and dialogue are prioritized and possible to learn. There are two forms of cohesion: social cohesion and task cohesion. If the team members are united outside the sport then there are opportunities for social cohesion to take place. Task cohesion means that even though the players are not united outside the sport they may still be united in the activity and work together in the pursuit of shared goals (Cashmore, 2002:59).

A model developed by Carron et al. aim at illustrating the development of cohesion in teams and what effects it may have both at group and individual level. There are four factors involved in this process, which are environmental, personal, leadership and team factors. The environmental factors include for example that the participants have a sense of responsibility towards the organization and their family regarding their participation. Personal factors consist of factors related to characteristics of the participants. The differences and similarities between the participants and how they interact with each other affect the cohesion. Leadership factors are the style and behaviour of the leader within the group (in Weinberg and Gould, 2007:184-185). Another factor related to leadership factors that are important for cohesion is the leader’s decision-making style. According to Carron and Brawley it has been found that the participative style of decision making has led to a more developed sense of cohesiveness within sport teams (in Horn, 2008:228). Team factors include aspects such as the group’s desire for success and team stability. Carron et al. claims that a contributing factor for cohesion could also be if the team stays together for a long time (Weinberg
and Gould, 2007:185). All these factors interact and affect the level of both task and social cohesion that exists within the team. The achieved level of cohesion has outcomes at both individual and group level regarding behavioural consequences, satisfaction and team stability (Weinberg and Gould, 2007:184).

### 5.3 Critical discussion of the theories, strategies and models

Communication takes place within a social context where the participants have certain attitudes and expectations which affect the exchanged messages, how they are expressed and understood (Nilsson and Waldemarson, 2007:12-13). Therefore, communication is subjective and personal, which means that no unbiased truth can be found when studying aspects of communication.

McAnany claims that some people find participatory communication strategies for democratic decision making, social change and development too idealistic to be put into practice. However, the author counters her own arguments by saying that there are several cases where these communication strategies have worked (2012:103). Furthermore, Mefalopulos and Tufte argue that few development projects actually use genuine participation since the agenda for most projects are set by few individuals such as policy makers, who do not include much input from the local stakeholders. The authors also state that the focus on collective, community-based solutions to problems can lead to generalisations that all groups within a community are homogeneous with shared lifestyles, visions and values. The outcomes and effectiveness of the participatory approach might be negatively affected if the differences between groups are not acknowledged (2009:17-19).

In addition, critics argue that development experts can manipulate people into participating to be able to argue that they use participatory communication. Despite this critique theorists claim that the participatory approach is important in order to teach people critical thinking and negotiation skills instead of going back to old dis-empowering interventions (Waisbord, 2000:21).

We chose to present critique given by theorists in order to give a perspective of the criticism from the research field. We agree that the participatory approach might lead to the problems mentioned above. However, we still believe that participatory communication is highly relevant for us since the sport for peace programs focus on involving local youth. This allows them to voice their frustration through other means than violence, thus creating an environment for social cohesion. Although, the level of participation\(^9\) can be questioned since the programs mostly are initiated by the organizations and parts of the activities are pre-determined by the trainer. The question is also if the sport for peace programs in Dili, Timor Leste were initiated by local or top-down decision-

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\(^9\) See the different levels in appendix 6.
makers, since genuine participatory approaches are based on local initiatives. We will therefore incorporate this into our study.

Even though the life skills training model is quite different to participatory communication we chose to use it as a complement in our study in order to be able to answer our research questions. The focus on life skills development fits our study since the youth learn the rules and values within sport, which in turn can lead to social cohesion. However, critics might claim that a focus of increasing sporting skills can lead to competitiveness and conflict instead of cohesion. The leadership factors\(^\text{10}\) can in this case be the decisive factor in whether the development of life skills leads to social cohesion or conflict.

A critique directed at the social learning theory is that it may not be as efficient in promoting desirable behaviours as it may be in preventing undesirable behaviours (Geibenk and McKenzie in Weinberg and Gould, 2007:554). The theory can also be seen as counterproductive. While the youth for example observe each other they may learn that you can get positive reinforcement from the trainer if you perform well through cheating without getting caught (Weiss et al. in Horn, 2008:190). Furthermore, the social learning theory may be regarded as simplifying the process of behavioural change. However, it still offers a suitable framework to understand the behavioural process in the sport activities. Since we incorporate the moral and character development strategies\(^\text{11}\) a more comprehensive understanding of behavioural change is possible. Moreover, critique has emerged concerning the limitations of transferring good sporting behaviour through social learning principles to society (Weinberg and Gould, 2007:565). We therefore added the moral and character development strategies to cover the aspects of transferring desirable behaviour from the sport activities to everyday life. Therefore, social learning theory, the moral and character development strategies within social-psychological orientation and the model of social cohesion will provide a framework suitable for a deeper understanding of the sport for peace activities.

\(^{10}\)The leadership factors are presented in paragraph 5.2.2.

\(^{11}\)The moral and character development strategies are presented in table 5.2.1 and further explained in appendix 7.
6. Methods and empirical material

In this chapter we will explain the definitions of qualitative semi-structured and unstructured interviews as well as why we chose to use them. We will also clarify in which context and how the interviews were executed. We thought it was important to interview the people who are involved in the sport for peace programs since they can provide us with relevant information about the programs. The interviewees from the interested parties were chosen in order to possibly provide us with different views on the programs than from the people actively working with the activities. We will further explain how and why we chose the selected programs and interviewees in this chapter. The manual for trainers will also be presented with an explanation to why we chose to incorporate this into our study. The chapter will end with a discussion regarding credibility and a critical discussion of the methods.

6.1 Qualitative semi-structured and unstructured interviews

Qualitative studies are used to clarify a phenomenon’s character and if the researcher wants to understand the personal perceptions of the phenomenon he or she should conduct interviews (Widerberg, 2002:15, 17). Therefore, in order to collect material for our study we conducted eleven qualitative semi-structured interviews. These are more open and less structured than structured and standardized interviews. We chose to use semi-structured interviews since we wanted an interview guide with set questions for all the organizations to answer, but still be able to adapt to the interview situation and add follow up questions. Furthermore, Widerberg explains that the characteristics of a qualitative interview is that the researcher follow up topics mentioned by the interviewee that can shed light on his or her understanding of the theme (2006:16). This is related to our study since we focused on the interviewees’ perspective.

Together with the qualitative semi-structured interviews we also conducted two unstructured interviews without an interview guide. They functioned as a supplement to our qualitative semi-structured interviews. The aim with the unstructured interviews was to get further insight in to our field from people involved in activities related to our study. The characteristics of unstructured interviews are that there are no real formulated questions and the interview mostly aims to explore the field. The material gained from these interviews is often used as supplement for the study, together with more structured interviews (Widerberg, 2006:88-89).

12 See paragraph 6.3 for more information about the interview guides.
6.2 The selection of the sport for peace programs and interviewees

We got in contact with Action for Change Foundation (ACF) in Dili, Timor Leste through Peace and Sport. Through suggestions from these organizations and advice from interviewees during the research process we decided to choose five organizations with active sport for peace programs\(^{13}\), as well as three interested parties: The Secretary of Youth and Sport, National Federation of Cycling and the local office of UNICEF. These three organizations support the activities of the field organizations in different ways. The Secretary of Youth and Sport distributes donations to sport activities from international donors, arranges sport events and facilitates equipment. National Federation of Cycling is one of the organizers of “Tour de Timor”, which is an international cycling competition and perceived as a “sport for peace” event. Even though we will not investigate “Tour de Timor”, since the event is only taking place once yearly, National Federation of Cycling can still be seen as interested in sport for peace activities. UNICEF provides funding for different sport for peace activities.

Grenness argues that the selection of interviewees could be a critical factor for the result and credibility of the study. When conducting a qualitative research it is of essence that the researcher chooses interviewees that has different experiences and attitudes, which is often affected by the interviewees age, gender, education and work (2005:133-134). In order to answer our research questions we therefore chose to conduct interviews with trainers, directors and specialists at the different organizations. This was done in order to get a deeper understanding of the programs and how they can be used to encourage social cohesion. We interviewed one or two people at each organization, depending on the availability of the staff. The age of the interviewees ranged between twenty to fifty years old. All but two of the interviewees were men due to the fact that there were not many women involved in the sport for peace programs. Furthermore, Grenness claims that these selections are impossible to make before the research is initiated, since it is during the research process that the researcher can see who is suitable (2005:134). This is why we did not choose our interviewees until after we had visited the organizations involved in this study. This was to make sure that we knew who was involved in the sport for peace programs in order to get the most out of the interviews.

\(^{13}\) These organizations are presented in paragraph 2.3.
6.3 The procedure of our research

In order to answer our research questions we conducted interviews with people involved in and related to the sport for peace programs in Timor Leste. We conducted unstructured interviews with two persons working at two of the interested parties. We chose to do semi-structured interviews with nine people working with the selected sport for peace programs as well as with two people working at one of the interested parties for a more in-depth understanding of the method of using sport for social cohesion. Before conducting the interviews we visited the different organizations, participated in some of the sport activities and met with the staff. This gave us the possibility to see how the programs functioned as well as to create a good atmosphere based on mutual respect and confidence between us and the staff.

After our visits to the different organizations we formulated our interview guide. This contained introductory questions with the intention to get the interviewee to feel more comfortable, key-questions that focused on providing answers for our research questions as well as additional questions to get a more comprehensive insight in to the field of sport for peace. We also included the question of “Do you have anything to add?” in order for the interviewee to add something which might not have been discussed during the interview. In addition to these we asked follow-up questions when the interviewee raised topics we wanted to discuss further. We used the terms “peace-building” and “conflict prevention” in our interview guide when we conducted our interviews. However, we believe that they can be used to answer our research questions since “peace-building” can be seen as being related with social cohesion. This is since it is hard to proceed with “peace-building methods” without social cohesion amongst the population. We used these terms to avoid misunderstandings between us and the interviewees. This is because the word “peace” has been incorporated into the Timorese vocabulary since the fight for independence and is still commonly used in different settings.

The initial draft of our interview guide was used during the first interview we conducted. However, due to misunderstandings during this interview regarding certain questions we decided to edit these questions to make them clearer. We then used the second version of our interview guide in seven of the following interviews. Three of the semi-structured interviews were done with a third version of the interview guide, since we knew they did not offer any other methods for peace. The interview guide was also translated into the local language Tetum by our interpreter, so that it could

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14 See appendix 3 for this interview guide.
15 See appendix 4 for this interview guide.
16 See appendix 5 for this interview guide.
be used as a guide for him and the interviewees when needed. The unstructured interviews were quite informal and turned out more as conversations about the topic of sport for peace and therefore did not need an interview guide.

We conducted six interviews in Tetum with the assistance from an interpreter. Two of these interviews were made with another interpreter due to the unavailability of our main interpreter. The remaining seven interviews were carried out in English without an interpreter. All the interviews were tape-recorded and later transcribed. Eight interviews ranged between twenty to sixty minutes and five interviews were between one and two hours. During the interviews one of us asked the questions and the other took notes about what was said.

The interviews mostly took place at the organizations where the interviewees worked in order for them to be in an environment they were comfortable in. Before commencing the interviews we told the interviewees what the purpose of the interviews were and what their answers would be used for. Furthermore, we told the interviewees that they would be anonymous since Kvale and Brinkman claim that the researcher should bring up the topic of confidentiality before starting the interview (2009:87). This was done in order to make the interview more relaxed and establish a sense of trust as well as giving them an opportunity to speak freely about sensitive issues which could have a negative effect on the interviewee. Some of the interviewees were concerned that they might lose donations for their sport for peace programs if they revealed that they did not have many youth attending the activities. Other interviewees talked about corruption and were therefore worried they would lose their jobs if they would be mentioned by name. Since we promised them anonymity we have not published the names of the organizations and the interviewees in our results.

After each interview we discussed the results between ourselves in order to clarify any misunderstandings. In order to get objective translations of everything that had been said in Tetum during the interview we decided to use two other interpreters to transcribe the interviews. We instructed them to only transcribe the parts that were in Tetum since we were going to transcribe the parts that were in English ourselves. In total they transcribed parts of seven interviews and we transcribed the remaining parts of these interviews as well as the entire interviews that were conducted in English. The information we gained from these interviews were later used as our empirical material for the result of this thesis.
6.4 Manual for trainers

During our research we received a manual for trainers that is used in some of the sport for peace programs. The manual was produced as a joint effort by local organizations and is used to both educate the trainers and help them manage the activities. It was in Tetum when we received it and therefore we had to get it translated by an interpreter while being in Timor Leste. Since both our interpreters were busy doing the transcriptions of the interviews we had to use another interpreter to translate the manual. It consists of five modules under the headlines of: duties of a trainer, planning and performing revision, risk management, feedback and lastly athlete development. There is much focus on the role of the trainer and his or her responsibilities. The manual brings up topics such as leadership-style, communication and planning. We will present relevant material from this manual in our result in order to use this later on in our analysis. The manual will work as theoretical material to compare theory with practice. We will correlate it with the theories in this study in order to give suggestions for improvements in the sport for peace programs17.

6.5 Credibility

When conducting qualitative interview research Grenness claims that it is of essence to present a credible study. The author means that the researcher should make sure to convince others that the study has been performed in a structured way (2005:102). Furthermore, the author claims that no research is impeccable, since both human errors and mistakes in methodology can affect the result in the study (Grenness, 2005:91). By giving detailed descriptions of our research procedure we have given the readers the opportunity to assess for themselves if there are any mistakes or errors in the study. However, we realize that our choice not to publish the transcribed interviews might have an effect on the credibility of our thesis. This is because there is no possibility for others to verify the results in this thesis. However, we have chosen to protect the identities of our interviewees since they talked about sensitive issues. This can be seen as a dilemma between ethical and scientific principles according to Kvale and Brinkmann (2009:89).

6.6 Critical discussion of the methods

The reason for why we did not do participatory observations18, which might seem as a suitable method for our research, was because it was not doable. This is because the focus of the activities would have moved from the sport itself to us as foreigners. Every time we took part in the sport activities the youth gathered around us and lost concentration in the activities. This is also the

17 See paragraph 8.3 for the suggestions for improvements.
18 Participatory observation means that the researcher is taking part in the activity in order to study different aspects of the observed group (DeWalt and DeWalt, 2011:1).
reason why we interviewed the staff at the organizations instead of the youth involved in the activities. We also chose to interview the staff instead of the youth that participated in the programs since we wanted to focus on the sender’s perspective.

Our intention was to transcribe the entire interviews, however, some sections of the recordings were characterized by bad sound quality (due to noise in the background and that the parties in the interviews did not speak clearly). This implied that certain words were not transcribed. In addition, the bad sound quality might have led to misinterpretations. Even if the interviewer intends to make truthful and objective transcriptions the result can still be influenced by his or her own interpretations (Kvale, Brinkmann, 2009:200). Furthermore, while reading the Tetum transcriptions we realized that one of the interpreters we used to conduct our interviews at times were leading the interviewee in to replying in certain ways. Therefore some answers have been affected by the interpreter’s understanding of the issue and do not reflect the interviewee’s perspective. We will be cautious about using these answers in our result. Another factor which could have affected the translations and the information received from the interviewees is the language barrier. This is because misunderstandings might have led to wrong translations, which could have an impact on the information we received from the interviews and our possibilities to answer our research questions. Language barriers regarding translation also made it difficult to ask follow-up questions.

During our research in Timor Leste we had to use five interpreters in total. This was due to our main interpreter being unavailable for parts of the research process. We therefore had to use another interpreter, who already had knowledge about our research, to conduct two interviews. Since we suspected that our main interpreter at times did not make correct translations we decided to use two other interpreters to transcribe the interviews. First we asked one, but due to time limitations he wanted one more interpreter to assist him. Since the transcribing interpreters were busy with the interviews we chose to use a fifth interpreter to translate the manual for trainers. We believe that it was necessary to use five interpreters, but we also realize that it might have an effect on our result. Kvale and Brinkmann argue that using more than one interpreter might lead to different interpretations and explanations of what is being said (2009:200).

Grenness claims that norms and values present in the interview situation could affect the interviewees’ answers (2005:143). One factor which might have affected the interviews is that the interpreters often were acquainted with the interviewees, since some of them worked together. This might have affected our results. We also realize that factors such as power relations, social status,
gender, culture and the aspiration for further donations can affect the answers of the interviewees and therefore the result of our study.

Imbalance in power can affect the interview situation since the interviewee may give the answers that he or she believes the researcher is looking for (Kvale and Brinkmann, 2009:48, 50). This can also be related to the question of donations. Since some of the interviewees knew we were conducting our study in cooperation with Peace and Sport it may have affected their answers. They might have been worried that they would lose donations if they told us that they did not have many youths attending their programs. This can be related to Kidd’s arguments since he claims that the non-governmental organizations within the field of sport for peace compete for donors (2008:378).

The social status could also have affected the answers given. The interviewees’ general perspectives of us were that we came from a rich country since we were white. This might have made the interviewees feel inferior to us, which could have caused them to give us the answers they thought we wanted. Another factor which could have further impact on the interviews and the answers given is gender. Nilsson and Waldemarson argue that all cultures have their opinions and norms of what is suitable for men and women. These norms may affect people’s expectations in new contexts and in encounters with new people (2007:117-118). With this in mind we made sure that the female interviewees were interviewed by the female interviewer. However, since all but two of the interviewees were male the female interviewer had to interview some male interviewees as well.

Another factor which might have affected the interview situation is culture. Kvale and Brinkmann claim that different cultures have different norms for interactions with strangers, which can affect the relationship between interviewer and interviewee (2009:160). The intercultural communication might therefore have affected our result.
7. Results
In this chapter we will present the results of our interviews as well as the selected material from the manual for trainers. We have chosen to divide the results by presenting each organization and interested party separately. The chapter starts with the five organizations that offer sport for peace programs, followed by the three interested parties and the manual for trainers. The organizations and interested parties are mentioned as numbers and not by names since we promised the interviewees anonymity, as explained in previous chapters. This is also why the interviewees are named by letters A-M. Lastly we will present a conclusion of our results.

7.1 Organization 1
7.1.1 The organization
Organization 1 implemented sport activities in 2008 due to violent activities taking place in the area. However, sport for peace activities were formally developed in 2011 when the organization received donations from foreign organizations such as Peace and Sport. The organization is situated in “one of the most fragile suburbs” and the youth ”really need our support to give them a deeper knowledge and skill for their future” according to interviewee A. The organization aims to help the youth in their neighbourhood to eradicate the occurring violence through the sport activities and life-skill basic education. Basketball, badminton, volleyball and soccer are offered for boys and girls in separate groups. The sport activities are divided in to different age groups and are scheduled to take place two or three times a week.

7.1.2 The sport for peace activities
The sport activities are supervised by trainers at all times. The organization sometimes asks the participants to recommend people they know who could become trainers. These people would then be educated in how to manage the youth and organize the sport activities. They are given a syllabus with the organizations regulations to have as guidelines for the implementation of the activities.

The organization aims to “attract the youth with conflict minded to refresh their mind here through play sport with us” explains interviewee A. Before the activity the trainer talks about the rules of the sport, conflict prevention and values within sport that the youth should practice in the field. Interviewee B states that for the younger participants below 17 years old are taught the value of respecting everyone involved in the activity as well as their parents and friends. Furthermore the

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19 The life-skill basic education is explained by interviewee B as teaching how to increase youth’s income, productivity, prevention of using drugs, and knowledge about how to have good communication in the village. By “good communication” they mean different ways of communicating to each other, such as passive, aggressive and active communication where the youth listen to each other in order to show respect to the elderly and friends in their village.
young participants are taught time management skills, such as finishing the homework before attending the sport activities. The older age groups are taught the same things but their activities include civic education. Civic education is described as “how to create peace and friendship in their suburb and village”. This education is perceived to be “very important for them [the participants] and it's become a huge value for them to change their character to avoid them from the conflict” according to interviewee B. Civic education is used in order to prevent conflict both in their daily lives and also during the sport activities. Interviewee B states that “before we are going to start the game, we will give [...] a short talk about civic education with the captain from both teams then they will inform to their players”. A few times a year the organization creates friendship matches, where police security and local authorities are present. These authorities speak with the youth about sport itself, civic education and “remind them [the participants] to avoid the conflict around”. The organization believes that this knowledge will make the youth able to bring peace to their villages and later on at national level.

The regulations of the organization state that violent participants have to leave the field in order to prevent violence from taking place during the sport activities. The trainer speaks with the players about how to avoid violence in the future. However, interviewee B states that “we can't only use sport as the highest value to reduce conflict”. Something needs to be added to the sport activities in order to prevent conflict, and therefore the organization added the civic education. The interviewees believe that sport works as a good method to attract and gather youth. During past crises their activities has worked well in reassembling people that were scattered. In relation to this interviewee A states that “sport as a good activity and place for the youth to communicate between one each other”. Furthermore he claims that:

“There are situations and attitudes of the youth which needs to be changed. We have to create the sport in every place for them to play as sport never creates the conflict [...] we have experience during the crisis [2006-2008] we use sport through the competition and we are the one who can reconcile people from area X and area Z which always fight are reconciled and change their behaviour. They start realize that we all are Timorese…”

However, interviewee B argues that sports efficiency as a tool to change youths behaviour depends on the situation and the attitudes of the youth. He claims that one way to develop the sport for peace programs is to increase youths’ participation in the activities. This can be done by scheduling the sport activities after school hours. The organization also tries to encourage the youth to participate in and continue going to the activities by giving them gifts and certificates after the activities. When
interviewee A reflects upon how to develop the sport activities he desires to expand the programs to other regions than just the capital. “We cannot just create the sport here but we have to expand it to another sub-village due to the youths’ interest in the sport that make them always happy.”

7.2 Organization 2

7.2.1 The organization
Organization 2 has been active since 2008. It was the organizations own idea to come up with the sport for peace programs, even though they are working in cooperation with other organizations such as Peace and Sport to gain funding. Interviewee D believes that through enabling the youth to develop their skills and gain new knowledge the organization will enable a better future for them and hence creating a more peaceful society.

7.2.2 The sport for peace activities
The organization offers activities in soccer, athletics, table tennis and badminton every week and each group has practice two times a week. Interviewee D says that: “[We are] using sport program as equipment for peace because we want to develop peace for the children who create conflict in their gang and community [...] in order they can rise a discipline and not causing conflict”. The organization believes that sport is a good method for gathering people and an appropriate context to foster understanding and team-building. In relation to this interviewee C states that:

“Sport is not just playing sport. But sport is through the fair-play regulation, educators can educate the young people to change his or her behaviour. So, sport is involve with the different people from the different neighbours so they can create peace and they can understand they can start to respect to each other”.

The trainers are educated in how to socialize fair-play regulation to the youth through sport. They are for example taught how to face another team through the fair-play regulation and how to communicate in a friendly manner. The trainers accompany the youth on the field and make sure they “practice sport and apply what they learned”, according to interviewee C. The organization perceives sport to work as a tool for behavioural change. The activities are structured based on certain values, which the organization wishes to teach the youth. These values are: peace education, discipline, tolerance, respect and morals. Interviewee C explains that the values are used to: “educating the young people with the peace education message through the fair-play regulation and discipline, so they can respect each other through the sport that they practice”. Interviewee C claims that sport works best as a tool to promote these values when there is no conflict present:
“After the conflict happen we bring the sport as a tool for bringing people from different neighbours to play together and then they start to understand peace education through sport. Because sport is also a language to communicate, to link people from different language, different ethnic and different neighbours. [...] Sport can bring all of them together to communicate in one language that they all can understand.

“Sport is very competitive and it may cause a conflict, because sometimes sport cause a conflict not for the players only but it caused by their supporters” says interviewee D. Interviewee C describes that for example in the years of 2002 and 2003 fighting and violence took place at almost every competition or event that was organized. The organization then realized that it had to intervene and developed the sport for peace programs. Interviewee C explains that:

“Through the sport activities that we bring to the communities, to involve the young people and to prevent the free movement in the street like doing nothing. [...] So this can improve the security situation in the community. They lack of knowledge, they lack of conscience before they start playing the game they do not understand the fair-play regulation so that makes them nervous or they do not want to lose. [...]But the important thing is in the competition is not only the game not only the winning but sport can attract the other team to create peace [...]. So even they lost but they still have consideration to each other.

In order to improve the programs the interviewees mentions that the organization should focus on further education of the trainers. This should be done before expanding their activities to other areas of the country. In order to expand the activities they need improvement in managing the programs to handle even more youth in a structured and qualitative way.

7.3 Organization 3

7.3.1 The organization
This organization offers youth in Dili to join their badminton practice four times a week. The organization supports youth with equipment and practice for free, since many of the youth might not have the financial ability to join the activities otherwise. Therefore the organization needs donations and support. Interviewee E claims that the Timorese government does not support them with the money they need, which means that the organization has to seek support from other donors. However, interviewee E says that he would try to continue the work of the organization even though it would not receive donations.
7.3.2 The sport for peace activities

The organization cooperates with different “youth communities” in and around the capital Dili to be able to reach out to youth. The trainers from the organization supply equipment and teach people at the youth communities how to practice the sport so that they can share the knowledge with youth in the community. This is done so that “they [the youth] doing something, doing like sport, as long as they are not going to do some other problem”, according to interviewee E. The trainers from the organization then visit the youth communities regularly in order to see how they are doing. The organization also calls on all the communities once a month to come to the organization to play against each other. The youth then get to meet other youth from different parts of the city.

Interviewee E says that they occasionally give the youth small incentives in order to keep the motivation up: “who is going to winner get one dollar, so just keep them happy”. The organization combines sport and peace through:

“Gatherings where is conflict area [...]. You know in East Timor sometime its problem was struggle and then basically, the young people, they started doing like the bad things. So from peace and sport I would like to talk to them [...] And then try keep them away from problems[...] but make something’s good like for healthy community, peace, so you don’t have to be sitting in the roads, just make any problem.”

The organization tries to avoid that the sport activities turn into violent events. However, interviewee E means that the practices and events seldom become violent:

“We never have any problem because all the people coming mostly is only under 15 years old, so it’s easy to control. I think they recognize by themselves if my skill, like this ok, he beat me that makes sense because he’s good so [...] I have to more practice. And when they coming they are with their team leader so the team leader already teach them about [...] their behaviour and there’s no conflict actually because they all come just for fun and they meet each other.”

Interviewee E continues by saying that when youth from conflicting areas meet in games it seems as if they do not have any problems. He also thinks that the youth under 15 do not know much about why the people from different areas are fighting and therefore can forget about it when they play. In addition, interviewee E claims that there has not been any problem during the competitions the organization has organized, even with a big crowd. He believes that this is because of the simple rules within badminton and that youth easier accept when they lose due to this. In case of violent
actions the organization cooperates with the police, who have been present at some of the big
compétitions as a precaution. Furthermore, it is important for the teams to get along since the
organization only has one place where they can train. The trainers therefore teach the youth “not to
make any problem”. Interviewee E believes that they think about this in their everyday lives since
the trainers tell them that they have to be “good” in order to keep playing with the organization.

Interviewee E believes that sport can promote friendship as a way to create peace and cooperation
in the country. Regarding in which stage of a conflict sport can be used as a tool to promote peace
the interviewee states that it has to be used after the conflict is resolved: “If you were in the conflict
areas I mean that little bit hard, you know, so we have to wait at resolved first”. Interviewee E
means that the organization can improve their activities by listening to other people, such as “any of
institution like government or police department, I invite them to coming see us what is our
activity”. Afterwards these institutions can give the organization feedback regarding the activities.

7.4 Organization 4

7.4.1 The organization
The organization has been active as a sports centre for disabled youth before it implemented sport
for peace activities. Interviewee F explains why the organization started using sport as a way to
create peace and prevent conflict: “in 2006 we start have lots of conflict in every suburb and no
peace building. So that we have an initiative to create sport to attract children who are living in the
conflict area so that they will feel and live in peace”. Interviewee G adds that “we created this
because many children were hanging around in street”. He continues by saying that the
organization “use sport to help and offer them happiness”. The organization has therefore been
offering table tennis since 2010 and badminton since 2012, with practices three times a week. It
cooperates with other organizations that offer sport for peace activities. The organization funds its
activities through different donors and has approximately 80 children joining its activities.
However, the donations are sometimes not enough, according to interviewee G.

7.4.2 The sport for peace activities
Interviewee F says that the organization uses sport as a way to communicate with and reach out to
youth in the conflict area. He means that “we have to get into the conflict areas, so that we can
reconcile them”. Interviewee F adds that the organization uses sport as a method to attract the youth
in order to “explain to them about education and moral”. He also states that the staff at the
organization talk to the youth in the communities in order to come up with solutions that enables
them to join the sport for peace activities. It is important for the youth to be interested in the
activities that are offered, which is why “we gave them consolation to talk with them consciously to what is the most things that they want”. This is so the organization can offer activities which the youth prefer. Interviewee G adds that “they came and play then they went back to invited their friends come playing gradually until they forgot the problem in their mind.”

Interviewee F also says that the organization gives the youth “small things or presents, such as candy or book, when they have training with us to make them feel more happy to build peace”. He adds that the organizations main objective is to make the youth feel happy in order for them to come back and believes that: “if we didn’t give them some things they will not interest to come back”. Interviewee G adds that the organization also creates friendship matches, where the winner gets a trophy. This is also a way of keeping the youth interested in the activities. However, interviewee G believes that the youth sometimes just play for fun and that practicing the sport is motivation enough for them to keep going to the sport for peace activities.

The trainers teach the children about peace-building and the positive values of sport and social cohesion before they start the training, according to interviewee G. Interviewee F states that the training and teaching of different values is usually done with the whole group, but the trainers talk to the youth individually if needed. The organization works actively to prevent conflicts between participants or teams. Interviewee F states that “we tell them in soft tone and good manner, [...] we give them instruction what is bad and what is good.” He adds that “in a game we always looking for a place to go into the field and [take] them to a suitable place that we can use to talk with them to educate and give them moral so they can respect each other in this game.” Interviewee G claims that violent behaviour is normal within sports, but since the organization focuses on teaching discipline it is not so common within the activities. The staff at the organization also has “last words” with the youth at the end of practice before they go home, according to interviewee G: “I just asking the children what kind of attitude is bad or good, if bad why and good why.”

Interviewee G says that “we faced a lot of problems and difficulties when running sport as peace. [...] We have two different rooms, full of children [...] it’s about 80 more children. That is why we don’t have enough rackets and balls, because we don’t have enough funds.” However, he means that the positive benefits of sport for peace outweigh these challenges: “After we created sport for peace the number of involving children in a conflict was decreased, because some kids go to playing badminton and table tennis so means that the sport is good for children! If there isn’t sport they just make conflict or violence.”
7.5 Organization 5

7.5.1 The organization

The organization has been operational since 2008. It works with several different methods to create peace and encourage social cohesion, such as conflict resolution and prevention classes, a program called “international youth for young people”, human rights education and sport for peace. These classes are taught in order for the youth to have the capacity to “resolve their problem in their self”, according to interviewee H. The youth can take part in these activities as many times as they want after they have paid a registration fee of two dollars. The organization cooperates with other organizations that have sport for peace activities regarding training, donations and ideas. In order to attract the youth to the activities the trainers arrange meetings where the youth can tell which sports they are interested in. Interviewee I says that “we can identify what sort of sports they each are willing to join for, whether they like volleyball, soccer, basketball or badminton”.

7.5.2 The sport for peace activities

The organization believes that sport can be used as a tool to create relationships between the participants. Interviewee H says that “when we make event we can invite them to play together and then they can grow peace and build the good relationship with their other community”. Interviewee I adds: “Through the sport we can create a friendship among youth in order to express their feeling throughout the sport, because sport also can create sustainable peace within community.”

The organization’s mission is to transform so called “bad characters” into “good characters”. Interviewee I believes that sport can be used to do this since people through sport can “regret with the wrong things that they have done [...] They can re-establish and strengthening their relationship among individual, groups and society’s itself”. The trainers at the organization meet with trainers at other organizations in order to plan and structure the activities, through which the mission can be fulfilled. Interviewee H says: “First I think that it’s hard to teach the kids because sometimes they have the different characters. [...]Then when I use the method that I was learned I can show to them how to make the good communication with your friend or your teacher.” The method that interviewee H was taught in order to structure the sport for peace activities and teach the youth “how to make good communication” is the following:

“First we need to shake your hands or say hello to your friends and then when they have conflict in their play they can talk to each other, how we feel, we can resolve their problem, and then [...]they need to say thank you to your teacher or your
friends. [...] And they can respect each other and then they can know the rules of the sport and then they can change their mind [...] to become good youth.”

Interviewee H says that the trainers teach the youth “how to say speak nice to your friend”. Before every training starts the trainers and the participants make a circle and talk about how to behave towards each other. Sometimes they also incorporate different games for additional teaching of peace building. Interviewee H means that “we have a lot of games, how to make them feel free and [...] feel comfortable”. At other times they use music: “singing music of peace, or dance [...] and after that we start the lesson of sport”.

The trainers teach the youth conflict resolution skills in order to prevent violent behaviour within the sport activities and in the society. This provides the youth with an understanding that “they can influence the other people that come to play in here”, according to interviewee H. Some of the youth attending the sport activities already have knowledge of conflict resolution from the conflict resolution classes that the organization offers. Interviewee H explains that the youth in these classes discuss “what is conflict and how to analyse the conflict and then how to resolve the problem”. The organization also works in the communities with conflicting parties by talking to the local leader in the suburb on how to act in order to solve the conflict. However, interviewee I claims that the sport activities themselves can be enough to prevent conflict: “If we didn’t use sport as method the youth would easily fighting to each other, because physically they are full of energy and high pressure temper[...] Because sports can attract youth to express their physical energy in appropriate way.”

Although, in order to create sustainable peace interviewee I means that it is of essence to teach the youth discipline, both within the sport activities as well as in society. He says that it is difficult to teach values which have not been with the youth before, therefore regular training is needed to develop values such as discipline. Interviewee I also means that it is important that the trainers support the youth and have positive attitudes “even though they didn’t play well”.

Furthermore, Interviewee H believes that the sport activities can be improved by incorporating life skills training. The youth learn different life skills in the program “international youth for young people” which could be incorporated in to the sport activities, according to interviewee H. This program trains them in “how to become a good leader and how to organize time management.” Interviewee H means that these life skills can help them become “good youth and then they can promote peace”. Furthermore, interviewee H recommends an increased cooperation between the organizations that offer sport for peace activities in order to learn from each other. The
organizations can coordinate events together so that the teams can play against each other. Interviewee H believes this is important, since the youth can practice what they have learnt, otherwise they might think “we just learn, we boring with the learn, we need to play with others”.

7.6 Interested party 1

7.6.1 The organization
Interested party 1 supports some organizations which offer sport for peace programs by helping them facilitate activities and events but also through counselling, education of coaches and funding. It also supports activities that include life-skill basic education and civic education. In addition the organization tries to develop links to organizations on an international level to create youth exchange programs within sports.

7.6.2 Views and ideas on sport for peace
Interviewee K states that “if you are a coach you must have a program for the team”. Several organizations throughout the region are therefore using a manual created in Timor Leste for their education of trainers and implementation of sport for peace programs\(^{20}\). Interviewee J follows the same argument by saying that the interest for sport is extensive but guidelines and visions are needed in these programs in order for them to be successful in creating social change.

Interviewee J claims that sport provides an environment to gather different people and develop ambition, respect and cooperation both among players and spectators. The people learn from the players by seeing them as good examples on the field. Interviewee K claims that sport has the potential to reach a lot of people and that team-building can be taught through sport: “If you are working together you reach more than if you are an individual. You learn to lose as a team, you learn to win as a team. And a team is always like a small unit like the society.” Sport functions as a neutral zone for people with indifferences, according to interviewee J. In sport there are rules which are agreed upon before playing and these work as good regulations to distract the youth from current problems. The team-work achieved through sport distracts the youth from differences that may be present within the groups and instead makes them focus on team-building.

Interviewee K argues that in order to prevent conflict within sport “the whole surrounding has to […] react in a developed way, the coaches, the team-leaders, to keep that encounter not like a war but as a game”. Interviewee J claims that it is possible to implement sport for peace programs even

\(^{20}\) This manual will be presented more thoroughly in paragraph 7.9.
though there may still be a conflict present. He means that everyone might not be involved in the on-going conflict and that they can participate in something else. However, interviewee K claims the opposite: “when the conflict is there I think sport is not an appropriate way. If they are fighting you cannot say now we do sport”. Interviewee K believes that sport is a tool to reconcile people after a crisis. However, he states that by using sport there is no guarantee that conflict will not erupt since there are many other factors involved. One of these is corruption within the society. This is a challenge for the sport for peace programs since they become hard to maintain due to them being dependent on money from sponsors. Within the country it is difficult to establish trust and make the sponsors donate money due to the risk of corruption throughout the society.

However, even though there may exist challenges the interviewees have visions and plans of how to increase the possibilities for the sport for peace programs. Interviewee K mentions the creation of a league. He argues that the sport for peace programs in Timor Leste focus on one-time events and tournaments and cannot see more long term, as in creating a league. Interviewee K claims that sports need continuity and a long-term time perspective to have an effect: “In sport if you develop social values it needs time. You cannot expect fast results. [...] Team-sport has so many values, so if these values are put in place twice a week, monthly, yearly it can have effect”.

7.7 Interested party 2
7.7.1 The organization
This organization has “a program specifically for adolescents and young people in Timor because of its specific needs and the specific situation”. Since many youth were involved in the conflict in 2006 it was acknowledged that there was “a need to have targeted interventions for them”, according to interviewee L. That is why this organization works with development through life skills and educational training. Interviewee L says that it is essential to work with participatory methods, since:

“in 2006 they [the youth] took part in the conflict because they felt they were sidelined, the country was moving forward, everybody was benefiting from this new independence. Now children could go to school for free, now more people were getting jobs and then them in the middle they were still not getting anything and not feeling they were part either”.

Interviewee L believes that the conflict created a way for the youth to display their frustration. When the latest elections took place in 2012 “everybody was worried there would be another
2006”, according to interviewee L. “Everybody worked on a prevention [...] asking young people to respect the rule of law and stay calm and [...] engage them in positive activities”. The organization taught people how to vote and supported the arrangement of sport for peace activities. Interviewee L claims that this was done since “the aim was to encourage them to voice their frustration in a non-violent democratic way”.

7.7.2 Views and ideas on sport for peace

Interviewee L states that there are a lot of activities in Timor Leste “that try to prevent this [the conflict in 2006] from happening again, and sport for peace is one of them”. Interviewee L believes that the youth gain new ways of voicing their frustration through sport for peace activities which focus on participation and life skills building. However, the interviewee means that sports ability to be used as a tool for peace and conflict prevention depends on how it is implemented: “it’s not because you just do sports that you can prevent violence, I don’t believe in that. Like I don’t believe that just because you do sports you don’t necessarily have better life skills”. Interviewee L believes in the positive attributes of sports, such as healthy lifestyles and opportunities to make new friends. However, the interviewee adds that “if you want to use sport for other means then you need to incorporate in your teaching some key aspects, so that messages are sent and sport is used just as a tool to teach something else”. Sport for peace can be efficient if the youth through sport can learn “how to stimulate a sense of apathy [and] respect the different opinions of other people”.

Interviewee L exemplifies how a sport for peace activity can be structured:

“You are about to score and somebody tackles you. You feel that it was unfair, he feels it was fair...if you just do sports you accept the referees’ decision and you move on. If you do it as life skills then you can build a debriefing session around “How did you feel?” [...] If you work this way you have more chances of having this translated in to everyday life.”

That is why the organization aims at teaching youth centres “how to do sport for peace in a different way and not just giving them footballs and jerseys and tell them to do championships”. Interviewee L believes that it depends on the coach if the youth will be able to learn life skills and values through sport: “the key to successful programs is key adult figures that are there as a reference for the young people. [...] If the coach seeing himself as a coach for life, then he can make a difference for the young people in the long run.”
7.8 Interested party 3

7.8.1 The organization

The organization helps organize the field of sport by supporting the creation of clubs and by teaching trainers to become qualified instructors within the sport they practice. It also organizes national championships and cups in different districts. The organization is therefore not actively involved in the sport for peace activities, but since it is operating within the field of sports and supports sport events for peace it has its own views on these activities.

7.8.2 Views and ideas on sport for peace

Interviewee M mentions that Timor Leste has used sport and sent athletes to the Olympic Games as a symbol of the country’s independence. Interviewee M believes that this eagerness of promoting the country’s independence lead to people without sport experience being assigned as presidents of the different sport federations. The idea was that the sport federations would become operational as soon as possible, but the interviewee believes it was due to the widespread corruption in the country. This was because the people being assigned these positions had some sort of relationship to the government at the time. Furthermore, interviewee M claims that sport often is used as a means to make money: “it’s an easy business to get money and to connect some illegal arrangements”. The interviewee argues that corruption is a common cause of violent behaviour since some gain from its benefits, whilst most of the population does not. He implies that corruption and the presidents’ lack of knowledge of the different sports make it difficult for sports to be used as something more than just practicing sport in itself.

If the institutions in charge of developing sports are not functioning properly interviewee M believes that it is hard to use sport as a way to encourage social cohesion. If sport is used as a means to make money rather than to promote the positive values of being involved in sports it is difficult to convince people of the positive benefits of sport. The corruption can also make it difficult for the organizations that offer sport for peace activities to receive economical support from official institutions and sponsors. The sponsors might be worried that the money will be used for other things than it was supposed to. To deal with these problems interviewee M points out that “you need to have the money that’s actually applied in sports to be used more effectively”.

Furthermore, interviewee M claims that sport in itself can lead to conflict. In order to counteract this the interviewee means that: “You have to provide rules. You need to have discipline, you need to be organized [...] All those things could contribute to consolidate peace and social stability, those are collateral effects of sport”.

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Even though interviewee M is sceptical about using sport for peace at national level he does see some positive aspects at community level: “If you can have someone organizing sports activity for a community, I would say it’s positive. It might be nice for that small community”. Furthermore, he believes that the sport for peace activities has a greater chance in being efficient in remote districts, far away from the corruption in the capital. To be able to have functioning sport for peace activities interviewee M means that “you need to have people capable of doing a plan and implementing the plan”. The interviewee argues that it is also important to be aware of that sport enhances and mirrors what is already present: “If you already have good social bases, then the sport [...] allows for the practice of those good things. If the base of the society is full of hate and envy, then the sport will just promote those same bad feelings”.

Even though interviewee M presents a lot of challenges he also acknowledges sport as a means to create cooperation between people who have never been in contact before. He says that sports can take people out of their comfort zones since people mostly cooperate with people within their family otherwise. Interviewee M mentions the sport for peace events Tour de Timor and Dili Marathon, which are performed yearly. The interviewee says that these are probably the biggest events in the country and that they were started with the intention to connect people from different districts as well as “from other countries” so they “could see that this is a peaceful country”. However, interviewee M says that “the word peace is so abusively used, as a way of promote something” and that the population can develop a disinterest if the word peace is being overused.

7.9 The manual for trainers

The content of the different modules in this manual are related to each other. There is a lot of emphasis on explaining that a trainer has different roles towards the participants in sports activities. These roles could range from advisor, instructor, friend as well as protector from physical and emotional abuse (Makaloke:4-5, 29). In order to use these roles properly the trainer needs to understand how to communicate to the youth during the activities. The trainer should keep the communication clear, complete, correct, constructive, civilized and short (Ibid:9). If these criteria are fulfilled there are increased possibilities for the message to be understood and considered. This will also enable better opportunities for development among the participants. The trainers’ roles also include positive feedback, not just for the talented participants but for everyone (Ibid:10). It is also argued that the trainer should listen to the participants (Ibid:11).
The trainer is said to function as a role model. Therefore the trainer needs to adopt a good lifestyle and personality to show the participants. This means that if the trainer makes a mistake he or she must admit this in front of the participants and work as a good example to follow (Ibid:46). The trainer should be consistent and keep repeating the instructions in order to ease the understanding of these. However, since the interest of the participants needs to be kept it is advised to have variation in the instructions but still keep the same message without creating confusion among the participants (Ibid:11). The trainers are expected to educate the participants in both the technique of the particular sport as well as fair-play and developing the values of discipline, responsibility and team-solidarity (Ibid:44, 47). The trainers are encouraged to focus more on the development of these values than on winning (Ibid:41).

The manual presents three different leadership-styles: authoritarian, democratic and laissez-faire style (Ibid:44-45). The democratic style is most emphasised and has most advantages. It aims at involving the participants by asking them how to structure the activity and letting them be part of the management. This style is divided into involve and leave. Leave gives more responsibility to the participants and lets them define the activity and come up with exercises through which they learn what the trainer wishes them to. Involve makes the trainer take the participants opinions into consideration but the final decision of how to design the activity lies with the trainer (Ibid:25). The disadvantages of the authoritarian and laissez-faire styles are that they have no balance. The authoritarian trainer does not create unity within the group but fosters egoism and works against cooperation. Whereas the laissez-faire trainer lets go of the responsibilities of being a trainer by leaving everything to the players, leading to a loss of discipline, division amongst the participants as well as loss of encouragement. It is instead recommended for the trainer to create cooperation and the ability to share thoughts and opinions (Ibid:44-46).

It is important for the trainer to enable an environment in which the participants can think strategically and critically. The method of game sense approach offers this. During this exercise the trainer challenges the participants to make decisions as fast as it would be required in a real game (Ibid:21). The participants have to solve problems and respond to challenges regarding tactical situations within the sport. It is the trainer’s responsibility to make sure that everyone is part of the activity. This can be managed through for example rotating the role of captain and demanding that everyone has to touch the ball before the team is allowed to score. Through an exercise like this the trainer is able to praise everyone for completing it and make all participants feel proud (Ibid:37-39).
Another way to manage the group and aid in creating an environment of cooperation is to let the participants help each other through the exercises. Those who are more talented than others can gain more responsibility and support those who have not yet finished a task. The trainer should also deal with bad behaviour and its possible consequences. However, the whole group should not be punished for the mistake of one participant (Ibid:39-40). Another important aspect for the trainer is to help the participants to stay away from drugs and illegal medicines like doping and thereby change the participants' attitude towards this (Ibid:13-14). These aspects contribute to develop confidence and respect in the relationship between the trainer and the participants (Ibid:28).

7.10 Conclusion of results

The majority of the interviewees believe that sports through its popularity works as a good tool to gather youth in order to create cooperation amongst people with different backgrounds. The sport activities can bring positive and healthy attributes, which work as incentives in attracting the youth and giving them something to do in order to avoid violent behaviour. The youth learn how to face certain situations as a group as well as how to fit in with the group through the environment that the sport activities offer. This can create a feeling of unity, which can be used in order to reconcile people. This, together with conflict resolution skills taught in some of the sport for peace programs, can create a more peaceful society. Some of our interviewees believe that sport in itself can develop certain values amongst the youth, such as discipline, respect, understanding and tolerance. The process of teaching new values to the youth can be difficult since these values might not have been a part of the youths’ character before. Therefore some of the interviewees argue for a need to incorporate life skills education to be able to develop these values, change youths behaviour and their character. In order to enable social cohesion it is therefore argued that a combination of sport for peace activities and life skill education is needed.

The sport for peace activities are held between two to four times per week. In order to attract the youth to join the activities some of the organizations ask the youth which sports they are interested in and then they offer these sports. To make the youth motivated to come back to the activities they give small gifts to them. The activities are offered at the organizations as well as in different districts throughout the city. This is because some organizations identify the conflict areas and then bring the sport activities there in order to reconcile conflicting parties. In most of the organizations the trainers teach life skills and talk to the participants about how to behave towards other participants before exercising the sport. In order to prevent violent behaviour educated trainers supervise the activities. Interviewees from two of the organizations state that the trainers talk to the youth who express violent behaviour about how to prevent the situation from happening again
during the activity. Otherwise they talk to the participants after the activity about what happened and how they felt if someone for example tackled them in order to generate a discussion amongst the participants. At other organizations they penalize the youth who are involved in violent actions by not allowing them to continue that session.

The sport for peace activities are dependent on donations in order to provide the youth with proper equipment and offer the activities for free, which lead to a constant struggle regarding funding. Some of the interviewees argue that corruption is widespread in Timor Leste, which makes it difficult to attract donors. It is hard to establish trust with the donors or sponsors due to the lack of transparency in a corrupt society. Corruption can create a way to make money through sport. This could lead to tensions between the people who get to enjoy the benefits of corruption and the ones who do not. This can be related to the claim that sport can create conflict rather than prevent it. Sport is perceived to be competitive and can therefore create rivalry and violence. Sport’s ability to foster social cohesion therefore depends on the situation and the attitudes of the youth.
8. Analysis

In this chapter we will present the analysis of the results. We will make an analysis based on the previous research featured in chapter three and the theories, strategies and models presented in chapter five. We have chosen to divide the analysis into three different categories: communication within sport, sports effect on social behaviour as well as challenges and improvements. These categories cover different aspects of our research questions.

8.1 Communication within sports

We have chosen to analyse the results received from the interviews using a participatory communication perspective as well as the life skills training model. Sport could be seen as a medium of participatory communication since it involves participation and team-play. It is stated that participatory communication can be used as a tool to moderate social exclusion, if it is implemented correctly. The question is if the sport for peace programs have done this. The level of participation in these programs will also be analysed in order to see when the local stakeholders become involved in the programs and if it is genuine participation.

In order to have genuine participation the sport for peace programs should be based on local initiatives. Most of the interviewees claim that this was the case since the local organizations that offer the sport for peace programs had different sport activities before receiving support from Peace and Sport, although the majority of them were not formally called “sport for peace”. It can therefore be argued that the idea of using sport in order to bring youth together and encourage social cohesion was a local and bottom-up initiative. However, if seen from the youth’s perspective the sport for peace activities mostly have a top-down approach since they are organized and structured by the organizations and then offered to the youth.

Some of the sport for peace programs have used participatory methods in order to increase the involvement of youth in the decision-making process. They can be seen as using the project-based approach21 of participatory communication. The interviewees involved in these programs stated that they incorporate inputs from the youth when the organizations are about to design new sport for peace activities. They ask the youth which sports they are interested in and thereafter implement these sports in order to attract the youth to the programs. Interviewee I says that: “we can identify what sort of sports they each are willing to join for, whether they like volleyball, soccer, basketball or badminton”. The project-based approach therefore offers ways for the youth to get involved in

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21 Previously explained in paragraph 5.1.
the development process of the sport for peace programs. This can be seen as an example of participation by collaboration\textsuperscript{22} since the youth get to participate in discussions of which sports to implement. However, this level does not allow for the participants to propose any dramatic changes if the organizations already have decided for example on how the activities should be executed.

Participation by collaboration is characterized by horizontal communication, which opens up for dialogue between the organizations and the participants. Dialogue is one of the core principles within participatory communication. The sport activities work as a catalyst in which this dialogue is enabled. The interviewees at the organizations mean that sport can be used as a medium through which people can work together and create an understanding of different situations with a language which everyone who are familiar with the rules of sport can understand. Interviewee C claims that:

"Because sport is also a language to communicate, to link people from different language, different ethnic and different neighbours. [...] Sport can bring all of them together to communicate in one language that they all can understand."

Sports create a lot of opportunities for two-way communication to take place, both through verbal and non-verbal means. The interviewees mean that the trainers in the programs talk to the youth about how to develop both life skills and skills within the sport. Most of the organizations have incorporated life skills training before and after the sport activities, in which the participants learn how to behave towards the other players. This can be related to the life skills training model\textsuperscript{23}, since it focuses on incorporating civic education into development projects. The expected outcomes of this model are change in individual behaviour and increased life skills through using face-to-face communication. This can be applied to the sport for peace programs since they aim to create a more peaceful behaviour through sport.

In order to teach these life skills it is deemed important that the trainers stay positive towards the youth even though they do not perform well and that the participants use fair-play in order for relationships between the involved parties to develop. This can be done through verbal appreciation and through positive body language. These positive reinforcements will enable the team to perform better and ease social cohesion. However, body language can also be used to express negative values in sport through tackles and other violent behaviour. When this happens the trainers work as catalysts to try to develop a dialogue between the involved participants in order to deal with this violent behaviour. As interviewee G states: "I just asking the children what kind of attitude is bad

\textsuperscript{22} For further explanation see appendix 6.
\textsuperscript{23} Previously explained in paragraph 5.2.
or good, if bad why and good why.” These organizations have therefore realized that the only way to solve a problem is to talk about it, which leads to the need for dialogue within their sport for peace programs in order to prevent violent behaviour.

In order to create an environment in which social cohesion can be encouraged the trainers need to work on developing positive reinforcements, team-work and values such as discipline and respect amongst the youth. This is why most of the organizations have incorporated life skills training in order for the participants to learn how to behave towards the other players. This can be related to the participatory principle of *liberating pedagogy*\(^\text{24}\), where the trainer works as a catalyst in order to create a dialogue for the participants to reach an understanding of how to behave towards others in this context. Therefore the sport for peace activities need to be focused on developing life skills instead of focusing on competitiveness between teams. Sports can contribute to the development of peaceful societies by encouraging social cohesion, which can be linked to what Freire calls “conscientization”, which means action-oriented awareness raising\(^\text{25}\). The sport for peace activities can be perceived to raise the awareness of the importance in creating social cohesion in order to build a peaceful society. The trainers try to teach the youth that sports is about participation, having fun and building relationships rather than winning events.

The sport for peace activities can also be related to the participatory principle of *action-reflection-action*\(^\text{26}\). Sport in itself is strongly action oriented and the focus on life skills training fosters reflection on how to transfer these values and skills to a non-sport environment. The interviewees mean that the intention of the life skills training is that the youth will be able to transfer these values to their lives in the society. This can lead to sustainable change, which is one of the expected outcomes of the participatory approach.

Some of the interviewees stress the importance of trainers with the appropriate *leadership factors*\(^\text{27}\) in order to create a sense of belonging and teach life skills which can lead to sustainable change and encourage social cohesion. Carron and Brawley argue that the participative style of decision making has led to a more developed sense of cohesiveness within sport teams (in Horn, 2008:228).

Therefore it is important for the sport for peace programs to have trainers who give all youth the same opportunities to influence the outcomes of the activities as well as the life skills training. The

\(^{24}\) Previously explained in paragraph 5.1.1.

\(^{25}\) Previously explained in paragraph 5.1.1.

\(^{26}\) Previously explained in paragraph 5.1.1.

\(^{27}\) Previously explained in paragraph 5.2.2.
trainer can do this by enabling all participants to voice their opinions about the activities by for example being included in decision-making processes regarding the planning of the next activity.

Kleiner argues that the relaxed way of communicating within sports has helped opposing parties to accept losses and defeats which usually are difficult to accept in real life situations (in Gilbert and Bennett, 2012:31). The sport for peace programs give the youth the chance to develop a sense of team-building and by practicing sport they can channel their frustrations in a non-violent way. Kvalsund argues that in order for conflicting parties to resume communication and develop tolerance and understanding of each other it is of essence for the sport activities to focus on the common interests of the parties instead of on the causes of the conflict (2007:5). If the sport activities teach the values of self-discipline, respect, fair-play and teamwork through face-to-face communication they can help individuals to develop the communication skills that are needed to prevent, and in some cases resolve conflicts (SDP IWG, 2008a:99, 211). Interviewee B emphasises this: “It is very important for them to follow the civic education that is given from us because if they implement in their daily life they will bring peace and unite in their life”.

Sport can be used as a participatory method since it can empower people by enabling them to identify problems in society, find solutions to them and then implement the solutions through sports. The sport for peace programs use sport as a forum in which dialogue is created, team-play is encouraged and life skills are taught in order to communicate social cohesion to the youth in Timor Leste. Interviewee C says: “[we are] educating the young people with the peace education message through the fair-play regulation and discipline, morals and respect so they can respect each other through the sport that they practice.” This is possible since sport in itself creates a feeling of unity by being a universal activity with a common language for all.

8.2 Sports effect on social behaviour

The history of Timor Leste has created an environment where social ties are weak and there is little social cohesion. Tensions within the country have caused division and rivalry, which have led to violent actions. Previous research perceives sport as a tool to change behaviour among youth, allowing them to avoid delinquent and violent behaviour (SDP IWG, 2008a:99, 211). The organizations involved in the sport for peace programs in Timor Leste argue along the same lines and perceive a need to use sports in order to change the situation in the country. To understand this phenomenon and analyse this process in the sport for peace programs we will apply the social learning theory, the moral and character development strategies within social-psychological orientation as well as the model of social cohesion.
Sport is argued to work as a successful tool to gather and connect people with different backgrounds, since it offers opportunities for interaction. The differences between participants are overcome by the common language of sport. Interviewee C says: “Sport is also a language to communicate, to link people from different language, different ethnic and different neighbours.” This can be related to the personal factors within the model of social cohesion. Sport is perceived as an environment in which the teaching of life skills can develop values such as discipline, respect and tolerance in order to enable social cohesion.

Participants in the sport for peace programs are removed from the streets and the risk of violence and instead engaged in a positive activity, as interviewee C says: “Through the sport activities that we bring to the communities, to involve the young people and to prevent the free movement in the street like doing nothing. [...] So this can improve the security situation in the community. This can be related to the concepts of differential association and social bonding within the social-psychological orientation. These concepts state that sports help participants avoid environments where criminal behaviour is present and instead offer an environment where interactions between the participants enable social cohesion.

There is much emphasis placed on the role of the trainer in the context of sport. The organizations therefore educate the trainers in how to manage the activities and encourage behavioural change in order to promote social cohesion. The manual for trainers is used as a guideline and education material for the trainers within some of the sport for peace programs. This can be related to the leadership factors within the model of social cohesion. The trainers within the sport for peace programs are encouraged to praise the participants as much as possible in order to make them enjoy and return to the activities. This can be related to the strategy of reinforce and encourage good sporting behaviours in the moral and character development strategies. However, some organizations also express the importance of handling bad behaviour among participants. The trainer needs to take an active role and make the participants know both when they are behaving appropriately as well as inappropriately. Interviewee G says that “we tell them in soft tone and good manner, [...] we give them instruction what is bad and what is good”. This can be linked to the strategy of define good sporting behaviour in your sport program. In order to teach the participants

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28 Previously explained in paragraph 5.2.2.
29 Previously explained in paragraph 5.2.2.
30 Previously explained in paragraph 5.2.1.
good behaviour and encourage social cohesion it is of essence for the trainers to have a definition of what is good and bad behaviour.

Linked to the strategy of defining good sporting behaviour is the aspect of modelling appropriate behaviour, which is the focus of the social learning theory\(^{31}\). Interviewee L believes that it depends on the coach if the youth will be able to learn appropriate behaviour through sport: "the key to successful programs is key adult figures that are there as a reference for the young people. [...] If the coach seeing himself as a coach for life, then he can make a difference for the young people in the long run." By having clear definitions of appropriate behaviour it is easier for the trainers to act as role models and in that way transfer desired behaviour. However, it is stated within some of the sport for peace programs that if the trainers fail to be good role models they are penalized in order to model what is desired behaviour and what is not. If the trainer would fail in handling a situation in which he or she committed a fault, then there is a risk that the participants internalize this through observation, which could be linked to social learning theory.

Interviewee B claims that: "Before we are going to start the game, we will give [...] a short talk about civic education with the captain from both teams then they will inform to their players". The manual for trainers explains that the trainers have the possibility to transfer responsibility to the participants by letting them instruct each other. This can be linked to the strategy of transfer power from leaders to participants. Some of the participants become role models for the other participants, which creates incentives for them to imitate each other in order to fit in with the group. This can be linked to the third concept within social learning theory, namely comparison. On the other hand, the opposite effect may also take place where the participants who are given responsibilities may be excluded from the rest of the group. This may create a vicious circle where the desire to fit in with the group is stronger than being recognized by the trainer. Therefore the importance of the trainer’s responsibility to create a friendly environment within the group is emphasised.

It is argued in the manual for trainers that the trainer should discuss bad behaviour and its consequences with participants. Sport is a context which builds upon rules and regulations. The sport for peace programs aim to internalize these among the youth in order to create behaviour that not only respect people but also rules. Interviewee H states that: "They can respect each other and then they can know the rules of the sport and then they can change their mind [...] to become good youth." Through doing this the participants learn how to enable a friendly environment where

\(^{31}\) Previously explained in paragraph 5.1.3.
respect, understanding and tolerance is present. This can be linked to the strategy of *explain why certain behaviours are appropriate*.

The change of behaviour is facilitated through interaction with others, where sport provides a regulated environment with constant supervision from trainers. It is argued in some sport for peace programs that the values within sports should be taught and exercised when aiming to promote behavioural change towards achieving social cohesion. This can be related to the strategy of *explain why certain behaviours are appropriate*. Since sport incorporates desired behaviours it can be seen as a good tool to provide consistent training in implementing and internalizing these behaviours to become an inherent part of the participants overall behaviour. This can further be related to the social learning theory since this builds on what the participants learn through observational training. By being consistently in an environment which promote desired behaviours and observing these behaviours in practice, learning of new behaviour may take place.

Social cohesion builds upon the feeling of shared identity and sense of belonging, which can be related to the aspects of team-building and cooperation. The manual for trainers explains that sports offer opportunities where participants are cooperating towards a common goal, which brings them together. Interviewee A argues that “*sport as a good activity and place for the youth to communicate between one each other*”. These factors are fundamental in order to create social cohesion and can be related to *team-factors* within the model of social cohesion.

Interviewee I argues that friendship is possible to be developed through sport: “*Through the sport we can create a friendship among youth in order to express their feeling throughout the sport*”. The creation of friendship that sport enables can be seen as an initial step towards more extensive social cohesion. It is also related to the interactions between the *personal factors* within the model of social cohesion. This, together with the fact that some organizations are stressing that they are promoting respect to be shown outside the activity, can be related to the aim of enabling social cohesion and not just task cohesion within the teams.\(^{32}\) Sports affect the characteristics of the participants, which in turn affect the activities. If the participants learn the desired behaviours through sport these will enable an environment where social cohesion can be achieved. The interaction between the participants and the environment can be linked to the perspective *social-psychological orientation*.

\(^{32}\) Previously explained in paragraph 5.5.
8.3 Challenges and improvements

Beutler argues that sport is a reflection of the society, including its negative sides, which explains the negative aspects of sport (2008:359). Interviewee M argues that it is important to be aware of that sport enhances and mirrors what is already present in a society: “If you already have good social bases, then the sport [...] allows for the practice of those good things. If the base of the society is full of hate and envy, then the sport will just promote those same bad feelings”. It is therefore important for the organizations that offer sport for peace activities to be aware of different social contexts in order to encourage social cohesion. The programs should be made adaptable in order to be used in any social context. Therefore the same methods might not be applicable in different districts of Timor Leste. This is important to consider since some of the organizations mentioned that they were looking in to expanding to other regions in the country.

“Maybe the greatest lesson learned of all is that sport cannot and must not be corrupted” (Gilbert and Bennett, 2012:32). It is therefore of essence for the organizations to consider possible partnerships in order to maintain a good reputation for the organization itself. This is because of their dependency on outside funding in order to maintain their activities. If the donors find out that the sport organizations are cooperating with actors that are involved in corruption there might be a risk for the organizations to lose their funding. It is important to be transparent and to be able to show what the money is used for in order to keep the funding. This is because the donors enable the organizations to keep running their sport for peace activities.

Another way of attracting donors as well as new participants can be if the organizations promote the sport for peace programs in different ways. Interviewee M says that “the word peace is so abusively used, as a way of promote something” and that the population can develop a disinterest if the word peace is being overused. Instead of promoting the programs as activities for peace they can market them more as leisure activities. This might create a change of attitudes and behaviour with people who are sceptical about “sport for peace”. The organizations could name the programs “Just play for fun!” (GTZ, 2009:6). This might also attract participants who would not participate in activities labelled “sport for peace” since this might mean that they have to play with people who they have been in conflict with. However, once they are involved in the activities they might change their mind, which would contribute to social cohesion. It could also be important to develop more long term projects such as leagues. This would enable the youth to be a part of a team and play against other teams and therefore meet more people and increase the chance of social cohesion.
Kvalsund argues that it is of essence to observe, listen to and learn from local communities in order to implement efficient sport for peace activities (2007:5). This follows the lines of participatory communication, since the sport for peace activities should be based on local needs instead of top-down approaches. In order to be genuinely participatory the sport for peace programs need to advance to the highest possible of the participatory levels. At the moment they can be perceived to be at the third level called *participation by collaboration*[^33], but they need to move up to the fourth level, which is *empowerment participation*[^34] in order to have equal rights between the organizations and the participants regarding decision-making processes. In order to reach the fourth level, the organizations have to extend the use of dialogue to enable the parties to share knowledge and experiences in order to decide how to solve identified issues. This can be related to the topic of *revision* in the manual for trainers. According to the manual, revisions should be made between the participants and the trainers at the end of each activity as an evaluation. However, based on the interviews and our own observations it is not evident that this is used extensively. Therefore, this aspect could be improved and be used as a way to reach the fourth level of participation. Making revisions can also be linked to *feedback*. This is of essence to include in participatory dialogues and can be used in order to evaluate the sport for peace activities from the participants’ point of view (Nilsson and Waldemarson, 2009:111-115).

Another way to increase the level of participation is through *leadership factors*[^35]. The manual for trainers presents different styles of leadership that work in accordance with high levels of participation. The most participative is labelled *leave*[^36] and argues that the trainer sets conditions for the theme of the activity, but that the participants can have their opinions regarding what exercises to implement. In order to reach the fourth level of participation more emphasis could be put on *leave*-leadership. The trainer is perceived to create an environment through which social cohesion can be attained. It is therefore of essence for the trainer to create a positive and rewarding atmosphere within the sport. It is also the trainers’ responsibility to make sure that there are no divisions within the group, even though there may be differences in skills, age and gender. The sport for peace programs need to be able to include youth, regardless of their skill, age or gender in order for social cohesion to be achieved.

In the manual one can read that participation should be encouraged through transferring responsibilities from the trainers to the participants and thus enabling them to take charge of the

[^33]: For further explanation see appendix 6.
[^34]: For further explanation see appendix 6.
[^35]: Previously explained in paragraph 5.2.2.
[^36]: Previously explained in paragraph 7.9.
activities. The participants would in this case be their own trainers, which could lead to them cooperating and helping each other out. The participants could also function as each other’s role models. This method could lead to a strengthened sense of confidence and increase the ability to work together, which in turn could lead to social cohesion. However, we found few signs of this method being applied while conducting our study. An additional way for the sport for peace programs to teach cooperation could be to develop new exercises in order to foster social cohesion.

The sport for peace programs described that they had meetings with the youth before the activities, where they talked about values and how to behave towards the other participants. The trainers argued that sport enabled a good environment for the youth to practice these values. However, no specific exercises were presented in which these values could be practiced. The moral and character development strategies\(^{37}\) include the strategy of building moral dilemmas and choices into practices. The sport for peace programs enables discussions about these moral dilemmas and choices through the meetings before the activities. However, it is less evident that they are following this up by incorporating these dilemmas and choices into exercises within the activity. This could be seen as something to improve in order to be more efficient in teaching values and behaviour that enables social cohesion. Furthermore, in order to diminish the risk of aggression and violent behaviour the sport for peace programs could incorporate simulations of contexts in which the participants have to practice to control their emotions. This could develop knowledge of stress and frustration management (Weinberg and Gould, 2007:543).

\(^{37}\) Previously explained in paragraph 5.2.1.
9. Main conclusions and further discussions

In this chapter we will present the main conclusions of our analysis by summarizing the answers of our research questions. These will be followed by a reflection of this study in which we will consider what we have contributed with to the field of sport for social cohesion. In addition we will present our concluding remarks where we give alternative perspectives on our research. Lastly we will give suggestions for further research.

9.1 Main conclusions

We will answer the main research question of this thesis by answering the three sub-questions stated below. This is because we believe that the main question incorporates the three sub-questions. Our main research question is: \textit{How can sports be used as a tool to encourage social cohesion among youth at community level in Dili, Timor Leste?}

9.1.1 \textit{How do the sport for peace programs communicate social cohesion to the youth through sports?}

We used participatory communication since it is seen as being able to diminish social exclusion as well as the life skills training model due to the focus of life skills training within the programs in order to answer this question. Our analysis demonstrates that the sport for peace programs are at the third level of participation, out of four levels. This is called \textit{participation by collaboration}, in which the participants are able to influence which sports to implement in the activities.

We believe that the sport activities provide a forum in which dialogue between parties can take place in order to create cooperation and understanding through the universal language of sports. The two-way communication channel offered by sports can be both verbal and non-verbal and both positive and negative. In order to ensure positive outcomes to these activities we have found that the sport for peace programs have incorporated life skills training in to the activities in order to enable social cohesion. The trainer’s role in the sport for peace programs is both to work with positive reinforcements as well as to be a catalyst in order to enable dialogue between conflicting parties within the activities.

We perceive that the sport for peace activities can also be related to the participatory principle of \textit{action-reflection-action} since sport is strongly action-oriented and since the youth reflect on their behaviour through teaching of life skills. The teaching of life skills are believed to lead to sustainable change, which is one of the expected outcomes of participatory communication. Our analysis therefore demonstrates the importance of trainers with the appropriate leadership factors in
order for the sport activities to encourage social cohesion. The interviewees claim that the sport activities can develop the youth’s communication skills which are needed to prevent conflict if the trainers teach the values of discipline, respect, teamwork and fair-play through face-to-face methods.

In conclusion, the sport for peace programs use sport as a forum in which a dialogue is created, team-play is encouraged and life skills are taught in order to communicate social cohesion to the youth in Dili, Timor Leste.

9.1.2 How can sports affect social behaviour in order to encourage social cohesion?

This was investigated through the social learning theory, the social-psychological orientation and the moral and character development strategies within this, as well as the model of social cohesion.

In our study we found that sports provide activities where behaviour and values that are perceived to be positive within a society is encouraged. We believe that the social-psychological orientation enables an understanding of the effect which the sport environment provides. By enabling play, cooperation and interaction through positive regulations with different people, the environment of sport enables the individual to express desires of friendship, which could lead to the initial steps of enabling social cohesion. Regulations within the sport for peace activities define good sporting behaviour, which make it possible for the youth to internalize desirable behaviours and values such as respect, understanding and tolerance.

Our analysis emphasises that even though sport may provide a favourable environment for the development of life-skills and values it is still dependent on the trainer managing the activity. The trainer needs to be a role model for the participants and explain to them why certain behaviours are appropriate and inappropriate. We believe that it is also important with reinforcement of good behaviour and penalization of inappropriate behaviour, both among participants and trainers. This can be seen as another aspect of functioning as role models. We have found that the sport for peace programs focus on promoting appropriate behaviour and desirable values instead of winning in order to enable social cohesion.
9.1.3 How can the sport for peace programs meet the challenges they face in order to improve the activities and become more effective in encouraging social cohesion?

Based on the challenges presented by the interviewees we gave several suggestions for improvements of the sport for peace programs in the analysis. One is for the sport for peace programs to become more adaptable to the different social contexts in Timor Leste. The next regards corruption and the importance to be transparent in a corrupted society in order to receive donations. The third suggestion is to promote the sport for peace programs in alternative ways in order to attract other donors and participants. A fourth suggestion is to try to reach the fourth level of participation, empowerment participation. This would increase involvement of the participants in the decision-making process and would encourage social cohesion. We also suggest feedback and revision to be incorporated in the sport for peace programs in order to increase efficiency. We believe that trainers should also adopt the leave leadership-style since this is the most participative factor and would help to increase the level of participation in the programs. The trainers should also create an environment through which social cohesion can be attained. The sport for peace programs should be all inclusive, no matter which gender, age or skills a person has in order to create social cohesion. We also provided a suggestion of developing new exercises in order to foster social cohesion. Our analysis demonstrates that it could be important to develop more long term projects such as leagues, in which the youth would play against other teams and be able to meet youth from different districts.

9.2 Reflections on this study

In this study we chose to ask: How can sports be used as a tool to encourage social cohesion among youth at community level in Dili, Timor Leste? This question was based on a perceived knowledge gap regarding the effects of sport as a tool for social cohesion at community level and its relation to youth. We believe that we have answered our research questions throughout the result, analysis and conclusion. The sub-questions have been used to cover different aspects of the main question, which are: communication, sports effect on social behaviour, improvements and challenges. Since we conducted our research in Dili, Timor Leste in a specific social context we believe that we located our study at the community level. The study is also focused on the youth, which we set out to do. We filled a knowledge gap since no similar studies had been made in Timor Leste. This study has contributed to the field by raising issues such as corruption and its effect on sport for peace and social cohesion, the possibilities of using participatory methods within sports, as well as showing that the youth could be each other’s role models. Our thesis has otherwise confirmed the positive and negative aspects of using sport for peace and social cohesion. This
method can, as we stated in chapter four, be used in countries with similar backgrounds which are in a similar situation to Timor Leste.

However, the intended focus on communication was not fully achieved in this study. This was because of the inability to conduct participatory observations due to the youths focus on us as foreigners and not on the activity itself. Our intentions were to observe how the life-skills were communicated in relation to the sport activities but we had to rely on the interviews with staff at the organizations and interested parties instead.

9.3 Concluding remarks

While conducting this research we came across interesting perspectives on the topic which we have not included in our study. We therefore chose to present these aspects in order to open up the field.

The first perspective is McLuhan’s idea of “medium is the message”. He argues that the medium (the sport in our case) creates and regulates the range and shape of human cooperation and activity, which can also be seen as a message (1964:20). In our study sport can be perceived as the medium that creates and regulates the environment in which human cooperation and activity takes place with the underlying message of social cohesion. In addition to this we thought of the Shannon-Weaver model, which is a linear model that explains the links between sender-message-channel-receiver (Waisbord, 2000, p. 13), as well as Laswell’s formula of “Who says what in which channel to whom with what effect?” (Windahl et al, 2009, p.151) to explain the communication process. In Shannon-Weaver’s model the organizations are the sender, the message is social cohesion, the channel is sports and the receivers are the youth. In Laswell’s formula the organizations say “let’s encourage social cohesion” through the channel of sports to the youth with the effect of social cohesion.

While being in Timor Leste we thought about the discourse around sport. Many of the people involved in the field of sport spoke highly of the positive benefits of sport as a tool to encourage social cohesion. Others did not share their enthusiasm and had a more negative approach towards the issue. This can be related to Gillbert and Bennett’s argument that “One shot spectacular sport events have a tendency of overshadowing the day to day benefits of long term uses of sport in a variety of projects and programs. However, the great danger has always been the over estimation of sport and its ability to reach further goals than those reached by traditional means of development and peace promotion” (2012:32).
9.4 Recommendations for further research

Grenness claims that the researcher often has to settle for the small contribution to the field he or she is studying, since the research process is long and slow. That is why a researcher often ends his or her study with “recommendations for further research” (Grenness, 2005:5-6).

We have studied how sport can be used in order to encourage social cohesion in Dili, Timor Leste. Sports contribution within development work is as stated earlier a rather new field that needs further research in order to be fully understood. This means that further research is needed in different countries and contexts as well as with new angles to the topic. This study is a contribution to this field with point of departure in participatory communication and theories, strategies and models which explain social behaviour within sports in order to study social cohesion through sport. However, other angles within this field that could be explored are for example other methods that could work to encourage social cohesion, such as theatre or music. The organizations we studied discussed these methods briefly, which raised this question.

We studied this field through semi-structured interviews and through analysing a manual. However, it would be interesting to find other methods of investigation that would help to understand the topic. We discussed participatory observations in this thesis and why this method was not appropriate in our case. However, we believe that it might be an appropriate method within a different context. Therefore, it would be interesting to see a study based on participatory observations. This could be conducted during a longer period of time than our study, which lasted for two months.

Additionally it would be interesting to study the field with focus on gender or power relations. We noticed aspects of gender imbalances within the sport for peace programs, both among staff and participants. The power relations within the field could also be intriguing to study due to the programs being dependant on donations and the problem of corruption.

Furthermore, while conducting our research we reflected upon how people talked about sport for peace. People promoted the method extensively and sometimes claimed it to have barely any weaknesses. This creates an interesting field of research regarding the discourse around sport in development contexts. How do involved people talk about it and what effect does this have on the perception of the method and the field as a whole?
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**Interviews**
The interviews were made between the 7th and 26th of march 2013 in Dili, Timor Leste with the participating organizations.
Appendices

Appendix 1

Map of Timor Leste:
Appendix 2

Peace and Sport organization in Monaco

_Peace and Sport_ is an organization that was founded in 2007 and works for sustainable peace through sports in areas that suffer from extreme poverty, recent conflict or lack of social cohesion (Peace and Sport, 2012b). The organization designs and implements programs focusing on peace-building, peace-promotion and emergency aid through sport. Furthermore they also work towards raising awareness among international decision makers about what sport can contribute with when working with social issues. _Peace and Sport_ cooperate with local stakeholders in Burundi, Colombia, Cote d’Ivoire, Democratic Republic of Congo, Haiti, Israel/Palestine and Timor Leste (Peace and Sport, 2012c).

**Objectives**

“_Peace and Sport, L’Organisation pour la Paix par le Sport_” (known as Peace and Sport) was founded in 2007 by Modern Pentathlon Olympic medallist and world champion Joel Bouzou, who is the current President of the organization.

It works for sustainable peace, throughout the world.

To achieve this, it promotes the practice of structured sport and sporting values to educate young generations and help foster social stability, reconciliation and dialogue between communities.

An international initiative at the service of peace, Peace and Sport intervenes in areas made vulnerable by extreme poverty, recent conflict or lack of social cohesion.

A neutral and apolitical organization based in Monaco, Peace and Sport is a global initiative under the High Patronage of His Serene Highness Prince Albert II of Monaco.


**Vision and values**

Our vision is to turn no-man's lands into sports grounds, to reintegrate child soldiers into society, to help war orphans regain self-confidence, to integrate refugees, to help the poor have access to education, and establish a spirit of citizenship in disadvantaged urban areas…all thanks to sport. Five principle values guide our action:
- Neutrality
- Independence
- Sustainability
- Operational capacity
- Flexibility of intervention


Operating Method
Decision makers in politics and sport and local stakeholders are increasingly aware of the fundamental role of sport in building sustainable peace. Yet faced with complex situations, they often find it difficult to mobilize adequate resources or to establish required synergies.

Peace and Sport acts to promote sport as the focus of concerted, effective and relevant political action, thus becoming an essential tool at the service of peace.

To achieve this, Peace and Sport sets up international cooperation between political leaders, sport governing bodies, and actors from the private sector, peace organizations and civil society.

We have four different types of action:
- A networking Platform and a Resource Centre to enhance collaboration between stakeholders
- Locally-based Projects, programs based in the field
- The Peace and Sport International Forum, a place where all stakeholders can meet and exchange ideas

The Peace and Sport Awards, to reward initiatives and individuals who make a difference in the field.


Activities
Peace and Sport:
- Uses the rules of sport as an educational tool to encourage a spirit of citizenship essential to integrate vulnerable youngsters into society
● **Raises awareness** amongst the private sector, political decision-makers and government representatives about the potential of sport to act as a vector for peace

● **Encourages** the international sports movement to act to make a valuable contribution to peace

● **Unites energies** by creating synergies between public and private sectors in a concrete and efficient manner in vulnerable areas around the world

● **Involves international corporations** so that they are more conscious of the role sport has to play in determining their corporate social responsibility and local development policies.


**Sustainable peace**

Peace is not merely a state of absence of war. Peace is taught, learned and transmitted.

Fair play, righteousness, trust in others, teamwork, social integration, listening, discipline and talent: sport is a universal language in which there is one set of rules that unites everyone. Much more than a game, it is a tool for dialogue, brotherhood and respect that transcends political, social, racial or religious differences that are often at the heart of conflicts in this world.

Through structured learning of sport and its values, Peace and Sport educates people and encourages a peace culture to emerge.

A recognized educational tool that is easy to implement, sport helps vulnerable young people to have access to education. By practicing sport, they become well-balanced and find values in life. They once again feel the inclination to improve and succeed. They rediscover the path of solidarity, tolerance and a sense of brotherhood.

In the long term, the power of sport to unify divided communities teaches people to accept their differences.

Appendix 3
First version of the interview guide.

Introductory questions:
1. What are you working with here at x?
2. How long have you been working here?
3. What made you interested to start working here?
4. How do you personally work with sport for peace?

Key questions:
5. Why does your organization use sport as a tool for peace-building and conflict resolution?
6. How does your organization use sport as a tool to promote peace-building and conflict resolution?
7. Since sport is usually seen as something that is competitive and as something that may lead to conflict, how does your organization avoid that the sport activities create conflict rather than prevent conflict?
8. How can sport be used as a method to communicate the message of peace-building and conflict prevention to the youth?
9. What values does your organization want to communicate to the youth?
   - What actions would you like the youth to bring with them in their daily lives?
   - Do the trainers teach the values of peace-building during the activities or is it something that the youth should learn by themselves just by playing sports?
10. Do you think sport works as a good tool to promote peace-building and conflict prevention?
11. In which context do you think it is possible to use sport as a method for peace-building and conflict prevention?
12. Do you see any opportunities to improve the method of sport for peace? If so, in what way?

Additional questions:
13. Do you have any other methods of sport for conflict prevention and peace-building here at your organization?
14. What are the differences between using these methods and sport?
   - Do you have any preference regarding these methods or sport? If so, why?

Final question:
15. Do you have anything to add?
Appendix 4
Second version of the interview guide.

Introductory questions:
1. What are you working with here at x?
2. How long have you been working here?
3. What made you interested to start working here?
4. How do you personally work with sport for peace?

Key questions:
5. Why does your organization use sport as a method for peace-building and conflict prevention?
6. How can sport be used as a method to communicate the message of peace-building and conflict prevention to the youth?
7. How does your organization use sport to promote peace-building and conflict prevention?
8. Since sport is usually seen as competitive and as something that may lead to conflict, how does your organization avoid that the sport activities create conflict rather than prevent conflict?
9. Do the trainers teach the values of peace-building and conflict prevention during the activities or is it something that the youth should learn by themselves during the time they spend with their team?
- What values do youth learn by engaging in sports?
10. Do you think sport works as a good tool to promote peace-building and conflict prevention? If so, why?
11. At what stage of the peace-building process is sports an appropriate tool?
12. Do you see any opportunities to improve the method of sport for peace? If so, in what way?

Additional questions:
13. Does your organization use any other methods of conflict prevention and peace-building?
14. What are the differences between using these methods and sport?
- Do you have any preferences regarding these methods or sport? If so, why?

Final question:
15. Do you have anything to add?
Appendix 5
Third version of the interview guide.

Introductory questions:
1. What are you working with here at x?
2. How long have you been working here?
3. What made you interested to start working here?
4. How do you personally work with sport for peace?

Key questions:
5. Why does your organization use sport as a method for peace-building and conflict prevention?
6. How can sport be used as a method to communicate the message of peace-building and conflict prevention to the youth?
7. How does your organization use sport to promote peace-building and conflict prevention to the youth?
   - What values do youth learn by engaging in sports?
8. Since sport is usually seen as competitive and as something that may lead to conflict, how does your organization avoid that the sport activities create conflict rather than prevent conflict?
9. Do you think sport works as a good tool to promote peace-building and conflict prevention? If so, why?
10. At what stage of the peace-building process is sport an appropriate tool?
11. Do you see any opportunities to improve the method of sport for peace? If so, in what way?

Final question:
12. Do you have anything to add?
Appendix 6

Table 5.1.1 - Levels of participation

<table>
<thead>
<tr>
<th>Level of Participation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive participation</td>
<td>This is the least participatory level since the stakeholders only participate through being informed of what is going to happen or what has already happened. The feedback from the people is minimal or non-existing and their participation is measured by methods such as head counting.</td>
</tr>
<tr>
<td>Participation by consultation</td>
<td>This is a process in which the stakeholders give answers to questions by external professionals. The input from the people can be given at any time in the process but the final decision-making power lies with the professionals, with no obligation to include these inputs in the decisions.</td>
</tr>
<tr>
<td>Participation by collaboration</td>
<td>Groups of stakeholders participate in discussions and analyses of different projects. The stakeholders are actively involved in the decision-making process, but cannot propose any dramatic changes since the objectives of the projects often are predetermined. This mean of participation includes horizontal communication and capacity building for the involved parties.</td>
</tr>
<tr>
<td>Empowerment participation</td>
<td>In this joint decision-making process stakeholders and external professionals have equal right to decide how a project should be performed. The parties share knowledge and experiences through dialogue in order to solve identified issues. Although, the ownership and control of the process lies with the stakeholders.</td>
</tr>
</tbody>
</table>

*(Mefalopolos and Tufte, 2009:6-7)*
Appendix 7

Table 5.2.1 Moral and character development strategies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define good sporting behaviour in your sport program.</td>
</tr>
<tr>
<td></td>
<td>Without a well-defined explanation of what you mean by good sporting behaviour in your program, it will be hard for the participants to understand what is meant by acceptable and unacceptable behaviour.</td>
</tr>
<tr>
<td>2.</td>
<td>Reinforce and encourage good sporting behaviours.</td>
</tr>
<tr>
<td></td>
<td>It is of essence to be consistent in encouraging the appropriate behaviours that you define in your program as well as discourage the inappropriate behaviours.</td>
</tr>
<tr>
<td>3.</td>
<td>Model appropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td>Acting as a role model has significant value since actions speak louder than words. If trainers show signs of bad sportsmanship they will send confusing signals to the participants in the sport activity.</td>
</tr>
<tr>
<td>4.</td>
<td>Explain why certain behaviours are appropriate.</td>
</tr>
<tr>
<td></td>
<td>It is essential to talk about your programs principles and definitions of good sportsmanship with the participants. This is due to that it takes time to internalize moral principles and until then they need to be constantly discussed. Moreover you also need to explain why they are important.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss moral dilemmas and choices.</td>
</tr>
<tr>
<td></td>
<td>Create group discussions regarding moral dilemmas and choices in order for effective moral education to take place. It is critical to bring up topics that deal with what is right and wrong but still may or may not be against the rules of the sport.</td>
</tr>
<tr>
<td>6.</td>
<td>Build moral dilemmas and choices into practices.</td>
</tr>
<tr>
<td></td>
<td>During the sport activity you may integrate moral dilemmas and let the participants try to solve it. Once this is done it is vital to follow up with discussion about the reasoning that occurred within the group. However, these strategies require time, planning and need to be executed consistently.</td>
</tr>
<tr>
<td>7.</td>
<td>Teach cooperative learning strategies.</td>
</tr>
<tr>
<td></td>
<td>In character development it is important to practice and learn how to cooperate. Therefore it is crucial to implement cooperative learning strategies in the sport activities.</td>
</tr>
<tr>
<td>8.</td>
<td>Create a task-oriented motivational climate.</td>
</tr>
<tr>
<td></td>
<td>In order to teach good sporting behaviour easier it is favourable to create a task-oriented motivational climate instead of stressing ego-goals. Due to this it is necessary to focus on individual development instead of social comparison and competition.</td>
</tr>
<tr>
<td>9.</td>
<td>Transfer power from leaders to participants.</td>
</tr>
<tr>
<td></td>
<td>The transformation of power from the leaders to participants is important to foster character development. Participants need to develop a sense of responsibility towards themselves and others through being able to gain self-control of their own development.</td>
</tr>
</tbody>
</table>

(*Weinberg and Gould, 2007:560-562*)
Appendix 8

Manual for trainers – Lian Makaloke

PREFACE

GERMANY DEVELOPMENT COOPERATION

We happy to support the publication of this manual as we understand that the Secretary of Estate of Youth and Sport is doing one more big progress in the area of development of sport. Our support is providing to show the connection between the development of sport and the prevention of conflict, including building the peace. The word for the sport, as is saying inside this manual, the coach and the athletes are learning and teaching how to respect other people, discipline, tolerance, work in team, and how to reach the objective of using the right ways and positive. So, I also would like to say that sport is the fundamental base to cultivate the positive performance, having a healthy life, changing the character and the space of expression to the youth and maintaining the social cohesion and the relation among the nations in the world.

We consider this Manual for Sport Training as positive step for the development of sport in Timor-Leste. Inside the Manuel has transcribed various practical words which need to prepare, implement and perform evaluation for sport training. Lot of literatures which have composed about how to perform a good training, but those literatures is composed in the language of another nation. It is very difficult for the local coach to adapt. The Manual for the coach is composed in Tetun, is the language that the majority of Timorese using and understand. So, I think that it is very important to the coach, athletes and all of sportiest reading this manual and use as reference for teaching.

Manual is not teaching only about how to practicing the right sport, but is also teaching about how the coach could make a good communication with the athletes, resolving problems, making plane, and how to be success. These values are not important only in sport, but in all people quotidian life. However, have to be considered that reading the manual only, nobody will not change anything. The coaches’ contribution of services will be evaluated when their team wins in any competition. This Manual shows the way how to reach the success that the coach is wishing. Therefore, not only reading, but show in practice what is learned from this manual.

Lastly, I would like to thanks the good cooperation from the Excellency Secretary of Estate MR. Miguel M. G. Manetelu, and the Advisor of SEJD service, MR. Fridhelm Elias for producing this Manual. I would like to appreciate the team service of Fund for Peace which providing full support for this manual to be possible.
INTRODUCTION FOR MANUAL OF THE AUTHOR

PREFACE OF AUTHOR

The first Manual of training for coach is designed for those who want to be coach or teacher for physical education of sport. This manual is providing basic information to teach the youth about sport and this manual shows to the coach regarding the responsibility and challenge as coach within sport. In this manual you will find 5 modules which are different and important, and also need to be the guide for each coach.

Module 1 : Explain about the performance of ethical responsibility of the Coach.

Module 2 : Make Plane and review the session for the athletes who just start training.

Module 3 : Evaluate and manage the risk within training.

Module 4 : Utilize various media, for teaching, strategic for managing conduct to help the athletes to learn the basic ability and the tactics.

Module 5 : Take care of the physical development and social development of the athletes.

As attached in this Manual, you will get the example regarding the Team Management in the football.

This training Manual design with opinion, not only for sport and physical education to learn the new abilities, or increase the capacity in various sport activities, then will also use the sport as instrument to build the peace. This sport activities are realizing in whole country will be an opportunity for the Federation of sports to seek for athletes who have talent in sports to develop team of game which is strong.

My special gratitude to the Germany Cooperation through the Fund for peace to product this Manual Training book for Coach. I also to thanks the Secretary of Estate for Youth en Sport for all the support that provided to my service.
COURSE CONTENTS

Lia Makaloke ………………………………………………………………………………………………
MODULE 1 - DUTIES OF A COACH

WHAT ARE THE DUTIES OF A COACH?

The duty of a coach that is more known, is teaching the athletes with the right way in order to help them to be success in the sport that they have selected or the activity of recreation that they like more. However the duties of a coach are too many and one day in your carrier as coach you will realize that as a coach you also are teacher, evaluator, friend, advisor, facilitator, investigator and others.

<table>
<thead>
<tr>
<th>DUTY</th>
<th>SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td>inform to the athletes about training that is going to perform and regarding the equipment which the athletes need to buy.</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Valuing the performance of the athletes within training and cooperation.</td>
</tr>
<tr>
<td>Ambassador</td>
<td>Perform visit to the school and universities in order to promote the sport within club.</td>
</tr>
<tr>
<td>Advisor</td>
<td>Resolve emotional problems based on knowledge that by divided our preoccupation can reduce our stress and will make our self be happy at the same time.</td>
</tr>
<tr>
<td>Demonstrator</td>
<td>Demonstrate to the athlete the talent that the coach requires the athletes to show. To reach it, it is important for the coach to be healthy physically and psychologically, when a coach can divide the times among his job, training and family life.</td>
</tr>
<tr>
<td>Friend</td>
<td>many years working together with an athlete, you should build a relationship with the athlete only like coach and athlete, but you also will be a friend of the athlete who the athletes can communicate with and as a person who they can share their problems and successes with. It is important for a coach to keep the athletes private information and secret, because otherwise, the athletes loose the confidence and respect to a coach.</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Identify the competition for the athletes to compete inside in order to help them to reach their objective in a year.</td>
</tr>
</tbody>
</table>

The one who collect Facts  Collecting facts about the national and international result
The first Assistant  
Sometimes some players will be injury, as a coach, you are the first person who gives “the first assistant to the accident” or “P3K” before going to the medical advisor.

As source for all Knowledge  
Sometimes this duty also takes part as advisor as the athletes keep asking questions connected to any sport event, the events that showing in TV, diet, injury that found during the sport activity and the topics that have no relation with the athletes disport.

Instructor  
Provide instruction to the athletes regarding the talents that connected with the athlete sport or recreation activity.

Mentor/Supervisor  
when the athletes are attending training session, the coach achieves the responsibility to the athletes parents and family that the athletes are save in their hands. As a coach, you should monitoring the athletes’ health and security during their training and help them when they got problem or injury. One day, in your carrier as coach, you will also assume duty as a mentor for a new coach.

Motivator  
Maintain your athletes’ motivation during one year.

Organizer/Planer  
Prepare training plane for each athlete and organize the presence in the meeting and workshop regarding the training.

Investigator  
Keep actualizing the new technic of training and understand how to maintain your athletes their advantages more than their opposition.

Helper  
Some athletes think that play in competition is a big pressure and makes them nervous and scaring. Many times in such situations, they need the coach to support them in order to pass such situation. In such situation, the duty for a coach might be also as “friend” or “advisor”.

Therapist for Massage  
Perform massage to the athletes before and after the game in order to help the athletes maintain the advantage.

THE CAPACITY OF THE COACH
1. ORGANIZE
2. OBSERVE
3. ANALIZE
4. ADAPT
5. COMUICATE
6. FIX OR INCREASE THE PERFORMANCE

HAVE DETAIL:

- To be success as a coach, a coach has to improve various personal capacity and interpersonal which include:
- Know how to communicate with effective and your athletes
- Know the process of learning and the principle of training
- Know and implement the right method of teaching
- Know various training styles
- Understand the capacity of the youth
- Inform to the athletes about the security for the location for training
- Know the case of over training and recognize the symptom/signals which connected with over training
- Know how to reduce the risks that might case your athlete get injury
- Prepare training program according to the necessity of each athlete or in accord with each athlete’s necessity.
- Support the athletes to find new talent
- Use evaluation exam to monitoring the progress of training and make prediction to the performance
- Inform to the athletes about their nutrition necessity
- Understand and know how to develop an athlete’s energy system
- Advise/inform the athletes about the relaxation an “mental imagery skills” or the capacity do the athlete to imagine in his mind concerning his good play. Example: a player is imagining he plays football very good. In his imagination this player, imagine that he passed a back or two backs and then makes a score. The capacity to imagine in this mind, have to be always concerning the player’s good performance. The purpose of this imagination is for motivate the athlete to practicing what is in his imagination, to make perfect any talent, in order to familiarized the player’s self with the field of game, and prepare the mental before any game.
• Inform to the athlete concerning using medication for power which is legal.
• Evaluate de the athlete performance in the competition
• In this level, it is important for the coach to have general idea or knowledge regarding these capacities. To the coach, it is important to know the following capacities:
  o Technical knowledge
  o Interpersonal capacity
  o Capacity to make plane and resolve problem
  o Capacity to build or form team
  o Delegation
  o Time management
  o Personal credibility

TRAINING PHILOSOPHY

Develop the guide/line for a particular orientation about how you functioning as a coach, including inside:

1. How you communicate (with the athlete)
2. Level of responsibility of the participants
3. How to resolve the matters connected with bad conduct
4. Provide training for all people, don’t discriminate people based on the ability or origin
5. How to face the win, loose and unjust game
6. Respect other people

Example of communication:
The communication is an art or way to share good or significant information with other people trough sharing experience one another. The coach is wishing to motivate the athletes who work together and is wishing to pass information to the athletes in order to facilitate them to training effectively and increase the athletes’ performance. The communication from de coach to the athlete will start from the beginning of the correct action. However, an athlete is not receiving the information from the coach only, but the athlete also has to understand and accept the information.
THE COACH NEED TO ASK THEM SELF

1. Does the athlete pays attention to me or not?
2. Am I explaining in easy manner to understand or not?
3. Did this athlete understand or not yet?
4. Does this athlete/male or female consider what I’m saying to him/her or not?
5. Does this athlete agrees what I’m saying or not?

NON-VERBAL MESSAGE OR NOT MENTIONED MESSAGE (BODY -LANGUAGE)

Sometimes we observe that the communication face to face of one person talking first and then the other one talking again. When the coach is talking, there’s expectative that the athletes will listen with patience until the coach finish talking. When we examine deeply, we can observe that people are using verbal and non-verbal conduct to maintain the communication going ahead. These conduct including nod, smile, showing irritated face or not laughing, touching the body, eyes in movement, laughing, standup position, talking and other conducts. The athlete face expression gives feedback/information to the coach. The eyes that look down showing that lazy or there’s no interest to listen and same like who is not quiet and moving all the time. Those who poisoning the eyebrow up, means that they don’t believe and those who positioning the eyebrow just a little up means that they don’t understand or don’t understand at all.

The coach might know the behavior of the group for the coach through looking at their position or manner of standing up or style. These position and steles could be as reference or a signal for the coach concerning the athletes feeling. To control a group, the coach has to be sensitive or conscientious with the signal that the athletes transmit through various manners such as face expression, manner of standing up and style and others. Their faces are what usually give indication or showing exactly about their feelings. Having good knowledge regarding the signals of non-verbal has a great value for a coach.

CHALLENGE OR BARRIER IN COMMUNICATION

Challenge in communication with an athlete might have because of the following reasons:

- The preparation of the athlete or feeling about a thing/matter is not same like yours.
- Supposed the athlete listening first, understand and accepts first the coach’s information or words, but the athlete has made the conclusion before listening and understand the coach.
- Probably this athlete doesn’t have relevant knowledge to help him understands what the coach has communicated to him.
- This athlete might have not enough motivation to listening or this athlete has no motivation to put in exercise the information given by the coach.
Sometimes this coach has difficulty to express what he want to say to an athlete
The emission can interfere in communication process
Sometimes might have personality shock between the coach and athlete or both personalities are not corresponding.

Challenges or barriers may involve in all two parts as the coach is the one who has those challenges or barriers. Therefore, the coach should consider the conduct of communication as good possible.

**EFFECTIVE COMMUNICATION**

Before to communicate with an athlete, the coach should consider:

- WHY the athletes want to communicate?
- WHO they want to communicate with?
- WHEN will be the best time to pass the messages and WHERE is the best PLACE to pass these messages?
- WHAT the athletes want to communicate?
- HOW they could communicate this information?

**THE EFFECTIVE COMMUNICATION IS COMPOSTED BY SIX ELEMENTS:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
<td>Ensure that the given information is clear</td>
</tr>
<tr>
<td>Short</td>
<td>When talking too long the message that wanted to passed will missing because of too much talking</td>
</tr>
<tr>
<td>Correct/right</td>
<td>Have to talk correctly, avoid or not giving information that is not true</td>
</tr>
<tr>
<td>Complete</td>
<td>Have to give all complete information that want to give, not some parts only</td>
</tr>
<tr>
<td>Civilized Manner</td>
<td>Have a respect manner and not threatening, avoid conflict</td>
</tr>
<tr>
<td>Constructive</td>
<td>Have to be positive, avoid critic and negative</td>
</tr>
</tbody>
</table>
Have to positive

When the coach provides the information which its objective is to support them to be very good, it is important to the coach to provide with positive manner. Try to talk all positive things first, and then provide the information which will facilitate them change character or conduct.

The coach has to be:

- Develop their capacity of verbal and non-verbal communication (not to talk of body-language)
- Ensure that the coach provides feedback/positive information during the training session
- Provide the same attention to all athletes to whom are trained by a coach
- Ensure that not only the coach can talk with the athletes, but the coaches have to listen to the athletes
- A good capacity of communication will help the coach and the athletes to reach lot of things form their reaction within training.

10 IMPORTANT REGULATIONS FOR EFFECTIVE COMMUNICATION WITH CHILDREN AND THE YOUTH PLAYERS

To the player of the coach understand what the coach want, the coach not only saying to the players what they should do! In the following there’re the 10 important regulations to create effective communication among coach and his players:

1. **Simple only.** For children it is difficult to remember or thinking the instructions which are complicated. If we know that a children with 5 years old to make X, then Y and then Z, the children will only makes X and then stop. The children who is more big will be able to remember the instruction which is composted by two components or three, however it is difficult a little to remember or thinking 4 at the same time. So, just give short and simple instruction only.

2. **Talking about children players according to their tall.** To kneel down with leg and make eyes contact when talk with them. Don’t wear glasses and or stand highest than them.
3. **Always talk with civilized manner.** Use the words such as ‘’one favor ‘’, ‘’sorry’’ and ‘’ thank you’’ to give good example. With this way, will make the player feeling important. Do not shout.

4. **Tell to tem, and keep telling them.** Only once is not enough. Repeat your instruction by using another word and check/review your players’ comprehensions before change or talk another subject. The best manner to do so, is asking to a children to repeat what you have just said to them to make you know whether they understood what you have just talked or not.

5. **Listening as good possible.** Do not interrupt the players when they try to say something to you. Show them that you are listening to them through maintaining eyes contact and remember …that their opinion has value same as the coach opinion.

6. **Avoid inconsistence/contradiction or body-language which makes confuse.** For example, do not face down when you say to your players ‘’good tentative’’ or ‘’good effort’’.

7. **Have to be consistent, firm and just.** Do not saying, no way. Do not unsure or worry otherwise people will say that the coach has no principle or weak. Treat all people same and do not violate just for one person or two.

8. **Do not critic a child in front of other people.** It, will makes the children feel offended and loose the sympathy, it is not the progress that a coach wants.

9. **Focus on the conduct not on the children.** Ensure that your players know that you like them all and you don’t like the unsatisfied conduct only.

10. Ensure that you know that your players and use their names when communicate with them. There’s nothing bad for a child auto-estimation when you don’t know their names.

**Attention:** The children need to be received by us, support them, discipline, consistency and positive attention. As coach, you are in unique position to provide what is mentioning. Please don’t lose this opportunity.

**ANOTHER QUALITY FOR A COACH**

- Have to be enthusiastic  and training with satisfied look
- Have to be auto-confidant, consistent friendly and just
- Have to have humor sense and doing everything with content look
- Wearing the right cloth

**Have to be good model or reflex to the participants** (This model is referring to those who has important duty within the athlete’s life, for example, good friend, parents, coach, teacher and other people who the athlete admire):

- Maintain the discipline during the session of training
• Organize his self as good possible

• Including all participants, without looking at their ability, disability/deficiency, age, gender and their ethnic or origin.

ETHNIC PROBLEM WITHIN TREINIG

1. SPORTIVE
2. USING DOPING OR ILLEGAL MEDICINE IN SPORT
3. PLAY UNFAIR OR LYING
4. RESPECT THE OFFICIALS
5. DISCRIMINATION
6. INSULT OR OFFEND
7. PUT THE INJURED ATHLETE IN THE GAME

Example: ethical responsibility

Supplements / Medication for increasing power

The coach achieves ethical responsibility and legal to:

• Educate their athlete concerning using an abusing medication for increasing power
• Provide general information and correct about nutrition
• A coach has the right to perform the ethical code and conduct code established by the national institution which run /govern regarding the ethic and conduct. Next there’s a summary concerning the ethic for the coach.

A coach principal duty is facilitate the process of individual development until getting athletic potency. This duty means that the coach puts the big importance for the interest of long term of the athlete than the interest of short term. To perform this duty, coach’s conduct has to be in accord with the ethic and respect the following points:

1. The coach should respect human fundamental right. The coach should not discriminate based on gender, race, skin color, and the origin of participant national or social, association and the minority of citizens, life state and other states.
2. The coach should respect the dignity of people and admit the contribution of each people. This include respecting the right for freedom from the physical insult or sexual insult and freedom from taking advantage.
3. The coach should ensure that the ambient of training is used for training and protected. To ensure that the ambient of training is used for training and protected means that the coach should calculate the age of the participants, maturity and athlete’s talent level. It is so important for the children or the newest athletes.
4. The coach should admit and respect the competition regulation. This respect word has to proceed and not to talk only, within training as well in competition to ensure that all athletes have opportunity to compete honestly.

5. The coach should show active respect to all officials. Means that the coach accept that the official the capacity to ensure the competition realized in honest manner and proceeding the existent regulations.

6. The coach achieve responsibility to influence the athletes’ performance and conduct, but also encourage the athletes to be independent and auto-determination, means that they will hold responsible for their own decision, their conduct and their performance.

7. The coach should affirm their duty as active leader and positive to prevent the athletes using illegal medication or others medications that is using to increase power. The leader who is actives and positive means that the coach should educate their athletes concerning negatives effects of bad and illegal medication.

8. A coach should admit that all coach have the same right. All coach hope that the athlete who they training can be success – has to compete in accord with the existent regulation. If you want to do observation, recommendation and critic regarding another coach’s method of training, observation, recommendation and critic might directed/pass directly to the person so, nobody can see and listen to.

9. The coach should not call or pulling clearly or secretly the athlete who has or already trained by another coach to join his team.

10. The coach should have formal qualification. The coach should accept that to find this qualification need to hold a compromise and qualification which could be found trough increase the knowledge of the coach such as attending courses which have accreditation and trough practical experience of training. The coaches also have duty to share their knowledge and practical experience that they have found.

11. The coach should respect the coach image and continue maintain pattern/standard personal conduct trough maintaining the appearance or presentation and correct conduct.
CHILDREN PROTECTION

The coach should:

1. What is acceptable and what is the right conduct
2. Have to be aware to watch abuse signal or uncare
3. Know how to report or complain to who if they suspect that there’s abuse and want of attention/care
4. Understand and proceeding the law or legislation concerning children protection in the country
5. Understand and proceeding the existent conduct code

DOPING OR USING ILLEGAL MEDICATION IN SPORT

1. Ethical implication an health from using doping or bad medication in sport
2. The coach can influence the athletes’ characters
3. The coach should be good role model
4. Know the information regarding doping and where can discover this information

INCLUSIVE TRAINING

Adapt and modify practice and training activity to ensure that all participants can participate.

Consider:

- Cultural diversity / different culture
- Disability / deficient
- Mother
- Gender
- Ability level

WORK WITH OFFICIAL

- The coach can help to reduce abuse against the officials trough the development of positive relationship with the officials (example: Timor-Leste National federation Sport; Secretary of Estate for Youth and Sport of Timor-Leste)
- The coach should show professionalism in their behaviors to the officials, an push the participants to respect the officials as well.
DEVELOP COACH CAPACITY AND KNOWLEDGE

- Attend the formation for coach and programs that possess accreditation
- Work together with a mentor coach
- Reading book, newspaper, news and internet
- Make contract with the organizations such as:
  - Secretary of State of Youth and Sport
  - Organization / National and internal sport federation
  - Timor-Leste anti-doping campaign
MODULO 2 – PLANNING AND PERFORMING REVISION

PLANNING PROCESS

- Collecting information
- Trace the objective
- Performing revision for the session

COLLECTING INFORMATION

- Previous experience or before in sport
- Technical development and tactic level and healthy level (fitness)
- The aim of the participants to join the sport (example, because of content, due to together with friends, due to want to learn new talent, due to want to compete)
- Wound, ill and medical condition
- Need support or modification

CREATE PLANE FOR TRAINING

The purpose of training plane is to identify what kind of work that is going to perform to reach the objective which was traced. Have to create training plane in order to identify purpose for long term (4 years) and short term plane for the next one year. I will concentrate more for the development of annual training plane for short term. In its simple form, this training plane might compost by a paper A4 only which can show all planes for a full year and detail of weekly plane concerning specific activities that the athletes should perform.

TRAINING TIME

To start the training time is depended to the youth and the athletes’ condition and purpose.

MORE OTHER DETAIL REGARDING COLLECTING INFORMATION:

The first phase / first of all when preparing a training plane is collecting basics information regarding a coach’s athlete /teams and the purpose of training for the next one year. The types of information that are going to be collected are the following:

- Detail of the person
- Name, address, date of birth, telephone number, transportation
- Objective
• Personal performance
• Technical experience
• Personal best (PB’s) / the best individual record (example: running time of 100 meters)
• Experience within competition (club level, district level, national level, between nation and nation level)
• Equipment
• Does the athlete/player (M/F) possess his/her private equipment?
• Finance / money

Competition

• Calendar / principal completion date
• National and Area
• District tourney, School tourney or University competition
• To participate in the competition how times we need attend the qualification.

Play list – club, district, etc.

• Opened game / opened

Competitors

Play / what kind of competition?

Available time for training

Planed holiday

Medical

• Old wound or ill before
• Having problems at the moment (diabetes, asthma etc.)
• Access to the medical and physiotherapy support
• Perhaps has taken some medication – Is it an illegal medication?
• Using asthma pump – application for using asthma pump Beta 2.

Training facility

• Sport field and others sport facility (running season)
• Gymnasium and load weight training

Workshop regarding training

The long time in the last year
• What we can learn from the long time in the last year - good and bad aspect
Key questions to be questioned to the athletes

- Are you serious on your training or not?
- What do you expect from your coach?

**TRACE THE PLANE**

- The objective of spell
- The objective of session
- The objectives should be **SMART**
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time bound
- The objectives should be focus first on the process before focus on the result
- Perform revision and adjust the objectives regularly or always.

**BEFORE TRACE THE OBJECTIVE, A COACH SHOULD UNDERSTAND:**

Activity for each phase

The athlete physical necessities which need to develop are:

- Basic physic condition
- General power and specific
- General technic and specific
- General mobility an specific
- General resistance and specific
- Speed / talent coordination

The coach should consider each necessity such as trapping a brick, means that after one brick up and then connecting to the others bricks. Otherwise might result wound / broken or crooked. How do you allocate each brick to each phase is depended on the power and the frankness of the athlete, however as coach only you can decide together with your athlete how to trap these bricks (develop their talent).

A manner to trap these bricks such as the following:

- Basic physical condition
• General power, resistance, mobility and technic
• Specific power, resistance, mobility and technic
• Speed

When we want to step from one brick to another, remember that we should make light those that were trapped before trapping the other. Some bricks when we start work on them might continue until the end of the year, although they are not so heavy or in intense level or the weight that is already less, for example: mobility. The bricks that the coach should consider are relaxation, visualization and phycology (mental conduct).

PREPARE A PLANE

The steps that should proceed when creating a training plane are the followings:

• Collect information
• Make a plane format which identify the months/ weeks in a year
• Identify the planes according to each period / time
• Principal competition
• Area, national, school and other, championship
• Competition qualification (need to participate in the qualification before participate in the competition or not)
• Club play list

IDENTIFY IN THIS PLANE:

• The bricks that need to be developed in each phase or (example: power, resistance, technical talent)
• The period of development for each brick / the time that is needed to develop any talent. (For example; takes how many week or month to reach any talent level such as how to pass volleyball correctly.
• Training intensity ( the training which more concentrated or need power or resistance training) every week
• Training session number each week
• Evaluation time to monitoring the progress
• Identify each training union for each brick in accord with development phase
• Grouping or put in group the training unity to each brick and create a training schedule for each unit, however should consider how many training session number that an athlete is able to complete in a week time and also considering the intensity of training and development phase for each brick.
TRACING OBJECTIVE

Tracing objective is easy, but many times use motivation technic might help to create structure to your training program and competition program. The objective makes us to focus. There’re two acronyms or abbreviations that are more known which we are going to imitate when we trace the objective.

SMART or SMARTER

S - Goals must be Specific
M -
A –
R –
T –
E –
R –

SCCAMP / SCCAMP

S -
C -
C -
A -
M -
P -

FITT PRINCIPLE

The basic training principle is to be healthy or strong can be added in acronym or abbreviation

F.I.T.T
F -
I -
T -
T -
THE YEAR OF TRAINING

When design the training program, specially designing program for children, it is so important to put in consideration, for an athlete:

- The chronology of the age (begin from small one until the big one) - starting from date of birth
- Growth phase of the children/athlete – physical development, mental an emotional development
- Year of training – how many years have they attend training seriously
- Long Term Athletic Development (LTAD) as a sport development agenda which want to do equally/correspond the necessity or training with an athlete growth and development

THE PARTS OF A TRAINING SESSION

- Session introduction
- Warm up
- Talent / activity for good healthy (Using game sense approach when needed). (The game sense approach is an exercise that use game of training do as real game to challenging the players to think as it is a real game, so they can remember about the tactic and how to resolve problem quickly or taking a decision within a real game)
- Cool down activity
- Revision

WORM UP

Worm up

1. Worm up (20-30 minutes)

Worm up activity is light, pleased and composted by various exercises in order to prepare the clients before getting into the principal activity.

Attention: do not use the same exercise every day in worm up activity as it is not interesting and makes lazy. In the winter we should wear specific cloth or uniform or thick cloths.

Starting from jogging slowly accompany by music of 5 – 10 minutes or starting with small games. It aims to worm up the muscles. Makes the muscle become more flexible and reduce risk to get injury. Worm up activity also aim to breathe quickly and the blood can circulate very fast. Performing this worm up activity worming synovial fluid (fluid or the liquid that makes easy to shrink the body, and provide nutrient for plastic skin which cover the bones of elbow and knee) and makes them movable.

Choose manner of Stretch exercise/stretch the elbow, knee, waist and all joints of the body (people use to call Junta). Make exercise especially at joint part.
Stretch/make straight the hands and legs shrink the elbow, knee, waist, making movement at the joints to make them more movables. Doing this is to stop the muscle, nervous and the connection for injury. Each stretch/make straight and shrink at the joints minimal 10-20 seconds, and do not jump down and up.

The specific worm up activity is before training or getting into the training activity. For example, make service when play tennis, or shut basketball get into the net when playing basketball. Besides doing worm up activity to mollify the muscles, this worm up exercise might also help the athletes to prepare their mental.

After the worm up session finish, the athletes will be sweating a little. After this, he will get into the training activity.

2. Training activity (30 and 40 minutes or depend on this activity)

The contents of training session might include:

- Extended, running fast or racing and slowly that is extended, running circulating the target / field, load weight or heavy, training that has interval /rest and aerobic.
- Talent training session is to prepare before get into the practice in the game, for example, volleyball, football, basketball.
- Depend on the activity itself, it is able …
- Arrange the athlete’s healthy on increase power
- Make more sharpened athlete’s talent
- Arrange the team service
3. **Cool down (10 – 20 minutes)**

The cool down activity should consist of the following:

Jogging or walk 5 to 10 minutes – By doing that is to fall the temperature of the body and to draw out in the muscles that were in movement during the training.

The static stretching exercises – exercise of stretching/stretching legs and hands and shrinking the elbow, knee, waist at the place 5 to 10 minutes – falling the temperature of the body, draw out in the muscles that were in movement during the training, makes the movement more movable.

The static stretching - stretching / make straight the legs and hands and shrinking the elbow, knee, waist at the place is more better to be done after the training session is over or in the phase of cool down activity as it makes the muscles relaxed and makes the movement movable.

The cool down activity which is performing correctly will:

Help to destroy the dirt that accumulated in our muscle during the exercise – including lactic acid (*acid that our body produces from metabolism glucose during the exercise*). If we don’t perform the cool down activity to destroy the dirt that accumulated in our muscle, might make our muscle aching.

Reduce the potency of **DOMS**, DOMS means: (Delayed Onset Muscle Soreness) or the pain of the muscle cased not after the exercise is over, but this pain occurs 24 HRS to 48 after the hard exercise which involve eccentric movement or estrange or not normal which case our muscle swelling. DOMS increase pressure in intracellular (pressure at the cellule or inside the cells) it provokes nervous casing swell and pain. This pain might means or as an indication that the muscle is going to do adaption, but still pain or painful means over training and there was damage at the muscle’s plastic.

Reduce the time to fell sick or to faint as the blood that supposed to go back to the heart is accumulated at the muscle or at stretched hands and legs.

Reduce adrenaline level (the hormone which makes arterial pressure increase) in our blood.
ATTENTION: Performing warm up and cool down activity or all sport activity. These two activities are so important to get rid us of injury.

The training session can start from several weeks only until many weeks and as usually is considered as a part of training session consecutively /or divided in phases which called ‘”period”’, its objective is to reach any specific performance level. Normally, the coach use the name such as ‘general condition’ (prepare general condition), specific condition (prepare specific condition) ‘pre-competition’ describe the phases. These names might mean involve various activities, however many times it is not informative or not providing clear information. What which is more practice/helpful to help the coach and the athletes and the athletes is the consideration concerning intermediate objective for each phase, how to identify this intermediate objective and what is wanted to reach these intermediate objectives.

Chose /Design the activities

When select or design an activity, ensure that this activity:

- Many times involve all participants
- Motivate the athlete and /or the activity contently
- This activity is save
- Easy to organize
- Contain logic mean that this activity has relation and continuing the previous activity that have been done as a phase to another phase.

INCLUSION PLANE

The activities should be inclusive, (USE CHANGE IT) to modify training activity in order to help the necessity of all participants:

TRAINING STYLE

Various styles of training:

Sometimes there’re two styles of training – autocratic (do as say) and democratic might divide to involve or leave.

- DEMOCRATIC STYLE – GIVE ORDER
  - The coach is the person who decide what is needed
  - The coach doesn’t involve the athlete in the process of making decision
  - The coach is the person who define what to do and how to do
  - Example, the coach asks the athletes to complete the exercises that the coach gave in session training.

- Autocratic – sell
  - The coach is the person who decide what to do
  - The coach explains what is needed and explains regarding is objective
The coach encourages the athletes to ask questions to inform only that the athletes understood what the coach said.

The coach is the person who defines what to do and how to do.

For example, within training session, target or field, the coach informs the athletes what exercise is needed to do within target / field. The coach explains the objective of training session and the objective of exercise. The athletes may ask questions to clarify only the points that still not clear.

**DEMOCRATIC STYLE - INVOLVE**

- A coach gives general idea regarding what is needed to do within training for the athletes.
- The coach asks the idea / suggestion of the athletes.
- The coach makes decision based on the suggestion of the athletes.
- The coach is the person who defines what to do and how to do.
- For example, the coach identifies the target / field of training season. The athletes may identify what exercise they want to do in this field of training. The coach will select what exercise that is going to do after listening to the suggestion of the athletes.

**DEMOCRATIC STYLE – LEAVE**

- A coach gives general idea regarding what is needed to do within training for the athletes.
- The coach is the person who defines training conditions.
- The athletes push the brain to explore the solution.
- The athletes are the persons who make decisions.
- The athletes are the persons who define first the target / field of training session. The coach defines the condition of target / field to ensure the field is safe and may help to find the objective of the session of training or not. The athletes are those who identify what exercise they need to do to help them find the condition that coach has traced before.

**HOW TO DO SCORE OR WIN**

- Area
- Participant number
- Game regulation
- Equipment
- Inclusion
- Time
PERFORM REVISION FOR A SESSION

Instrument of reflection for oneself

- Diary
- Mentor
- Video for oneself analyze
- Questioner (questions) for oneself evaluation
- Looking for feedback / information from the participants, parents and other coach
- Considering what you have done well, not what that you need to fix
- Modify the following training based on this revision process.
MODULO 3 – RISK MANAGEMENT

LEGAL RESPONSIBILITY:

- Provide location which is safe
- Make plane for all activities correctly
- Evaluate the participant who might got injury
- Not collocate wrong the participants according to their position or talent
- Look after all activities
- Develop the development clearly for all activities and regulation regarding general conduct
- Document and accompany all the process correctly

10 REGULATIONS TO GET RID OF INJURY:

- Ensure that the participants are in a good physical condition or healthy before perform an activity
- Ensure that the participants developing correct technic, use qualified coach / activity leader
- Ensure that the participants playing / training in correct level
- Understand the regulation which connected with the type of sport selected and precede such regulations. Regulations is created to protect the players and also to try the talents. Within football, for example, you should not cut the football shoes sole.
- Ensure that the participants use the uniform or shoes or game gloves correctly
- When the type of sport or this recreation activity need to use the equipment for protection such as guard / mouth protector or equipment to protect the shins, have ask the participant to use such things. It important to use the correct shoes. The shoes which have sponge or rubber inside the shoes may protect the knees and back when we tread the land and then jump up and down. If the athlete has long hair, must be tied to the back. Don’t use goal threads or bracelets at the hands, as it might attach the cloth /uniform or another thing such as net and others. For the type of sport like bending each other (wrestle) and net ball, ensure that the participants cut the finger-nail.
- Ensure that the equipment are in good condition, take and carrying the equipment with care, make sure no dangerous such as slide or slime at the location of training
- Perform warm up activity correctly
- Perform cool down activity correctly
• Legal responsibility
• The coach achieve obligation to look after the participants
• Violate the obligation mean negligence or no care or no attention to the participants
• Coach for the children have to take care very hard or give them the highest level of attention

CONFIDENCE AND RESPECT

The training necessity of each athlete is not same, so that, the connection one to one between coach and athlete also increase. There’s something which the coach (male or female) should develop in an athlete so that may have good service relation / partner between a coach and an athlete, relation /partner that will facilitate an athlete to develop his potency until full. These two things are: confidence and respect. When work together with an athlete, the coach and the athlete will become a team and coach should consider also the athlete’s wife or parents as part of this team. As the wife and parents might give support which has great value for this athlete and these supports will benefits and help the duty of a coach. Remember: a coach should trust and respect an athlete, his wife/parent either. The duty of a coach and an athlete is to determine the necessity of the training able to change during an athlete is together with a coach.

When an athlete just start training, a duty of a coach is to direct this athlete in all aspects of training. (Duty of autocrat coach)

When the athlete improve and has showed correct technical comprehension regarding the sport which the athlete participate, so the duty of the coach begin to change slowly from autocrat to the one that the coach and the athlete discuss and make agreement regarding whatever that needed to do within training (duty of democratic coach)

When the athlete obtain already maturity and has showed his comprehension concerning important aspect trough this training, so this athlete will be the one who determine the training necessity or what is needed to do within training. The duty of the coach will be as mentor, gives advice only and support when or if needed.

LEGAL OBLIGATION

The coach should know their legal obligation, especially concerning the advice which they gave to their athlete and the way they manage and looking after them. The coach achieve legal obligation to their athlete and should:

• Offer correct instruction and instruction
• Do not advising out of their qualification or out of their competency
HEALTH AND SECURITY

The coach achieves the responsibility for the health and security of the athletes during the athletes been in their hands. The coach should have access to the facility ‘first aid kit’ or ‘P3K’, and know the way how to do emergency contact.

PROTECTION OF ABUSE

The coaches also achieve an obligation to protect the children from any form of abuse. There’re four (4) important types of abuse:

- Do not look after the children (provide insufficient food or wrong)
- Emotional abuse (the children were threaten or make fun of children or make the children as a doll)
- Sexual abuse
- Physical abuse

The coach should know the indicators that showing that there’s abuse and take the relevant measure if really worrying. All organization (For example: institutions of sport govern, local authority, the clubs) should have political declaration and orientation line concerning abuse against children.

The Process of managing the risk

<table>
<thead>
<tr>
<th>1. Establish</th>
<th>2. Identify the risk</th>
<th>3. Analyze the risk</th>
<th>4. Evaluate the risk</th>
<th>4. Treat / resolve the risk</th>
</tr>
</thead>
</table>

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THE PLANE OF MANAGING THE RISK

What is the source of this risk / what will be the source for this risk? Where does the risk come from?

- What could be happen?
- What consequence that is going to appear?
- We can classify the risk into three things:
  - Ambient or location
  - Program
  - Person

THE STRATEGY FOR MANAGING THE RISK

<table>
<thead>
<tr>
<th>What is the source of this risk / what will be the source for this risk?</th>
<th>Take away this risk..</th>
<th>Before getting into another session</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t the equipment stable or not appropriated</td>
<td>Take away / move this equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What could be happen?</td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The equipment might fall down</td>
<td>Reduce the risk …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What consequence that is going to appear?</td>
<td>Make stable or fit the equipment or put the equipment on the ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The participant might be got a serious injury … participant number will decrease due to the training is not secure … people might processing in the court just because of no care or no looking after</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE GOOD PRACTICE OF TRAINING TO REDUCE THE RISK

- Create plane for all session of training
- Proceed the orientation line regarding children protection
- Perform exam/test to observe if there’re some participant who has disease before they participate the training – use medical history form
- Ensure that the participants worming up before performing any activity
- Don’t do mistake in collocating the participant in the right position
• (considering their measure / power, not age)
• Create clear regulation to rule the conducts and activities
• Ensure that the location, facility and training equipment are safe
• Ordering the participant to use the equipment for protection
• Adapting the activity in accord with ambient condition (for example, hot condition and humid, or cool and wet)
• Accommodate in accord with each participant’s necessity

INSURANCE FOR THE COACHES

The insurance is so important for all coaches

Insurance type

• Individual accident: cover the injury or the loss of a coach
• Public debt: cover the lost things or property, or public member who got wound because of uncared of a coach.
• Indemnity or professional compensation: cover a coach when a coach has provided instruction to a participant to imitate and the participant got injury or cover the coach when the coach failed to provide instruction and the participant got injury.

For some insurances policy the coach needs to obtain the insurance at the time when claiming reimburse and the claim might happen in many years after the exactly incident happened.

Legislation that could affect the coaches in Timor-Leste

LEGISLATION CONCERNING CHILDREN PROTECTION

• Incident management
• Have access to telephone to contact the ambulance
• Have information regarding the medical condition of the participant (specially for diseases such as asthma, epilepsy or diabetic)
• Understand how to access to the equipment ‘’first aid kit’’ or ‘’(P3K)’’ (equipment for first assistance for accident, ice, rug and others)
• Ideally know to fill the injury record form
**INJURY MANAGEMENT**

<table>
<thead>
<tr>
<th>Stop the activity / stop the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to the person / talk to the injury person</td>
</tr>
<tr>
<td>Observe the injury part / look after the injury part</td>
</tr>
<tr>
<td>Prevent further injury / prevent to not get another injury or prevent so that the injury not widen (through three option below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking for help (Serious injury)</th>
<th>RICER Regime ((light injury))</th>
<th>Continuing play / training (Small injury)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Look at the details below</td>
<td></td>
</tr>
</tbody>
</table>

The manage quickly the injury such as displacement, artery pain, skin peeled, injury case by shocking each other and eyes inflamed / body part inflamed because of stroke have to proceed the following procedure:

- Rest/
- Ice/
- Compression/
- Elevation / **take the injury up highest than our chest**
- For example if our toe fingers get injury or displacement, when we lay on the bed should put the injured finger on a pillow in order to prevent the inflammation increasing.
- Referral / **refer to or take to see the doctor / specialist**
MODULO 4 – EFFECTIVE COACH PROVIDE FEEDBACK / SIGNIFICANT INFORMATION

THE FEEDBACK SHOULD:

- Positive, constructive and corrective or to correct the mistake
- Clear and short
- Offering feedback at the time to the athletes / participants to perform the any exercise activity that needs the feedback

USE THE APPROXIMATION ‘SANDWICH’

ORIENTATION TYPE

When the athletes, groups or teams learn and practicing a talent, they normally need help or orientation from the teacher, activity leader, coach or a friend. There’re three sorts of orientation: visual, verbal and manual. As a best coach or activity leader, will use various orientations or use the type of orientations more than one.

- **Visual orientation.** It is an orientation that takes care of: demonstration, video, bill and poster that its contents provide information regarding training. This visual orientation is very good, specially, when the participants just start learning a new talent.
- **Verbal orientation.** It is an orientation which we can hear. The coach explains with words regarding what the athletes need do. The verbal orientation is good as a coach (meal / female) can explain at the location, can repeat the instruction when is needed, and can adapt according to the necessity of the athlete.
- **Manual orientation.** It is an orientation that we can feel, that:
  - A coach lead the athletes and orientate the athletes within the movement, for example routine dance which is difficult
  - Or use an equipment to limit an athlete’s movement, so that the athlete can be continuing safe, for example, to go up need rope tie it sheltered and hold a deficient athlete’s hand sheltered to direct this athlete to across a barrier or obstacle.

This manual orientation is more efficient in a very completed situation, or very dangerous, or when the new participant afraid. It aims to introduce an athlete first (he) such movements before he tries by his self.

Remind type / feedback that will be offered to the athlete is depending on the talent which is learning. The feedback might have forms:

- **Intrinsic feedback** - is the information that an athlete receive trough the movement that an athlete performs through his sense within movement that he create. This information was
receiving through the sense of the athlete at his muscle, joint (elbow, knees, joints and waist) and balance.

- Extrinsic feedback – information from outside or not from athlete’s movement that he perform and feel at his muscle, joint and balance, but help to fix the intrinsic feedback. This feedback is also known as augmented feedback. Augmented feedback has two important categories:
  - Knowledge of performance (KP) – knowledge about the performance or acting – information about technic and performance. The coach can provide information such this one to the athlete with good talking manner or visual manner through video. So that these information will be as reference to the athlete in order to understand when he put in practice these instruction he only can fell that the movement that he has performed was right or wrong or is according to the information given by the coach or not.
  - Knowledge of results (KR) - knowledge regarding the result (KR) – information regarding the result of the performance of an athlete. For example: sprinter / time of a corridor / the time are sprinting / race with distance of 100 meters.

- Positive feedback – use to inform to an athlete about what is he doing correctly within his movement / an exercise that an athlete perform. The athletes should know if the movement that they have performed is correct or not as it will be the reference for them when they perform another movement in the future. This positive feedback is important to motivate the athletes.

- Negative feedback - use to inform to an athlete about what is wrong within his movement. The negative should also include the recommendation or information concerning what the athlete needs to do to correct the movement that was wrong performed.

- Feedback source – the coach as the source of the information provide information to the athlete before and after his acting / performance

- Simultaneous feedback – the coach provide information to the athlete during his acting / performance.

LEARNING, FIXING AND ADAPTING THE TALENTS

Copy - One way for the athlete to learn a talent is copying other people. The coach many times uses demonstration in the training session, so that athletes will observe what they need to do and the athlete try to do or imitate. There’re four important things here:

- Give attention. Is not allowed for an athlete to copying /imitate if doesn’t observe and attend very well.
- Remember what he has seen otherwise will not understand what to do.
- He should have capacity to copying what he has seen. Is not allowed for him to open the legs if he doesn’t have flexibility to do it along.
- He (the athlete) should have willing to learn. If there’s no motivation, it will be a little difficult to happen.
Normally, the athletes learn from **try to do mistake**. They try something and if they are able to do, they will do more time, if they are not able, so that they change the way and try again. Normally, these manners are how the athletes learn if they are training by them self, but the coach or teachers can help them. If they want to learn any talent correctly through the manner **try and do mistake**, the athletes coach or teachers should provide correct feedback when the athletes training. If a coach observe that the athletes perform correct movement, the coach should praise them and tell them regarding what they have done correctly, so that they learn to do more. In the side, the coach can show them the mistakes that an athlete did, so that he will not repeat again his mistake.

The other manner to learn a talent is through role model. This Role model refer to those who have important duty within an athlete’s life, for example, good friend, parents, coach, teacher and other people who the athlete admire. A young football player sometimes observes a famous professional player as their role model, so that, the young player observes them and try to imitate the talents that this player performing. The best role model that the athletes should learn is:

- This role model should have age and capacity similar to the athlete
- These role models are those who have lot of talents
- Role model is a person who the athlete sympathies

**It is important to know:**

**When learn and already knew a talent, is a little difficult to change**

The problem is, if an athlete learns and already knew a talent with wrong manner.

Because to learn again this talent correctly, will take time, patience and practice and do not make mistake.

**DEVELOP SPORT TALENT**

**How to learn a new talent?**

First of all, you use information processing system (brain) to learn a talent and also put in practice
1. Entrance resource / input
2. Make decision / Decision making
3. Result / output

The information processing system (brain)

4. Feedback

- Information processing system has limited capacity to canalize the information. It means that it can only processing limited information in a period of time.
- If it force to processing lot of information in a period of time, this system can be overloaded and cant not processing the information.
- The best way to learn a complicated talent is to divided this talent into branches or elements, and learn them one by one.
- Training and concentrate for aspect which is more important than one talent first.
- Practice this talent very often to keep in memory of long term or makes us difficult to forget.

PRACTICE TYPE

A coach should know that to know correctly a talent, the athletes need to practice this talent many times or very often.

- If this talent is very basic like how to get the basketball or one hand ball, so can practice the talent of getting ball as well, no need to divide into branches as the talent of getting ball is not difficult. Then can practicing getting ball in basketball game or one hand ball.

- If the talent is very complicated, the athletes should observe firth a coach or a people to show this talent, and sometimes the athlete can try so he can fell. Due to the talent is difficult to learn at the time, a coach can divide this talent into branches or elements and training the branches/element of this talent one by one. This is called part practice. For
example to do service of tennis, an athlete can practice how to throwing up for service and how to find ball to service etc. so, he put these talent together and practicing them all.

- If a teacher is training about open talent/open, for example drift a basketball, this teacher should drift this ball in many ways. This is called variable practice. This is important as the movement has open talent variable, depend on its place.
- If a coach is training about close talent, always doing or repeating according to the condition or the same location, this one is called fixed practice or which is not change.

Provide enough time for the practice and observing the performance of the participant

Performing the activities step by step or make one activity first before getting into the other

Make the training session content and variable or presenting various things.

GAME SENSE

- Game sense is a training method that use game activity as session focus
- The participants respond to the challenges trough the activity; resolve the problems and contributing to all activity that conducting in a session.
- Normally the session training is focusing on doing technical practice. The session of game sense is focusing on game and focusing on ‘‘why’’ before asking ‘‘how’’. 

A DUTY OF A COACH IN GAME SENSE

- The coach is facilitate only and not direct
- The coach/guide is beside only not in the field
- Use challenges question to encourage or motivate the participants to answer the question or resolve these challenges
- Normally the questions and challenges are connecting to any tactic aspect, as following:
  - **Time**: when do you (run, pass, shot etc.)? Why?
  - **Space/location**: where will you move? Where will you target?
  - **Risk**: which option would you like to choose to pass to (who) will you run or stay?
HOW TO MODIFY THE ACTIVITIES

- Training style – for example: demonstration or use questions, role model and verbal instruction
- How to do score / win
- Area – for example, measure (field wide), field model (circle model, triangle or square), field surface
- Participant number (how many participant)
- Game regulation – for example, to proceed the regulation or regulation of passing ball, how many times should look for ball down
- Equipment – for example soft ball or big, light ball, bats small or big / racket
- Inclusion – for example, all player of a team must the hands and foots touching the ball first before the team makes score
- Time – for example, ‘’how many times …in 30 seconds?’

SMALL INFORMATION / TIPS FOR COACH ABOUT GAME SENSE

| | Most of children don’t like ’drills’ or ‘systematic training’, makes them lazy |
| | Play – now |
| | Use training option CHANGE IT (CHANGE HIM) to modify the activities to accommodate various ability levels. |
| | Training session that conducting based on any particular necessity, performing separate from the field or performing beside the field. |
| | When teaching the athletes trough video, ‘Freeze – frame’ or stop or make pause a role model Talent that he show through the video or want to talk about any tactic that showing in the video, can stop it or make pause, so that can show to the athletes the talent that they have to learn or teaching them about any tactic. |
| | If this manner is not success / use another manner |
| | Try to perform the same activity in the group |
| | Small |
| | Probably this activity is so easy / so difficult? |
GROUP MANAGEMENT

- Make connection with the participant
- Voice and expression
- Eyes contact
- Make or use any signal / gesture to get the participants’ attention
- Ask questions
- Praise and talk by using words that make them feel proud
- Provide the instruction that contain quality
- Announcement Board

FORMATION AND ROUTINE

- The security is the big consideration within group formation
- Establish routine regarding warm up activity an cool down, and routine concerning preparation before the training and tidy up after training
- Use signal

CREATE GROUP OR DIVIDE GRUPO

- Put the individual with the same capacity/ability in a group
- Provide job for the individuals who already achieved responsibility to help those whose are very small or the players who haven’t increase enough during the training
- The participants can do training in different levels inside a program.
- Provide to all participants
- The same opportunity to participate within practice and the games
- Feedback, incentive and opportunity to direct or lead
- Coach conduct which is consistent for all participants.

AUTO-MANAGE

- Talking about effect of bad conduct
- Show the participants the relation between the behavior and its consequence
- Recognize the players who help other players
- Make rotation to who is the captain or divide captain’s responsibility
- Encourage the participants to contribute within the organization and planning
CONDUCT MANAGE

- Help children/the players to create the team regulation with its consequence for whom who violate this regulation
- Focus on correct conduct not for individual. Do not insult or shame anyone in the public.
- Do not punish the group when just a member of the group makes mistake or violates the regulation.
- Have to be firm, just and consistent
- Avoid punishing such as running around the target/field or running around the field
- Offering gift, praise and appreciate those who perform correctly to establish the correct conduct
- Ensure that the program, are satisfied with different programs and activities
MODULO 5 – ATHLETE DEVELOPMENT

TRAINING THE CHILDREN

- The children need opportunity to play in creative games where no structure or free game, and they need different activities.
- Recommend that the children do not specialize very soon in any position
- The children sport have to be **pleased**
- The children valorize sport social aspect
- Focus on development first before focus on win
- The children talent and healthy level different among the children
- All children deserve attention and time, not only give attention and time to those who have more talents.

WHY THE CHILDREN PLAYING SPORT?

1. Physical reason
   - For example, to develop new talent, make healthy
2. Social reason
   - For example, due to their friend playing sport, so that they also involve inside, as they want new friend
3. Psychological reason
   - Stop to be famous, find money through sport.
CHILDREN GROWTH AND DEVELOPMENT

- Physical change can affect children performance in sport
- The coaches should know children growth phase and trace plane and session objective in accord with children growth phase
- The coach should also take care of the exercises that might cause strong pressure for children bone which still soft.

YOUTH

- The period of puberty for young persons (male/female) one to another is different and can result from the body size (big/small) and different power.
- The subjects that connected with puberty period which happen very soon or a little late for young people.
- The young girls get into puberty more early than the boys and the girls’ body is more increase in this phase.
- During the puberty the youth start understand them self or obtain auto-conscience. In this times the conduct and pressure problem from friend begin to appear.

OLD ATHLETES OVER AGE ATHLETE

Maintain the physical activity is very important for health

- For old / over age athletes, the warm up and cool down activities need to be longer than the young athletes.
- Should have alternative to reduce activity intensity for old / over age athletes
- Include the recuperation period which is long among the activities or from one activity before get into another activity.
- The human resistance starts to decrease between the ages of 25 until 65
- Our strong is decreasing according to our age, when the age is increasing the strong is also decreasing, however we can increase our strong with training.

Young girls can also play football very well
TRAINING THE DISABLE / CRIPPLED ATHLETES

- Their strong body level something is smaller than normal people or different
- The coach need to create training program in accord with individual necessity or each athlete
- Use different communication strategy (for the athletes who have defect (deaf, blind)
- Modify the activities, so that can include all people

HYDRATION AND NUTRITION

- Hotness affects the children more than the adult. Ensure that the children:
  - Drink water or liquid very often, rest for breathing during the activity
  - Dressing correct dress
  - If we can find shade place will better
- Saying or teach the athletes to have the meal which is good for health, inhabit to balance when eat, and recommending regarding the amount of the meal that they need to eat for each group
- The breakfast is very important before perform sport activity
- Having snack is good for health – tell the athlete to not eat too much meal that people use to call ‘’junk food’’ (the meal that contain too much grease, salt and sugar)

The result of instant meal

<table>
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<th>NO</th>
<th>YES</th>
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After training, playing/ Competition drink water is Very important!

Annex 1 – Team management
A. TEAM MANAGEMENT OBJECTIVE
   Success with team – for example: championship or avoid relegation
   1. To reach the team performance level and the willing of high performance of the player, and to reach the high competitive spirit of the team.
   2. To develop the players’ characters
   3. To educate the players and their discipline – and educate about fair play (play in accord with rule) and expositive

B. LEAD
   To influence the players, groups within a team and all team, and direct them about approximation and positive conduct.

   When will lead and where:
   1. During the training
   2. During the game
   3. Before and after the game
   4. During they are along

C. LEADER STYLE
   1. Authoritarian / dictator style
      a) Signals and characteristics
         1) The coach is whom who make decision
         2) The coach is whom who give order
         3) The coach always put his self far from the players and show to them that he is superior or older

      b) Advantage
         1) Reach the target as soon as possible (success)
         2) All participants performance quantity

      c) Disadvantage
         1) Lack, or the player who are together within the team do not fell that they are together
         2) Lack of unity within the team
         3) Lack of cooperation or the player don’t look work together
         4) No proper initiative
         5) Appear egoism behavior
         6) Short period success
         7) When no control for the players, the players performance will decrease seriously
2. Democratic style (also known as cooperative style or partner style)

   a) Signal and characteristic:
      1) Decision about orientation line and objective that will done within discussion
      2) The coach gives ideas and motivation

   b) Advantage:
      1) Spontaneous behavior and from proper initiative
      2) The player fell they are together and unity
      3) High performance quality
      4) Help and support system become more good as there’s good will to help and support
      5) Although no control for the players, the players’ performance only decreases a little.

   c) Disadvantage
      1) Need time to reach the targets and objectives
      2) The performance quantity decrease

3. Laissez – faire style

   a) Signal and characteristic
      1) The coach leaves the player doing everything and doesn’t interfere
      2) The coach leaves his right to lead and his duty as leader
      3) The team has full freedom to make decision about the team

   b) Advantage
      1) The players and the team word independently

   c) Disadvantage
      1) No one achieves the responsibility
      2) No planning
      3) Don’t content or satisfied
      4) No attention for the players
      5) Create different groups and small groups within the team
      6) No discipline
D. Recommendation about coach style
   1. The leader style is not natural or we won it since born, this leader style we can adopt
   2. The best leader style always based on:
      a) The character of a coach
      b) Team composition (character, intelligence, education, player type, team selection and others).
      c) Team success and nonsuccess
      d) Team optimism or pessimism

E. RECOMMENDATION
   1. After or before training, give the players full choice
   2. During the training and observation (perhaps no harmonization), the coach direct / lead in a firm manner and objective, and appearance and presentation that will be as example, and require for uniformity or harmonization among the players.
   3. To motivate the players work together within team, cultivate the player auto-confident and trust the others, not to cultivate or create fear.

F. A COACH CHARACTER
   1. Have knowledge about sport that he is training
   2. Have capacity to lead and manage
   3. Have capacity and perform diagnostic and should creative
   4. Have capacity to demonstrate and motivate
   5. Objective for all people and about everything
   6. Have attention /sympathy for the players, impartial, have open idea or never judge people inconsiderately
   7. A coach should be as example for the player, for example the coach life style has to right, the coach as a person who the other can trust and who has good relationship with people and who has compromise
   8. A coach should have willing to admit his mistakes, so that he can show example that has done a fault and therefore he should confess.
   9. Have enthusiasm, integrity and patience.

G. A COACH POSITION
   1. Normally, the coach is an entity from the club or an association – extraordinary position
   2. The coach is the connection which is poor within three corner relation between the executive and team.
   3. Have clear service description and responsibility
A coach should be supported by the executive comity important member

**H. DUTIES OF A COACH**

1. There’s objective to be success (with sportive and educative manner)
2. Perform speech and expressing the information before work or before the spell start (talking about all concepts and objective)
3. Training the players with theory and practice
4. Create plane of training
5. Look for talent and develop talent
6. Educate the players about sportive and discipline spirit, and developing their responsibility sense
7. Motive the players
8. Encourage the players or make the player to be auto-confident
9. Gendering or lining the players auto-confidant and club conscience
10. Educate the players regarding the team solidarity spirit
11. Maintain contact with the players and their family
12. Protect the players from exterior influence
13. To give input or refreshing again the knowledge of the coaches
14. Maintain contact with public media and the adepts

**I. CHARACTERISTIC OF THOSE WHO HAVE POTENTIALITY TO BECOME COACH**

1. Intelligent and hold high motivation
2. Has interest to involve his self in football for many years
3. Hold capacity of teaching, capacity to motivate people, and extraordinary leader
4. Hold capacity create good relationship with other people or interpersonal capacity and good social conduct
5. Have full time for training necessity
6. A practical person, the person who know how to resolve problem with analytic and diagnostic capacity
7. Ideally, this entity has attended training to be a coach and hold football experience

**J. MANAGE TEAM PSYCHOLOGY**

1. The coach appearance or the first presentation in front of team
2. Choose the team
3. Substitute /change the player
4. Reserve player and all team
5. Coach conduct and duty, before, during and after a game
6. Dialog: coach – player
7. Team meeting
8. Critic and evaluation
9. Evaluate team position within championship or league
K. MANAGE TEAM ORGANIZATION
1. The coach observe players game
2. Black board Session
3. The coach and the player get injury
4. The coach and the player within tour and travel
5. Contract between coach and club / association / federation
ANNEX 2 – GAME PREPARATION

BEFORE THE GAME

- One team to another is different
- For example: a night before da day of game
- Observe / checking the equipment, transportation and drinking and others
- Warm up activity – 30 minutes before the game start
- Before play
- Remind regarding the strategy
- Increase the players moral / encourage them or make them be auto-confident

DURING THE GAME

Give instruction in the riverside of the field through right / left backs

1. Give 5 minutes to the players to recuperate, supply drinking and treatment for the players who feel pain
2. Evaluate the opposition, show the position weakness, but do not decrease the players moral
3. Short instruction only for team, give motivation to individual players – with calm and very realistic – give more motivation
4. Sometimes can think to change the tactic
5. Sometimes can change the player

AFTER THE GAME FINISH

- Do not critic/game evaluation
- Calm down the excessive happy feeling after win the game / give motivation to the players when lose in the game.
- Observe if any player has got problem
- Start recuperation activity such as cool down activity, treatment for the players who are injury
- Observe / check the equipment
- Give information concerning the following program
# PLANNING SESSION FORM

<table>
<thead>
<tr>
<th>Date:</th>
<th>List of presence</th>
<th>Required equipment needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place:</td>
<td></td>
<td></td>
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<tr>
<td>Duration</td>
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</table>

**Introduction (session objective, remind and others)**

**Worm up activities**  | **Exercise and game:** | **Cool down activities**

**Review / evaluation (important points within sessions, what is running well and what is not running well, change in the following session, and others)**