

# NATIONAL COACHING & REFEREEING WORKSHOP 2019



**NATIONAL COACHING &  
REFEREEING WORKSHOP 2019  
PROJECT PROPOSAL FOR THE  
FOOTBALL SPORT  
“SPORT EMPOWERS”**



## PROJECT DOCUMENT

Preparation Date:  
Sponsoring Ministry  
MFEP File Number:.....  
Project Number:.....

Proposing Ministry officer: MWYSSA  
File Number:.....  
Project Recipient officer:  
NEPO officer:.....

### PART I: PROJECT SUMMARY

- 1. PROJECT TITLE:**  
National Football Coaching & Refereeing Workshop
- 2. SECTOR:**  
Sports Division, Ministry of Women Youths Sport and Social Affairs (MWYSSA)
- 3. LOCATION:**  
Tarawa, Kiribati and the project will be based in the Sports Division within Ministry Women Youth Sport Social Affairs.
- 4. PROPOSING AND IMPLEMENTING AUTHORITIES:**  
Sports Division of Ministry of Women, Youth and Social Affairs  
Kiribati Islands Football Association (KIFA)
- 5. PROFESSIONAL BODIES/ADVICE CONSULTED:**  
Ministry Women Youth Sport and Social Affairs (Sport Division)  
Kiribati Sports Authority (KSA)  
Kiribati Islands Football Association (KIFA)  
Outer Islands Football Associations  
Kiribati Vision 20 (KV20),  
Kiribati Development Plan 2016 – 2019 (KDP),  
Government Statement 2016 & Government Manifesto,  
Kiribati National Sport Policy (KNSP)
- 6. ESTIMATED TOTAL COSTS:**  
AUD 51,728

## **7. EXTERNAL FINANCING REQUIRED**

AUD 51,728.60

## **8. LIKELY BENEFITS**

### **1. Social Benefit:**

- a.** Young athletes would be able to compete with elite athletes around the region and internationally
- b.** Boost self- empowerment and self-esteem
- c.** Engaging productively of juvenile youths to reduce social problems
- d.** Boost health through sports to reduce Non Communicable Disease (NCD)
- e.** Sports/Football is an excellent avenue for information dissemination and messaging on health issues (HIV/Aids, Tobacco and Alcohol)
- f.** Fostering social cohesion through engaging communities
- g.** Encouraging Gender Equality reducing Violence Against Women & Girls
- h.** Inclusive sports for safe and supportive community spaces for women and minority groups facing increased risks of experiencing violence
- i.** Helps improve the quality of life

### **2. Economic Benefit**

- a.** Participation in regional competitions would also boost greater economic benefits to the country in the sense that more funding and sport equipment would be injected to our country.
- b.** Youth self-employment for potential youths
- c.** Reduced domestic violence against women will increase women economic participation and employability
- d.** Improved health of youths to increase potential for economic activities

### **3. Psychological Benefits**

- a.** Improved self-esteem and respect
- b.** Gradual changes of the social paradigm
- c.** Delinquency and community safety increased

## **9. SUMMARY DESCRIPTION OF PROJECT**

The Sports Division of the Ministry of Women Youth Sport and Social Affairs and the Kiribati Islands Football Association (KIFA) Refereeing & Coaching Training (project) will involve the participation of all the outer islands soccer team coaches & referees (men & women) in Kiribati.

The project will cover the cost of the opening & closing functions, cost of transport and including the Coaching & Referees workshop/training in Kiribati. Consultation has been carried out between the Kiribati Island Football Association, the Outer

islands Team Coaches/Referees and the Sports Division of the Ministry of Women Youth Sports and Social Affairs latter has agreed to the logistics.

The Kiribati Sports Policy Framework (KSPF) identifies 4 Key Priority Areas and this funding proposal document provides for the KPA 4 of the Policy, Sports for Sustainable Development that highlights as its key objective, '*ensuring sports activities in Kiribati contribute to social and economic growth of Kiribati as part of the Government obligations to achieve national sustainable development goals*'.

Below is a coaching summary that will be covered as part of the National Football Coaching and Refereeing Training Workshop:



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### Dribbling & Ball Control Drills

To start, you'll get instant access to 8 game-tested dribbling and ball control drills to help your players develop outstanding technique on the ball.

You'll quickly strengthen your team's ability to progress down the field, increase their awareness of their surroundings, and take your game to the next level!

- Short Dribble
- Long Dribble
- Finger Spaceman
- Truck and Trailer
- Z Turns
- One-on-One
- One Touch, One Bounce
- Break the Concentration



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### Passing & Receiving Drills

Passing and Receiving skills are the vital thread that connects individual players into a smoothly functioning team.

This section covers 8 simple, fun and effective drills to help your kids pass the ball accurately and receive it with a precise, confident first touch. You'll learn...

- Inside the Foot
- Hit the Runner
- Three Step Passing
- Soccer Tennis
- Distance Passing
- Passing Relay
- Rotating Passing Square
- Equalizer



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#### Defense Drills

We've also included 6 powerful defensive drills, to create highly effective defenders.

In no time at all, you can dramatically improve your team's ability to face offensive pressure, adapt easily in transitions situations, and support their goalkeeper to win games!

- Defense Away
- Quick Transition
- Chase the Ball

- Deny the Pass
- Corner Trap
- Use the Goalkeeper



## Shooting Drills

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Essential Soccer Skill and Drills includes 6 easy-to-use shooting drills to help your kids **put the ball in the back of the net!**

This section is packed with fundamental drills to help your kids **shoot with power and accuracy...** plus, challenging tactical drills to help them work confidently with restricted space and limited time.

- Target Shooting (1st Level)
- Big Kick
- Target Shooting (2nd Level)
- Shooting Box
- Target Shooting (3rd Level)
- Soccer Combo

These drills are guaranteed to improve your players skills - FAST - reduce your soccer coaching stress, and help your team win more games.

The second part of the national football training workshop is refereeing which will cover a standard training course, to become a referee by attending and successfully completing a referee training course. One of the standards is the U.S. Soccer Federation (USSF) which authorized two entry-level referee certifications, the recreational referee Grade 9 and referee Grade 8. However, referee Grade 8 entry level is the most popular. Examples of test question are in the annex.

**10. PROJECT DURATION:**

The duration of the national football training workshop on Coaching & Refereeing is 10 days where 5 days is for the training workshop (2 days will be for practical and a day might be used to set up the coaches association and the referees association through the Annual General Meeting and the election of the new Kiribati Islands Football Association Executive Committee.

**11. EXPECTED IMPLEMENTATION DATE:**

June 2019 as soon as funding is available.

**12. PROJECT CATEGORY:**

(Football Sport Development)

New Project

Continuation of a project already underway

Revision of another project submitted for approval

**13. POSSIBLE SOURCES OF FUNDING**

United Nations International Children Education Fund (UNICEF)

Government of Kiribati

Australian Government

New Zealand Government

Taiwan (ROC)

**PART II: PROJECT OBJECTIVES:**

The project objectives are as follows:

1. Improve the life of young people through sport.
2. Promote physical activities to youth; hence reduce Non Communicable Disease (NCD) risks at an early age.
3. .Improve Kiribati sport standard to achieve international level
4. Promote sport to youth in Kiribati.
5. 'increased participation of village communities in regular, quality sport and physical activities run
6. increasing the capacity of people from participating villages to manage sport and physical activity programs (including sport administration, planning, event/competition management, monitoring and evaluation)
7. Increasing the capacity of local facilitators to deliver regular, quality and inclusive sport and physical activity sessions.
8. Setting up a fresh association under the Kiribati Islands Football Association for the Coaches and Referees.

### **PART III: PROJECT OUTPUTS**

Project outputs are as follows:

1. Participation of Kiribati in organized regional championship
2. Sport athletes and officials would be able to learn better from outside international teams as well as learn how to get better before other games beyond our region.
3. Set up an association of coaches and referees under the Kiribati Islands Football Association.

### **PART IV: CONTEXT OF THE PROJECT**

Sports is prioritized in all of the Government's official declarations including the '*Policy Statement of Government 2016*', *Government Manifesto (Motinnano) 2016*, *KDP 2016-2019 under KPA 1 HRD encouraging the development and passing of a National Sports Policy*, and the *KV20 under Pillar 3: Infrastructure for Development under which Sports Development is highlighted as impetus for good health, community cohesion, employment, education, youth behaviour and national pride*. The *KV20 aims to establish nine sports centres for the public to engage in sports and have access to basic sports facilities by 2023 and 23 centres in 2036*.

This project proposal targets to fulfil and deliver on the Government's vision for Sports in Kiribati endeavouring also to align with Government's commitment to the Kazan Action Plan of the UNESCO in line with the International Charter of Physical Education, Physical Activity and Sport and other relative conventions, including also the SDGs.

The world of sports in Kiribati has expanded to include different types of ball games (volley, football/soccer, badminton, table tennis, tennis, basketball netball, touch rugby), physical sports (power lifting, weightlifting, boxing, taekwondo), field event sports (athletes, archery), and special Olympics. The national competitions in a number of sports is organized for different islands to participate in. Clubs and National Federations also exist to enhance developments and growth in a number of these sports.

The Sport of Football in Kiribati is the most popular and played by most I-Kiribati since the colony era and having proper trained coaches and referees will help the Kiribati Islands Football Association in uplifting it's level and skill and would advance Kiribati more to become the member of the Ocenia Football Confederation (OFC) and Federation of the International Football Association (FIFA)

Consistent with the global and national context of sports and with the National Sports Policy to produce the best and elite athletes and to improve health and social conditions and to later attract regional sporting tournament, this project proposal echoes the need for a strong grounding that will facilitate achievement of all sports especially the Football sport for development expectations for which Government's full support to fulfil its roles and responsibilities.

Sport through Football seeks to:

- Increase the ability to make healthy lifestyle choices and reduce risk factors associated with non-communicable diseases.
- Promote gender equality and change perceptions of women among participants and their communities.
- Create opportunities and pathways to promote the capacity building of women and girls.
- Increase opportunities, encourage social inclusion and promote a change of perception towards people with special needs and disabilities.
- Measure educational benefits through improved school attendance and behaviour among participants.

## **PART V: IMPLEMENTING STRATEGY:**

The National Football Coaching and Refereeing is managed by the Sports Division - Ministry of Women, Youth Sports and Social Affairs (MWYSSA) and the Kiribati Sport Authority (KSA) and the Kiribati Island Football Association (KIFA). The Workshop will be conducted by the Consultant/Technical Assistance and the National Coach of the Kiribati Island Football Association.

For the effective release of the fund the Implementation will be guided by a work plan and budget that will specify the different key outputs with list of activities to be actioned, related cost and the specific date. The implementation will be closely monitored using a developed monitoring and evaluation plan or tool to be developed

## PART VI: PROJECT MANAGEMENT AND ORGANIZATION

Under the close guidance of the Sport Division, Ministry of Women Youth Sports and Social Affairs, the Kiribati Sport Authority and the Kiribati Islands Football Association will be responsible for managing and organising the National Coaching and Refereeing Workshop.

## PART VII: PROJECT INPUTS AND COSTS

### A. HUMAN RESOURCE REQUIREMENTS:

Staff of the current Sports Division - Ministry of Women, Youth Sports and Social Affairs (MWYSSA) and the Kiribati Sport Authority (KSA) and the Kiribati Islands Football Association are engaged to help deliver the National Football Coaching & Refereeing Workshop.

### B. FINANCIAL REQUIREMENTS:

The total project cost is – **\$51, 728.60** as per break-down below,

Island	Return Airfare for 2 from each Island	Rate @\$70.00 x 10 days	Total	Comments 10 from STarawa
Makin	103/ \$412	\$1,400.00	\$1,812.00	
Butaritari	94/ \$376	\$1,400.00	\$1,776.00	
Marakei	58/\$232	\$1,400.00	\$1,632.00	
Abaiang	50/\$200	\$1,400.00	\$1,600.00	
North Tarawa	10/\$40	\$1,400.00	\$1,600.00	
South Tarawa	10/\$1,000	\$200.00	\$1,200.00	DSA @ \$20 @ day/10
Maiana	49/\$196	\$1,400.00	\$1,596.00	
Kuria	76/\$304	\$1,400.00	\$1,704.00	
Aranuka	80/320	\$1,400.00	\$1,720.00	
Abemama	73/\$292	\$1,400.00	\$1,692.00	
Nonouti	117/\$468	\$1,400.00	\$1,868.00	
Tab North	140/\$560	\$1,400.00	\$1,960.00	
Tab South	150/\$600	\$1,400.00	\$2,000.00	
Onotoa	168/\$672	\$1,400.00	\$2,072.00	

Beru	168/\$672	\$1,400.00	\$2,072.00	
Nikunau	177/\$708	\$1,400.00	\$2,108.00	
Tamana	196/\$784	\$1,400.00	\$2,184.00	
Arorae	220/\$880	\$1,400.00	\$2,280.00	
Banaba	50/\$200	\$1,400.00	\$1,600.00	
Total 1	46 (50) Participants		\$34,476.00	Participants & Quest 60
Opening		Extra food for quest	\$500.00	
Catering		60 pp x \$20 x 5 days	\$6,000.00	
Venue		\$150 x 5 days	\$750.00	Tenimanraoi Maneaba
Transport		For 5 days x \$200 for 2 trucks	\$1,000.00	BTC & TUC Trucks
Workshop Materials & Tables & Chairs			\$1,000.00	
Advocacy & Media			\$600.00	
Workshop Coordinator/TA	2	\$50 x 2 x 5 days	\$500.00	
Closing		Food for 60 pp x \$20 = \$1,200.00 /Drinks \$1,000	\$2,200.00	
Total 2			\$12,550.00	
Total 1 & 2			<b>\$47,026.00</b>	
Contingency	10%		<b>\$4,702.60</b>	
Grand Total			<b>\$51,728.60</b>	

#### **PART VIII: EXPECTED PROJECT IMPACT:**

- Exposure of our young athletes to international level of sport.
- Reduce NCD risks at an early age
- Given the opportunities to improve their life through sport and physical activities.
- Promote sport at the international level

- Improvement of sport's standard at the professional level

#### **PART IX: IDENTIFIABLE RISKS:**

There are no anticipated risk identifiable

#### **PART X: MODALITIES FOR FINANCING:**

Not applicable

#### **PART XI: ADDITIONAL INFORMATION/ANNEXES**

- **National Football Coaching and Refereeing Workshop Programme (to be developed)**
- **Some Examples ; Coaching to Develop Players vs Coaching to Win:**

For a coach, the goal, unless you coach both at the elite level and with kids, say, 17 years old or older (e.g. college program or just maybe a HS varsity team) should be to develop players. We want them to be the best player they can be somewhere down the road—when they are 17 or 19, say. Sometimes you can do that and also win a lot of games—but not always. Sometimes there are choices.

Sometimes the conflicts between short- and long-term goals might not even be apparent to all coaches, but as an educator and a parent of three soccer players, I see the conflicts emerging all the time, and I think there's a fair amount choosing to win when they do. Generally, this is bad for soccer, and if you think I am just talking about recreational players, I beg to differ. As Xavi put it about Barcelona: 'Some youth academies worry about winning, we worry about education.'

**Let's start with this very basic challenge:** it's often hard to do what's right for kids long term development because of pressure from the one group who should be most supportive of it: parents. They want quality for their kids, but they mistake wins for quality, thus ironically putting pressure on coaches to serve their kids poorly. So we've all got a role in understanding what coaching for the long term looks like and reinforcing it. One of the simplest things a club can do is to be explicit with parents about not only the balance of goals—winning isn't irrelevant, it's just secondary—but how to see goals other than winning in action. And at the bottom of this post you can see some great ideas one Virginia club did to help it's parents "see" games differently. But even for coaches who say they are about development, there are pitfalls so I am trying to make a short list of some of the key areas where winning and developing players come into conflict. I'm going to share it knowing that 1) it is wrong or incomplete or insufficient 2) my knowledge of soccer is non-professional and 3) that given those two things, you will perhaps help me add to it. If you do, though, try to add to it positively and respectfully. For the most part good people trying to do right by kids get these things wrong.

#### **Coaching to Develop Players Means:**

Playing possession soccer. Whether or not Jose Mourinho plays possession and whether a youth team should are very different issues. Sometimes a professional coach chooses a different approach to try to win so when players are nearing the elite level you might want to teach them to counter-attack. But if you want to develop players you 1) want as many touches for them as you can get. I know a coach who advocates for kids to dribble whenever they can, even into a 1 v 3

situation. "You'll get more touches," he tells them, but his math is wrong. When a player loses the ball he or she effectively distributes touches from his or her team to the other team. Sure there's a time to take some risks, but there's a big difference in how much you learn when you have the ball for 60% of a game versus 30% of it. Also 2) you want those touches widely distributed across the players on your team. Non-possession soccer allocates them primarily to just a few players. This essentially means you are only developing some of your players seriously. You also want 3) mental focus and understanding to develop when players don't have the ball. Call that "mental touches." You want players to learn how to participate in the game when they don't have the ball and to do that they have to participate in a form of the game that values movement off the ball and has principles for it. Playing possession soccer means learning what to do when you don't have the ball and, importantly, it reliably rewards good decisions off the ball. If you can predictably expect to get the ball if you move into a good position, then you learn to keep doing it. You learn to read the game. If you watch a teammate launch a 30 yard blind pass or try to dribble three players in the midfield, you are learning less when you don't have the ball because you are not thinking that you are about to get it. Thinking you will and hoping you might are very different. Finally 4) you want players to know and understand the system that is played at elite levels so they can aspire to go as far as they can go. Possession soccer is the default. That's why the US Soccer Federation advocates it.

Building out of the back Personally I think at least half of GKs and goalie possessions should involve throws (in the case of goalie possession), or short distribution. More, really. Even if you win the ball on your goalie punts (which you actually likely only do 1/2 of the time... a very bad bet compared to building over the long run) the result is asymmetrical development. Backs never touch the ball. When they do, it's in a narrow set of experiences. Building out of the back, even under pressure sometimes, means this in the short run: you will lose the ball. You will give up a bad goal. At some point it will cost you a game. But over the long run you will build skill, poise and comfort with the ball among all of your players in a wider variety of high pressure settings. You will teach them to link play. This will allow them to play anywhere on the field and enjoy the game for the rest of their lives.

De-emphasizing unsustainable athletic based success. You probably have a player who is really fast. You can put him on outside. He can tap the ball by a defender and race forward into space. He can get in on goal. Great. Over time, the premium on his speed will erode. Teams will figure out how to defend pure speed. You need to teach him not to rely on physical prowess now, when it helps you look good, at the cost of his not being able to play a more sophisticated game later. This situation is endemic. Some of the kids we coach the very worst are the kids who dominate when they are young. They make us look good by winning games so we let them become limited and one-dimensional players to keep the wins coming.

Players playing multiple positions. Players younger than a certain age (14? 15? 16?) should play multiple positions. I am 6'3". I was the shortest kid in my class in tenth grade. Who KNOWS who will be tall, who will develop in what ways? A kid who plays soccer should be able to join a game and play anywhere on the field... he shouldn't be a defender or a striker and only be able to function in that setting. Besides, the killer app at the elite levels is the defender who can attack and the striker who can defend. It's called a complete player. Plus the great majority of coaches spend the great majority of their time coaching on the offensive side of the ball, a top coach once said. That means that the great majority of coaches don't coach many of their kids much at all. Should they shift how much coaching of defense they do? Yes. But they should also shift kids so they learn all of the skills in the game. I get that specialization has to happen at elite levels. I just think it happens way too completely and too early at the non-elite levels.

Quiet and ego-less coaches. A coach should be calm and composed in teaching (or reinforcing during a game) so players can be calm and composed in executing. When you bring your emotions into it you add one more variable that distracts the player from thinking about his or her own execution. Why is he shouting at me? Is it fair? Does he shout at everyone like this? Am i being picked on? Does he think the goal was my fault? Didn't he see Danny's misplay? He never yells at Danny.

There's also an element of ego involved. When we coach demonstratively and we win, it looks like maybe it was all that dramatic coaching stuff that won the game. Do some coaches worry that if they win and appear from the sidelines to have done almost nothing, if they did all their work in

advance, say, it might not be clear to parents and observers that their coaching helped cause the win? Almost assuredly. And that's poison because it makes coaching about the coach and not the players. I recently watched a coach in an indoor game, where there are no offsides, tell his forward to stay behind the defense and 15 yards from the opposition's goalie. She stayed behind the defense, yards up field, got three or four release passes and scored two. Her team won 2-1. What a brilliant bit of coaching! Or was it? Just maybe he'd taught his girls an approach that was counter-productive—in a real game the forward would have been 20 yards off sides on purpose—in order to make himself look clever. That's ego getting in the way of teaching. Reinforcing decision-making over outcome: Making the right decision with an imperfect touch is often a good thing... at least as good as a good touch with a bad decision. In the end, the decision-making is probably harder to learn than the touch. We have to remember that kids are going to try it a bunch of times and get it wrong before they try it and get it right. When it happens, make sure to reinforce the good parts.

### REFEREE Example of Test Questions:

#### 1. Question

Who is responsible for checking that the game ball is fit for play?

- Referee
- Home team coach
- Visiting team coach
- The ball doesn't need checking

#### 2. Question

A midfielder changes jerseys with the goalkeeper during half-time without informing you. When the new goalkeeper touches the ball with his hands inside his team's penalty area during the second half, the referee realizes the change was made. The referee should:

- Allow play to continue and caution both players when the ball next goes out of play
- Allow play to continue and do not punish either player. The referee accepted the players' positions when the second half started
- Award a penalty kick for handling the ball
- Award an indirect free kick for handling the ball

#### 3. Question

Corner flags must have a blunt (not sharp) top and be a minimum height of:

- 1 Foot
- 3 Feet
- 5 Feet
- 8 Feet

#### 4. Question

While the referee was inspecting players' equipment, he discovered that one of the players was wearing tennis shoes. The referee should:

- Instruct the player to change his/her shoes, since they were not made for playing soccer
- Permit him/her to play, if the referee determines that the shoes are not dangerous

5. Question

If a team wants to play without a goalkeeper, the referee should:

- Allow it. A team is allowed to play without a goalkeeper if it chooses to do so.
- Not allow it. Each team must have a goalkeeper

Correct

6. Question

While the ball is in play, a player from Team A makes a short pass that accidentally hits the referee and rebounds to a player from Team B. The referee should:

- Allow play to continue
- Stop play. Restart the game with a dropped ball.

7. Question

The ball was kicked forward from a kick-off and went directly into the opponent's goal. The referee should award:

- Corner kick
- Goal kick
- Throw-in
- Dropped ball
- Goal

8. Question

At a dropped ball, the ball first touched the ground and then a player kicked it directly into the opponent's goal. The referee should award:

- Corner kick
- Goal kick
- Throw-in
- Dropped ball
- Goal

9. Question

While making the save, a goalkeeper successfully caught and then maintained possession of the ball. Unfortunately, he sustained injury in the process. The referee decided to stop play to allow a team trainer to attend to the goalkeeper. When the team trainer was finished and the goalkeeper ready, play should be restarted with a:

- Corner kick
- Goal kick
- Throw-in

- Dropped ball
- Direct free kick

10. Question

While the ball was in play, the referee stopped the game because of lightning. How the referee should restart the game once the weather improves and play can be safely resumed?

- Corner kick
- Goal kick
- Throw-in
- Dropped ball
- Direct free kick 80.

11. Question

The ball completely crosses over the touch line, between the halfway line and an assistant referee (AR). The AR should signal with the flag at 45 degrees above the horizontal in the direction of the throw-in.



- True
- False

12. Question

At the taking of a kick-off, each AR should be in line with the second-to-last-defender.

- True
- False

13. Question

The ball, last touched by a defending player, completely passes over the goal line, but not into the goal. The AR signals as follows. What is the AR indicating?



- Corner kick
- Goal kick
- Penalty Kick
- Direct Free Kick
- Indirect Free Kick

14. Question

The AR observes a foul that the referee could not see. The referee stops play when the AR raises the flag and gives it a slight wave. Once the whistle sounds, the AR first holds the flag across the lower body and then walks quickly to the corner flag post. According to the Guide to Procedures, the AR has indicated a:



- Corner kick
- Goal kick
- Penalty Kick
- Direct Free Kick
- Indirect Free Kick

15. Question

The referee sees the ball enter the goal. The AR makes eye contact with the referee and then sprints up the touch line towards the halfway line. This action indicates that, in the opinion of the AR, the goal should be awarded.

- True
- False