



Football-Learning-Integration

Good Practice Report

Wenceslao Avila-Miranda

Veronika Avila

Raymond Bano

Holger Bienzele

Marcus Lemke

Roberta Lo Bianco

Tom Mitchell

Maren Satke

Boian Savtchev

Karim Sefiat

John Vrolings

Sabine Wiemann

Craig Winstanley

HATTRICK website: www.hattrick-project.eu



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HATTRICK: FOOTBALL-LEARNING-INTEGRATION GOOD PRACTICE REPORT

Authors:

Wenceslao Avila-Miranda
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Marcus Lemke
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John Vrolings
Sabine Wiemann
Craig Winstanley

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The project HATTRICK addressed to young male football players and their coaches, therefore the wording of this brochure is not gendered.

Project coordinator



die Berater®
Vienna / Austria
www.dieberater.com

Project partner



BUPNET
Germany
www.bupnet.de



Centrum voor Europese Studies en Opleidingen
Netherlands
www.ceso.nl



CENTRO STUDI ED INITIATIVE EUROPEO
Italy
www.cesie.org



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Bulgaria
www.euroinformbg.com



Doncaster College
United Kingdom
www.don.ac.uk

Hattrick

Football-Learning-Integration

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1. Introduction

Playing and viewing football receives a worldwide sensation with high motivational potency. The link between social skills learned through playing football or other (team) sports and the demand of these competences in professional life is significant and needs to be more conscious to the players themselves and trainers as well.

The basic idea of the project HATTRICK is to use the potential which young migrant football players display on the football pitch for re-entering education and vocational training and thus improving their social integration.

HATTRICK developed an innovative training approach by opening an informal pathway to education: Football clubs have been explored as new places of learning. Young male migrants or other young disadvantaged men were engaged in lifelong learning activities.

Thanks to a close cooperation between HATTRICK project partners, football clubs and their trainers throughout the project ensured the practical orientation of the project. Following a two-fold strategy HATTRICK developed training designs and materials to provide further qualification to young players as well as to their coaches. Both training programmes have been tested with football clubs in all seven partner countries. It is remarkable to note the enthusiastic participation of coaches and players in all HATTRICK partner countries during the piloting, it transcended this publication to a useful tool with a compact content, good for practicing inside or even outside the football clubs.

The authors don't claim completeness on the HATTRICK publications¹: exercises can vary and can be extended. But the project team proclaims, that users may pay attention to the transversal aspects of HATTRICK good practice examples and keep asking: Why is it good for life long learning and what qualifications can be transferred from sport to professional or educational sectors?

With this publication football coaches and trainers in adult education receive a guidance through aims, paths and links about football and life long learning approach in practice – as used and tested in the project HATTRICK. The HATTRICK Good Practice publication, is the result of a 2 years EU-project of Grundtvig Programme, about lifelong learning, exchanged between 7 partners from different European countries. This brochure provides insights and recommendations on football, learning and integration. It is mainly based in the experiences gathered during HATTRICK so that this project can be seen as a good practice example for lifelong learning strategies through football as a contribution to social inclusion in Europe.

¹ See other HATTRICK publications: 1. HATTRICK Manual for the FootballLLL Workshop – FootballLLL Workshop Design & Toolkit for FootballLLL Workshops. 2. HATTRICK Manual for the coach educator – FootballLLL Coach Course Design & Training Material

2. Football, integration and lifelong learning

Playing football in a team offers various opportunities of social learning and developing transversal competences – independent from cultural or social background. Like in other sport disciplines, playing football provides interaction and to join social networks.

The EU Commission of Sports indicates that sport “helps immigrants to develop relations with other members of society; and it constitutes a tool for reaching out to the underprivileged or groups at risk of or facing discrimination.”²

Talking about playing football in EU, we want to make clear, that the focus of the project HATRICK was not the “upper class” football league where football players, treated often as half millionaires. Our fields of action are the regional clubs, offering football trainings more as a community work, where social interactions take place, beside the sportive activities.

HATRICK explored together with football-coaches and -players personal and common strength within their teams, to use the power of diversity for personal and team victory. And it intends to stress out the important role of coaches in football clubs, to promote their community work on the football pitch, to facilitate and to encourage coaches and players to be more aware about their skills learned through football. Both, players and coaches may highlight these skills in their professional life.

HATRICK so far was an entrance for some trainers and players to be more ambitious and open to vocational training throughout their life and to understand that life long learning has nothing to do with a certain conscripting to learn – it is a volunteer act, which give pathways to remain personal fitness on the “pitch” either for football matches or for daily professional life. Football

so far is not just a personal and social amusement on the green carpet but can be an excellent training to master someone’s professional career!

2.1 Sports and personal development

Sport motivates and coaches toward personal success.

Jeff is 15 years old (name and age has been changed by the author). He came through a dangerous odyssey from Ghana to Europe. When he was a child he dreamed to be a football-star but then things changed and he had to escape because his whole family was threatened and had to leave the country. They lost each other during their alignment. After this nightmare he got asylum in a European country. Jeff was lucky to get the chance to play football in a regional football-club. His football trainer observed Jeff’s talent and supported him on various aspects. Jeff was very motivated to study the local language and found somehow a new family within his football team.

Outside the football world, he was still being discriminated because people often saw him as a refugee and didn’t recognize his talents. However, Jeff was getting stronger, he gained got more self-confidence through his training in the football club and with this the acceptance around him was getting better...

The football pitch a possible exit of social exclusion

Young males with migration from social disadvantaged backgrounds find their exit and self-fulfilment often in football clubs. However, the clubs often don’t promote their social skills learned through football, they seem to only concentrate on their technical skills.

² http://ec.europa.eu/sport/what-we-do/doc31_en.htm

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When the HATTRICK piloting started, the trainers and players were very engaged. At the beginning especially the players were curious, because it was the first time that they did exercises which had not a lot to do with football-techniques. It was new to them, that skills learned through football are also useful in professional life. Through exercises improving teambuilding, leadership, respectful behaviour and (self)-motivational skills the football players understand, why and how social skills are useful in any sequence or level in personal life.

2.2 Integration through football

The football pitch is one social location where integration seems to be successful in many cases. A lot of young migrant people show enthusiasm in (team) sports, with young men especially keen on football.

Integration within a society needs to be realised from all parts of society. If every part of a society is engaged with integration activities, social inclusion takes place. It means living and working together is covered by mutual acceptance, high transparency, open and constructive communication, high potential on conflict preventions and a willing to change attitudes due to new circumstances and newly defined common goals.

Integration through football means

- to be more confident in dealing with differences (working styles, cultural differences)
- to have personal competence to work and trust in a team (agree to common ground rules)
- to understand that an intelligent use of the potentials of diversity (individual strength) within a team has higher opportunities to be successful within a team
- to be capable to loose/win either a match or in professional life
- to strengthen mental capability and self-management (to be 100 % at present)

- to be able to realize and accept opportunities and limits of diversity (personal freedom to use individual resources and agree to common shared social frame)

A nice example for mental strength and self-management learned through sports and what football players may learn from it for their professional life, is the following cite posted on:

sportatitsbest.com/2010/09/20/self-awareness-part-3/

As I tweeted the other day (@sportatitsbest), I've only just started Andre Agassi's autobiography Open, and I've already found a reference to what I believe is an extremely key skill that all athletes need to develop if they want to reach the top. Of course I'm talking about today's topic, self-awareness.

Here's the quote:

"Butterflies are funny. Some days they make you run to the toilet... Other days they make you laugh, and long for the fight... Figuring out your butterflies, deciphering what they say about the status of your mind and body, is the first step to making them work for you."

2.3 Football and qualification

The project HATTRICK enables young male players

- to become proficient in basic social disciplines (behave and act adequate to every day situations)
- to become responsible for themselves and helping others
- to contribute to the club and community
- to respect their own and others' cultural identities
- to embrace technology to achieve success in their professional career

2.3.1 Learning environment – the football pitch as a place of informal learning

Searching for solutions it seemed that the football pitch turns somehow to an informal learning space, where a high percentage of the named target group is willing to learn without even being conscious about learning aspects because they would be learning by doing and earning attention through technical and social skills by their colleagues. Even bad behaviour would be usually noticed and punished by team-members.

On the football pitch players of every age and personal sports condition try to mobilise all energy to give their best and to be part of the game. Sometimes more or less you can feel personal engagement and motivation for the match. It is visible that a team that is able to exchange and work together – even if carrying different cultures and personalities within – is conducting this game.

2.3.2 Orientation on personal competences and weaknesses

Football is a good example to demonstrate that for each position (e.g. central defender, attacking midfielder, midfield anchor, goalkeeper etc.) specific technical and personal competences are necessary to be able to play with professionalism. It is not necessary that everybody has the same competences and everybody is the “goal matador”. There is no outstanding position and no less position. Everybody plays an important role and is needed with his specific strength. An open but appreciative feedback from the trainer or team helps players to act with more self-esteem to understand certain weaknesses and to use more techniques of self-management.

2.3.3 The power of teams and well managed team performances

A team is able to reduce weaknesses and to expand strengths. A team needs various personal competences to secure a high performance and on the other side a team is an excellent “working tool” to allow individual weaknesses.

It is similar to professional life, where members of a certain team need to be diverse with various technical and social competences to perform well. A good team is a team that covers a wide field of diversity and who is able to use this diversity to perform well.

To achieve this, every member of the team should be able to reflect on individual strengths and weaknesses, followed by focussing on solutions as, what is possible to reach with the resources available in the team-basket. Trainers of sports and human resource managers know how to be aware of these aspects.

But also players have to be aware about diversity within their team and to accept that everybody has strengths and weaknesses. The connection to professional life can be easily demonstrated and be made conscious through exercises on the pitch.

2.3.4 The utility of task-focussed activities

During training it is always good to let people know, why certain exercises will be done. Sometimes trainers forget to tell, what will be the task and the aim of a specific exercise. The more conscious people are about what they are going to do and why they are practicing something, the more transversal aspects will be coming out between training, football playing and learning benefit. Participants in training will be asked about expectations, likes and dislikes. Football coaches are prepared well for training units if they focus on specific targets and aims during a training. It is good, if trainers leave enough space for self-reflection for the players.

For example the topic focussing on could be as followed: Let us explore our team competence today. What are our strengths and weaknesses? Let the players reflect on their own strengths and weaknesses. Give opportunities for self-reflection and feedback within the team. Find new opportunities and solutions to improve team performance and make sure that everybody understands and agrees to the task.

3. The HATTRICK project

3.1 The HATTRICK project partners

The HATTRICK consortium represents a partnership of institutions which is wide spread in terms of type and geography. Partners from Germany, Netherlands, United Kingdom, France, Italy, Bulgaria and Austria are represented by the following institutions³:



die Berater Unternehmensberatungs GmbH

www.dieberater.com

die Berater® are a private company founded in 1998 with 480 members of staff who work in more than 60 locations all over Austria. The core fields of business are education and training, coaching, outplacement and consultancy, and EU projects. *die Berater*® develop and organise educational seminars and training courses for individuals, organisations, and enterprises. The main aim of these offers is to motivate and qualify customers to make full use of their potentials in the economy, at the labour market and in their personal lives. The company offers a wide range of training and education – from soft skills to languages and information technologies. Contents and methodologies are tailor-made according to the needs of customers. Fair play, respect, tolerance and social responsibility are central values of the company.

³ The statement of partners follows the order of partner numbers in the application, the same in chapter 4.3 (piloting).

BUPNET

BUPNET – Bildung und Projektnetzwerk GmbH

www.bupnet.de

BUPNET, Training and Project Network Ltd., founded in 1985 is an adult education provider based in Germany accredited by the TÜV CERT – Certification Body of the Rheinland Group, according to the UNI EN ISO 9001:2000 and the AZWV – a special certification for training institutes working with the national unemployment office. BUPNET has successfully completed several training courses in various sectors (social sector, health care, eCommerce, tourism, environmental economy, journalism, marketing/PR, new media and intercultural issues) both in the framework of European and national funded projects. BUPNET has developed its own multilingual eLearning platform which has successfully been tested in a LIFE Environment project and in different EU-projects on both a local and a regional level. For ten years, BUPNET has been working on large scale European education and employment programmes. BUPNET is a foundation member of the blended learning institutions' cooperative blinc.



Centrum voor Europese Studies en Opleidingen

www.ceso.nl

CESO is an intermediate organisation between education and training providers on the one hand and special target groups, enterprises and local authorities on the other hand. CESO is specialised in adult education and training, information society skills, social and citizenship competencies, European citizenship and Life Long Learning in general. Jacques Jansen, director CESO, was consultant for the European Commission to give

support to the establishment of a Second Chance School (E2C) in Heerlen (1997–1998). In 2000 CESO executed the evaluation of all pilot E2C for the EC on the two main items: involvement of E2C in local networks and innovative pedagogical approaches. In 2002 CESO organised, on instigation of the EC, the “1st European Summer School for Second Chance Schools” in Poland. For that purpose CESO created a Mobile Team of experts. CESO was a partner in a G1 project on intercultural learning and the coordinator of G1 SOCCER on social and citizenship competencies.



CENTRO STUDI ED INITIATIVE EUROPEO

www.cesie.org

CESIE is a non-profit, secular and independent European non-governmental organisation. It was founded in 2001, inspired by the social, cultural and political work of Danilo Dolci.

The organisation works towards the promotion of cultural, educational, scientific and economic development at both local and international levels through the employment of innovative and participative tools and methodologies.

The objectives of CESIE are: Promote intercultural development; act as a bridge between research and the application of knowledge; apply reciprocal communication methods in order to consolidate peace and democracy; abolish all forms of discrimination thus favouring social inclusion and equal opportunities; promote a responsible global awareness through the application of human rights; develop social, cultural, economic and scientific relationships at local and international levels; facilitate the growth of people and organisations, with particular attention to youth, through bottom-up approaches.



SCOP ADREP

www.adrep.fr

ADREP is a training organization, cooperative employees which has been established for over 25 years. It is located on 11 sites in Provence Alpes Cote d'Azur. ADREP is involved in the integration and vocational guidance, such as upgrading the knowledge base, language training, shares and insertion devices, guidance and career plans, accompanying employment. ADREP provides training in sociocultural skills, sports and culture, health and social issues, secretarial and accounting, logistics, security, tourism and sales. ADREP welcomes all young people and adults involved in job searching, but also employees.



Euroinform

www.eurinformbg.com

Euroinform is a private organisation, dealing with consulting services related to adult training, foreign languages and introduction of modern training methods. The company has many years of experience in project cooperation and particularly in Socrates and Leonardo programmes. It participates as a partner or promoter in projects, mainly in the field of adult training, design and delivery of foreign language teaching materials, including interactive courses to learners with special needs. The “Listen and Touch” project was awarded a European Language Label, was selected among the 50 European good practices projects motivating language learning, and has been awarded the Silver Award of the European Commission. Euroinform has been coordinator and partner of a number of Grundtvig and Socrates projects, e.g.

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Police and Fans against Hooliganism in Football. Euroinform has closely cooperated with football clubs and esp. CSKA, Sofia. Other relevant projects include Only Connect (disadvantaged youngsters).



DONCASTER
COLLEGE

Doncaster College

www.don.ac.uk

Doncaster College is the largest college of further and higher education in South Yorkshire providing vocational education and training to over 23,000 full and part time students. It has been granted University Centre status by Hull University and provides a range of higher and further education programmes including Sport. The University Centre offers a degree programme in Football Management, in conjunction with the UK Football Association, which prepares professional footballers to become football managers. The College has close links with Doncaster Rovers Football Club, a Premier Division club.

Situated in an Objective 1 area, it also has wide experience of education for disadvantaged groups, particularly refugees.

The college has well developed quality assurance systems and is widely experienced in international work, receiving students from overseas and providing “train the trainers” programmes in innovative teaching methods to practitioners from various countries.

3.2 HATTRICK-project history

It was 2008 when *die Berater*® together with regional NPO's and governmental institutions in Salzburg (Austria) worked out a regional guidance plan of integration for persons with migration background. One of the insights during that process was, that it is quite difficult to reach young male migrants and social dis-

advantaged males especially between 15–25 years with specific activities of learning and integration.

The group of experts came to the point that projects or activities are really needed to motivate this specific group to join.

3.2.1 Young males and the term of lifelong learning

It was noticed that first of all, this target group seemed not to be very fond of social learning and second, they didn't like to be told, especially by adults or “peer outsiders” “what” and “how” – to do – for their personal success or career.

It is also a reality, that at that age between 15 and 25, young male usually start with their professional career and need to be open for common shared social behaviours and to be able to transfer this to their professional life. So the idea was: Why not picking up the target group from places where they are motivated to learn? This could be at the football pitch.

3.3 Aims of the HATTRICK project

Regarding the term HATTRICK – focused on an achievement based on 3 – the main 3 learning goals of HATTRICK are:

1. Playing **football** fair, with high motivation and mutual team spirit
2. **Learning** social skills through football for personal needs in professional and every day-life
3. Cultural and social **integration** through self-management and learning from each other

The **LifeLong Learning** aspect will be found in all three goal settings, symbolised with “LLL” – Footba**LLL**. An outstanding aspect the project partners did not take into consideration in the project-planning phase but that is remarkable to notice, was that

LEARNING FOR LIFE MAKES FUN!!

3.4 Focussing on young males with migration or social disadvantaged background

Football in general is traditionally shared within male communities although and finally (!) women are getting more and more respect on that issue. Nevertheless the target group of the HATRICK project is young male at the age 15–25 years. Focussing on this specific target group seemed to be necessary because statistically it is evident to that target group to have most handicaps in getting a job and keeping sustainability at work.

Statistics show that migrants (except in UK) in EU tend to have lower access to education institutions than the average population. They are more often affected by unemployment and excluded from many social activities. Young male migrants in particular have a risk of becoming early school leavers and/ or unemployed.

Further more it is a group usually not very engaged in lifelong learning issues. An average of 20 % of the young generation in Europe is social disadvantaged.

Overall, young people in EU account for one-fifth (21.3%) of the total increase in unemployment since 2008, although youth unemployment as a share of total unemployment decreased slightly from around 25 % in 2008 to just below 24 % in January 2010. It is also important to note, that the rate of youth unemployment differs from country to country and that the marked increase in the youth unemployment rate since spring 2008 has been driven mainly by a very sharp rise in the rate for young men, who account for more than two-thirds of the increase in youth unemployment.⁴

Regarding to the European social watch report 2010 it is time for action responding to poverty, social exclusion and inequality in Europe.

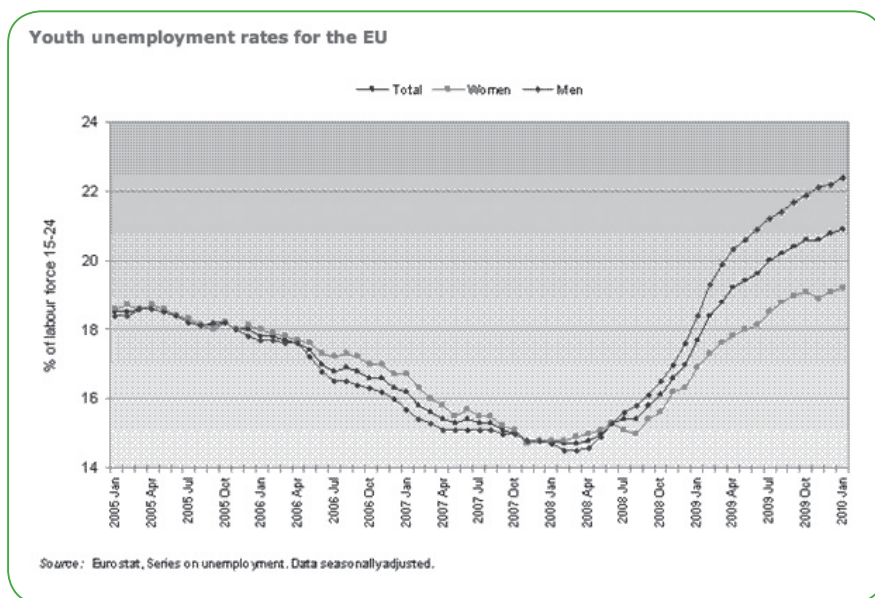


Figure 1: Youth unemployment rates for the EU

4 Source: <http://ec.europa.eu/youth/>

Example from Social watch National reports:

Italy: 21.2% (over 2 Million) of the young generation in Italy (from 15 to 29 year old) does not have access to lifelong learning and to the national labour market. In statistic sectors exists already an acronym to define this group. They are called NEET's: Which means "not in education, employment or training". (Istat 2010a, p. 186)

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Many of them have migration background or belong to the social disadvantaged group.⁵

According to the Youth Commission of the EU more than one third of all young people in the EU between the age of 18 and 24 count to the so called NEET's group. One fifth of children do not have basic standards of literacy and numeracy.

3.5 Phases of the HATRICK Project

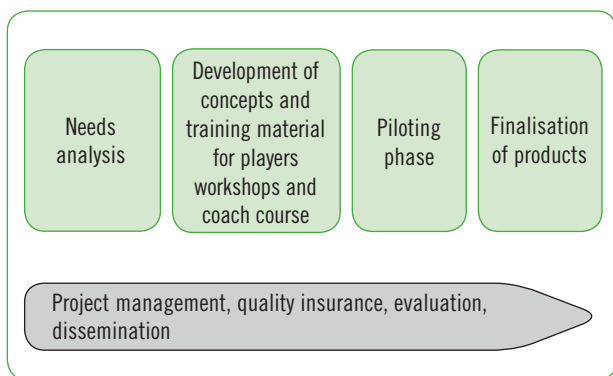


Figure 2: Phases of the HATRICK project

The project started by conducting a **needs analysis** in football clubs in all 7 partner countries to find out the educational needs of the players and coaches. Based on the results of this analysis a **training programme for young footballers, the HATRICK FootballLL Workshop**, was developed by the project partners. In addition to this, a **training programme especially for football coaches (HATRICK FootballLL Coach Course)** was designed as well as **training materials** for both qualification programmes.

After the development of training concepts and materials national piloting groups were established to pilot. Both training programmes

for coaches and players have been tested in football clubs in the project partner countries (Austria, Germany, Italy, Netherlands, Bulgaria, France and the United Kingdom). A summary of the national piloting activities and the results is given in Chapter 4. After the piloting, the feedback from players and coaches was collected and the experiences made in the testing were considered for the finalisation of the training design and materials. In total the following HATRICK brochures have been developed:

1. HATRICK Good Practice Report
2. HATRICK Manual for the Coach Educator
 - a. FootballLL Coach Course Design
 - b. Training Material for the FootballLL Coach Course (CD)
3. HATRICK Manual for FootballLL Workshop
 - c. FootballLL Workshop Design
 - d. Toolkit for FootballLL Workshops (CD)

The project outcomes, the process of transnational cooperation and the efficiency of project management are subject of evaluation. There has been an accompanying internal evaluation throughout the whole project, measuring the quality of the cooperation within the project group as well as the project management. Apart from this the pilot sessions have been evaluated (see Chapter 4.4.) An external evaluation focused on the project outcomes – the concepts and training brochures. A high priority of the HATRICK project involved the dissemination of the project idea. The central dissemination instrument is the project website www.hatrack-project.eu containing the basic information on the project, the training and a download area for products related to the project.

3.6 The HATRICK model of competence development

The main competences covered through HATRICK are social competences. Social skills are important in order to be successful in professional and private life. Those who have social competences will have the required prerequisites for good teamwork, self-leadership, communication and conflict management, know-how

⁵ Source: Silvia De Silvestri, Soana Tortora: Italy – No Country for Young People.
www.socialwatch.eu/wcm/ensuring_social_inclusion_of_young_people.html

about circumstances, social and cultural environment and will be motivated to handle certain tasks.

Inspired by the 4-factor Model of TCI⁶ (ThemeCentered Interaction) from Ruth C. Cohn the HATRICK concept of competence development focuses also on 4 factors, where 5 categories of competences are learned:

6 The 4 factors of TCI-Model are: I-WE-IT-GLOBE (Kügler Hermann in: Schneider-Landolf Mina, Spielmann Jochen, Zitterbarth Walter (Hsg.): Handbuch Themenzentrierte Interaktion (TZI). Vandenhoeck&Ruprecht. Göttingen 2009. p. 109–112

These **4 factors** are:

1. **Myself** (The individual player or coach, ...)
2. **We** (The football team, the coach, the team, the club, ...)
3. **Task** (aims, goals, common values, training unit, ...)
4. **Circumstances** (defined as globe in the TCI-Model, it is the social or cultural environment, focuses on (pre)conditions, it is a circle which covers all other factors, meaning that circumstances have influence to all other factors and have to be taken into consideration in planning and action-process)

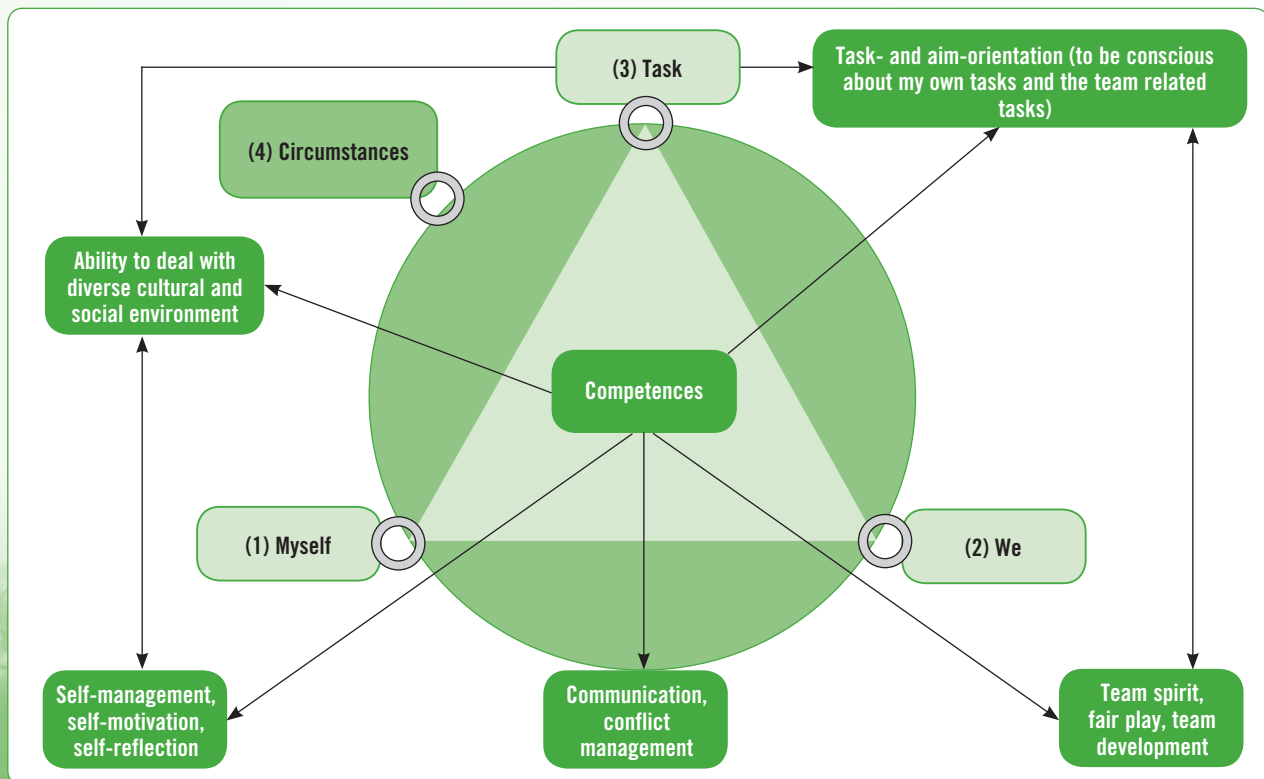


Figure 3: HATRICK model of competence development

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Example, how to use the HATTRICK model of competence development:

Peter is coach of a football team. He observed that his team is not a “real team”. He misses a common team spirit. Beside this, not all players seem to be integrated in the team and perform not at their best. He decided to develop common values and fair play attitudes within his team. Therefore he plans to integrate some teambuilding exercises during the training.

During the preparation for the training he takes into consideration the following aspects:

As a coach I have to consider if everybody in the team (We) is able to understand the instructions. If not, (because some don't speak the language very well - Circumstances) I have to explain the main instructions and the reason for the following training unit (task). As a coach I have to make sure, that the task is being understood by everybody in the team.

To take into consideration all 4 factors helps to ensure a living learning atmosphere.

The HATTRICK model of competence development can be also transferred to professional life situations.

The following chapters describe the concept of the FootballLL Workshops and the Coach Course and how these two concepts follow the model of competences.

3.7 The HATTRICK FootballLL Workshops

3.7.1 Educational goals of the FootballLL Workshops

Through research within the HATTRICK partnership a needs analysis report had been delivered in which the most important educational goals have been defined. Football trainers, staff and players described these goals as competences to be achieved by the individual participants of the workshops in order to encourage them to become responsible, self-managing and successful citizens.

These competences were:

1. Self-management/self-motivation
2. Intercultural competences
3. Teamwork/teambuilding
4. Communication skills
5. (L)Earn respect/fair play

In the actual environment of the workshop, the football pitch, it seemed to be important for the practitioners that these goals have a direct link to and effect on the football game and the result.

The HATTRICK FootballLL Workshop provides a kind of positive environment in which players will feel the urge to increase their skills, to perform, to compete, to learn from each other and to earn respect.

The development of these skills is on one hand important for the players to increase their football-related skills. On the other hand for the HATTRICK project it is important that these skills contribute to the improvement of opportunities in social and professional life of the target group, which is the main focus of the HATTRICK project.

3.7.2 The structure of the FootbaLLL Workshops

The HATRICK FootbaLLL Workshop includes three steps:

- 1. Identification of typical conflict situations and success factors in the football team:** The learning process needs to start from the direct experience of the young footballers on the pitch. Typical situations within a football team are identified and the effects on the players and on the whole team are discussed.
- 2. Training of socio-personal skills:** The development of social skills aims at avoiding destructive conflicts and contributes to success in football. Since it is the aim of every football team to become better and more successful, the motivation for this learning step is supposed to be high.

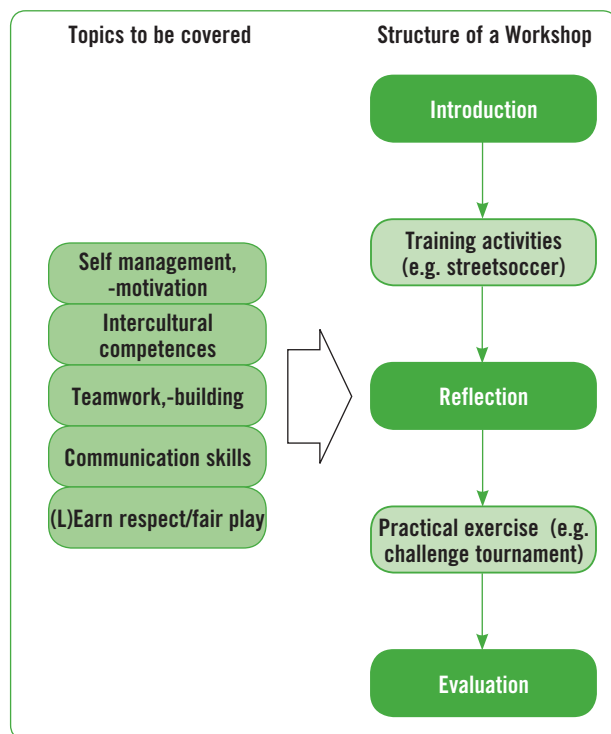


Figure 4: 5-part structure of the FootbaLLL Workshop

- 3. Transfer coaching:** In the third step the potential of the competence acquired in football context will be reflected and transferred to other situations in personal/professional life.

The lesson plan, which has been developed for the HATRICK FootbaLLL workshop, follows a **5 part-structure** – which includes the 3 steps of learning in the following way:

- 1. Introduction:** Offering the experience (executed in part 1)
- 2. Training activities:** Intervention by coaching (executed in part 2)
- 3. Reflection:** Looking back what happened (executed in part 3)
- 4. Practical exercises:** Intervention by coaching and referring to successful examples (executed in part 4)
- 5. Evaluation** (part 5): Focuses on transfer of knowledge and competences

3.7.3 The composition of the trainees in the FootbaLLL Workshops

Experience in the field of sports education has taught that groups of trainees should consist of a healthy mix of both worlds: the primary target group (young migrants and disadvantaged young adults) and trainees from the same age / neighbourhood which are not disadvantaged. There should always be the ability for modelling, learning from each other, mutual feedback and exchange.

3.7.4 The involvement of the football coaches in the FootbaLLL Workshops

One goal of the HATRICK project is to qualify football coaches in specific social competences. Therefore a “FootbaLLL Coach Course” is developed. There is a connection between the topics trained in the FootbaLLL Workshops and the Coaches Course, so that contents the coaches learnt in the Coach Course can be practised with the players.

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3.8 The HATTRICK FootballLL Coach Course

Nowadays football coaches are technical instructors and motivators to guide their teams to success. They fulfil various roles and functions, like social workers, surrogate fathers, trouble-shooters, mediators and support for players to integrate into society. It has to be stressed, that they deserve more attention for their voluntary work as also.

3.8.1 Goals of the FootballLL Coach Course

Through research within the HATTRICK partnership the most important educational goals have been defined. The results of the interviews conducted with football coaches as well as with players and functionaries showed that the coaches need to strengthen competences such as:

- Intercultural competences
- Team work
- Communication skills
- Motivation of football players for engaging in learning
- Conflict management
- Team leadership
- Time management

During the interviews, the coaches were very clear on the types of training they wished to receive to assist them in their preparation of working with target groups. Key areas were the understanding of cultural differences and ways to promote teamwork. This programme meets the needs of the coaches as this offers them the chance to develop new skills as a facilitator.

It is important to be aware that the coaches come from different social and educational backgrounds and it will be easier for some to recognize and identify the HATTRICK goals, than others. All coaches, regardless of their background or experience will be able to benefit from the HATTRICK FootballLL Coach Course.

3.8.2 The structure of the FootballLL Coach Course

The HATTRICK Coach Course follows a four module structure. Each module focuses on a special topic or competence (or a combination of competences) and is divided into a more content orientated learning session and a practical training session.

The four modules are:

1. Teambuilding and Teamwork
2. Promoting Leadership
3. (L)Earn Respect
4. Creating Motivation

In addition to the course modules individual coaching sessions for the football coaches are offered. These coaching sessions should be used for discussing individual challenges the football coaches face when working with their football team. Since the football coaches should practice several activities with their teams, the individual coaching sessions give the opportunity to talk about their experience in testing exercises with their players and to give feedback to the adult educator. It is planned to offer four individual coaching sessions per football coach.

3.8.3 Involvement of the coaches in the players workshops

There is a connection between the topics trained in the FootballLL Workshops and the HATTRICK FootballLL Coach Course: the contents covered by the coaches during the Coach Course could be practiced with the players on the pitch through games which are included in the toolkit for the players.

The following graphic illustrates that the link (how to improve player's competences) between the modules for coaches and the FootballLL Workshops for players is the *practice*. The coaches, after they participated in the HATTRICK FootballLL Coach Course, will work in the FootballLL Workshops with the players, putting into practice what they have learnt and then conducting session

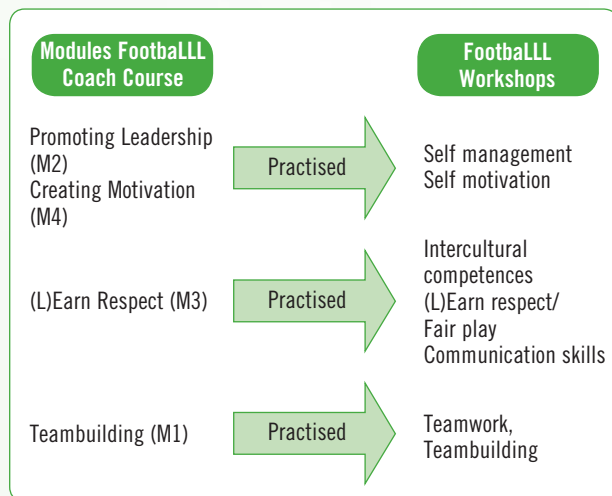


Figure 5: Example for the link between FootballLL Coach Course and FootballLL Workshop in the HATRICK project

that focus on the most relevant competences the players need to develop.

3.9 Methodology

Both, the HATRICK FootballLL Workshop as well as the FootballLL Coach Course are based on a variety of activating methods. Interactive group sessions, discussions, brainstorming, the use of role plays and forum theatre and a large number of games and activities for practical training characterise the HATRICK training method.⁷

For both target groups it is important to be aware that all topics are linked to the practical aspect of playing or coaching football. Especially when working with the players the focus should be on playing football, the execution of activities should be mainly on the pitch, too much theory has to be avoided.

Players and coaches have to feel that they had benefited from taking part in the workshop and in the coach course: fun (a good time), skill improvement, valuable learning content, and examples of good practice.

⁷ All practical training activities and exercises for players or coaches are collected in the “Toolkit for FootballLL Workshop” and in the “Training Materials for the Coach Course”.

4. Piloting experiences

After the development of the concept and the training material for the HATTRICK qualification of players and coaches, both concepts and tools have been tested in all seven partner countries of the consortium.

This figure shows the planned structure and organisation of the piloting phase which was carried out from November 2010 until April 2011. Due to restrictions in the work with the clubs, there have been slight deviations from the work plan.

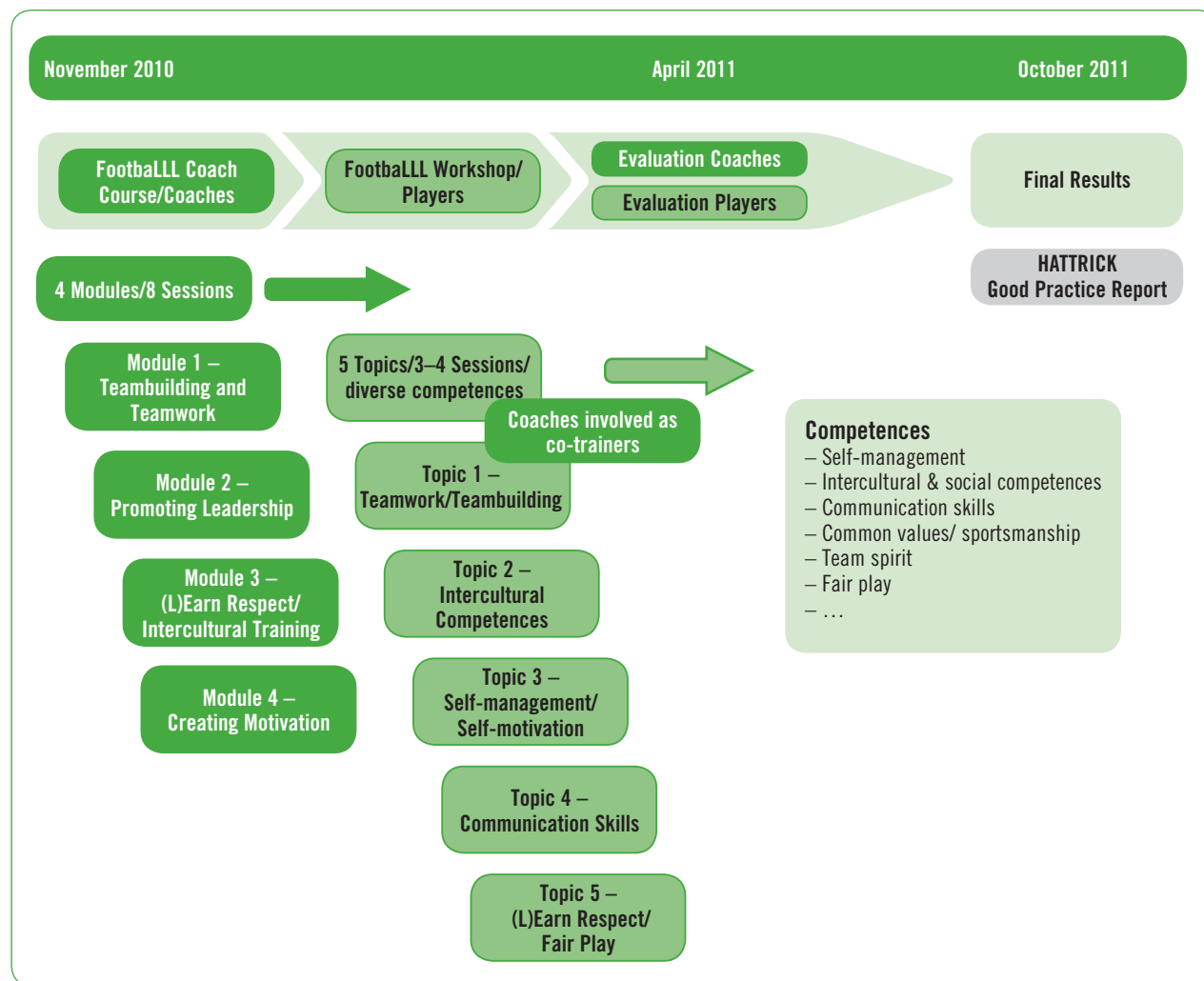


Figure 6: Plan for the piloting of the HATTRICK programme

4.1 Cooperation with football clubs

During the piloting phase it was interesting to see the different framework conditions the partners had to face in the cooperation with the football teams. The search for a cooperating football club was a big challenge for the majority of all partners. The partners from Netherlands and France had a big advantage because both project partners are closely and personally involved in the work of a specific football club. So they had no problems in contacting the target group and convincing them because they were directly involved in football club affairs, they were known by the target group and had the possibilities to include HATTRICK activities in their regular training work.

For the other partners it turned out to be much more difficult to find a football club for the cooperation in the HATTRICK project. Almost all partner organisations had contacted football clubs or associations before the start of the project and received a confirmation for their participation. But the closer the time of piloting came and the more the football clubs learned about the – very ambitious – planned number of sessions for the HATTRICK training courses, a lot of the football clubs which have been contacted in the first project phase dissolved from the project. The reasons named most often were the lack of time and resources. So in most partner countries it was necessary to adapt the planned time schedule of the HATTRICK Football Workshops and Coach Course to the framework conditions of the football clubs (regular training sessions, championship preparation...) which meant in most cases that the number of planned training sessions with both target groups had to be reduced.

But despite all these initial difficulties all partners succeeded in finding a cooperating football club. Partners from Italy and the United Kingdom worked with informal football teams, linked to educational/social work. The chapters 4.3 – 4.9 describe the conducting of the piloting in each partner country.

4.2 Target group

The main target group of the HATTRICK project are young male migrant football players, aged between 15–25 – or other young social disadvantaged men, involved in playing football, as well as the football coaches working with the target group.

During the HATTRICK piloting of the football workshops the whole football team was involved in the training activities. All partners agreed that it would not make any sense to train young migrants separated from their team mates, since integration is one of the main aspects of the HATTRICK project.

Most partners worked with these mixed teams – a special situation was in the United Kingdom, because Doncaster College conducted the HATTRICK piloting with a group of NEETS students (**N**ot in **E**ducation, **E**mployment or **T**raining), who usually show a social disadvantaged background. Also the French and Italian partners integrated informal football teams linked to social work initiatives.

More difficult than reaching the aim to work with young male migrants, was the task to reach the target group of 15–25 year old players. Most partners experienced that it was much easier to work with younger players than with youngsters up from the age of 18 years. As mentioned already in the project application, especially these age groups are very hard to reach because further education or lifelong learning is not a very attractive issue for them – even if these activities are “wrapped” into football related exercises and games.

Although all partners were able to work with teams fitting into the target group of the age between 15 and 25, it was obvious that the main work was carried out with young players aged 15–16 years. Some partners had the possibility to work with more teams during the pilot and also experienced the work with kids from the ages of 11–14 years. Almost all partners who worked in addition

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with this age group reported that the younger kids showed more enthusiasm on the topics than the older players.

The second target group of HATRICK were the football coaches. This target group holds a key position because usually the cooperation with the football clubs depends on the motivation and engagement of the football coaches to participate in the HATRICK project – and so in the second step to motivate the players to take part. Some partners had difficulties to convince coaches. Time restriction was one main problem that the aimed number of participating in the HATRICK Coach Course (5/country), was hard to reach or could not be reached. Additional to football coaches in some partner countries also sports educators, social workers and trainers from further education have been involved in the HATRICK Coach Course.

4.3 Seven pilots conducted in Austria, Germany, Netherlands, Italy, France, Bulgaria and United Kingdom

4.3.1 Austria

4.3.1.1 General information on the piloting course

The Austrian project team cooperated with a Salzburg regional football club, SV Liefering. During the preliminary stage it was helpful to get in contact with the SPORTUNION Salzburg, which is the umbrella organisation for a lot of sports clubs in the region. Introducing the management to the HATRICK project and convincing them of the idea was a very important step for a successful cooperation with the football club.



FootbaLLL Coach Course – COACHES

Period of delivery/Dates for the Coach Course	Blocked on two weekends 02–03/2011
Number of coaches engaged	8
Number of drop-outs	2
Average duration of course	8 hours
Total number of training sessions	4
Staff from education provider involved	2
Football club staff involved	6
Further crucial information	—

FootbaLLL Workshop – PLAYERS

Period of delivery/Dates for FootbaLLL Workshop	Blocked on two weekends 02–03/2011
Number of players engaged	30
Number of drop-outs	9
Average duration of course	4 hours
Total number of training sessions	4
Staff from education provider involved	2
Football club staff involved	6
Further crucial information	Representative of the Salzburg Football Association was present at the workshops and gave positive feedback.

For the **Coach Course** the Austrian project team worked with 6 coaches, 4 of them with migration background. These football



Figure 7: Snapshot from Austrian Coach Course

coaches usually work with different teams of different age groups of players.

In the **FootbaLLL Workshops** 30 younger players around 15 years participated. 9 players left the course – 3 because they were not very much interested in participating, the other 6 could not take part because of time reasons.

Approximately 60 % of the players had a migration background. Most of them have been living in Salzburg for many years or have already been born in Salzburg – so the level of integration is very good.

4.3.1.2 Methodology to work with the group

Especially at the beginning of the first training sessions of the **HATTRICK Coach Course** the coaches were very sceptic towards the benefit of this training. So it was important to maintain their motivation by involving them as experts and offering them new perspectives how to carry out often well known exercises. The main learning process happened during the reflection round where the specific HATTRICK learning transfer was focused on.

The methodology in the **FootbaLLL Workshops** was very similar to the work in the coach course. Both courses followed the five part structure as it was developed in the training concept. Both groups of participants liked the methodology of the training and the exercises, so the motivation was high.

4.3.1.3 Achievements

One main learning outcome for the football coaches is that after the course they were able to use the toolkit for the **FootbaLLL Workshops** on their own. The coaches were able to practice HATTRICK activities with their team without support from an external trainer. Apart from this, coaches and players enjoyed activities, especially the coaches mentioned that they would like to have this kind of training activity at least once a year to deal with specific situations in the team or to practice new activities and approaches.

An overall achievement is the involvement of two big regional sports organisations, the SPORTUNION Salzburg and the Salzburg football association which will be important partners in the future to continue the HATTRICK activities and they seem to be very interested.

4.3.1.4 Challenges in the piloting

The main challenges in the piloting occurred prior to the training activities – more in the process of convincing football coaches and players to participate in the HATTRICK project. Another organisational challenge was the limited time – so especially in the work with the players the time schedule of the FootbaLLL Workshops had to be adapted.

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4.3.2 Germany

4.3.2.1 General information on the piloting course

The German partner cooperated with the regional football club of the SC BW Friedland e.V. The first contact with this football club had already been established during the needs analysis.

FootbaLLL Coach Course – COACHES	
Period of delivery/Dates for the Coach Course	02–05/2011
Number of coaches engaged	2
Number of drop-outs	One drop-out
Reasons for drop-out	Schedule difficulties
Average duration of course	2 hours
Total number of training sessions	5
Staff from education provider involved	1 trainer
Football club staff involved	Two clubs with one coach each
Further crucial information	One third coach couldn't take part because of familial and job-related reasons.

FootbaLLL Workshop – PLAYERS	
Period of delivery/Dates for FootbaLLL Workshop	02–05/2011
Number of players engaged	Two teams, aged 15–17
Number of drop-outs	– not relevant for HATTRICK
Reasons for drop-out	Nothing that had to do with HATTRICK
Average duration of course	15–30 minutes/session
Total number of training sessions	4
Staff from education provider involved	–
Football club staff involved	Co-Trainers
Further crucial information	–

For the coach course the German HATTRICK partner worked with three coaches, one of them with a migrational background, who brought a lot of interesting points for discussion into the training sessions. For private reasons he was not able to join the whole course.

The players of the two teams involved in the piloting were aged 15–17 years, both teams consist of boys with different cultural background, Germans are the majority though. The team is playing on a fairly high regional level, so all youths are very ambitious in the training.

4.3.2.2 Methodology to work with the group

The Coach Course was developed with a variety of methods to give the football coaches a good experience, to motivate them to take an active role and to keep visiting the course even if they had much to do in job and with their teams.

Each course started with an exchange round, where the coaches could tell about their trainings and their experiences. That was





Figure 8: Piloting in Germany

a crucial aspect of the course: the other trainers were curious to hear about the hands on experience the other teams had made.

After every session the football coaches were asked to choose exercises from the toolkit that fitted to the focus that was covered in the FootbaLLL Coach Course – to practise it with their teams. In the next unit of the FootbaLLL Coach Course the experiences were introduced and discussed. This was a part that was very appreciated by the football coaches.

Most of the time, the players enjoyed the exercises. The trainers recognised that it became more critical, when the exercises did not take place on the pitch. It became a little bit boring when the players got the message of the particular exercise. In that case, the trainers stopped the exercise and changed activity.

4.3.2.3 Achievements

After the HATTRICK training both football coaches involved were capable of using the toolkit in a way to choose appropriate exercises and adopt them to their needs and to the needs of their teams. They succeeded to implement the toolkit into the training routine. In that way it was a kind of variation in the usual training. The players mostly enjoyed the activities, which was evaluated in interviews. The football coaches would like to train certain aspects more often with their teams and can imagine to implement the toolkit into their regular training methods to use it in certain situations for special aspects.

4.3.2.4 Challenges in the piloting

Due to schedule difficulties the last unit of the FootbaLLL Coach Course could not take part which was meant as a final wrap up round.

One football coach reported massive problems with one of his players. The football coach was unsure how to deal with this situation, on the one hand he wanted to keep the player in the team and on the other hand he wasn't sure if it would be worth the hassle. The trainer of the coach course reacted with a systemic coaching: The other football coach was a kind of a reflective colleague. By the means of circular and scaling questions the client was helped to see his situation more clearly.



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4.3.3 Netherlands

4.3.3.1 General information on the piloting course

The project partner in the Netherlands worked with the football club Groene Ster, which is a well known and respected club in the southern part of the Netherlands (province Limburg). The cooperation was no problem because the president of the club is, on behalf of CESO, involved in the project team of HATTRICK.

FootbaLLL Coach Course – COACHES	
Period of delivery	03–04/2011
Number of coaches engaged	8
Number of drop-outs	1
Reasons for drop-out	Lack of available time due to combination of professional work and voluntary work
Average duration of course	10 hours
Total number of training sessions	4
Staff from education provider involved	1 educator Arcus College / (L)Earn Respect
Football club staff involved	1 board member / trainer
Further crucial information	<p>The program of the coach course had to be fit into an ongoing official training course for Youth Football Trainer (JVL) of the National Football Association KNVB.</p> <p>8 participants of Groene Ster were willing to spend 4 extra sessions for the pilot of the HATTRICK Coach Course. The program had to be adjusted for this reason.</p>

FootbaLLL Workshop – PLAYERS	
Period of delivery	02–03/2011 (2 Workshop offered)
Number of players engaged	30 – WS1 (1st group 18 / 2nd group 12) 20 – WS2
Number of drop-outs	0
Reasons for drop-out	
Average duration of course	4 hours WS1 2,5 hours WS2
Total number of training sessions	2 sessions WS1 1 session WS2
Staff from education provider involved	WS1: 1 adult educator of PIW WS2: 1 trainer of Stichting (L)Earn Respect 1 educator / board member of the football club
Football club staff involved	WS1: 1 trainer of football club 3 trainers of Stichting (L)Earn Respect WS2: 2 trainers of football club
Further crucial information	<p>WS1: This pilot was executed with a mixed group of young male football players (12–14 years and 15/16 years) in an indoor training program for team of the Respect League of the municipality of Sittard-Geleen (NL).</p> <p>WS2: This pilot was executed with a group of 20 players of 2 different football teams (youth team 17–19 years / adult team 19–25 years).</p>



Figure 9: Reflection round in NL piloting

For the Coach Course the Dutch project team worked with 8 coaches. These football coaches usually work with different teams of different age groups of players.

Conducting the pilots of the FootbaLLL Workshops two different workshops have been organised with two different groups of players. Workshop 1 was held with the players from two teams of the Groene Ster club – the players were aged from 17–25. In a group of 20 people 6 players have a migration background but all of them are well integrated. Workshop 2 was organised in cooperation with the “Respect League Sittard-Geleen”, an initiative to promote respect and fair play. In this group consisted of younger players (12–17 years), 70 % of them are immigrants, mostly from Morocco, Turkey and Afghanistan.

4.3.3.2 Methodology to work with the group

Both in the Coach Course and in the FootbaLLL Workshops, the structure of the HATTRICK concept was followed. The FootbaLLL Workshop had a dynamic character; practical exercises got the main focus. It was obvious that enough time and space for the reflection was important but it had to be short in order to keep the dynamic character of the workshop alive.

Once more it has shown that the people that are involved in the workshops as trainers are the most important condition to be successful.

4.3.3.3 Achievements

The project team of the Netherlands could gain experience in indoor and outdoor workshops. Especially the young players group was very pleased according to all aspects of the training (content, atmosphere, trainers, value). The older group was more difficult to convince on the benefits of the training. In their opinion the content should have been more competitive and non-experimental.

4.3.3.4 Challenges in the piloting

Especially for the activities in the FootbaLLL Workshops trainers found it difficult to use unusual and unknown exercises. Some activities needed severe adjustments when the workshop had to be executed indoor.



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4.3.4 Italy

4.3.4.1 General information on the piloting course

After contacting several football clubs, the first intention of CESIE was to work with an informal, intercultural football team, consisting of young players from Palermo and Roma minorities. But this team suffered from deep intercultural conflicts – so the work with it had to be stopped. The work with a football team was continued with “U.S. Palermo, Scuola Calcio Totò Schillaci”.

FootbaLLL Coach Course – COACHES	
Period of delivery/Dates for the Coach Course	2 Weeks 02/08/11 → 02/22/11
Number of coaches engaged	4
Number of drop-outs	0
Reasons for drop-out	0
Average duration of course	2 hours/session
Total number of training sessions	5
Staff from education provider involved	2
Football club staff involved	Amalipè; U.S. Palermo
Further crucial information	The participants were: 2 adult coaches (social workers) + 2 coaches junior



FootbaLLL Workshop – PLAYERS

Period of delivery/Dates for FootbaLLL Workshop	2 Weeks 03/22/11 → 04/05/11
Number of players engaged	12–15
Number of drop-outs	0
Reasons for drop-out	0
Average duration of course	2 hours/session
Total number of training sessions	5
Staff from education provider involved	2
Football club staff involved	1 U.S. Palermo
Further crucial information	Local and migrant young people come from disadvantage area of Palermo.

The football coaches who participated in the coach course came from different football teams and had a different background. The strategy was to mix coaches with social competences and coaches still in the learning process. Two of the involved coaches have a migration background themselves.

The players involved in the piloting belonged to a younger target group – most of them were the ages of 14–15 years. In the team a lot of young players have different origins like this happens often in Sicily.

4.3.4.2 Methodology to work with the group

For the work in the HATTRICK Coach Course a very informal approach was used to make the free expression of the participants possible and to let them exchange their own knowledge and experiences. The Coach Course session took part in the office of CESIE, which allowed the participants to understand the organi-



Figure 10: Piloting in Palermo

sation of the project and permitted to have an informal space but a specific space for the training. This was important to give coaches the feeling of being involved in a serious project.

For the HATTRICK FootballLL Workshops adult educators and coaches chose games which could involve all kinds of players and which had relation with all topics. Due to the needs of the players, some logistic changes in delivering the workshops had to be done. The adult educator, who led the workshop, spent much time to explain the project to the players. A high participation of the football coaches in the activities with the team and a perfect organization of the trainings permitted that the players remained concentrated.

4.3.4.3 Achievements

Since the participants of the coach course had a different level of knowledge and experience the level of achievement was also different. But in general all football coaches felt a benefit from the training; especially in extending their knowledge and developing new approaches towards their players. All participants involved in the coach course would suggest this course to other trainers.

Among the football players a learning process could be realized during the HATTRICK FootballLL Workshops: At the beginning they were undisciplined but at the same time curious and shy to ask some clarifications. But the more training sessions they were offered, the more they felt comfortable and they were more involved in the activities proposed because now they understood that it was a serious project and not only a game – even if the activities were enjoyable. They discovered new methods of trainings that will help them to improve themselves not only as players but also as a team and at personal level.

4.3.4.4 Challenges in the piloting

At the beginning of the piloting, CESIE wanted to work with a football team called “Amalipé” which is an intercultural team consisting of Roma people and young Italian players from a disadvantaged area of Palermo (Zen). Unfortunately a lot of internal problems between the different communities in the team came up, so the coach decided to stop the activities for this season and restart the “Amalipé” project the next year with a new educative approach and a new plan. The coach of the Amalipé project participated in the HATTRICK Coach Course.

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4.3.5 France

4.3.5.1 General information on the piloting course

The fact that one of the French HATRICK project members is the sporting director of the Pelissanne football club and member of the Technical Commission of Football Provence District, facilitated the link between official bodies and the promotion of the HATRICK project in the region.

Finally, three institutions have been involved in the French piloting of HATRICK:

1. Pelissanne football club
2. Septèmes: A social centre in the suburbs of Marseille which is partner in another project for integration through football
3. ADREP: In addition to the work with football clubs, the French HATRICK project team conducted HATRICK activities with an informal football team of ADREP learners.

FootbaLLL Coach Course – COACHES	
Period of delivery/Dates for the Coach course	10/2010–01/2011
Number of coaches engaged	3
Number of drop-outs	1
Reasons for drop-out	Professional Constraints
Average duration of course	2–3 hours
Total number of training sessions	10 sessions of 1 hour + 4 additional interviews of 1 hour (coaching)
Staff from education provider involved	1
Football club staff involved	2 trainers (Pélissanne) + 2 trainers (Septèmes)
Further crucial information	–

FootbaLLL Workshop – PLAYERS	
Period of delivery/Dates for FootbaLLL Workshop	11/2010–03/2011
Number of players engaged	46
Number of drop-outs	4
Reasons for drop-out	Priorities championship Parents deprive their children of football activities when they have bad school results.
Average duration of course	1–2 hours/training session
Total number of training sessions	13 (Pelissanne) 4 (Septèmes) 4 (ADREP)
Staff from education provider involved	1 trainer
Football club staff involved	2 coaches (Pélissanne) + 2 coaches (Septèmes)
Further crucial information	–

For the HATRICK Coach Course only two football coaches of the teams U17 and U15 agreed to take part. One coach had quit the course because of professional constraints.

The players from the Pelissanne and the Septèmes team involved in the HATRICK Football Workshops were 17 years old. Both teams were of mixed cultures – including players with their origin in Algeria, Morocco, Congo, Italy, Laos, Portugal, the Comoros and Senegal. The players from the informal ADREP football team were at a higher age (18–25), 4 of the players were not French citizens, the majority of the players have African/north African roots.

4.3.5.2 Methodology to work with the group

In the work with the football clubs in relation to the football coaches, games and activities from the HATRICK FootbaLLL Workshops were chosen corresponding to the topics in the contents of regular training courses. In ADREP the HATRICK



Figure 11: French piloting team

exercises were integrated in the regular teaching activities – e. g. the morning session started with a HATTRICK activity. Teachers chose exercises to carry them out with the group of learners, then doing a reflection round, comparing traditional lessons with those including HATTRICK games and exercises as well as transferring the content to job-related settings.

To maintain the motivation and attention of players it was important to have a high number of football related and playful elements in the practical training. To give a precise objective to be reached in an activity also increased the motivation of players.

In the work with the football coaches it has to be pointed out, that the French coaches made use of the offer of individual coaching (as a part of the coach qualification concept), stating after the 3rd HATTRICK training session. The main motivation of the football coaches was the acquisition of new training contents to support the development of their teams. They were also very interested to learn from the experiences of the piloting in other countries.

4.3.5.3 Achievements

The link between HATTRICK exercises with exercises of the regular football training, the enthusiastic way of the demonstration through trainers/ adult educators had a strong implication on the football players. The group dynamic during the whole piloting phase was very good, one main result was the better knowledge of each other in the team and seeing diversity of cultures as enrichment.

4.3.5.4 Challenges in the piloting

One external factor that influenced HATTRICK training activities and caused some slight problems, were weather conditions (most training activities have been carried out during winter months).

Players sometimes struggled with the real understanding of the HATTRICK aims and some of the players had problems to realise the objective of the project. From time to time the duration of training session was too long – that could be noticed in a lack of concentration among players.



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4.3.6 Bulgaria

4.3.6.1 General information on the piloting course

For the piloting phase in Bulgaria, two institutions have been targeted:

1. National Sports Academy, Sofia

The Coaches faculty prepares specialists with higher education in the subject of sports. The graduates receive the professional qualification “coach of kind of sport”, which gives them the right to carry out training and methodical activities.

2. CSKA Youth Football Club

FootbaLLL Coach Course – COACHES	
Period of delivery	03/2011 – since two institutions have been involved, there have been separate training dates
Number of coaches engaged	12 (NSA) 11 (CSKA)
Number of drop-outs	–
Reasons for drop-out	–
Average duration of course	4 + 12 hours
Total number of training sessions	2 + 8
Staff from education provider involved	3
Football club staff involved	3 NSA + 3 CSKA
Further crucial information	–



FootbaLLL Workshop – PLAYERS	
Period of delivery	03–04/2011
Number of players engaged	133
Number of drop-outs	–
Reasons for drop-out	–
Average duration of course	12 hours
Total number of training sessions	8
Staff from education provider involved	3
Football club staff involved	4
Further crucial information	–

For the composition of the participants in the Bulgarian HATTRICK Coach Course it is remarkable that a lot of persons out of the teaching and management staff took part – e.g. the dean of the coaches Faculty of the NSA, professors in teaching sports management (NSA), as well as the director of CSKA Youth club. Two coaches have been especially selected for the piloting as they have migrant background, coming from former Yugoslavia.

In the HATTRICK FootbaLLL Workshops 133 players from 6 age groups have been involved – reaching from 14 years to 19 years, so that the age group of the HATTRICK project was perfectly reached. There are not many migrant-origin players in the youth club and also the number of disadvantaged youths is also not very high. This is mainly because of the club policy to require young players to do well at school as well and the policy school drop-outs not to be accepted.

4.3.6.2 Methodology to work with the group

Since a high number of experts in sports education have been involved in the Bulgarian piloting, it was essential to provide them the HATTRICK material to get their feedback on the concept and developed material. Especially in the training session with



Figure 12: 133 players from 6 age groups participated in Bulgaria

participants of the National Sports Academy the reflection of the HATTRICK material and the possibility to include HATTRICK methodology in the regular educational programme was a main point of discussion.

In the work with players and coaches from the CSKA Youth club all planned tasks could be completed. Important techniques to motivate and maintain the attention – especially from the players – was the use of jokes, visuals and cartoons. Motivation in practical activities and games could be increased by offering them in the form of a contest or competition.

In working with the coaches it was noticeable that one can find higher motivation among younger coaches and coaches of higher educational background.

4.3.6.3 Achievements

Especially after working with the football coaches and sports educators, involved in the coach course, proper feedback regarding the HATTRICK material was collected. The toolkit was seen as useful and applicable and coaches showed interest in the inclusion of the HATTRICK materials in the regular training programmes.

Since the HATTRICK materials were seen as a positive transfer of know-how, the National Sports Academy (NSA) will discuss about an optional inclusion of HATTRICK in their courses.

4.3.6.4 Challenges in the piloting

Before the concrete piloting could be organised, some challenges had to be faced, like limited time resources of coaches which offered only short time slots for the piloting activities. Changes in the management of CSKA Sofia also prolonged the planning process so that the piloting started very late.

During the piloting the main challenge was the bad weather which made it partly impossible to carry out outdoor activities. Sometimes difficulties came up due to the fact that the group of coaches showed differences in educational and cultural background, so that the amount of motivation and engagement was different. Especially coaches of the older generation were more sceptical about additional material and activities offered during the HATTRICK course.



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4.3.7 United Kingdom

4.3.7.1 General information on the piloting course

At the beginning of the HATTRICK project a cooperation with the club Doncaster Rovers FC was planned, but due to time constraints with the club they decided to act in a consultation role, while the main piloting was carried out with the NEETS (Not in Education, Employment or Training) students at Doncaster Further Education College.

FootbaLLL Coaches Courses – COACHES	
Period of delivery/Dates for the Coach Course	15/12/10
Number of coaches engaged	2
Number of drop-outs	0
Reasons for drop-out	0
Average duration of course	1 day
Total number of training sessions	2 (am/pm)
Staff from education provider involved	2
Football club staff involved	DRFC acted as consultants
Further crucial information	—

FootbaLLL Workshop – PLAYERS	
Period of delivery/Dates for FootbaLLL Workshop	5 Weeks 01–02/2011
Number of players engaged	8
Number of drop-outs	0
Reasons for drop-out	0
Average duration of course	4–6 hours per day
Total number of training sessions	5
Staff from education provider involved	2
Football club staff involved	DRFC acted as consultants
Further crucial information	—

Both coaches involved in the HATTRICK coach course are teachers on the NEETS programme at Doncaster College. They integrated this course with the HATTRICK project pilot.

The NEETS students are aged 16–18 years and come from social disadvantaged areas. This programme is designed for youngsters who are not sure what they want to do next and would like to re engage with education and/or employment

4.3.7.2 Methodology to work with the group

In both training courses – for coaches and players – a variety of teaching methods was used. Especially in the work with the students it was necessary to offer variety.

Theoretical input was backed up by practical sessions using relevant and current examples to promote applied learning. For example YouTube clips were very suitable and relevant to the group – using popular culture examples. Tournaments at the end acted as a carrot for constant motivation during the FootbaLLL workshops.



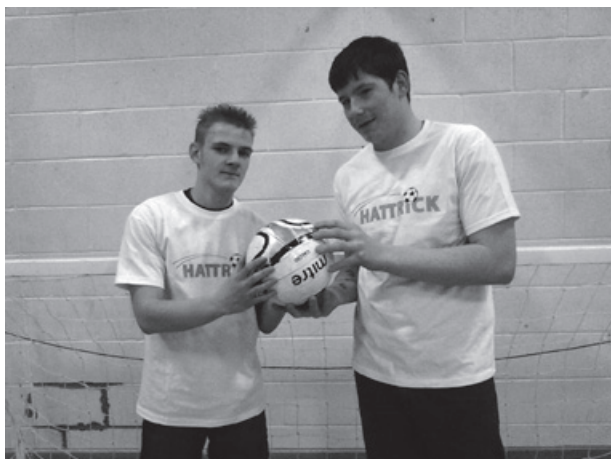


Figure 13: HATTRICK improved group cohesion (piloting UK)

4.3.7.3 Achievements

Pupils rose as leaders within the group following the leadership modules – this was seen as very positive. Also the willingness, effort and dedication of students to participate were seen as very positive by the staff. The fact that it was football helped. Coaches felt that learning took place at all times, again due to football being the vehicle for this learning. One main achievement was the improving group cohesion which developed during the course – the students didn't initially know each other – all became friends after.

4.3.7.4 Challenges in the piloting

Money for facilities was a problem as on site facilities were booked up during the session times.

4.4 Distinctive results of the HATTRICK evaluation of pilot trainings

4.4.1 Evaluation strategy

The various partners, involved in the HATTRICK project, working in different contexts make the evaluation process complex: Adult educators, football coaches and football player's act together in different situations and partly in various roles. So an evaluation strategy was crucial and to make clear who evaluates whom, an "evaluation cascade" was developed.

The figure shows how the different parties correlate:

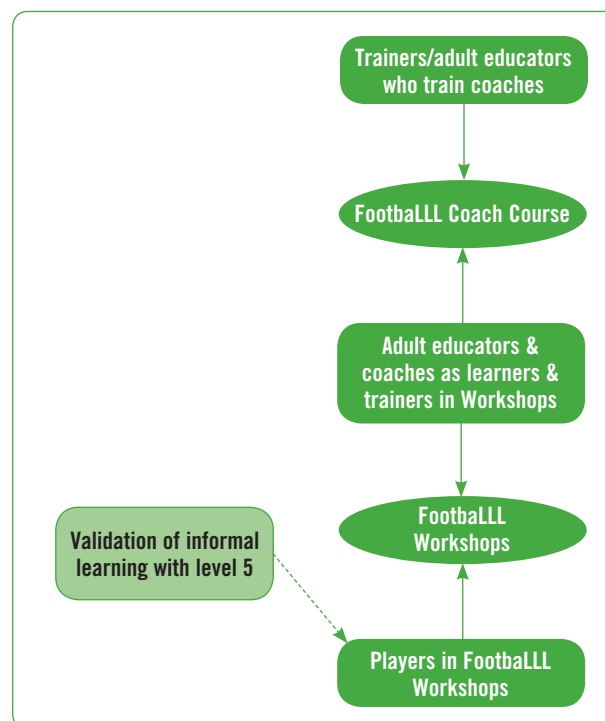


Figure 14: Evaluation cascade

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The adult educators evaluate the FootbaLLL Coach Course which at the same time is evaluated by the football coaches in their role as participants.

The football coaches also evaluate the FootbaLLL Workshops in their role of being a leader during training. At the same time the workshop is evaluated by the football players.

The HATRICK toolkit for the FootbaLLL Workshop⁸ as was introduced during the FootbaLLL Coach Course and was evaluated by the football coaches.

The evaluation should give answers to following (main-)questions:

- Did HATRICK draw the right conclusions from the needs-analysis and offer the right topics for the football clubs and coaches?
- Can the football coaches learn from other coaches, HATRICK and vice versa?
- Is the toolkit a useful resource for football coaches?
- Do the football players like the activities and does it have an impact on lifelong learning?
- Can players transfer their experience to their professional life?

4.4.2 Realisation of evaluation

Having the several aspects of the evaluation process clear, it had to be decided, to choose the right and fitting evaluation tools, so that a constant data flow over the whole period of the piloting could be guaranteed.

The part of the adult educator was in most cases taken over by HATRICK project members so professionalism and the under-

⁸ The toolkit includes all practical exercises and activities for the HATRICK FootbaLLL Workshops.

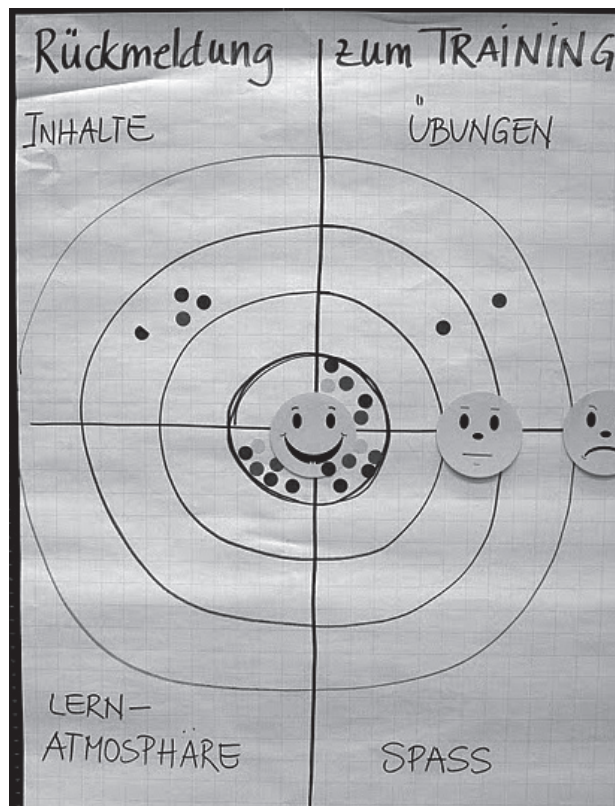


Figure 15: Bulls Eye – Feedback after a FootbaLLL Workshop (AT)

standing of the need of evaluation were given. In that case it was decided to let the trainer/adult educator write a trainings-diary.

The football coaches were very busy. They had to do regular work, and spent their free time with their football teams training and going to matches. Only the most ambitious football coaches participated in the HATRICK FootbaLLL Coach Course and they had to get a handy tool, so it was decided to provide surveys they completed after every course and after every workshop.

Additional experiences that were made during the last FootbaLLL Workshop were discussed during the Coach Course.

One basic idea of HATTRICK was to let the young football players have fun. They come to football training because they want to play football, maybe even escape from school and not because they like filling out time consuming questionnaires. Observations should be made without giving them the feeling that they were assessed in some way. The adult educators wrote down their observations in a survey. Sometimes they made occasional rather informal and short interviews with the players. If trainers/adult educators were not sure about their perception, the responsible project partner advised to use tools like the bull's eye. Here the players give feedback of their opinion by their position in the middle circle of the pitch: in the centre is best, at the edge is worst.

As the football coaches had worked with the toolkit, so that aspect was evaluated, too.

4.4.3 Evaluation-Kit

A manual was developed for all the different forms and surveys. It basically was one sheet with short introductions to every tool which described in which situations it had to be used. By hyperlinks the needed tool could be selected. This was called the Evaluation-Kit. Content of the **Evaluation-Kit**:

- Adult educator's trainings diary
- FootbaLLL Coaches as Learners survey
- FootbaLLL Toolkit survey
- FootbaLLL Coaches as Co-Trainers in WS survey
- Players in FootbaLLL Workshops Evaluation informal

4.4.4 Evaluation's perspective

It was part of the evaluation strategy to include two perspectives, the internal and the external evaluator's view.

4.4.5 Main evaluation results

HATTRICK has collected a vast amount of qualitative information and results by the trainer's diaries, trainer's observations and the interviews. The evaluators collected a vast amount of qualitative information and tangible quantitative results will be provided for the evaluation report. Here are some main results of the evaluation from the HATTRICK piloting which can be pointed out:

The HATTRICK concept is highly flexible

In some cases the pilots were carried out in a one-day workshop, while in other cases the workshops were an additional unit of the usual football training routine. This shows the flexibility of the HATTRICK concept and that the tool-kit can be a valuable help for trainers to train certain aspects in a way that fits their needs. Of course every coach is allowed to vary tools and exercises: The tool-kit is made for supporting them.

HATTRICK Toolkit is useful for football coaches and HATTRICK Workshops are liked by football players

In every piloting the players liked the activities and the exercises, and the football coaches rated the toolkit and the concept of the Coach Course as useful. E.g. Italian football coaches reported that the motivation and participation during the workshop was very high. Summarising all surveys it was seen that everyone found at least several aspects very useful.

Informal Learning is most suitable

One basic idea of HATTRICK was to provide social skills and values of football by informal learning. That means to let youngsters do what they like most when going to their football training: playing football. A school-like atmosphere should have been avoided and also situations where the participants could have the impression of being assessed. Football coaches from the Netherlands

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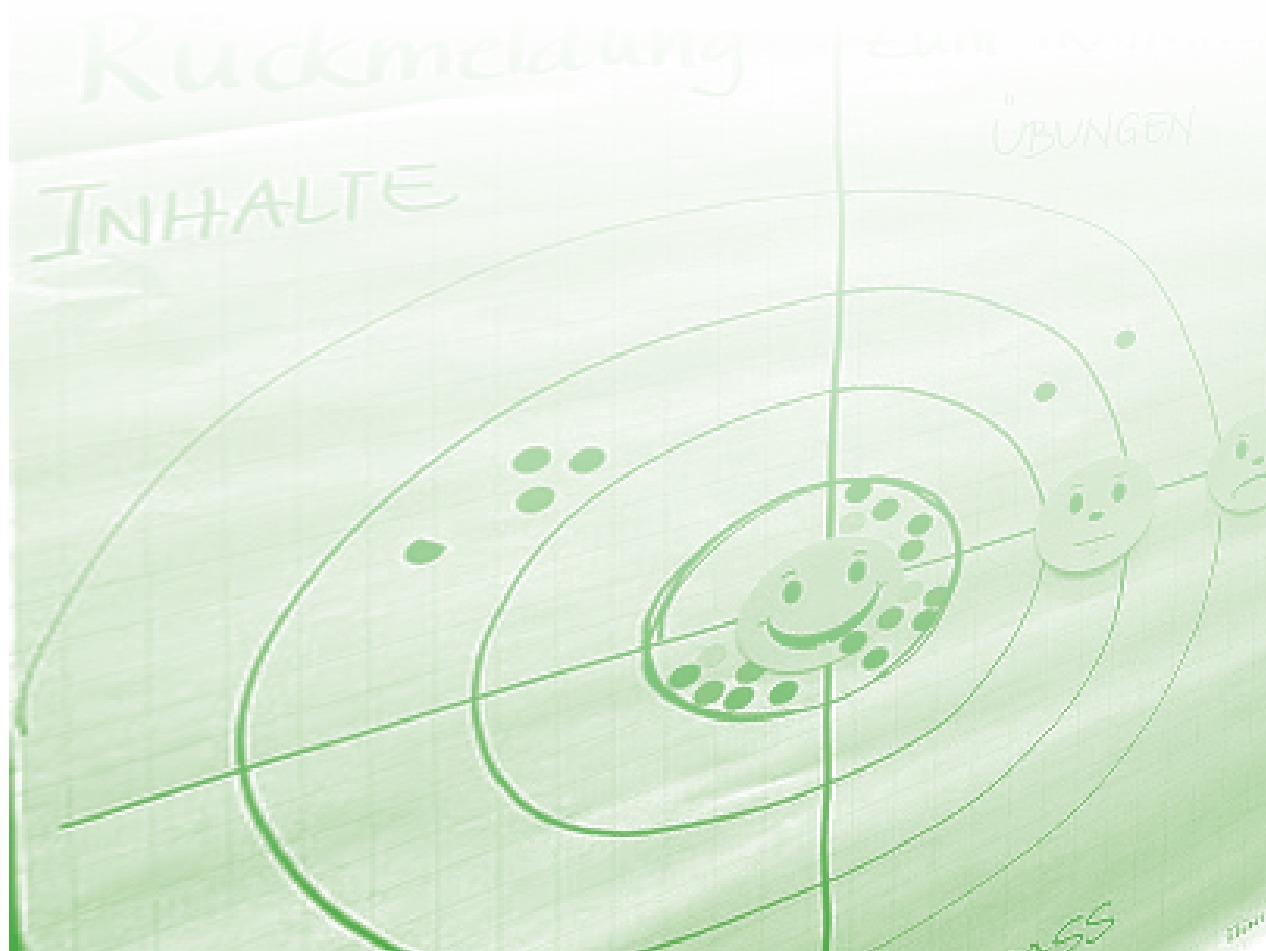
reported that it was difficult to keep the players attention to the more theoretical situations that occurred.

Every group is different

When collecting results and reports of different teams and nations, there was one aspect that was obvious: The diversity of the football teams and their training situations. The setting and situation changes significantly with the participants' age and their (inter)cultural background. Even this fact is a pro for the open-minded and flexible HATTRICK toolkit.

Integration versus assimilation

More or less every HATTRICK project partner experienced the integrative benefit of HATTRICK on several levels. The toolkit for the FootbaLLL Workshops was developed and the Coach Course was performed on a cooperative way together with functionaries, adult educators, trainers and coaches. Everyone was a part of the project and especially of the piloting. Feedback of the experienced practitioners was a crucial part during the development. So the project worked in the same integrative and cooperative way as the workshops. It is primarily meant for the whole team. Ideally HATTRICK provides the long-term effect, that the lessons learned are transferred to the professional life of the individual.



5. Recommendations for the further development and working with the HATTRICK training concept in football

After initial difficulties in the starting phase and overcoming the obstacle to convince football clubs to take part in the project, the final resume after the piloting was very positive. Not only coaches and players have been convinced of the benefit of the HATTRICK approach, also other target groups and stakeholders, like club managers, managers from other sports organisations or associations have showed high interest in the HATTRICK idea. For this reason the authors of this brochure want to provide some recommendations for adult and sports educators who want to implement the HATTRICK training programme in a football club or further education programmes for football coaches:

5.1 Organisational aspects

Working with a training programme like HATTRICK means to work with new training activities, using new training methods, following new procedures in working with young players.

- A small needs analysis in the club you want to work with is useful. Introduce the HATTRICK programme to players and coaches and ask them about what topics they want to focus on.
- The management of the football club has to be convinced of the idea and the benefits of the HATTRICK qualification.
- The first step in cooperating with a football club is the offer of comprehensive information about the HATTRICK approach and the focus on the benefits for all target groups involved in the training activities.
- In the cooperation with a football club it turned out to be very useful to have a sports organisation or association as an official project partner.
- In the cooperation with a football clubs special frame conditions have to be taken into consideration. One important aspect, as mentioned before, is time. The first intention of delivering HATTRICK in 16–20 sessions turned out to be very ambitious. The project team realised this right after the first interviews in the needs analysis. But it is not only the time resources of coaches and players – often also limited training facilities have to be regarded. So it is important to show flexibility in the planning of sessions.
- It can be useful to involve the parents in the information process – especially when it is planned to work with younger players.
- The main target group of HATTRICK can only be addressed from “inside” the football club. Beginning with the aim to reach young male migrant or social disadvantaged football players the experience in the HATTRICK piloting was, that this is still a hard to reach group – even in the football clubs. Before it is possible to work with the players it is essential to reach and to convince the coaches.
- The **key part** to work in this way is the **role of the coach**. As long as the coach is not 100 % convinced of the HATTRICK project, there is no chance to transport training content to the players.
- Regarding the age of the target group, the authors experienced that it can be useful to start working with younger target groups because they are more open minded towards new activities. So it is easier to be involved in further education activities currently during their personal development.
- In both designs for HATTRICK FootballLL Workshops and HATTRICK Coach Course the authors listed conditions for successful training sessions. There is one aspect, which was stressed very often and it also turned out to be a main factor during the piloting – therefore we want to underline it again: Practice oriented activities and exercises are the core of the HATTRICK programme. To transfer education in the context of

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football there has to be clear link to the game. This is what was most appreciated by players and coaches who participated in the training and this is what makes HATTRICK a qualification programme with a high innovative character.

5.2 Aspects for competence development

- HATTRICK wants to develop transversal competences by using football as means of transport for educational content. It is clear that developing such competences can not happen within a four-hour workshop. One-day training events or workshops with coaches and players turned out to be useful in the piloting phase to introduce the training method, to make participants familiar with exercises and new activities. In the long run best results can be achieved in offering HATTRICK activities for players constantly in more training sessions, ideally integrating them in the regular football training.
- The implementation of the HATTRICK programme starts not only with the motivation of the coaches but also with their qualification to work with the HATTRICK programme. In the HATTRICK Coach Course football trainers develop additional competences, how to support their players in their personal development – as an additional task to their regular work of football training. Coaches get used to working with the HATTRICK Toolkit and training materials for the FootballLL Workshops.
- Coaches exchanged experiences and shared them. It was mentioned by coaches that they enjoyed the exchange and discussion with their colleagues and the moderation by a trainer from outside. It was also a fruitful time for them to get to know each other better. Usually the time they share together is used for organisational aspects or the content of training. They usually don't have time for e.g. teambuilding within their coach team.
- The HATTRICK content can be easily integrated in current training activities in the long run, so that no additional training sessions are necessary. The coaches are able to conduct HATTRICK training sessions with their teams on their own.

5.3 Future aspects in the work with HATTRICK

One of the main advantages of the developed material is the **great flexibility** of the whole HATTRICK concept: In some cases the pilots were carried out in a day workshop, in other cases the workshops were additional units of the usual football training routine. It took place in different countries with different teams and team members with various cultural and educational backgrounds.

Some of the HATTRICK partners used the piloting phase to test HATTRICK not only in the football clubs, but also integrated the HATTRICK activities in social work or in educational work with social disadvantaged students⁹. The positive feedback and results show that the qualification concept of HATTRICK does not only fit in a football club structure, but can also be used in other educational contexts.

Apart from this a lot of activities in HATTRICK can be adopted to other team sports like basketball or volleyball. And why not think about working with girls as well?

⁹ e.g. Doncaster Colleges worked with NEETS students, see 4.3.7.

