



MORE THAN TUTORING

A year and a half ago, COVID-19 changed life around the world as we knew it. Schools, businesses, and churches shut down - initially for two weeks, then for two months, with many just now beginning to resurface after two years of retreat.

Last year **Boy With a Ball** laid out the effects this retreat would have on our communities and young people in our 'No Lost Generation' white paper. We noted that in communities- especially at-risk communities- there would be lasting consequences to the families' financial stability, academic success, mental health, and even their sense of belonging within their cities and counties.

As our world slowly reopens, and people seek to recover some resemblance of 'normal,' we are left now with the tattered remains of what two years of isolation can do to a society and to its youth. One Gwinnett County Public School (GCPS) assistant principal noted earlier this year, that it would likely take five to six years before students could return to the academic position they were at before the pandemic. Throughout the duration of this pandemic, students have been promoted twice to the next grade level without demonstrating mastery or passing tests of knowledge at their grade level. If it takes five years to return to where they were, how many more years will it take for them to fully mature and begin to lead others?

As billions of dollars flow into schools and communities as part of the 2021 American Rescue Plan, one of the key questions is how to use the money to make the greatest difference for young people. What will it take to get them re-engaged in schools, recover lost time, come up to grade-level, and graduate with the skills they need to succeed as adults? By August of 2021, only 20% of the plan's \$178 billion has been given to help young people stay in school and is currently being directed to programs to help counteract "learning loss" for students who missed school during the pandemic.

In Gwinnett County, the interventions being launched with these funds are straightforward: The county is working hard to reopen schools to provide in-person instruction and to contract as many groups as possible to be able to provide one-on-one tutoring. These efforts are important. It is vital that Gwinnett County, with its dynamic diversity, also understand that it's young people's success in education is directly tied to their more fundamental needs for safety and for belonging (Maslow, 1943). According to Maslow's Hierarchy of Needs, human beings cannot go on to fulfil or meet higher needs like academic development if they are missing more basic needs like food, shelter, physical and emotional safety, and bonding with family, friends and community.

FACING THE CHALLENGE

Our education system, prior to COVID-19, was already facing tremendous challenges. Schools and teachers are underprepared for the level of diversity they are facing. In Gwinnett County, the population has grown from 72,349 mostly white residents in 1970 to 920,260 residents today speaking over 100 languages, only 39.3% of whom are white. Such rapid growth and diversification has made it difficult for teachers to be able to meet the needs of every student in their classroom. Schools like Berkmar High School have nearly 3,500 students with a population of 61% Latino, 26% Black, 8% Asian and 3% White (U.S. News, 2021).

These issues are now intensified by the worldwide pandemic. In the absence of schools, gang recruitment and drug addiction rose rapidly, even in suburban neighborhoods (Sarvey & Welsh, 2021). This led to families facing new levels of pressure, as many people were stuck in tight quarters with nowhere else to go. Being away from school, young people missed out on the crucial socio-emotional developmental repetitions of being around peers and other forms of authority apart from their parents or guardians.

The cost of this pandemic for students cannot simply be defined by academic learning loss. The damage done is deeper; it is the result of vacancies in strong, healthy, consistent relationships and care. When these are present for a child, their basic needs are satiated will they be able to rise to the challenge of academic success. When absent, they will find something (often negative) to fill the void. This is the reality we now face.

Gwinnett County Public Schools, though facing the tremendous challenge of teaching to such diversity for years now, is still producing some of the highest academic outcomes in the country. Once the pandemic began however, there was a rise in failing rates of students across the county. This suggests that kids struggling academically during and following months of digital learning is not due to low-quality teaching, but may be the result of a lack of person-to-person interaction.

WHAT SCHOOLS CAN AND CANNOT DO

COVID-19 did not weaken schools, it demonstrated its limitations. These limitations have touched a nerve that made us realize our country has shifted to depend on schools to be our experts on youth development. We realize that schools function as our daycare, our tutors, our mentors, our youth developers. Fifty years ago, schools played their key part alongside the more central place of parents and, to a lesser degree, extended family and neighbors. As families have shifted to dependence on dual incomes and children have been confined to stay safe at home, our society has looked for schools to fill a vacuum in young people's lives. This is damaging because a school's job, before anything else, is to create successful students who can go on to be capable contributors to society. A school does not have the resources to provide for all of a student's socio-emotional and behavioral development needs. Historically these areas were developed in a student's home and neighborhood. Schools, at most, can extend themselves to help underperforming students get back to the appropriate academic level (Abbas, 2020).

We are now tempted as a community to believe that education is the singular key to helping the next generation reach their full potential. It skips, however, some important realities and, as a result, leads many communities in the wrong direction, badly debilitating their capacity to develop healthy young people.



MISUNDERSTANDING THE ALGORITHM

To believe that our young people's futures are solely dependent on their academic capacity is to misunderstand the algorithm which explains the antecedents of a successful human being.

With 'Maslow's Hierarchy of Needs' in mind, young people first need to have their physical, safety, and relational needs addressed before we turn our attention to their aspirational desires (Freitas & Leonard, 2011). When we skip these more basic needs and attempt to deal first with their academic performances, we are like a teacher "teaching to the test." We are not dealing with the actual issue producing academic deficiencies, rather we are dealing with the consequences of the problem.

To accurately deal with the root issue beneath what's happening with our young people in this present crisis, we will have to be willing to move past reactive responses. We need deeper solutions that will address the root causes of the situations Gwinnett youth face. Trying to change the quality of the fruit we are producing without going to the roots will not be effective. Finding deeper answers in this historic moment will require asking deeper questions. For instance, is the nexus of student's academic performance just that they have missed instruction or is it also that they have been isolated, under-socialized, and disconnected? If we work to provide socio-emotional learning resources at school that do not involve student's families, are we strengthening or weakening immigrant families functioning within hierarchical family structures and different cultures? Will our school-based initiatives weaken or strengthen student's connectedness levels to their families and their neighborhoods?



THE BENEFITS OF SOCIO-EMOTIONAL LEARNING

Research on students who participated in some form of socio-emotional learning instruction has found short- and long-term benefits in student outcomes, with most research focusing on elementary and middle grade programs. For example, eight districts in Chicago received annual grants of \$250,000 for up to six years towards implementing course instruction focused on caring for a young person's psychological needs. This amount represents less than 0.04% of the average Chicago school district's annual budget for all expenses. Even with this modest investment, the research shows that districts improved each year in implementing key socio-emotional development activities. Three of the measured districts showed consistent gains in school climate; four of six measured districts showed improvement in third graders' social and emotional competence; and, across the eight districts, GPA improved in four and discipline improved in six (Kendziora & Yoder, 2016). This demonstrates that "in the long term, children with greater social-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens" (Domitrovich, Durlak, Greenberg & Weissberg, 2017). This requires all young people having a caring community as well as specific mentors or role models who will help guide them through the process of maturation and self-actualization.

These are not simply 'COVID-19 issues', this is the basis of all youth development and whether a young person will reach their full potential or not. Young people require more than just tutoring and open doors to step into their future; they need someone who will actively walk with them, know them, and push them to grow.

THE NEED FOR PRESENT HEROES (HELPING YOUTH REACH OPPORTUNITY)

What happens when a young person doesn't grow up around a community that will care for them? Or what happens when students don't have role models who will show them how to meaningfully relate to family? What happens when there is no one who will help them define goals for their future? Or what it looks like to be a life-long learner? What happens when young people don't have anyone around them who will fight for them to be everything they could be?

While COVID-19 continues to affect young people and their futures all around the world, we have seen over the last year the capacity that intentional, purposeful relationships can have in combating this loss. Though this pandemic has certainly damaged and divided our community, leaders capable of rewearing the social fabric hold the power to bridge the chasm we're facing.

Young people are our city's greatest untapped resource. When they are given a present, caring adult, a hero, their potential is unlocked and with it, our cities' potential is unlocked as well. Heroes who will do whatever it takes for a young person to make it are, unfortunately, few and far between. Heroes are what it will take to overcome the obstacles and roadblocks that we're facing.

In our twenty years as an organization, we have sought to be life-long learners ourselves, and in doing so, we have met and worked alongside countless heroes who have given their days, weeks, and lives for the lives of young people. We have learned that academics are important, but not as impactful as a dedicated teacher. We have learned that the impact of a strong father will shape a young man more than SAT Prep. Of the thousands of young people we have worked with globally, it has never been a tutoring session that has changed a life. It has always been a hero who loved a young person with everything they could.



THE HYRO AWARD

This year Boy With a Ball announces the **HYRO Award- Helping Youth Reach Opportunities**, where we will recognize individuals locally, nationally, and internationally who have dedicated their lives to serve young people in committed, life-changing ways. This award seeks to not simply recognize great youth developers, but to define what thorough and transformative youth development looks like, and to publicly profile testimony to the essential role such individuals play in advancing a good, just, and healthy society.

In working with over 40,000 different young people over the course of the organization's 20 year history (founded in 2001), Boy With a Ball has recognized that there are certain practices and components that go into doing proper and holistic youth development- components that move past outcomes and toward what is happening in a young person's socio-emotional development. BWAB has identified eight specific elements a successful youth developer cultivates in their relationships in order to become a catalyst for growth of outstanding youth.

HYRO Award recipients will be selected based on their impact and development of the following eight key ingredients in their approach to helping youth reach their purpose:



DEVELOPMENTAL RELATIONSHIPS: HELPING YOUNG PEOPLE CONNECT WITH DEVELOPMENTAL MENTORING RELATIONSHIPS.

The Search Institute defines a developmental relationship as a close connection between a young person and an adult or between a young person and a peer that powerfully and positively shapes the young person's identity and helps the young person reach their full potential. Developmental relationships, including mentoring relationships, help young people perform better at school, choose healthier behaviors that lead to better futures, and develop perseverance in the face of difficulties and distractions. Providing young people with a caring, committed "coach" is a powerful key to a positive future (Karcher, 2002; Rhodes, 2002; The Search Institute, 2018). In developmental relationships, HYRO's balance challenge and support, reveal new opportunities and possibilities, and share power.



FAMILY ENGAGEMENT: ENGAGING YOUNG PEOPLE'S FAMILIES TO HONOR, SUPPORT AND STRENGTHEN THEM.

Any successful effort to help young people flourish, has to understand and appreciate the central role that families play in their children's development. While no family is perfect, successful youth developers must support parent's relationships with their children even while working to strengthen areas where young people face deficiencies. Particularly in families coming from hierarchical family structures including African-American, Asian and Latin-American families, individuals and institutions working with young people have to learn "gardening skills" that can strengthen a young person's capacity to grow without weakening their "developmental garden." With this in mind, effective youth developers must go beyond fighting for a young person alone to also work to strengthen their families, their neighborhoods and their communities to give the young person the greatest opportunity to thrive over the long haul (Bronfenbrenner, 1977; Weiss, Caspe & Lopez, 2016; Boberiene, L. V., 2013).



VISION & PURPOSE: ENCOURAGING YOUTH TO DISCOVER A VISION FOR A POSITIVE FUTURE TO INCENTIVIZE THEIR GROWTH.

According to Marian Wright Edelman, the founder of the Children's Defense Fund, "The best contraceptives are hope and a sense of a positive future." Youth with a positive vision for their future or a sense of their life having a greater purpose than they are currently living are more able to overcome adversity and to identify and leverage opportunities. Purpose-driven youth are also better able to resist their natural inclination to follow their impulses and to instead consider longer-term alternatives. Helping young people connect with a positive vision for their future greatly enhances their ability to turn away from unhealthy behaviors. These youth are also able to choose the behaviors that best help them reach their goal, even when these behaviors are difficult (Catalano, 1998; Sun & Lau, 2006; Snyder, 2000).



LIFE-LONG LEARNERS: CULTIVATING YOUNG PEOPLE TO BECOME SUCCESSFUL LIFE-LONG LEARNERS.

Education is central to youth development and to the improvement of the lives of young people globally, and as such has been identified as a priority area in internationally agreed development goals, including the Millennium Development Goals and the World Programme of Action for Youth (Laal, 2012). Education is important in eradicating poverty and hunger and in promoting sustained, inclusive and equitable economic growth and sustainable development (Dorsett, Lui & Weale, 2010). While the links between formal education and lifetime earnings are well-studied and substantial, a rapidly changing labor landscape places greater value on the need to develop life-long learners who can continually grow and adjust to shifts in what is required of them (Plewis & Preston, 2001).



BRIDGES TO OPPORTUNITIES: GUIDING YOUTH TO IDENTIFY & BUILD BRIDGES TO OPPORTUNITIES.

Many lower-income youth have limited contact with positive role models outside the immediate family and believe that their opportunities for success are restricted (Blechman, 1992). Even among middle-income youth, adult occupations and skills can seem obscure and out of reach (Larson, 2000). Still other youth have unrealistic expectations and little knowledge of the level of education that is needed for their chosen profession. Youth developers can help youth to build both social and cultural capital by facilitating their use of community resources and by opening doors to educational or occupational opportunities (Dubas & Snider, 1993; McLaughlin, 2000). Participation in such new opportunities can also facilitate identity development by providing experiences on which youth can draw to construct their sense of self (Youniss & Yates, 1997). Indeed, Waterman (1984) has proposed that such activities provide opportunities for discovering special talents and abilities and are thus a primary source through which identity is formed. When mentors promote youths' participation in prosocial activities and settings, they expose them to socially desirable or high-achieving peer groups with whom they can then identify, enhancing their development (Dubas & Snider, 1993; Erikson, 1964; Yate & Youniss, 1996; Waterman, 1982).



WEBS OF SUPPORT: WEAVING WEBS OF SUPPORT TO BOLSTER YOUNG PEOPLE'S CHANCES TO REACH THEIR FULL POTENTIAL.

Evidence abounds that relationships are the foundation upon which all youth development rests. According to America's Promise Alliance, "Young people grow, learn, and develop through relationships. Relationships socialize youth and subsequently encourage identity development. Relationships provide connection, a necessity for all humans. Supportive relationships promote positive academic, behavioral, and psychological outcomes, while also buffering against negative outcomes such as substance abuse. Relationships are the vehicle that propel adolescent development forward" (Vargas & Zaff, 2017). While inserting a single mentoring relationship into a young person's life is key to promoting positive youth development, it is important to realize that these relationships play their part within the larger context and need young people have for a web of supportive relationships. A web of support refers to the network of relationships young people have with adults and peers across contexts in which supports are provided that help the young person advance in development. Effective youth development must work to strengthen young people's ties across every part of their lives to better provide the developmental support necessary for young people to be on a positive developmental trajectory (Bronfenbrenner & Morris, 2006; Varga & Zaff, 2017; Center for Promise, 2015). Expansion of their social ecology to new worlds fosters more diverse connections to others (Karder, 2018).



YOUTH ENGAGEMENT: LAUNCHING YOUTH AS LEADERS IN COMMUNITY SERVICE AND COMMUNITY IMPACT.

Throughout history, young people have been agents of change in their communities. Leaders like Mahatma Gandhi, Dr. Martin Luther King, Jr., and Cesar Chavez all built their efforts to create social change with young people as their engine or labor force. Not only are young people valuable and effective in serving their communities but there is tremendous evidence that young people's lives are powerfully enhanced by being leaned on as a resource in this way. Youth service helps build life skills such as: a sense of agency, independence, self-confidence, leadership, teamwork, emotional and physical wellbeing, decision-making and communication. Engaging young people as resources in their communities increases intercultural competence, exposing them to a more diverse group of people and providing them with training and tools for interacting with people who are different from them (Karcher, Brown, & Elliott, 2003). When young people are engaged as catalysts for helping others in their community, their commitment to education is enhanced by providing them opportunities to apply what they are learning to real life situations (Laurence, 2021; Brennan & Barnett, 2006; Ludden, 2011).



BUILDING DEVELOPMENTAL ASSETS.

The supports, opportunities, and relationships young people need across all aspects of their lives. Grounded in rigorous scientific research these assets aim to protect youth from high risk behaviors and help become healthy, productive, and responsible adults. Helping youth develop these [40 Developmental Assets](#) in young people's lives sets them up to be caring, responsible and resilient adults who have healthy relationships. Great youth developers work to enhance the presence of these assets in young people's lives, in their family's lives, in their neighborhoods and in their schools (The Search Institute, 2002; Scales & Leffert, 2004; Benson & Salto 2001).



These eight elements are necessary for any young person to reach their dreams, but especially valuable as we face the issues we are seeing in young people today. It won't simply be more academic recovery plans that solve our current youth crisis. It will be strong and steady mentors and leaders who will come alongside our youth, willing to advocate for their growth and champion them towards reaching opportunity. For young people to change course and reach new heights, they'll need trusted guides who can see their talents and inadequacies. They will need those who can help them navigate key life decisions, and grow into all they could be. They will need experienced leaders who will help them sort through their thoughts, ambitions, and hopes in order to care for past hurts and step into future purpose.

Right now, we don't just need tutors; we need HYRO's.

WORKS CITED

1. Abbas, J. (2020), "Service quality in higher education institutions: qualitative evidence from the students' perspectives using Maslow hierarchy of needs", *International Journal of Quality and Service Sciences*, Vol. 12 No. 3, pp. 371-384. <https://doi.org/10.1108/IJQSS-02-2020-0016>
2. Belfield, C., Bowden, A., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544. doi:10.1017/bca.2015.55
3. Blechman, Elaine A. (1992). Mentors for High-Risk Minority Youth: From Effective Communication to Bicultural Competence, *Journal of Clinical Child Psychology*, 21:2, 160-169, DOI: [10.1207/s15374424jccp2102_8](https://doi.org/10.1207/s15374424jccp2102_8)
4. Boberiene, L. V. (2013). Can policy facilitate human capital development? The critical role of student and family engagement in schools. *American Journal of Orthopsychiatry*, 83(2-3), 346-351. <https://doi.org/10.1111/ajop.12041>
5. M. A. Brennan PhD & Rosemary V. Barnett PhD (2009) Bridging Community and Youth Development: Exploring Theory, Research, and Application, *Community Development*, 40:4, 305-310, DOI: [10.1080/15575330903279515](https://doi.org/10.1080/15575330903279515)
6. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513-531. <https://doi.org/10.1037/0003-066X.32.7.513>
7. Bronfenbrenner, U., & Morris, P. A. (2006). The Bioecological Model of Human Development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 793-828). John Wiley & Sons Inc.
8. Catalano L. Book Reviews. *Theoretical Criminology*. 1998;2(1):121-123. doi:10.1177/1362480698002001007
9. Domitrovich, C., Durlak, J., Greenberg, M., & Weissberg, R., (2017). Social and Emotional Learning as a Public Health Approach to Education. *Journal Article. Princeton University*. Vol. 27, No. 1, Social and Emotional Learning (Spring 2017), pp. 13-32 (20 pages).
10. Donlan, Alice & McDermott, Elana & Zaff, Jonathan. (2017). Building Relationships Between Mentors and Youth: Development of the TRICS Model. *Children and Youth Services Review*. 79. 10.1016/j.chilyouth.2017.06.044.
11. Dorsett, Richard & Lui, Silvia & Weale, Martin. (2010). Economic Benefits of Lifelong Learning. National Institute of Economic and Social Research, NIESR Discussion Papers.
12. Dubas, J.S., & Snider, B.A. (1993). THE role of community-based youth groups in enhancing learning and achievement through nonformal education. In R. M. Lerner (Ed.), *Early adolescence: Perspectives on research, policy, and intervention* (pp. 159-174). Lawrence Erlbaum Associates, Inc.
13. Erikson, E. H. (1964). *Insight and responsibility: Lectures on the ethical implications of psychoanalytic insight*. W W Norton & Co.
14. Freitas, F. & Leonard, L. (2011). Maslow's hierarchy of needs and student academic success, *Teaching and Learning in Nursing*. Volume 6, Issue 1, 2011, Pages 9-13, ISSN 1557-3087, <https://doi.org/10.1016/j.teln.2010.07.004>.
15. Gifford, E., Maslow, G., Ming D., & Wong C. (2020). Mitigating the Impacts of the COVID-19 Pandemic Response on At-Risk Children. *Gifford Pediatrics* July 2020, 146 (1) e20200973; DOI: <https://doi.org/10.1542/peds.2020-0973>
16. Karcher, Michael & Davis, C. & Powell, B.. (2002). The effects of developmental mentoring on connectedness and academic achievement. *The School Community Journal*. 12. 35-50.
17. Kendziora, K. & Yoder, N. (2016). When Districts Support and Integrate Social and Emotional Learning (SEL): Findings From an Ongoing Evaluation of Districtwide Implementation of SEL. *Education Policy Center at American Institutes for Research*. ERIC Number: ED571840.

18. Laal, Marjan & Laal, Mozghan. (2012). Collaborative learning: What is it?. *Procedia - Social and Behavioral Sciences*. 10.1016/j.sbspro.2011.12.092.
19. Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170–183. <https://doi.org/10.1037/0003-066X.55.1.170>
20. Ludden, A. B. (2011). Engagement in school and community civic activities among rural adolescents. *Journal of Youth and Adolescence*, 40(9), 1254–1270. <https://doi.org/10.1007/s10964-010-9536-3>
21. Plewis, Ian & Preston, John. (2001). Evaluating the Benefits of Lifelong Learning: A Framework. *The Wider Benefits of Learning Papers*.
22. Power, E., Hughes, S., Cotter, D., & Cannon, M. (2020). Youth mental health in the time of COVID-19. *Irish Journal of Psychological Medicine*, 37(4), 301-305. doi:10.1017/ipm.2020.84
23. Rhodes J, Grossman J, Roffman J. The rhetoric and reality of youth mentoring. *New Dir Youth Dev*. 2002;93:9–20.
24. Sarvey, D. & Welsh, J. (2021). Adolescent substance use: Challenges and opportunities related to COVID-19, *Journal of Substance Abuse Treatment*, Volume 122, 2021, 108212, ISSN 0740-5472, <https://doi.org/10.1016/j.jsat.2020.108212>.
25. Scales, P. and N. Leffert. "Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development." (2004).
26. Snyder, C. R. (Ed.). (2000). *Handbook of hope: Theory, measures, and applications*. Academic Press.
27. Varga, Shannon M.; Zaff, Jonathan F. (2017) Defining Webs of Support: A New Framework to Advance Understanding of Relationships and Youth Development. Research Brief; Center for Promise, America's Promise Alliance (<https://files.eric.ed.gov/fulltext/ED584033.pdf>)
28. James Laurence, The Impact of Youth Engagement on Life Satisfaction: A Quasi-Experimental Field Study of a UK National Youth Engagement Scheme, *European Sociological Review*, Volume 37, Issue 2, April 2021, Pages 305–329, <https://doi.org/10.1093/esr/jcaa059>
29. Waterman, A.s., & Archer, S.L. (1983). Identity in early adolescence: A developmental perspective. *Journal of Early Adolescence*, 3, 203-214.
30. Weiss, Heather & Lopez, Elena & Rosenberg, Heidi. (2010). Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform. National Policy Forum for Family, School, & Community Engagement. Harvard Family Research Project.
31. Yates, M., & Youniss, J. (1996). Community service and political-moral identity in adolescents. *Journal of Research on Adolescence*, 6(3), 271–284.
32. Zins, J. E., Payton, J. W., Weissberg, R. P., & O'Brien, M. U. (2007). Social and emotional learning for successful school performance. In G. Matthews, M. Zeidner, & R. D. Roberts (Eds.), *The science of emotional intelligence: Knowns and unknowns* (pp. 376–395). Oxford University Press.



BOY WITH A BALL

ABOUT BOY WITH A BALL

Boy With a Ball (BWAB) is an international youth, family, and community development non-profit organization with local member organizations in Africa, Latin America and the United States that transforms communities by equipping and unleashing the young people within them. BWAB turns vulnerable youth populations from a city's problem into the solution.

BWAB was founded in San Antonio, Texas in 2001 to fill a void in local youth programs, in the pursuit of developing scalable solutions. BWAB's innovative team-based approach trained and released large numbers of motivated volunteers into some of our city's toughest neighborhoods. The power of presence, long-haul commitment and our willingness to learn from those we seek to serve has borne lasting fruit. BWAB's grassroots method, which we call "Love Your City," has now been successfully replicated across the U.S., in Latin America and in Africa. For more information, visit www.boywithaball.com.

At the time of publication, all facts and figures cited herein are the most current available.