



# ECUADOR 2023/24

# EVALUATION REPORT





# FOREWORD

Dear reader,

We are happy that in March 2024, 39 Young Coaches successfully completed our Young Coach Education in Ecuador. Most of them work with children directly affected by the ongoing violence in the country, by poverty or by displacement. Through our education, these Young Coaches are better equipped to provide them with safe and educational spaces to learn, play and thrive through sport.

As you will read within the report, the Young Coaches were able to take away a lot from the education – from acquiring new knowledge and gaining confidence, through to strengthening their coaching networks. Especially the content on educational games and adapting exercises to the needs of different children – including those with disabilities – seemed to be particularly important for them.

All in all, the Young Coaches feel that the learnings positively impacted their overall coaching ability – something that our instructors of the Football Club Social Alliance also observed: By the end of the education, they rated the coaching skills of the vast majority of Young Coaches as ‘good’ or even ‘very good’, and none as unsatisfactory.

Despite facing challenges such as the lack of equipment or the changing security situation, we are pleased that almost all Young Coaches are applying this new knowledge with children and know how to promote inclusion and social cohesion through their activities – an aspect which is especially important for those Young Coaches who work with kids from both the refugee and the host community.

Lastly, a summit during the final module brought together actors from the sporting and non-sporting world who already use – or are looking to use – sports for protection. Creating such spaces is important to strengthen networks and raise awareness about the wider role that sport plays in society.

We want to thank our main local partners FUDELA and UNHCR as well as our FCSA partner clubs for their support and are hoping you enjoy reading about the impact our joint efforts have created.



Lea Hinnen  
Project Manager  
Scort Foundation

# PROJECT OVERVIEW

## PROJECT BACKGROUND

Once a safe haven in the Americas, over the past couple of years Ecuador has been heavily affected by displacement and unprecedented levels of violence. This resulted in over 1 million people in need of protection, including the majority of the migrants and refugees from Colombia and Venezuela currently in the country. For children, the current context negatively impacts their mental and physical well-being and puts them at a heightened risk of violence, discrimination, and abuse.

If used effectively, sport can help respond to some of these challenges by bringing communities together, promoting well-being and providing safe spaces. As a result, Scort and the Football Club Social Alliance (FCSA), together with Fundación de las Americas para el Desarrollo (FUDELA) and the UN Refugee Agency (UNHCR), delivered a Young Coach Education in Ecuador in 2023/24.

## AIMS & OBJECTIVES

The project aimed to train young adults to support the delivery of safe and structured sport and educational-based activities for children from refugee, migrant, and host communities by focusing on the following 4 objectives:

- 1. Coaching:** Educating young adults to become coaches and role models for children in vulnerable or conflict-prone communities.
- 2. Access:** Promoting access to sport for both boys and girls as well as children with disabilities.
- 3. Cohesion:** Promoting social cohesion through sports.
- 4. Network:** Strengthening the network of coaches and organisations within Ecuador using sport for protection.

The education was comprised of 3 modules – 2 in-person and 1 online (see Fig. 1), funded by Fondation Botnar, UEFA Foundation for Children, Scort, and the FCSA, with in-kind contributions of local partners FUDELA and UNHCR.

Figure 1: Scort and FCSA\* timeline of project activities in Ecuador in 2023/24



\*The FCSA is a network of 6 professional European football clubs (FC Basel 1893, SV Werder Bremen, Bayer 04 Leverkusen, FK Austria Wien, FC Schalke 04, 1. FSV Mainz 05) that team up for social change.

## BENEFICIARIES

At the end of the education, 39 participants were certified as Young Coaches (YCs). A further 5 participants received a certificate of attendance for completing 2 out of the 3 education modules, and 1 dropped out. The results presented within this report reflect the 39 certified YCs (38% Female).

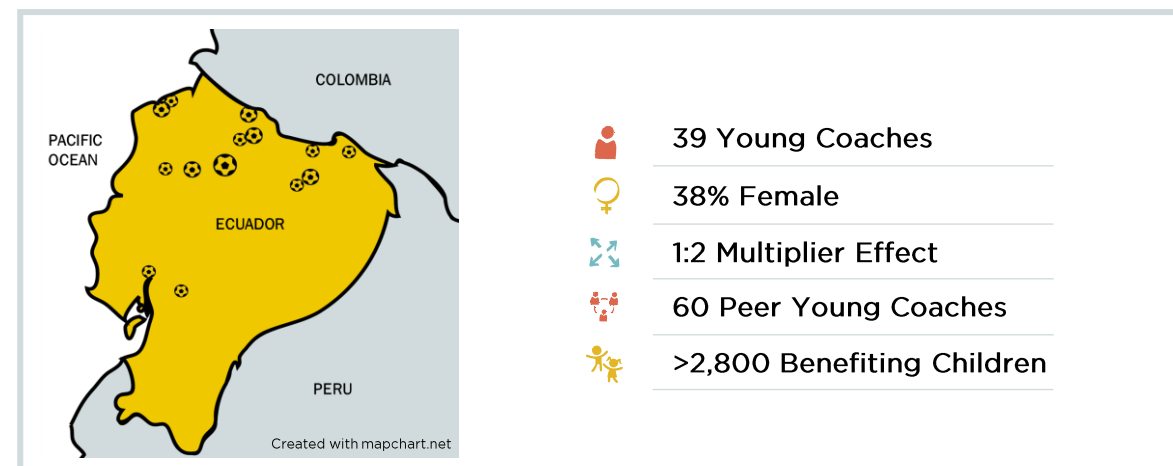
As highlighted in Fig. 2, the education reached YCs from various locations across Ecuador. This was testament to the efforts of all partners during the selection process – who through an application process – sought to ensure the education reached YCs from different backgrounds and regions within Ecuador. In total, certified YCs were from 9

different provinces in Ecuador and also included Young Coaches originally from Colombia and Venezuela, some of whom are refugees themselves.

To understand the impact of the education, data and information was collected via surveys, interviews and observations during the three educational modules. Additionally, in order to track the impact and sustainability, data is being collected for a period of 3-years post-project.

Given the current beneficiary data (Fig. 2), estimates indicate that by 2027 YCs would have trained over 100 Peer Young Coaches and together they would be impacting over 4,200 children.

Figure 2: Locations and current beneficiary impact of Young Coaches





# EDUCATIONAL CONTENT

## HOW RELEVANT WAS THE EDUCATION FOR YOUNG COACHES?

As reflected in Fig. 3, YCs joined the education with varying years of sport-specific coaching experience. Some are from social backgrounds, with limited sport-specific coaching experience, whereas others have more experience in coaching but do not necessarily have the social aspect. However, this helps enrich the exchange between YCs.

### Satisfaction

When reflecting on the education, 95% of the YCs noted that it had met their expectations – 59% of whom stated that it had exceeded their expectations. Furthermore, almost all YCs deemed it beneficial to combine online and in-person learning.

### Educational content

Whilst the majority of the YCs (90%) found all content to be relevant, when

asked to select the three most relevant workshops of each module, the most frequently selected were as follows:

#### Module 1 (in-person):

- Child Protection & Safeguarding
- Small-Sided Games
- Warm-up and Fun Games

#### Module 2 (online):

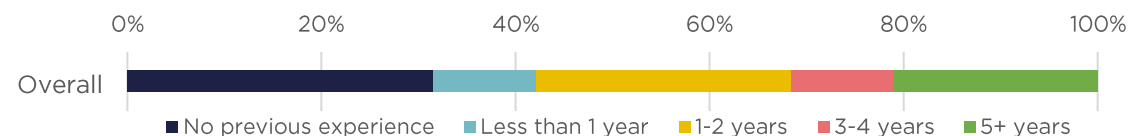
- Educational Games
- Peer Education & Goal Setting
- Adapting Activities

#### Module 3 (in-person):

- Event: Football Festival for Children with Disabilities
- Methodologies & STEPS
- Creating Educational Games

Furthermore, almost all YCs found the webinars that accompanied the self-study topics in Module 2 to be helpful additions to the education – building on the respective topic learnings.

Figure 3: Young Coaches' sport-specific coaching experience\*



\*Data reflective of 39 Young Coaches

# EDUCATIONAL CONTENT

## DID THE YOUNG COACHES IMPROVE THEIR KNOWLEDGE?

Importantly, as highlighted in Fig. 4, YCs perceived an improvement in knowledge for all of the assessed coaching-specific (yellow) and leadership and life skills (turquoise) topics since the start of the education.

### Coaching-specific knowledge

The largest improvements in coaching knowledge were associated with structuring and organising training sessions, teaching educational games, and including children with disabilities in their activities. The latter of which was new for 67% of the YCs. It was evident that YCs had also learnt new tools and ideas to ensure that activities remain fun and entertaining for children.

### Leadership and life skills knowledge

The education puts an equal emphasis on YCs learning important life and soft skills. At the end of the education, YCs deemed themselves to have excellent knowledge across five of the nine areas. The following paragraphs delve into a couple of the changes that had been reported:

Importantly, YCs had better knowledge of their role and responsibility as a coach at the end of the education. Whilst the FCSA instructors laid the foundations for

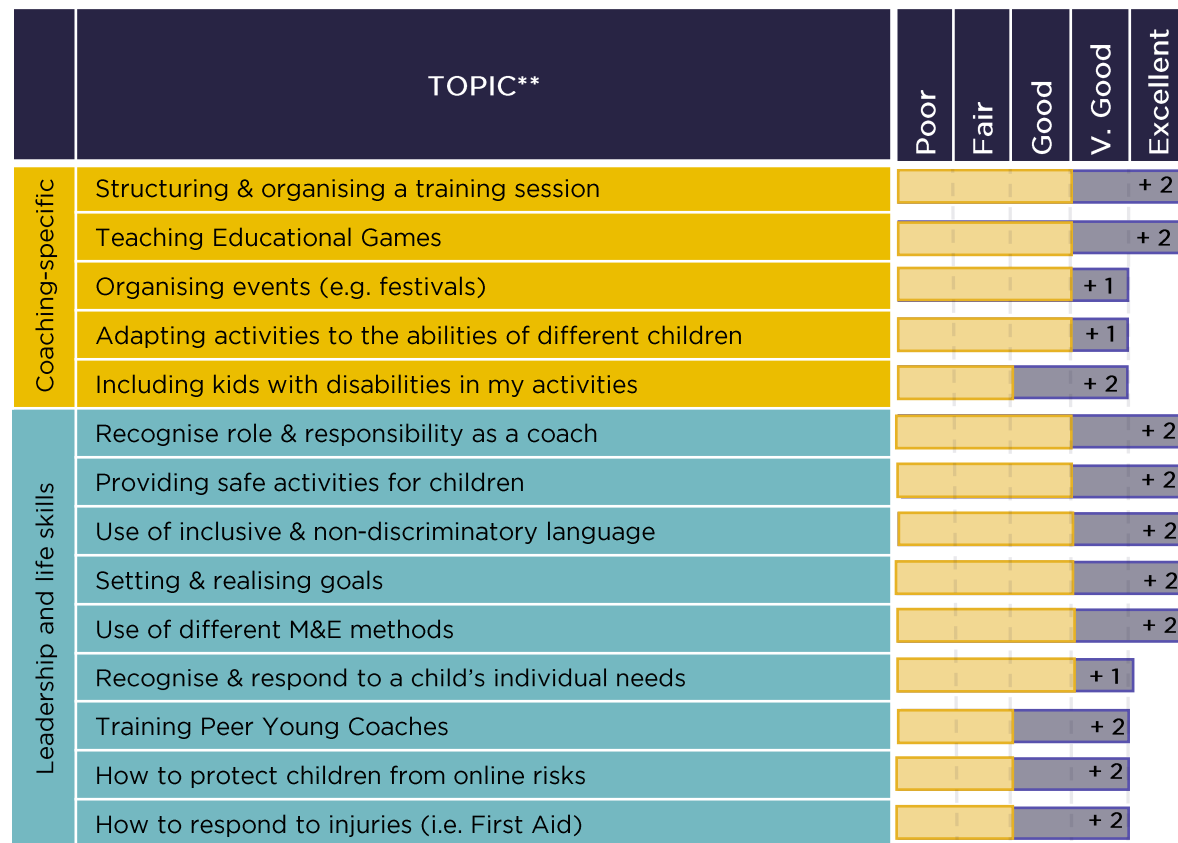
this, a UNHCR workshop about 'Humanitarian Access' outlined what to consider when working with vulnerable groups, and how to help ensure activities abide by the principle of "do no harm".

YCs also noted an improvement in their ability to create safe activities for children, with a focus on girls. It is reasonable to suggest child protection content, and a webinar on gender-based violence in sport, and a First Aid course helped improve the YCs knowledge and confidence about what it takes to create safe activities for all. Additionally, all of the YCs completed a UEFA Foundation for Children supported safeguarding in sport for development certificate - which reinforced, and built on, learnings from modules 1 and 2.

### Multiplier effect

Furthermore, YCs noted an improvement in their knowledge about how to train Peer Young Coaches. By the end of the education, this contributed to 95% of YCs already passing on their knowledge to at least one Peer Young Coach. This has led to an additional 60 coaches working with children and benefiting from the knowledge shared during the Young Coach Education - thus contributing to a coaching multiplier effect.

Figure 4: Average knowledge rating before and after the education\*



\*Data reflective of 39 Young Coaches

BEFORE AFTER



"It's a group of very motivated Young Coaches who work in different areas and are confronted with different problems - be it crime, access to school, or lack of job opportunities. But they are all very positive and you can see that they want to learn something here - not only in football, but also for life, socially, and for their organisations."  
**Willy Schmid, Instructor, FC Basel 1893**



# OBSERVATIONS & CHALLENGES

## INSTRUCTOR OBSERVATIONS

Instructors assess the coaching ability of YCs during the two in-person modules. Whilst this primarily supports the feedback process to improve YCs' work, it also provides a useful overview of their coaching ability.

Instructors use a 6-point scale in their assessment (from very good to unacceptable), and include points such as clarity of objectives, choice of exercises, clarity of instructions and feedback given to children, as well as if the coach provides a fun and inclusive space for all.

As highlighted in Fig. 6, almost all YCs were observed after module 1 and 3 to have either good or very good coaching skills, with no one being deemed to have poor skills. This is important, as the YCs are role models for both children but also other aspiring coaches within their communities.

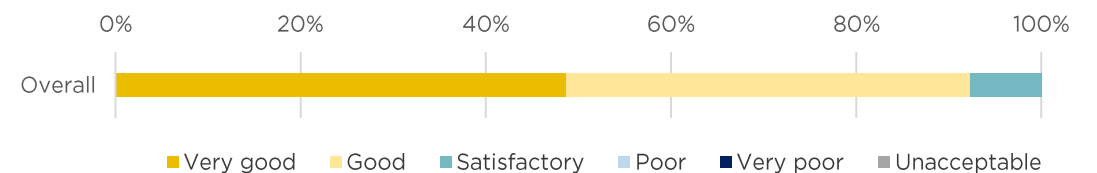
## COACHING CHALLENGES

Whilst acquiring knowledge and new coaching skills paves the way for improved activities, it is important to also reflect on the challenges that can impede YCs' abilities to deliver activities.

Many YCs (69%) noted at least one challenge they face when delivering activities in their communities. The most frequently cited challenges were associated with lack of equipment (38%), the current security situation in Ecuador (23%), not receiving enough support from their organisation (15%) and lack of space for activities (10%).

Whilst three of the challenges reference access and resources, the challenge associated with the current security situation is a stark reminder that in January 2024, the president announced that Ecuador was in a state of "internal armed conflict". This naturally impacts activities taking place within the country.

Figure 6: Instructor observations of Young Coaches\*



Average level of observed coaching skills (Module 1 and 3)

\*Data reflective of 39 Young Coaches

# KEY OUTCOME: COACHING

## IMPROVED COACHING

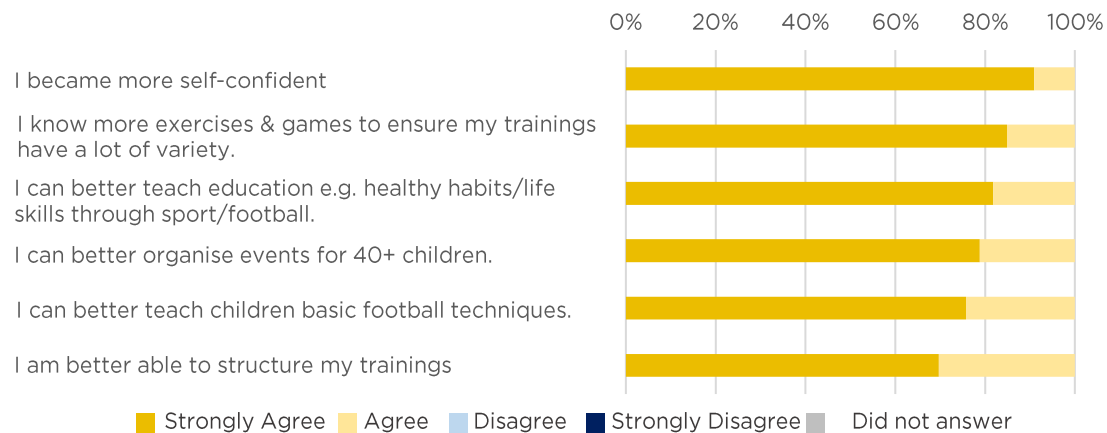
As one can see in Fig. 5, the education had a positive impact on the YCs' confidence and perceived coaching skills. Importantly, by the end of the education all YCs noted that, irrespective of their prior coaching experience, they had become more self-confident in their coaching ability as a result of the education.

It is apparent that the education provided YCs with more games and exercises to add more variation to their trainings. This is important, as it helps ensure the activities are fun and interesting to attend. There was also a strong agreement amongst YCs that they are now better able to teach educational

aspects through their sport/football-based activities. This was further supported by a small increase in the number of YCs delivering sport and educational aspects as part of their activities by the end of the education (up to 67% at project end). Improvements were also noted in the YCs' ability to teach children basic football techniques.

Aligned with the improvements in knowledge (p. 5), the education also had a positive impact on how YCs organise events and structure their trainings. The practical focus of the education is likely a contributing factor to this - ensuring that YCs apply learnings and get immediate feedback from the instructors during the in-person modules.

Figure 5: To what extent do you agree with the following statements?\*



\*Data reflective of 39 Young Coaches





## KEY OUTCOME: ACCESS

### ACCESS TO SPORT

A key goal of the education was to promote greater access to sport and play-based activities for children.

Importantly, at project end, 77% of YCs are delivering activities for children at least once a week, 10% deliver at least once a month, 8% indicated when possible and subject to their project/organisational timetables – and only 5% of YCs do not currently deliver activities. This helps ensure that YCs directly apply learning in their work with children.

### Female participation

The vast majority of YCs deliver activities that include both boys and girls. Furthermore, by the end of the education, 82% of YCs noted an improvement in their knowledge about how to create safe spaces for children, with a particular focus on overcoming barriers that often deter female participation e.g. lack of role models, gender stereotypes, and body shaming. As a result, they are now better equipped to help girls overcome barriers of participation and make sure that they feel both welcome and safe in their activities.

### Disability Inclusion

Given that the content on disability football and inclusion in Modules 2 and 3 were deemed particularly valuable (p. 4), it is perhaps unsurprising that all YCs noted an improvement in their ability to include children with disabilities by the end of the education.

While currently only 26% of YCs actually do include children and youth with a disability in their sports/football activities, a further 44% of YCs are planning to do so in the future. This is a slight increase since the start of the education, and it could be argued that the practical experience they gained from the education will be the motivation to get started.

### Did you know?

92% of Young Coaches include girls and boys in their activities.



# KEY OUTCOME: COHESION

## SOCIAL COHESION

Given the large population of refugees and migrants in Ecuador, a clear goal of the education was to contribute to fostering social cohesion between refugees/migrants and host community children. As a result, the selection process targeted YCs who were already working with both communities at the start of the education.

Whilst the education had a notable impact on the YCs' own knowledge (p. 5) and confidence (p. 7) in delivering sports activities to children, there was also a perception that the children themselves who attend YCs' activities directly benefited - particularly when it comes to elements fostering social cohesion. For example, at the end of the education, 85% of YCs reported that the children now show each other more respect.

Creating a respectful environment can reduce conflict, promote co-operation and lay the foundations for building a sense of unity. This is of particular importance when bringing together children from different backgrounds.

This is also reflected by 85% of YCs who reported that the children now show a greater togetherness by helping each

other more. This is particularly important, as increased togetherness and the act of helping each other suggests positive interactions between children - and thus a contributing factor to improved social cohesion.

The increased respect and sense of togetherness could be partially attributed to the intentional use of educational games to deliver messages or reinforce values. For example, at the end of the education, many cited how they now use educational games to teach children values such as respect and discipline.

Importantly, YCs learnt to create their own educational games relevant to their context and circumstances, thus enabling them to address any given issue within their teams - and potentially wider community - in the future through sports.

### Did you know?

59% of Young Coaches include refugees, migrants, and host community children in their activities.  
(8% increase since project start)





# KEY OUTCOME: NETWORKS

## STRENGTHENED NETWORK

At the end of the education, all YCs indicated that the education had strengthened their network, and that they will continue to co-operate with other YCs after the conclusion of the project.

A number of activities contributed to the strengthened network. For example, through a targeted selection process, the education brought together YCs from 21 different organisations and 9 provinces in Ecuador. Additionally, the practical nature of the two in-person modules helped ensure that YCs worked together to achieve tasks (e.g. delivering festivals) and the joint accommodation with various activities in the evenings helped foster positive group dynamics, leaving ample room for personal and professional exchange.

Furthermore, looking to expand the network of both YCs as well as organisations and individuals in Ecuador with an interest in the field of sports and/or development, an advocacy event was held in Quito, prior to the final module in Ibarra. The event, titled 'International Summit of Football for Development: Beyond the Ball', successfully brought together 186 individuals, including representatives

from the private, governmental, non-governmental, sporting, and academic sectors. Attendees engaged in diverse panel discussions and presentations from organisations such as UNHCR, professional football club SD Aucas, and the Municipality of Quito – amongst others.

Furthermore, the live streaming of the opening panel ensured that even more people were made aware of the event and could thus learn from the various approaches presented throughout the summit ([Click here](#) to view the opening panel via FUDELA's Facebook page).

Importantly, after the summit, several attendees stated that the summit had helped connect and open doors to future partnerships for them and/or their organisation. Thus, highlighting the benefits of bringing together a diverse group of stakeholders to explore, and showcase, the role of sport in the wider development context.

### Did you know?

The broadcast of the international Summit in Quito reached almost 1,000 unique users on social media.

# TESTIMONIALS



## DIFFERENT MENTALITY

“Already after finishing the first module, I returned to my activities with a different mentality, wanting to include in my activities more work on values and educational games where there is always a positive message in the background that will impact the lives of those who receive it.”  
Gissela, Young Coach

## INCLUSION

“I lost my fear of working with people with disabilities as I had never done it before and now with the help and advice of the different coaches, I know how to do that.”  
Jhon, Young Coach

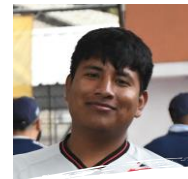


## APPLIED LEARNING

“For me, the most memorable part were the festivals we did, because it is the way to put into practice what we have learnt.”  
Belkys, Young Coach

## FOOTBALL AND EDUCATIONAL GAMES

“[Through the education] I gained more self-confidence, and I learnt a lot about grassroots football and how to create educational games but at the same time related to the sport and the technical area of football.”  
Geovanny, Young Coach





# PROJECT PARTNERS

## MAIN IMPLEMENTING PARTNERS:

- [Football Club Social Alliance](#)
- [FUDELA](#)
- [UNHCR Ecuador](#)

## OTHER KEY PARTNERS & SUPPORTERS:

- [Fondation Botnar](#)
- [UEFA Foundation for Children](#)



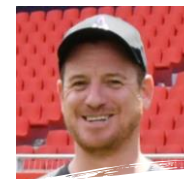
“With Scort, FUDELA and UNHCR, we have a very strong alliance of partners here. In addition, there are the instructors from the professional clubs in Europe. The fact that they come here to share their knowledge with our leaders is incredibly valuable and helps the Young Coaches to strengthen their skills and experience in working in the different provinces.”

**Diana Lascano, Local Co-ordinator, FUDELA**

“I was very pleased to attend the Young Coach Education in Ibarra, Ecuador on behalf of the UNHCR Sports Coordination Team. UNHCR is delighted to be working with Scort to deliver this Young Coach Education, as it is a professional programme that is an important catalyst for the development of protection measures.”



**Stephen Reynard, UNHCR Sport Co-ordination Team in Geneva**



“I think it is very important that we are in Ecuador with the FCSA, because the country is the destination for many refugees and at the same time increasingly affected by internal conflicts. With the training, we have provided the Young Coaches with tools on how they can offer children an alternative through football in this context.”

**Robert Urbanek, Instructor, FK Austria Wien**



# PR & COMMUNICATION

## MEDIA COVERAGE

Articles about the Young Coach Education were published on the FCSA website and social media channels.

The project also received coverage on the websites of the FCSA clubs, as well as on the social media channels of the local partners.

## Website

<https://scort.org/en/project/ecuador-2023-2024/>



## Facebook

Module 1: [Post](#) / [Photo album](#)  
Module 3: [Post](#) / [Photo album](#) / [Summit Panel](#)

## Instagram

<https://www.instagram.com/football.alliance>

## YouTube

Module 1: [YC Education - Part 1](#)  
Module 3: [Summit](#) / [YC Education - Part 2](#)

## LinkedIn

<https://www.linkedin.com/company/scort-foundation>

Date	Publications & reports (updated 03.04.2024)
03/04/2024	1. FSV Mainz 05 - <a href="#">FCSA bildet 39 Young Coaches in Ecuador aus</a>
02/04/2024	FK Austria Wien - <a href="#">Austria bildet Young Coaches in Ecuador aus</a>
28/03/2024	Radio La Red - <a href="#">Review Module 3 with FUDELA and Young Coaches</a>
27/03/2024	Bayer 04 Leverkusen - <a href="#">FCSA: 39 Young Coaches in Ecuador ausgebildet</a>
19/03/2024	Radio La Red - <a href="#">Interview with FUDELA and Scort</a>
30/11/2023	FC Basel 1893 - <a href="#">FCSA Reist für die Young Coach-Ausbildung nach Ecuador</a>
29/11/2023	SV Werder Bremen - <a href="#">Werder unterstützt Young Coach-Ausbildung in Ecuador</a>
28/11/2023	FC Schalke 04 - <a href="#">Schalke unterstützt Young Coach-Ausbildung in Ecuador</a>
22/11/2023	Bayer 04 Leverkusen - <a href="#">FCSA: Young Coaches-Ausbildung in Ecuador</a>

