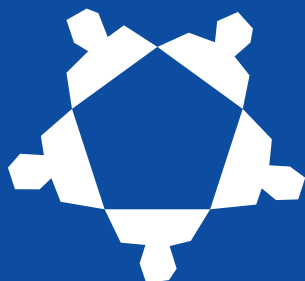




Lifelong
Learning
Programme

Project Period
August 2013
August 2015



EUROPEAN STREETSOCCER COACH

indices

retningslinje podręcznik

code de pratique smernica

εγχειρίδιο **guideline** irányelv riktlinje

Leitfaden richtlijn směrnice

racoka diretriz orientare

orientamento smjernica

línea de guiar



BELGIAN COURAGE
ABOVE ALL
HOMELESS CUP
1+1 HOME



HOMELESSFA
EVERYTHING TO PLAY FOR



INITIATIVE
Goal
ein Projekt der Caritas



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1 - Introduction

Since the first Homeless World Cup in 2003 a number of national and local street soccer projects have been developed all over Europe, offering sports-related activities to people who are experiencing social exclusion and/or are living under the poverty line. Participants may have experienced homelessness, others may be streetpaper vendors and/or people attending drug rehabilitation programs. Some countries may be working with refugees / asylum seekers and/or Roma while others may be supporting youngsters / runaways or former prisoners in their quest to reintegrate into society.

In many countries a structured street soccer project was accompanied by scientific research on the effects on participants and include specialised training session which take into account the special needs of the target groups.

The knowledge and experience accumulated by individuals projects - are now shared by all within a network, and are incorporated into a complete guideline in order to serve as a platform for a systematical coach's training manual.

The Partners

The participating partners - who were part of this Life Long Learning Program - are (in alphabetic order of countries):

Austria: **Caritas der Dioezese Graz-Seckau / Initiative Goal**

www.initiative-goal.at

email: t.jaeger@caritas-steiermark.at

Belgium: **Belgian Homeless Cup**

www.belgianhomelesscup.be

email: info@belgianhomelesscup.be

Denmark: **OMBOLD**

www.ombold.dk

email: ombold@ombold.dk

Germany: **Anstoß! Bundesvereinig. f. soz. Integration durch Sport e.V.**

www.sozialsport.de

email: info@sozialsport.de

Greece: **Diogenis MKO / Shedia**

www.shedia.gr

email: info@shedia.gr

Hungary: **Oltalom Sportegyesület**

www.utcaifoci.hu

email: info@utcaifoci.hu

Netherlands: **Stichting Life Goals**

www.stichtinglifegoals.nl

email: info@stichtinglifegoals.nl

Poland: **Stowarzyszenie „Reprezentacja Polski Bezdomnych“**

www.mp-pilkauliczna.pl

email: reprezentacja.bezdomnych@gmail.com

Switzerland: **Surprise Strassensport / Verein Surprise**

www.strassensport.ch

email: info@vereinsurprise.ch

United Kingdom: **Homeless FA**

www.homelessfa.org

email: info@homelessfa.org



Workshops and conferences

Over a period of two years, 9 workshops including 3 conferences were organised:

16th of August 2013 Poznan, Poland
Start conference

05 – 08 November 2013 Manchester, United Kingdom
Focus/workshop: Harnessing the power of professional football

10 – 13 March 2014 Copenhagen, Denmark
Focus/workshop: Women street-soccer activities

24 – 27 July 2014 Budapest, Hungary
Focus/workshop: Fair Play Football with special rules

10 – 13 September Amsterdam, Netherlands
Focus/workshop: Sportcoach, Career Cup, tournament, conference

22 – 24 February 2015 Graz, Austria
Focus/workshop: Diversity training sessions, team sport & courage

26 – 29 March 2015 Basel, Switzerland
Focus/workshop: Referee-course, sports hall, training sessions

25 – 27 May 2015 Brussels, Belgium
Focus/workshop: participation and ownership + tournament

25 – 27 June 2015 Berlin, Germany
Focus/workshop: Tournament + final conference + monitoring



**EUROPEAN
STREETSOCCER**
COACH



Our workshops and conferences during the Learning Partnership

The Purpose

The European Street Soccer Coach is a training and qualification guideline as it can be used as a football curriculum for socially marginalised participants.

What binds the different type of players together is that most of them are in contact with social institutions, living in hostels or shelters.

Sport can provide a different and interesting access to learning and qualification. Participants may find coaching as a chance to assume a responsible and active role in a group.

The main challenges that participants are faced with are:

abuse and addiction of drugs and alcohol and gambling
homelessness
mental illness
social isolation
domestic violence and abuse
poverty

The success of street-soccer-related activities depends on well educated coaches, who are able to guide and motivate their teams through well chosen methods.

We also aim at supporting relevant research, and the monitoring and evaluation of homeless football initiatives. Data and information that explain how and why things work are crucial as we seek to explore new opportunities and to improve our programs.



The guideline puts focus on the coaching of heterogeneous training groups, which are explicitly different from homogenous training groups in football clubs. It shall encourage the homelessness sector to utilise the power of football, and empower the sporting world to recognise football's potential to support the most vulnerable members of society. This includes education about the complex needs and challenges facing people experiencing homelessness.

Who can take part?

First of all, the beneficiaries of the training sessions are not necessarily skilled -or even semi-skilled, footballers. What they should all have in common is their mindset and the desire to become active members of a street soccer project.

The „European Street Soccer Coach“ is also directed to social-workers, who can use it as an advanced training tool. It is accessible to all members of the target group, regardless of their soccer skills or their physical condition, so that it promotes the participation of elderly people, as well to make a motivating offer to women.

In general everyone is welcome in street soccer activities as long as they are willing to follow „the rules“ - which in particular means: kind behaviour and no violence!

Here are a few questions that can't be answered generally, but should be discussed and adapted to your programs:

- Is there a tolerance for players coming to training
 - under influence of alcohol?
 - under the influence of drugs?
- Do you offer mixed training or do you separate male and female training?

- If there is limited space for participants, how do you select?
 - the player which needs the particular program the most?
 - the one who is lowest educated?
 - who fits the program and can benefit the best?
 - who shows the biggest engagement?
 - etc.

During the workshop in Copenhagen/Denmark, all participants agreed, that there should be no selections that consider football skills for taking part in the programs/trainings.

***Sport is a human right for all individuals
regardless of race, social class and gender.
That's what we want to support and realise, together.***

How can this guideline be used?

Take what you need! The following chapters will explain why we do what we do and include suggestions how to embed fairplay and how to involve your target groups, how to provide more participation and ownership as you will find tools how to offer training sessions, workshops, matches and tournaments.

A coach, assistant coach or social worker - everyone can choose the things he or she needs from this collection of ideas, experiences and suggestions. They can be used as a „model kit“ - depending on the daily, social or environmental needs.

In the end you find a draft for a qualification introduced. It includes all good practices we have shared and can be used as an inspiration and guideline for street soccer coach education.

An ongoing and regular exchange shall ensure that new ideas and results of research will be shared among the network partners and that the guideline will be kept up to date for the public on our website:

www.europeanstreetsoccer.org

The Success

Why taking part in street soccer?

Participants are often held back by critical life events in a lifeworldly imbalance. Critical events can have many causes (e.g. divorce, loss of job, loss of family members). According to a model for the analysis of critical life events, the interpretation and management of events in life are influenced by distal and proximal factors of one's life history. With poor strategies and resources, these life events can „cause loss of capacity and lead to a life crisis“ (Filipp & Aymanns, 2010, p. 13).

The access to regular qualifications is a hurdle that most of our participants can't overcome and we want to offer an easier access in a field of our participants interest. We use football to provide everyone experiencing homelessness the empowering opportunities

to develop their skills and abilities,
 gain self-respect and confidence,
 develop new strategies and resources,
 improve the physical performance,
 physical and mental activation,
 improve the health,
 practicing practical skills,
 build confidence in the own abilities,
 positive experiences through participation
 and ultimately positively transform his or her life.

So, our answer is: ***Football can become a positive tool for change
 - but participation and activation come before the score!***



The objectives | Copenhagen, Denmark

We asked every participant and partner/country to list their primary and secondary objectives to get a clearer picture of the main objectives for working with street soccer. Below you can see the words put into a model. The larger the word the more participants suggested this particular objective as an important objective for their work. However a large word does not necessarily mean that every partner attributes the most value to that particular objective. It is also interesting to see how SPORT as an objective is given most value as a secondary objective.

Primary objectives of street soccer:



Secondary objectives of street soccer:



One conclusion after the workshop in Copenhagen was:

When street soccer is used as a social tool to help participants help themselves (= empowerment), the intrinsic values of playing football

- having fun
- being part of a team
- playing
- being active
- and exhausted

should always be part of the activities.

Some general information about the participants:

Regarding the national teams, all countries work with the Homeless World Cup's definition of participants. Following are the selection criteria for Homeless World Cup participation:

- Players have been homeless at some point during the last year, in accordance with the national definition of homelessness.
- Players make their main living income as street paper vendor.
- They are asylum seekers currently without positive asylum status or who were previously and recently (past years) asylum seekers.
- Players are currently in drug or alcohol rehabilitation and also have been homeless at some point in the past two years.

Some partners work with different profiles of socially disadvantaged people, depending on drop-in sessions, local program and national needs, so they might have a wider range of selection criteria.

The following chapters will present ideas, experiences and suggestions that can be used for sessions, trainings, matches and tournaments - as well as for educational and qualification purposes when working with heterogenous groups.

An abstract geometric pattern composed of numerous overlapping triangles of varying sizes and orientations. The triangles are rendered in a grayscale palette, with some appearing as solid dark gray, others as lighter gray, and many as white with thin gray outlines. The composition is dense and layered, creating a sense of depth and movement. The overall effect is a complex, non-representational design that changes as the viewer's perspective shifts.

Fair Play, Sport for All and Participation

This chapter focuses on fair play and on how to include members of our target group that some countries involve easily and others can't reach yet. We share ideas and experiences to give inspiration, motivation, tools and concrete actions to get a broader target group involved.

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'Sport is a social and cultural activity which, practiced fairly, enriches society and the friendship between nations. Sport is also recognized as an individual activity which, played fairly, offers the opportunity for self-knowledge, self-expression and fulfillment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement and responsibility in society with its wide range of clubs and leaders working voluntarily.
(Code of Sports Ethics, Council of Europe)

*We should lead by example - it's not what we say,
but how we interact with our pupils and the way
in which we resolve conflicts that gives us credibility.*
(Swiss and German Olympic Association)

'Fair play incorporates the concepts of friendship, respect for others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving.'
(Code of Sport Ethics, Council of Europe)

'Fair play gives sport the character of beauty. Fair play is a common language, the cement of sports that is capable of gathering together the whole sports world. There are many champions, but the champion of champions is the one who trains, competes and lives in the spirit of fair play.'
(Jenő Kamuti, President of the International Committee for Fair Play)

*„Fair play is much more than
playing to the rules of the game.“*

(Extract from the „Declaration of the
International Fair Play Committee“)

11 rules for fair games

Before the game

1. Decide that you are going to play fair and not intentionally injure anyone!
2. Exchange a few friendly words with your opponents and ask them for their names!
3. Look forward to the game rather than the victory!
4. Form a circle and emphasize the following:
We are a team and the others are just sporting opponents!

During the game

5. Stick to the rules and follow the instructions of the referee!
6. Stay relaxed, even if you are being provoked by others!
7. Ignore supporters that are calling for you to go in harder!
8. If things go wrong or you're facing defeat, always bear in mind that football is only a game!
9. Treat all players on the pitch the same - if they speak a different language, are of different color or of different nationality ...!

After the game

10. Enjoy winning, but don't mock the other team!
Congratulate the winning team!
11. Express your gratitude to your fellow players for the game even if things went wrong!

(Source: Institute for Peace Education Tübingen e.V.)

The football3 (F3) method – developed by the streetfootballworld network members - values fair play and assertive behavior on the pitch a lot. To foster a game of equality and cooperation, pre- and post-match discussions are the most important extras comparing to an everyday football match.

One thing is missing though: the referee. On F3 matches we don't have referees, we have mediators (aka. teamers), who mediate the discussions and help players on the way, with as less intervention (even zero) as possible.

Fair Play Football World Championship

To create an exciting, real life environment where the newly trained mediators can practice and further develop their knowledge.

Players on the other hand had several opportunities to play football with various teams, in mixed/international teams, and experience the F3 method and how it effects their games.

During the workshops we discussed the problems of F3 based on the experiences, and created supporting documents for observation and preparation for the mediators (see following pages).

Fair Play Football F3

The scene is familiar: a football, a pitch, two goals, two teams. But the rules, the teams, and the way the game is regulated are all slightly different; it takes more than a great shot to be a success. Before you get onto the pitch, here's what you need to know.

Dialogue and the 'three halves' approach

The key to Fair Play Football (F3) is dialogue. Through dialogue, players connect in a relationship of respect and mutual understanding.

They also gain self-confidence and a sense of responsibility.

Therefore, f3 incorporates three 'halves': a pre-game discussion, a football match, and a post-game discussion. A sanctioned space is set aside for dialogue, which is a part of the game itself and not an add-on. The topics for discussion vary according to the organisation and the players' needs, and range from agreeing on special rules to addressing relevant social issues such as citizenship, discrimination or health.

Mediators

In order to further encourage dialogue amongst players, there is no referee and whistle in football3. Players themselves call fouls by raising their hands, and disputes are resolved without appeal to a higher authority.

Mediators are important in helping players in this process. Rather than interfering in the match, they play a more passive role: unbiased observer. They are trained to conduct, facilitate and mediate in discussions in order to empower players to come to mutually satisfactory, fair conclusions. Only rarely, in extreme situations, are mediators called upon to actually make decisions for the players.

Rules: Some examples

In many cases, players use their pre-match dialogue as a space for agreeing on the rules of the game, and then talk with each other about how well they respected their own rules in the post-match discussion. Some rules established by Oltalom Sport Association include:

- Play fair is a must – no fouls, no insults and respect for teammates and opponents alike.
- Points for fair play are awarded and count alongside goals to decide the overall winner.
- A specified number of males and females from each team must be on the pitch at all times.
- All players must shake hands at the end of the match.
- Players who commit a foul must help their opponents back up again

- Goals scored by girls may count double.
- No/flying/fixed goalkeepers (choose before the match).
- A girl must score a goal in order for any previous or subsequent goals to be counted (applies to mixed gender teams only).
- All players - in both teams - celebrate when one team scores a goal.

Football itself can help players gain important life skills, such as teamwork, physical fitness, fairness, respect and responsibility. The term 'football3' describes adaptations of the game that help to ensure that players can bring what they learn on the pitch into their daily lives by offering a space for development and dialogue as well as for sport.

Football3 brings key life lessons to the forefront—within the game itself. By adapting the rules of football whilst remaining true to the spirit of the sport, football3 taps into the world's passion for the beautiful game in order to teach players about respect, responsibility and fairness. Players have the opportunity to engage with each other in a protected space, experiencing directly what it means to show and receive respect for oneself and others. With time before and after the match set aside for dialogue, and with disputes regulated through discussion rather than penalties, football3 empowers players by helping them to develop emotionally as well as physically.

The effects

The implications of this approach are far-reaching. football3 not only can provide physical and social benefits for players, but, in bringing them together and highlighting the importance of dialogue, mutual respect and taking responsibility for one's own actions, it can also have a positive impact on issues that affect an entire community, such as violence and discrimination.

It is a long term approach that must be sustained to truly work. Participants cannot merely be shown how football3 principles can be used in everyday life and then be expected to change their behaviour; rather, they must become accustomed to thinking about and applying these principles.

A unique approach

Often used as an important tool in development programmes, football3 is unique in that it takes place within a football match. Other successful approaches to addressing development issues through football use the sport to draw participants into a development programme, or adapt football drills and use footballs to illustrate lessons about issues such as health or discrimination. Football3, however, was founded on the belief that the power of football itself is so strong, players can translate the life skills they learn through play into positive, empowered lives off the pitch as well.

How we can use it!

In Budapest / Hungary we tried this method, adjusted the existing F3 forms to our needs and created additional forms as a help and support for those who mediate the games.

In the next chapter „Collection of Material for practise“, you will find the game report, a mediation guide to Fair Play Football games, a guideline for the mediator and an extra sheet for the mediator to make it easier to note unfair behaviour during the game (pages 51-55).

your notes:



Women in street soccer Copenhagen, Denmark

Some partners/countries have as many women as men involved in their street soccer projects; others have almost 100% male participants.

During the workshop in Denmark the main focus was on how to get more women involved. We had a mixture of participating countries that had experience with women in street soccer, but also countries that did not have any experience with this specific target group.

What characterises women playing street soccer?

There are some basic differences between men and women when trying to motivate, recruit and retain male and female players in street soccer activities.

One of the main challenges is how to recruit and motivate women into getting involved. When talking to women, a lot of them have many excuses for not getting involved; they don't feel skilled enough, they are not fit enough, they have no experience with football and therefore don't want to take up room on a team, the men are much stronger etc. A lot of the arguments concern the physical demands and lack of skills.

The women who are participating in street soccer activities never mention the physical demands or skills as barriers once they are involved. They play (and keep playing) because it is fun and because it gives them a sense of belonging. Often, once women are involved in street soccer, they are easier to retain because street soccer provides them with an identity. Many women even express how they see their team as an extended family.

Competition

Another big difference between men and women is that men seem to be more attracted to the competitive nature of the game of football, therefore winning is a driving force for many of them.

Women do not get 'as motivated' by competition as they are by being given an opportunity to be part of a team and interact and connect with other players and to have FUN while playing. The socialization that takes place off the pitch is extremely important for women.

This difference is important to consider when planning a training session for women (or even a mixed team training session). That while men will get more involved in competitions in training, women need to feel part of the team.

Some countries at the workshop discovered that if the players weren't getting along off the pitch they couldn't function as a team on the pitch.

Differences in men vs. women - in street soccer

Men:	Women:
Easier to recruit	Difficult to recruit, but reinforce the identity of the team
Have experience in playing football	Lack football experience
Focus on pitch	Focus off pitch
Football primary reason for participating	Football secondary reason for participating
competitive	social
Likes level differences / competition	Need to feel homogeneous

The detailed list of differences can be found on our webpage <http://www.europeanstreetsoccer.org/documents/copenhagen/>

Experiences

For countries who had not yet started a female program some of the biggest obstacles were:

- Lack of resource (both staff and money)
- No experience on how to get project started (where to recruit, how to recruit, organize it, motivate women to come, how to retain women in a football project etc.)
- Difficulties in finding the right coach/person to start it
- Doubting that football is the right sport for women

These were all concerns that the countries who had started female programs could identify, however the driving force for these countries to get started was to give equal opportunities to men and women and a belief that women should benefit the same way as men from this; helping to improve/increase self-esteem, socialising, health, being part of a team, life skills and in general, helping them to improve the quality of their lives.

Sharing difficulties

A common difficulty in starting up street soccer for women was finding the potential players. It takes a lot of patience and support from partners. To get women involved there has to be a personal contact with the players which is why it is very important to work closely with partners such as shelters, hostels, half-way houses and other places where you will find women.

One country was advertising for their female program using a poster which featured David Beckham. Although this might work for the men (who know David Beckham as a great footballer and want to identify with him) it actually scared the women as they read the poster to be only for very skilled players and therefore not for them. Once the women are ready to play street soccer, be sure to keep a wide focus. When being used to having all male players where the focus is on the pitch and with players that respond to competition and pressure, it is difficult to remember that the female players often

respond differently. Countries found that training women with a sole focus on football, negative coaching and pressure is an absolutely no go and will scare women away.

Sharing success

To have a successful female team, the coach and positive coaching is VERY important. When building the team, the focus has to be broader than just football. This means that focusing on common experiences, being part of a team and friendships etc. These will all play a big role in building the team. To make the team a fun and secure place to be is also very important in order to retain the women in street soccer activities.

Other key aspects is to have **patience** and **persistence** at all times when working with women in street soccer. This means both in the motivational part, the recruitment part and the retaining part of setting up a female program.

Successful recruitment

Recruitment of women is one of the hardest tasks in getting started. A lot of different approaches have been tried throughout the European Partnership. The most successful ones have proven to be:

- Working with partners (shelters, hostels, schools etc.)
- Through other women
- Through social workers
- Using role models
- Inviting women to tournaments and other events, not only football
- Make it easy for the women to participate; training sessions close by, possibilities to join a team on tournament day in case they want to try it out etc.

Recommendations

The Copenhagen workshop came up with a list of recommendations to consider when having (or starting up) a women's program.

Harnessing the Power of Professional Football Manchester, England



Homeless FA Overview

The Homeless FA is the national homeless football association in England. It uses football to give everyone experiencing homelessness and social exclusion in England the empowering opportunity to develop their skills and abilities, gain self-respect and confidence, improve their health, and ultimately positively transform his or her life. They also support all programmes that use football as a means of improving the lives of people experiencing homelessness and social exclusion in England. Central to their work is the promotion of positive self-perception of their players, whilst challenging and changing negative public perceptions of people experiencing homelessness.

The Homeless FA sits at the intersection of the football and homelessness sectors. They provide value to organisations in both sectors, with a proven ability to engage and retain players through our various programmes.

The Homeless FA inspire and enable the football sector to recognise football's potential to support the most vulnerable members of society. They provide the football and wider sport sectors (professional football clubs, governing bodies, CSR initiatives) knowledge of, and access to, homelessness/social exclusion and other adjacent social services and individuals experiencing homelessness and social exclusion in their communities. This benefits football's CSR and community engagement strategies.

They also encourage the wider homelessness and social exclusion sector to recognise football as a way to support their clients, and provide opportunities to facilitate a positive transformation in the lives of their clients. The Homeless FA do this through the delivery of our various programmes and by sharing good practice and demonstrating evidenced impact. This benefits the sector's work to support people out of homelessness.

The primary ‘soft’ outcomes achieved through Homeless FA programmes are:

- Increased confidence and self-esteem
- Improved health and wellbeing (including physical and mental health)
- Improved organisational, interpersonal & leadership skills (foundation for increased employability)

The primary ‘hard’ outcome is increased achievement in education with all players receiving a level 1 Sports Leaders qualification upon completion of the Training Centre Programme.

The Homeless FA’s work can be broken down into four clear areas of activity.

1. Homeless FA Community
2. Team England and Training Centre Programmes
3. Research and Good Practice
4. Practical Resources

The Grundtvig Lifelong Learning Workshop in Manchester focused on the Training Centre Programme and how it is able to harness the power of professional football to positively transform the lives of people experiencing homelessness and social exclusion.

Homeless FA Training Centre Programme

The Homeless FA’s flagship Training Centre programme provides value to organisations in both the homelessness and football sectors, with a proven and unrivalled ability to engage and retain players. What follows is an overview of this programme as presented by the Homeless FA to European partners during the Manchester Grundtvig workshop.

Homeless FA Training Centres are 6-day programmes of activity run in partnership with professional football clubs. Clubs that have delivered our Training Centre Programme are:

- | | |
|---------------|----------------------------|
| • Arsenal | • Brighton and Hove Albion |
| • Aston Villa | • Bristol City |

- Derby County
- Everton
- Fulham
- Hull City
- Manchester City
- Manchester United
- Norwich City
- Southampton
- Sunderland
- West Bromwich Albion

All clubs are required to meet the following five Key Performance Indicators (KPIs):

1. A minimum retention rate of 65% at the end of the programme
2. Provision of a full delivery plan at least seven days in advance of their Training Centre start date
3. Full official training or playing kit provided in week one to all players
4. All delivery staff to be wearing club kit throughout the programme
5. Monitoring and evaluation to be completed and entered into Upshot at the end of each delivery day

As well as the inspirational experience of signing a contract and becoming a part of a professional football club, Training Centres include a programme of incentivised learning, using non-traditional learning methods, to deliver a leadership qualification to every participating player.

Applications to a Homeless FA Training Centre are open to all socially excluded individuals, though priority is given to those who have experienced homelessness in the last year and who have not previously attended a Homeless FA Training Centre.

Every Training Centre includes:

- An accredited Level One Sports Leaders UK qualification
- Street Football training provided by coaching staff from a professional football club and Homeless FA staff
- A VIP experience including full training kit and behind the scenes access at the club
- A certificate of participation from the football club
- A 'hero' portrait, taken in team kit

Training Centres are a great experience and opportunity for all players, regardless of football ability. The emphasis is on personal development, both

on and off the pitch. The Homeless FA support players to increase their self-confidence, self-esteem, and offer help to improve stress management, teach leadership and a range of other life skills.

The Homeless FA identify individuals who are intent on moving their lives forward and can benefit most from the opportunities using an application form that can be submitted online, by email, or by post. 30 players (with a target of 15 men and 15 women) per club are selected through a stringent and transparent application process. This process includes a criteria scoring system that is a combination of player need (around education, employment and training) and their understanding of the programme's objectives. They never select based on football ability and emphasise to anyone applying to the Training Centres that this is not a focus of their work.

Inspiration

The Homeless FA Training Centre Programme is designed to inspire every player to positively transform their life. Many players have very low self-esteem and it is integral that from the very first minute of the programme they feel a high level of inspiration, and this is primarily done by recreating the experience of signing for a professional club, along with several other tools including:

Contract signing: All players sign a code of conduct contract in a suitable location (e.g. media lounge) on day 1.

Full training kit: All players are presented with full club match or training kit on day 1.

Hero portraits: All players have an official portrait taken on day 1. Digital versions are shared with players on the closed Facebook groups and A4 prints presented to players upon completion of the Training Centre.



Inspirational facilities: Clubs are encouraged to use suitably inspirational facilities for both practical and non-practical elements of the programme. These facilities include club stadiums, first team training grounds and community facilities such as the Arsenal in the Community Hub. 98% of players feel that the delivery facilities were suitable, inspiring and helped them engage with the programme.

Added value: Many clubs are able to add more value to the programme outside of the core delivery. Such activity includes, stadium tours, tickets to first team/reserve/women's fixtures, the chance to play on the stadium pitch post-season and the chance to meet first team players and club legends.

Player Progression Programme: Perhaps the most inspirational element of the Training Centre Programme is that all members of Homeless FA delivery staff (coaches and mentors) are previous participants on the Training Centre programme.

A lot of this inspirational activity feeds directly into our work to promote positive self-perception of our players, whilst challenging and changing negative public perceptions of people experiencing homelessness. Because of our extensive monitoring and evaluation, including player surveys, we know that 99% of our Training Centre players feel inspired and part of the club, 100% increase their confidence and self-esteem, and 97% see themselves in a more positive way.

Inclusion

Along with the feeling of inspiration it is imperative that all players feel included. Everyone who takes part in a Homeless FA Training centre is equal, with the immediate distribution of full club kit helping to remove any differences.

Before the Training Centre we undertake a rigorous risk-assessment process, creating player profiles that allow the Homeless FA to support every player better and keep a safe environment. Particular support needs are communicated to club and Homeless FA staff, who ensure that nobody feels excluded and that every player can benefit from having the same experience.

A key part of the Homeless FA's training of both club and Player Progression Programme staff is the embracing of the inclusive and consistent Training Centre ethos and ideology. There are several specific tools that are used to reinforce inclusivity, including the use of size 4 futsal balls for all practical activity (research has shown that not only do these minimise the risk of injury, but they create a more even competition between players of different skill levels) and the creation of closed Facebook groups for every Training Centre 'squad'. These closed groups are seen by players to be "safe and inclusive", giving players a forum to bond as a group, facilitated and administered by the Homeless FA. They are also a way to communicate with players, publicise other opportunities, and track player progress.

Player feedback has shown us that a high percentage (63%) of female players apply to the Training Centre programme primarily to meet new people. As one female player said in her feedback:

"The Homeless FA didn't judge me, genuinely believed in me, and this made me feel included. Even more importantly it made me feel worthwhile for the first time in a long time."

Incentivisation

Not only is there the ongoing incentive to be able to train at a professional football club, but the Training Centre Programme is also currently the first step on the Homeless FA's Team England ladder, with up to 24 men and up to 24 women eventually selected to form the squads. Activity for these squads includes the Homeless World Cup. Players are selected by club and Homeless FA staff, using a monitoring and evaluation framework, with an assessment criteria in line with the Homeless FA's vision. This criteria has a particular focus on positive attitude, teamwork, commitment, interpersonal and organisational skills, and improved physical health and wellbeing.

Structure

Homeless FA Training Centre programmes have a very strong structure, with a particular focus on discipline, punctuality and respect, all reinforced through the implementation of code of conduct. Research has shown the Homeless FA that by implementing a strong structure within the programme players are more likely to be able to add structure to their previously chaotic life outside of the Training Centre. 92% believe that they are more able to take control of their lives after a Homeless FA programme.

All club and Player Progression Programme staff are given extensive training on structure, discipline and boundaries.

Empowerment

Empowerment of the individual is key to the success of the Training Centre. Once training kit is distributed it is down to the players themselves to take responsibility for the care of that kit, and although a healthy breakfast, lunch and snacks (fruit) are provided for all players, every player is provided with a club-branded water bottle so that it is their responsibility to remain hydrated. These bottles also compliment both the inspiration and inclusion strands of work.

As an organisation the Homeless FA are keen to avoid a patronising attitude, so prevalent in homelessness and social exclusion services. From the application process itself that replaces the industry standard of referrals with an empowering application process, to the responsibility given to the players during the programme, everything is focused on empowering the player to positively transform his or her life.

Perhaps the most powerful tool in the Homeless FA's work to empower their players is the terminology that they use. They never refer to anyone as 'homeless', instead using the term 'experiencing homelessness', as research has shown that this is a key component in their players seeing themselves in a more positive way.

Education

All Homeless FA programmes have education at the core, with all Training Centre players achieving a Level 1 Sports Leaders qualification on completion. This is an entry level qualification with many transferable skills (including interpersonal skills, with 97% improving these during the Training Centre) that are useful in everyday life. It is an important hard outcome that is complemented by soft outcomes such as increased confidence, as one player said;

*“Put simply, the Homeless FA gave me the tools
and the confidence to change my life”*

The Homeless FA use a model of incentivised learning, delivered in inspirational learning environments, using non-traditional learning methods. The Homeless FA have also developed a bespoke resource pack for the Training Centre qualification, produced in partnership with Sports Leaders UK, with 96% of their players finding the resource pack well designed and easy to understand.

The qualification is delivered by professional football club staff alongside Homeless FA staff selected from the Player Progression Programme. All of these staff members are ex-participants of Homeless FA programmes. Both club staff and Homeless FA Player Progression Programme staff provide huge inspiration for the players. Several Player Progression Programme participants have gone on to gain employment (voluntary, casual, part-time and full time) at the professional club.

The Player Progression Programme is an opportunity for outstanding individuals who have successfully completed a Homeless FA Training Centre to support the programme going forwards by becoming a mentor or a coach. These are voluntary roles that offer past players the opportunity to continue their involvement and development with the Homeless FA.

Mentors and coaches are in attendance throughout the Training Centre programme, with their roles focusing on the encouragement and support of Training Centre players, the practical support of football club staff, and the selection of Team England.

They are able to do all of this by drawing on their own experience of a Homeless FA Training Centre, and are one of the most inspirational elements of the programme for new players. Everyone on the Player Progression programme is selected and trained by the Homeless FA.

Real Skills FC

All street football sessions delivered as part of Homeless FA programmes are taken from Real Skills FC. Real Skills FC is the Homeless FA's approach to coaching that uses street football to enable people to positively transform their lives, giving them the Real Skills they need For Change).

Since the Homeless FA's inception in 2011 they have worked with Nike, the Homeless World Cup, Fulham Foundation, Manchester United Foundation and other partners to develop an approach to coaching that uses street football to enable people to positively transform their lives. This model was designed with the understanding that flexibility is important when delivering within the different programmes, venues and contexts of this area of football. The model provides those delivering the on and off-pitch sessions (based around the key themes and challenges of social exclusion) with building blocks for training sessions that will offer support and skills tailored to socially excluded players.

Within Real Skills FC the Homeless FA also include the rules for Street Football, the 4-a-side version of football that is used at all Homeless FA activity and all Homeless FA Community members are encouraged to employ. The playing format and suggested use of a size 4 futsal ball encourage increased communication, allow for varied technical ability, and are less likely to lead to injury.



Health & Wellbeing

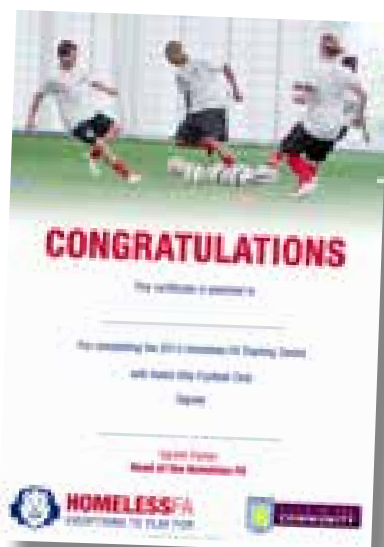
In all Homeless FA programmes there is a promotion of health and well-being, with Homeless FA Training Centres designed to educate the players around the positive impact of a more healthy lifestyle. This is achieved through several activities including a fitness test in week one, which we incorporate into the inspirational element of signing for a club, thus making it more of a positive experience for players. There is also a fitness test in the final week which allows the Homeless FA to measure the physical impact of the programme, as well as show the players first hand the positive impact of physical activity. 85% of players improve their physical fitness during a Training Centre Programme.

The positive environment of a Training Centre, with all the aforementioned elements, provides the players with an improved state of mental health and well-being, with 96% of players reporting an improvement in their mental health & well-being since being on the Training Centre Programme.

All Homeless FA programmes are drug and alcohol free, and this, alongside the promotion of health and wellbeing, means that of the 60% of Training Centre players who were regularly taking substances 87% decreased their intake of such substances, or stopped completely.

Progression

Upon completion, The Homeless FA reinforce and recognise the players' achievement by presenting personalised certificates along with their hero portrait. An example can be seen here:



As the programme nears completion a lot of work is done around goal setting and realistic progression pathways for the players. Many additional opportunities are provided by the Community departments of our Training Centre partner clubs, particularly around the areas of education, employment, volunteering and training. This includes paid and voluntary positions within the clubs themselves, particularly around the delivery of social impact programmes.

The Homeless FA's Player Progression Programme is a fantastic opportunity for outstanding individuals who have successfully completed a Homeless FA Training Centre to support the programme going forwards by becoming a mentor or a coach. These are voluntary roles that offer past players the opportunity to continue their involvement and development with the Homeless FA.

Player Progression Programme staff are in attendance at every delivery day throughout the Training Centre programme, with their roles focusing on the encouragement and support of Training Centre players, the practical support of football club staff (including the monitoring and evaluation of the programme), the delivery of the Sports Leaders UK qualification and the selection of Team England.

Evidence of impact

The Homeless FA believes in the value of effective monitoring and evaluation and the benefit that it can bring to all organisations and their players. Data and information that clarify what works, how and why are crucial to securing funding, discovering new opportunities and improving delivery.

The Homeless FA work in partnership with Upshot (uphot.org.uk), the Football Foundation's online management system, which allows them to monitor and evaluate all of their work. Every Training Centre player has a profile on Upshot. The Homeless FA carry out player surveys at various points in their activity and monitor and evaluate every element of their activity. This data is inputted into Upshot and programmes shaped by the information extrapolated from this information.

The Homeless FA is a hub of knowledge in this area of sport for development, gathering as much evidence as is possible on how football can make a positive difference to the lives of people experiencing homelessness and social exclusion.

Their internal evaluation has indicated that the success of the Training Centre programme is due to many aspects of delivery including; programme inclusivity, the aspirational appeal of the programme, the inspiring association with professional football club brands, attractive and non-traditional education opportunities, and the support and inspiration provided by the Player Progression Programme.

100% of players believe the Training Centre Programme is a positive opportunity and would recommend it to others.

your notes:

[illegible]

Social Sport's coach

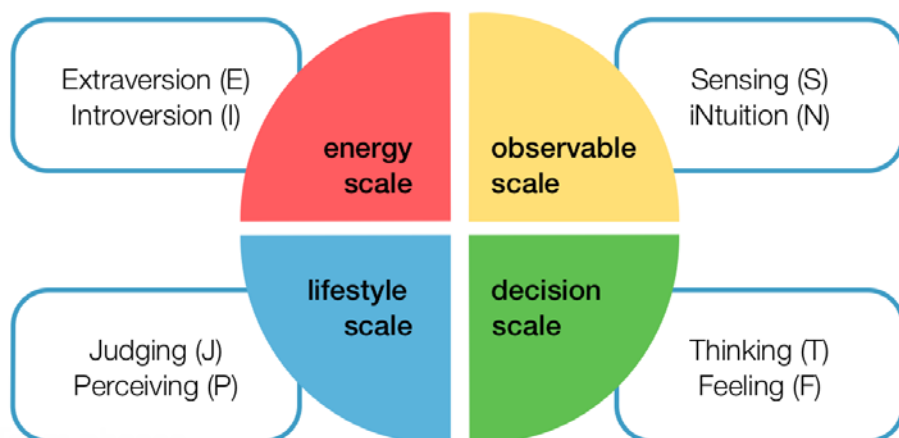
Amsterdam, Netherlands

The Life Goals Foundation strongly believes that our programs and the people we work with are unique. Therefore we approach the role of the coaches within our programs as a form of specialization. In order to equip and specialize our coaches as well as possible we educate them through our Social Sport's coach course.

During this four-day course we focus on the practical issues that are symptomatic to working with socially vulnerable groups. Through both pedagogic and psychological theory we aim to address practical issues and give our coaches the necessary know-how to successfully use sports as a mean for personal development.

The course is divided in a number of subjects, starting with 'Self-reflection'. Through critical questions, the MBTI-test, and different exercises we force participants to self-reflect. Knowing your weaknesses but above all your strengths as a coach are essential to guiding others in there process to personal development.

Self reflection: a useful tool



Secondly we aim to create an understanding of the different phases in which a team is likely to pass through and how these phases determine the role of the coach. The phases we discuss are the 'orientation phase', 'conflict phase', 'cohesion phase', 'performance phase' and 'exit phase'. Although these phases are rarely passed through in this particular order or in some cases never realised, each phase has an impact on the role of the coach and his relation to his team. We advocate that each team is different and each situation exceeds a different approach but a correct analysis of these phases may function as a great tool in order to make adequate decisions as a coach.

Keep an eye on the individual in a team

Naturally the next step in our curriculum is discussing the difficult art of keeping an eye on each individual within the context of a team. We focus on the different types of players within a team but also on the overall needs of every player. Among other things we discuss essential needs of a player to belong to something, to have fun, to feel appreciated, and to be able to excel in specific aspects of the game and in life. We also discuss different theories on how to change negative behavior into positive behavior by influencing negative associations.

Practical assignment

Finally, we finish our course with our practical assignment. The assignment was designed especially to make participants experience the complete process of organizing and guiding socially vulnerable people through a sporting event. Coaches choose sports and other activities that are most foreseeing to the special needs of different groups. This practical assignment is often the first time that our coaches experience the powerful elements of sports for themselves while working with socially vulnerable groups. Very often it is the first

- Be aware that every player is different
- Offer structure and clarity:
 1. formulate common goals
 2. determine the rules
- Positive communication
- Flexibility
- Be aware of the group dynamics

For more or detailed questions about the Social Sports Coach, you find a presentation on the website (europeanstreetsoccer.org) and you can contact our partner in the Netherlands!

your notes:



A way to structure workshops and trainings for diverse capacities!

Our Austrian partners introduced how they structure the aspects of a specific football training session with their players.

Structure of a training session

- Warming up
- Main part 1: exercises
- Main part 2: games
- Cool down

*„All training should be 100% specific to the needs of the game.
All exercises should have a direct transfer to game situations.“*

Aspects of personal skills

1. technical and tactical skills

- *solution-finding under pressure*
- *ball possession (first touch of the ball)*
- *tactical flexibility*
- *strength in 1:1 situations*

2. physical skills

- *stability*
- *functional power*
- *quick feet*
- *functional movements*

3. psychological skills

- *fairness and respect*
 - *mindset*
 - *capacity for teamwork*
 - *personal responsibility*
-

Aspects of central skills

1. creativity
2. ability of running
3. transition-speed between thought and action

Specific aspects

1. focus on psychological skills
2. calm aggression
3. teambuilding exercises



A street soccer Hall | Basel, Switzerland

Our partners in Switzerland found a hall in Basel which allows them to develop the project in a much more practical way. There is one pitch ready to be played on, the teams in and around Basel can train regularly in a proper streetsoccer pitch and the contact with a professional coach is guaranteed.

Having the opportunity to play in a hall makes it also much easier to organize courses/trainings, meetings and friendly matches on a spontaneous and realistic basis.

The idea is to do the same in other cities and to involve more institutions in the programme.

Our partners in Switzerland have decided to have open trainings sessions for all people interested in streetsoccer - as for the coaches to bring along the players to the tournaments who want to change their lives and show interest in the programme. Anyone can participate at the training sessions and at friendly matches (to show that streetsoccer makes people come together without discrimination) - while making sure that only players who fulfill the criteria (homelessness) will sign up for the tournaments.

A concept for a street soccer hall

the indoor streetsoccer court is used for

- streetsoccer trainings
- diverse soccer tournaments
- workshops / seminars

the hall includes a café / lounge for

- meeting, bringing family / friends
- exchange
- watching / live streaming of football games (e.g.)

the target groups are

- existing homeless street soccer teams
- additional teams from other social institutions
- school children / youth (e.g. during the holidays)
- citizen-teams (informal sport - as customers)
- company-teams (as customers)

the idea is

- to offer a place for the homeless teams, also during winter
- to rent the court when it's not used for the homeless teams
- to create jobs (caretaker for the hall, employees for the café)

the possibilities of financing are

- renting the court to companies, citizens, ...
- offering trainings to external teams
- offering referee and coaches education
- the café - lounge

... and there's also a sponsoring idea / example:

„Become a stadium owner!“

People and friends of the project can donate money to own a square centimeter or square meters of a sponsoring wall inside this hall.

Ownership and Contribution

Brussels, Belgium



How to organise trainings and events towards ownership

Members, not consumers

Treat your participants as consumers and they will behave as consumers. Treat a player as a star player and he will behave as one. But: treat everyone as part of a family and everyone will act as a member of the family, in which everyone has a place and a role. This is what we mean by ownership.


Expect things of your participants. We not only *may* expect things of our players, we owe them this. So little is expected of them (not to be a nuisance, that much is), now you have the chance to expect something positive:

- It's not enough to show up, you need to be on time.
- If you're going to be late, send a text message or call.

As there are expectations towards you as a coach, you can expect things of your players. They matter because someone does, it doesn't happen often that this is the case in a positive context. Meeting these expectations (of course followed by positive feedback) can mean a feeling of success.

Your players are not merely consumers of a sports activity, they are co-responsible for getting a good training session. This means that the coach shouldn't have to restart the session four times in the first half an hour, so it's important to come on time. If you can't come, give notice. If another player is having a hard time, support him or at least let him be and give him some space.

However, do not expect the impossible: an alcohol addict won't be sober seven days in a row, but expect that he is sober during the training session. If he is not, he is still welcome to stay as a supporter with the message that next time, when he is sober, he will get to play.



The secondary conditions are also important, and are mainly overviewed by the coach and social accompaniment. Be clear and predictable: always have the training session on the same time and place. Having a drink or something to eat after the session is a great moment to have a conversation with the players.

The message of you - the coach - is vital

Be aware of the fact that participants will easily reproduce the message voiced by other people around the team. In particular, you - as the coach - play an important role, as you are the most direct and logical link to the game.

Not only the message you send, but also the exemplary role you have, will be a large part of the culture in the team. It's ridiculous to think that a coach who yells at the referee will be able to prevent his players from doing so (and no, being a coach does not give you that 'privilege'). Assure your players that what counts for you is that a good team effort is displayed, that everyone has a role to play. Congratulate not only the brilliant goal, but also the fair play display of your player who helped up an opponent.

Be the first to greet the opponent, the first to clean up, the first to spread the message and philosophy, not only in words but also in deeds.

Belonging is step 1, all else follows

Before belonging to something as vast as society, someone needs to belong to something as small as a group. The goals your players or you set may be as ambitious as finding housing, a job or a structure in life, it has to start with creating a safe environment in which a player can just be, can feel accepted and at home.

Understand that there is a difference between a team (football term) and a group (social term).

A team is a collection of football players who want to reach a common sportive goal. You kick the ball to Danny because you think he can do something with it. If Danny is a bad player, you would probably rather start dribbling than passing him the ball. A group is a collection of people working towards a common goal, in which the group dynamic has an important role.

You give a pass to Danny because he's a member of your group: he's more than just a set of football skills. Here lies a big challenge for the other people around the team. How do you do this? Danny might not be a good player but what a funny motivator he was on the team-building weekend.

Cindy defends best when she doesn't move at all, but what a great conversationalist she is after each training session! She becomes an equal in a way that has nothing to do with her football skills, but that will effect the way she is regarded on the pitch.

You might not give a pass to Dave, because honestly he can't even control the ball. As a player he sucks. But if Dave is the one who's always there for his team members when they have a tough stretch...

Making a shift from thinking about the whole of your participants as a sportive team to seeing it as a social group can also work to reduce competitive tensions in your team between players (not only about man vs woman, but can also be about young vs old, fit vs unfit).

How to work on this? You can do this for example by starting each training session with a (fun and short) team-building activity or by doing other activities than football training sessions from time to time.

Another approach could be the creation of other functions around the team: the reporter, the assistant-coach, the caterer, the cheerleader etc. This way the football team becomes a living entity that's much more than just the activities, it becomes a shared feeling.

Make your team responsible

Every decision that a group takes is stronger than a topdown rule by the coach. It will probably be more durable also. Additionally, it makes the group members aware of their own responsibility and avoids that the coach or social worker gets a sanctioning role. You also have a say in decision process, however mind your facilitating role. Decisions made in a group process are much more founded.

You will find that the measure upon which the group decided is often stricter than what you would have proposed. Careful: involvement in the decision-making process means also following the line agreed upon. Don't ask if you are not willing to follow the reached upon conclusion!

Some examples:

- Let your players decide on the name of the team
- Make flags for the coming event
- Cook for the supporters
- Instead of you rounding up all the training kits after the training session, appoint two different players each training session who have to do this.
- Prepare with two others the warm-up and let them carry this out, each week two others.

Get the players actively involved in all these things and the event or training session will grow to be much more than a sportive event.

your notes:

Collection of Material for the practice

All practice materials we have exchanged during the workshops and meetings are shown and / or linked here, so all learners and coaches have a ‚how-to manual‘.

Fair Play for streetsoccer tournaments	Oltalom / Budapest	51
Fair play refereeing	Stichting Life Goals	56
Sport activities	/ Amsterdam	58
Team Sport and Courage	Caritas Goal / Vienna	66
Coaching modules	Surprise Straßensport	70
Worksheets for coaching	/ Basel	74
Training Center forms	<i>Homeless FA</i> / Manchester	79
Draft for a coaching education	Anstoß! e.V. / Berlin	83

The good practises of all participating countries were collected to create a draft for a coaching program. It is introduced at the end of this chapter.

It is to be used and adjusted freely to your specific aims and shall be updated and developed through future exchange.



Fair Play for streetsoccer Budapest, Hungary

The Football3 (F3) method – developed by the streetfootballworld network members - values fair play and assertive behavior on the pitch a lot. To foster a game of equality and cooperation, pre- and post-match discussions are the most important extras comparing to an everyday football match. One thing is missing though: the referee.

On F3 matches we don't have referees, we have mediators (aka. teamers), who mediate the discussions and help players on the way, with as less intervention (even zero) as possible.

If you follow the link below, you can find the streetfootballworld football3 handbook including all working sheets and detailed information on how to use this method.

www.streetfootballworld.org



During our workshop in Budapest, we used and adapted this idea with our teams and mentors. The result is a game report, a mediation guide - as a short Mediators guide and a Mediator's sheet that worked very well for our common tournament.

Please feel free and be inspired to use and adjust these worksheets to the way your projects need them!

Game report

No:		Pitch		Mediator	
Team 1			Team 2		
<div></div> girls	<div></div> boys	GOALS	<div></div> girls	<div></div> boys	
	<div></div>	Goal points 3-win 2-even 1-lost	<div></div>		
	<div></div>	Fair Play points 0; 0,5; 1; 1,5; 2; 2,5; 3	<div></div>		
	<div></div>	Total	<div></div>		

Fair Play Rules: <ul style="list-style-type: none"> Help those who fell, apologize if it was a foul Shake hands before and after the game No bad words No dangerous playing No painful shots No definite fouls on purpose No shouting, even within the team Carefully listen to each other and the game Go on playing in case of own goal All players must play 	Fix rules <ul style="list-style-type: none"> > Call fouls by raising hand > No referee > Dialogue before and after the games > Dedicated goalkeeper is not a must > Total result: goals and fair play points
	Fair Play Points <ul style="list-style-type: none"> > 3 points: team members kept the rules, explicitly fair behavior > 2 points: team members kept the rules, play was fair almost all times > 1 point: team members did not keep all fair play rules > 0 point: team members broke the rules and played unfair
	Optional rules <ul style="list-style-type: none"> Goalkeeper can use hands when receiving home pass No corners Last player can be goalkeeper Penalty if player touches the ball by hand intentionally Throw or/and kick from sides (1 of the 3 options) Shoot from other half is forbidden No contact game Other:

Mediation Guide to Fair Play Football games

1. Pre-match (discussing the rules)

FIRST Steps: Make sure that all players are in the dialogue-zone (all team members have to participate). Do you have the match form? Whistle? Stopwatch? Pencils? Clip Board?

Practical questions:

- Does everyone know the basic „Fair Play and Fix Rules“?
- If not, explain the basic rules written on the Game report form!
- Ask the teams which **optional (technical) rules** they like for the next match.
- Ask the teams if they wish for additional fairplay rules for the next match.

Some points you have to raise with the two teams:

The idea is that both teams set the rules of their game through dialogue between all team members. Both teams have to agree with the decisions.

Don't forget to discuss all rules!

Make sure everyone understands the importance of Fair Play (they are responsible for showing the world why they are here and why they are part of the event).

Emphasize that all players should play in a respectful and calm way

Emphasize the corporal differences.

2. During the game

Observe ALWAYS the game.

- Don't lose concentration (it's tough but necessary).
- Take yourself some notes of conflicts (Insults? Fouls? Tackles?)
- Are the two teams following the rules they agreed upon?
- Have a look on how the teams behave within their team.
- Is it a joyful game or is it (very) hard and aggressive?

3. Post-match (reflection)

Practical questions:

- How are you doing?
- How do you feel?
- Did you like the game?
- What did you like most? And what didn't you like?
- What do you think about the game?
- Could you name some positive aspects of the other team?
- Could you name two things the other team could do better the next time?

Important comments:

Ask questions based on your notes you made during the game and try to ensure that everybody is involved in the discussion.

Mediators' Guide

A. Pre-match mediation

1. Introduction of the mediators and the game
2. Say a few words about the role of the mediator and the responsibility of the teams
3. Encourage dialogue: What does fair play mean to you?
Foster open communication!
4. Explain the fixed rules
5. Discuss optional rules. You can start with the open question:
What rules would you like to implement in this game?
Ask both teams if they want additional rules.

B. Observe the game and use Mediator's Sheet

C. Post match mediation

1. Ask teams to discuss their own performance in 1 min. within the team.
2. Ask open questions: How did you feel during the match?
How do you feel now?
3. Ask specific positive questions as well.
4. Mediator can share his/her view of the game.
(based on Mediators' Sheet).
5. Ask all members of both teams to show fair play points (0-3) at once.
6. Gently ask to explain their scoring decision.
7. Calculate the average and round it to halves or whole numbers
(0 / 0,5 / 1 / 1,5 etc)

Mediators' Sheet

Look for and take note of unfair activities in the following categories.

Category	Mark actions here (with a short line)
Racism	
Verbal aggression (towards opponents and team members)	
Intentional physical aggression	
Bad team spirit (no passes, no changes, no respect, etc.)	
Side events – coach, change players, etc.	
Intentional time wasting	
Simulation	
Other basic rules of fair play	

Fair play refereeing

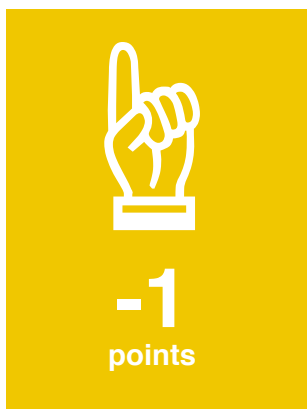
Amsterdam, Netherlands



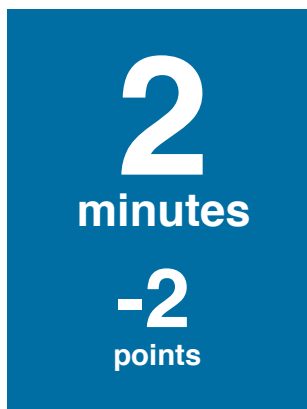
Intruduction of the Dutch fairplay concept for tournaments:

Every team has **10 fairplay points for every game**.

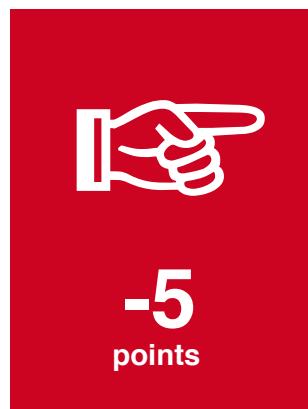
During a game, 3 different cards are possible:



yellow card
warning for disregarding
fairplay rules



blue card
warning for a repeated
or serious foul



red card
suspension from the
game for unsportsmanlike
conduct

In the end of the tournament, all results and the average of all Fair Play points are counted together.

Here is an example: Team XYZ

	points from results:	fairplay points:
game 1:	3	9
game 2:	0	7
game 3:	1	10
game 4:	3	4
total :	7	7.5
points for the ranking:	14.5	

*In Germany, this fair play point cards was used during the Championship to find the winner of the fair play trophy:
10 fairplay points for every team - for the whole tournament!
So, please feel free to adapt it to your needs and environment!*



A version to print the three colored cards as the rules and the following sheet for the referees are available on our website:
www.europeanstreetsoccer.org/documents/amsterdam/

For the referees, there is also a sheet / draft where they can note

- the game number,
- the two teams,
- all goals
- the different cards
- and their name.

goals & fairplay sheet for the referees

game number _____

_____ : _____
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10

yellow cards

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

blue cards

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

red cards

1 2 3 4 5 6 7 8 9 10

referee _____

Sport activities

Amsterdam, Netherlands



1. Soccer related games - in three parts

The exercises we use are based on a structure in which everybody can participate, less skilled players as well as very skilled players.

Technical exercise/warming up (1)

We start with different techniques in a square in which every player has his own ball so that these are actually individual exercises, practiced in a group but even with a few players the exercises can be practiced. Most of them are technique based, just controlling the ball. The less skilled players practice their coordination and since it is pretty simple they will achieve success by practicing in multiple times. In this way they will experience progress which is always nice to feel and brings self esteem. If you are able to experience success or progress, it naturally makes you feel good. There is a great variation of exercises you can perform in multiple training sessions while your set up (play field) stays the same. Using the same set up for several exercises, it gives a sort of recognition. It feels safe to do things more often and to have an easy start, so the first stage of the training session is familiar to everybody and, most importantly, everybody is able to get through at their own pace.

For the more skilled players, you need some more difficult exercises to keep them interested. But probably they will find their own way if you let them free. When a player has a good technique, he/she may feel bored and look to be creative. You should let them have space to express themselves. Creativity is something nice which you can also use in regular life. Don't dismiss creativity as 'not following orders'. If someone does not do what you want him to do, probably it is because it is not very interesting/challenging for him. Let him try on his own but guard the boundaries. For example: you can do your own exercises as long as you don't interfere with the others in the field and you keep being active as long as the rest of the team.

The next step (2)

Our second part is also based on technique training but it is a bit more difficult and with a bit more running. Often the participants in a good physical condition will simply perform the exercises but you will already see a difference in concentration by those with less condition/stamina. Running costs energy and some will take it easy. We try to compensate this with rather easy exercises which need a certain technique you will also need during the game. We focus on aiming-games. By learning to aim at a certain goal you will improve your technique without really realizing it. As a trainer you will see what is needed to change in the players technique and by offering rather simple suggestions (place your foot next to the ball, point with your finger to the goal, etc.) the player will experience success by listening to the advice offered by the trainer. By giving the right tips which help the player, the trainer will get respect from the player and he will listen better during the following practice rounds.



Every situation has again the same structure. First try from the green mark. When you hit the object, you can try the same exercise from a mark a little bit further, the red mark. If this also works, you can go further to the blue mark. Try to challenge the players. The green mark should be at a distance that's easy and achievable for everyone, even the less skilled players. The blue mark should be at a distance that's far enough for the more skilled players to be a real challenge so they will still be interested. You can organize different aiming games in the same structure, for example:

1. Shoot a ball which is laying still into a little goal (a).
2. Shoot a rolling ball into a little goal (b).
3. Shoot a ball through the air over a few marks and hit the post of the goal in the centre, put two little goals next to each other so that the less skilled players still score, even if they miss the post in the centre (c).

There are a lot of different aiming games you can think of, all put together in the same structure so that next time the players are familiar with the situation. You can vary the distance and gradually, the less skilled players will see that they learned things and became more skilled as well. It is great for their self-esteem.

Play the game (3)

Our third part is more game-based. A situation that occurs a lot during the game is transformed into a specific training exercise. You can see the same structure as in the other exercises. For the more skilled players, it's sometimes nicer to play with a better opponent than an opponent from which they will almost certainly win. For the trainer it's always a challenge to create situations in which every player is performing to his own skills and experience. But this might never work out perfectly. Try to find the right mixture of exercises, taking into account levels of difficulty, stamina/condition and of course fun!

Here are two examples:

Exercise A - (1 vs 1)

The attacking player receives the ball. Dribbling towards the goal, and shooting to score a goal. The defender tries to steal the ball and stands in front of the opponent.

Attacking

- Stop the ball, so you can start dribbling fluently
- Make the right decision:
 - Which way do you want to pass by your opponent?
 - Which move / action do you want to make?
- Hold your body between the ball and the opponent
- Speed up when you start dribbling.

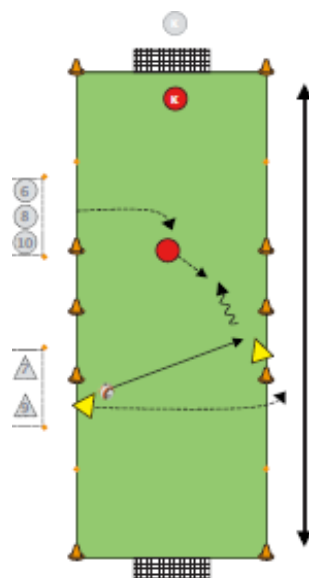
Defending:

- Keep an eye on the ball
- Be patient and don't make rough play
- Recognize the best moment to steal the ball

The coach can vary the distance of the field.

Make it bigger, than it becomes easier for the attacker.

Make it smaller and you help the defender.



Exercise B - (1 vs 1)

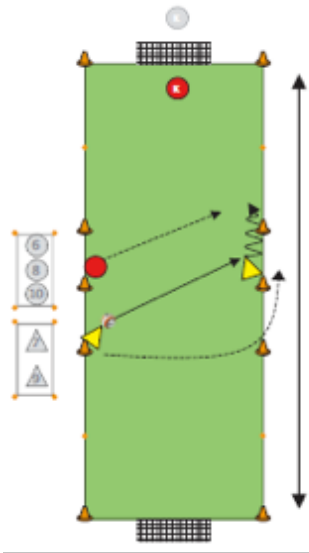
The attacking player receives the ball. Dribbling towards the goal, and shooting to score a goal. The defender tries to steal the ball and stands near / behind the attacker.

Attacking:

- Stop the ball, so you can start dribbling fluently
- Keep the ball close to you, so you have control and contact with the ball all the time
- Hold your body between the ball and the opponent
- Hold an overview, see where you want to go and estimate where you can beat the keeper

Defending:

- Keep an eye on the ball
- Choose the right moment to attack
- Push the opponent to one side of the pitch, so you can stop the ball easier when the opponent shoots towards the goal.



COACHING TIP

During the training session it's important for the coach, that he / she observes the players during the exercises:

1. Do they experience success?
2. Do they have fun?
3. Does everybody play the game as intended?
4. How are they performing?
5. What is their reaction after succeeding or failing?
6. Do they pay attention to their team mate's performance?



2. Frisbee

Frisbee is an accessible game which you can play almost everywhere. The only thing you need is a free space and a frisbee. The game of Frisbee is perfect in order to observe the group dynamic. The coach can collect a lot of information for team and individual coaching.

Frisbee in a circle of players



The players are in a circle and play Frisbee a bit static, throwing the Frisbee from one to another. The Frisbee may not fall on the ground. How many times can you throw and catch the Frisbee in a good way? Counting points, up to 10 / 15 / 20. It's an exercise which is clear for the players, but you can work with different levels of difficulty and verify the rules: distance, number of Frisbees, size of the Frisbee, and calling names before throwing.

Playing Frisbee in teams

You can set up teams and play Frisbee in a 'game'. You can verify the number of team members. When you have team 1 with 8 players and team 2 with 4 players, you can organize a position game. How can team 1 (more players) take advantage of numerical superiority. How can team 2 (less players) make it difficult for team 1? What's the role of teambuilding, communication, and so on?

The sports of Frisbee and soccer have a lot in common: players have to play together, communicate, move around all the time, defend and attack. During the exercises / game you can support the teams progress: How can you help each other and work together?



Here are some general aspects for coaching:

Team play:

- You need each other to achieve the goals.
Pass the ball / Frisbee, instead of individual actions all the time.
- Involve all team mates through passing the Frisbee, instead of passing the Frisbee between the better players only.
- Optional rules: the players need to pass the Frisbee at least 5 times, before scoring.

Tactical:

- Choosing position defending and attacking: what is the right position? What is the right moment, doing it all together
- helping each other through creating space for yourself and asking to receive the Frisbee / ball

Communication:

- Positive / negative coaching. What is the effect on teambuilding?
- Helping through coaching: which players speak up for themselves and which players are more reserved and need to be coached?

Coaching a player individually - in aspects like:

Team play:

- Motivating players to be actively involved during the exercises / games. Don't be shy but take part in it.
- Don't pass the Frisbee to the same person every time, but be 'creative' and vary the passing to different team mates.
- How do they share attention to different team mates, for example through throwing the Frisbee to different people?

Technical:

- How you can throw the Frisbee / pass the ball perfectly?
- Different levels in difficulty. Make sure they experience a moment of success, so that they gain in self esteem.

Tactical:

- Choosing the right position and taking part in the exercise / game. Sometimes players choose a position behind an opponent on purpose, making it almost impossible for them to receive the ball, because they don't want to be involved. Recognize the difference in not wanting to take part in the game and the inability to be actively involved.

Communication:

- Player's behavior/reaction (verbal and non verbal communication) when they receive feedback?
- What is the best tone of voice when you give someone feedback?

Frisbee could be physically intensive as soccer and all aspects of teambuilding / playing together is part of the game. Besides that, almost everybody likes Frisbee. The 'fun' factor is really big, that's why it's good to train the team building.

3. Blind track

It's all about trust – team building and coaching. Literally, you have to trust your team mate blindly, when he or she leads you through the trail. It's easier when your team mate is leading you with physical and verbal guiding. But it's more exciting and challenging, when it's only with verbal coaching.



The easiest way is following a rope with one coach (team mate) besides you. The hardest way is without substitutes, but only verbal coaching without physical contact. You can vary the difficulty of obstacles in the track.

Coach and player

Effective coaching is really hard, and the players will experience this during the exercise. The blind track is a situation where a coach sees something in the field, which the players don't see. The sports coach needs to effectively lead his players, to show them what to do, and how to deal with the situation.

Teambuilding – building up trust

Nevertheless this activity is also very good for teambuilding and trusting each other. But don't forget that an activity like this can destroy trust more easily than building it up. Trust is fragile. For many vulnerable people trusting somebody is the hardest part in life. Why should they, when their trust is damaged through the closest people in their life like family or friends? Some might have lost faith in the good intentions of somebody else. So building up trust can be very hard. The line between building up trust and destroying it immediately, is very vague.

your notes:

[illegible]

Team Sport & Courage Vienna, Austria

Goal INITIATIVE
ein Projekt der **Caritas**



The tips and exercises presented in the „Team Sport and Courage“ manual from Austria not only aim at acquiring social skills and promoting FairPlay through training, but also at ultimately improving athletic performance.

The manuals' summary:

1. Tips on handling diversity in sports clubs
2. Tips on handling verbal abuse and harassment
3. Tips on handling aggression and physical assaults
4. Training methods and practical exercises
 - Exercises on teambuilding and attentiveness: Stop & Go, Triangle, Sumo wrestling, Runaway and intruder, Networking, the Gordian Knot, Balancing
 - Exercises on de-escalation and on handling verbal abuse: Impulse clips: Intervention in conflict situations, The Insane, repartee training
5. Recommended literature
6. Support for parents, sports clubs and those who are active in sports
7. Video clips: intervention in conflict situations
8. On the authors

The whole document (PDF) can be downloaded on <http://www.europeanstreetsoccer.org/documents/vienna/>

Talking to each other - building the team together!

In order to act as a true team, it takes clear and open communication between all active members of the club. New members joining a sports club need an orientation phase in order to integrate and get acquainted with the realities of the respective sports club. In order to fully and actively take part in the club, team members need to be given the chance to address their personal concerns and in this way help shape the club. This requires transparent communication and mutual understanding.

Different needs call for new structures!

Ignoring diversity within a team does not facilitate team spirit. Only if diversity is acknowledged and utilized and all players feel accepted can they benefit by fully utilizing their respective talents and potential. This is a particular challenge for all involved.

Taking into account different needs, capacities and skills will inevitably demand a considerable extra effort. Experience shows that this additional effort increases participation, strengthens the club and helps to improve team spirit.

You can make the change!

When problems between individuals arise, it is important to find out what is at the bottom of it all. If somebody is often late, reacts in an aggressive manner easily, or tends to verbally abuse other team members, the causes may vary but are usually manifold.

Asking for the respective reasons and getting properly informed about the situation are first steps of problem resolution. Jumping into hasty conclusions or blaming the situation on a different cultural background are inappropriate and do not improve the situation.

Statements such as: ***“You can’t react differently because of your culture!”*** or ***“It is in your genes!”*** deny the person ability to change and the right to personal development. Such statements do not contribute to a solution but rather have the opposite effect.

Naturally, it is important to demand compliant behavior within the team, but it is equally important to gain an understanding of the real

causes of the misconduct in order to solve the problem and be prepared to effectively take action in any future challenge.

I can make the change!

What we see and the way we judge the world is filtered by the “cultural eye-glasses” created by our own culture. It is not easy, but can at the same time be extremely fascinating, to reflect on one’s perspective and to try to see things from a different perspective.

The ability of changing perspectives is given to us humans and the diversity in the sports clubs provides us with an opportunity to make use of it.

Extract from chapter 2:

TIPS ON HANDLING VERBAL ABUSE AND HARASSMENT

(...) there are cases in which whole teams are being verbally attacked because of the (alleged) country of origin, skin color, sexual orientation, gender or appearance of individual players. (...) The suggestions presented in this manual may help the clubs and teams to take action against verbal abuse and harassment of their players in order for the players not to lose their passion for the game because of such offensive insults.

For the different challenges, the manual asks for the individual aims, offers possible strategies for action, asks „What suits me?“ and shows some illustrated examples.

This is not only useful for coaches, but also an inspiration for the whole team about how to support each other in difficult situations.



EXERCISES ON TEAMBUILDING AND ATTENTIVENESS



Example: The Gordian Knot

Keywords:

cohesion, coordination, consideration, strategy

Duration: 10-15 minutes | Age:6+ |

Number of players: 5-30

Materials: none / if needed arm-extensions like ropes

Instructions: The team is tasked to untangle a Gordian Knot made of their connected hands without letting go.

Tying the knot-starting circle:

The players stand in a circle and look at the floor, then close their eyes and reach out by stretching their arms towards the center of the circle. Collectively they take small steps forward until their hands touch the hands of another player. Without opening their eyes they grasp hold of any two hands they can find. They should not let go of the hands. Only when all players are holding hands are they allowed to open their eyes.

Untangling the knot:

The next step is to try to untangle the Gordian Knot without letting go of the hands. The untangling requires cooperation and communication among the players in order to work.

Tips: Players should take care that the hands match in the sense that no hand holds more than one hand. They should also make sure that they hold the hands of two different players and not those of the same player.

After successfully untangled, the following questions may be asked:

- What did it take in order for us to complete the task?
- What is important so we can work and be strong as a team?

Many more exercises and team building games can be found in the „Team Sport and Courage“ manual!





Coaching Modules

Basel, Switzerland

Introduction

All players stand in a circle and the coach holds a ball in his hands. The coach says his name and tells the players who his favourite professional football player and team are. Then the coach passes the ball on to another player. Now it's this player who has to do the same as the coach and so on.

Warm up

1. American "Sitzball"

The Coach forms two groups (min. 4 vs 4) and explains the game. The aim is to pass the ball in your own group and touching the players of the other team with the ball. If a player is touched and doesn't catch the ball he has to stand with his legs apart. His/her team mates can free this player by passing the ball through his legs. The game is over when all players of one team are standing with their legs apart. This is a game which should be repeated several times.

2. Handball

The Coach forms two groups (min. 4 vs 4) and explains the game. The aim is to pass the ball to the players of your own group 10 times without losing it. The other group has to try and interrupt the passes. You are not allowed to touch other players or hit the ball out of their hands. If a pass fails, the other team gets to try to manage 10 passes. The coach counts the passes out loud. Every time 10 passes are made successfully, this team gets one point.

Passing drills

Simple 1m /5m Pass

Players start to pass the ball around between each other over a short distance. After every succesfull pass the players take one step back. So the distance between the players grows with each round. If the pass fails, they start again with a short distance. Ideal for beginners or easy warm ups.

Coaching Points:

- 3 touch / 2 touch / 1 touch with inside or outside of foot

Around the Cones

Players pass the ball to each other - in anti clockwise direction or clockwise direction - around two cones. An excellent football drill for using the first touch to change direction of the ball and create space.

Coaching Points:

- 3 touch / 2 touch / 1 touch with inside or outside of foot

Piggies in the middle

Start with 4 players making a circle. The 4 players must keep possession away from 2 players that are positioned in the centre of the circle. Swap middle players. When you train in a street soccer Arena you play this game in one half side.

One of the 4 player is the goal keeper in the keeper Area.

None of the others are allowed to go in this area.

Coaching Points:

- 3 touch / 2 touch / 1 touch with inside or outside of foot
- Communication to control the ball
- Encourage players to increase tempo

Special Passing drill for Goal keeper - Three into one

3 players with 2 balls serve one playing goal keeper. One server starts by passing the ball from the middle line to the goal keeper in the goal keeper area (half circle 4m) who must control and pass to the server without a ball. Goal keeper then controls the ball from the other server with a ball. Continuous practice for 1 minute.

Progressions:

- Increase tempo
- More emphasis on the quality on the 1st touch to get ball under control
- Serving players can serve the ball in the air for control with knee, head or chest.

Tactical exercises

1. Learn to start a game from the goal keeper

The Goal keeper starts to pass the ball to player C or B.

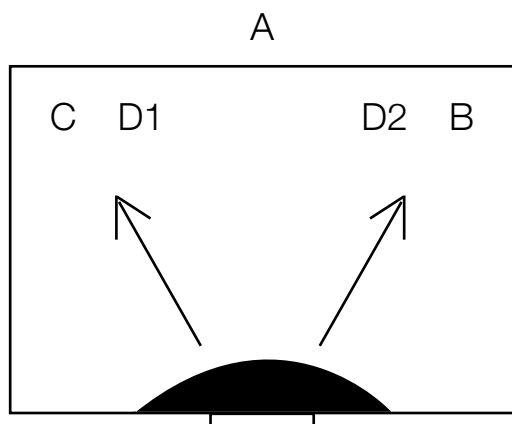
Player B or C have two options.

Option 1: Run with the ball over the middle line

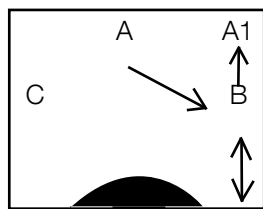
Option 2 : Pass the ball back to the keeper

The 2 defenders (D1/ D2) try to catch the ball, if they get the ball they can score.

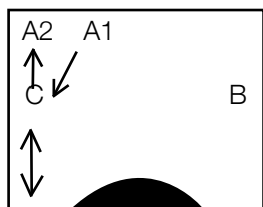
After 3 returns to the goal keeper he must play the ball to player A.



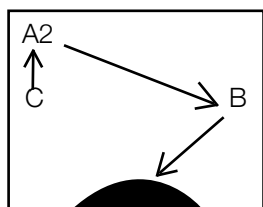
2. Learn to play Power play



Players A, B, C play together in a triangle. Player A starts and passes the ball to player B. Player B runs with the ball down till the end of the arena and turns around, runs and passes back to the player A1 who stands on the right side of the field at the top.



Player A1 runs with the ball to the other side on the middle line and passes to player C. He makes the same action and passes the ball back to player A2. When player A2 receives the ball from C he passes the ball immediately across to player B.



Player B tries to score from the side.

Progressions:

- Increase tempo
- Put some cones in the goal – Player B has the chance to hit his cones with his shot.
- Use 1 or 2 defenders to create pressure on players A, B and C.

your notes:



Worksheets for coaching

Basel, Switzerland

Our swiss partners use the following worksheets as part of their training programs and for (the Homeless World Cup) tournaments to find out about and to improve the personal situation of every single participant.

They should always be talked about and evaluated with a professional / social worker. The documents are also available on our website: www.europeanstreetsoccer.org

Worksheet: „life conditions“

1. Tell me about a beautiful story from your life!
(Memories to a special / beautiful day past since over two years.)

.....
.....

2. Why was this beautiful? What was beautiful?

.....
.....

3. What was your input? What have you done?

.....
.....

Evaluation:

A. In this situation you feel good and comfortable. When this happens you are happy! Create situations like this and you feel happy.

B. These are your strengths! These are your skills!
Use your skills, your team needs your support!

Worksheet: the Players Journal

Name: _____

Date: _____

Description:

During these ____ days you will have the task of filling out this diary every ____ day(s). The diary will help you to document your adventures and experiences, it will help you to get to know your personality better and to take your next steps in life successfully.

Your teammates and your staff are with you. Take the opportunity and learn every day. Don't be shy to share your valuable experience and support your teammates!

Personal notes exercise sheet „living conditions“

Personal notes exercise sheet „Work Life Balance“

Personal notes exercise sheet „affiliation emotions“

Personal notes from my personal Coaching Session:

My first steps after the coaching conversation:

Worksheet: training camp / tournament , day __

How are you after the first day(s) of the training / tournament?

These things could be better:

I have great and positive experiences in the last days:

I have experienced difficult situations:

Whats about the Teamspirit in my Team during the last time?

What should I tell to my players or to my coach in the next feedback meeting?

Worksheet: trainingscamp / tournament, day __

How are you feeling after __ days of the training camp / tournament?

What could I do better the next 3 days?

I have great / positive experiences in the last days:

I have experienced difficult situations:

Whats about the Team spirit in my Team during the last time?

Have I learned anything these days that I can apply for my daily life?

What about the second steps of the coaching conversation?

What should I tell my players or my coach in the next feedback meeting?

Personal notes from my personal Coaching Session: Day __

Congratulations! You've reached the goal.

Your statement - What I've achieved personally.

Please tell us your statement for this training camp / tournament:

Thank you very much!

Worksheet: „affiliation emotion“

How are you doing when you are feeling a sense of belonging to a football / soccer team?

How are you feeling emotionally? How are you feeling physically?
What are you thinking?

How are you behaving?

How are you perceiving the others?

How are you doing when you are **not** feeling a sense of belonging to a football / soccer team?

How are you feeling emotionally? How are you feeling physically?
What are you thinking?

How are you behaving?

How are you perceiving the others?

Self-evaluation regarding the national team.

Rate how you currently feel on a scale from 1 to 10.

1 meaning: I don't belong at all.

10 meaning: I belong in every aspect.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Training Center forms

Manchester, UK



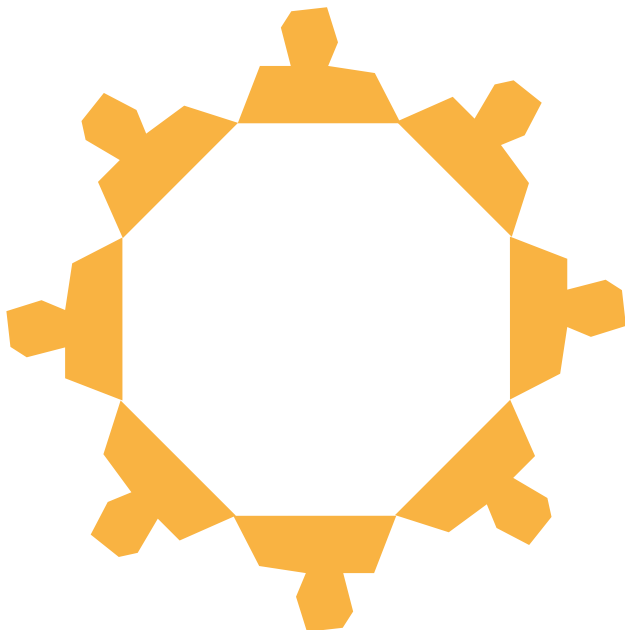
Applications to a Homeless FA Training Centre are open to all socially excluded individuals, though priority is given to those who have experienced homelessness in the last year and who have not previously attended a Homeless FA Training Centre.

On the following three pages you find three forms:

1. Application for Training Centers
2. Training Center Assessment Sheet
3. Player assessment form

These forms are examples you can use and modify for your own street soccer program - and they are also available as a download (PDF) on our website:

<http://www.europeanstreetsoccer.org/documents/manchester/>





HOMELESSFA
EVERYTHING TO PLAY FOR

2013 TRAINING CENTRES APPLICATION FORM

Full name*:

Contact number*:

Date of Birth*: DD/MM/YY

Gender*: M/F

Email:

Correspondence address*: (including post code)

Emergency contact: (name & mobile/landline)

Do you have a passport? Y/N

Nationality:

Passport number:

Expiry date:

Ethnicity*:

- | | | |
|---|---|---|
| <input type="checkbox"/> White: British | <input type="checkbox"/> Mixed: White & Black Caribbean | <input type="checkbox"/> Asian/Asian British: Indian |
| <input type="checkbox"/> White: Irish | <input type="checkbox"/> Mixed: White & Black African | <input type="checkbox"/> Asian/Asian British: Pakistani |
| <input type="checkbox"/> White: Other | <input type="checkbox"/> Mixed: White & Asian | <input type="checkbox"/> Asian/Asian British: Bangladeshi |
| <input type="checkbox"/> Black/Black British: Caribbean | <input type="checkbox"/> Mixed: Other | <input type="checkbox"/> Asian/Asian British: Other |
| <input type="checkbox"/> Black/Black British: African | <input type="checkbox"/> Chinese/Other: Other | <input type="checkbox"/> Gypsy/Romany/Irish Traveller |
| <input type="checkbox"/> Black/Black British: Other | <input type="checkbox"/> Chinese/Other: Chinese | <input type="checkbox"/> Do not wish to disclose |

Accommodation type*:

- | | | | |
|--|---|--|---------------------------------|
| <input type="checkbox"/> Council/Housing Association | <input type="checkbox"/> Sofa surfing | <input type="checkbox"/> Bed & breakfast | <input type="checkbox"/> Refuge |
| <input type="checkbox"/> Shared house with support | <input type="checkbox"/> Sleeping rough | <input type="checkbox"/> Night shelter | <input type="checkbox"/> Squat |
| <input type="checkbox"/> Bail/probation hostel | <input type="checkbox"/> Private rented | <input type="checkbox"/> Hostel | <input type="checkbox"/> Other |

How long were you/have you been homeless?*

Service where you heard about this opportunity*:



HOMELESSFA
EVERYTHING TO PLAY FOR

2013 TRAINING CENTRES ASSESSMENT SHEET

Name	Training Centre ARS BHA BC DER HULL MUN NOR SUN WBA		
Contact number	Length of time homeless	Passport	Gender

Assessed questions 1 – 5 (v poor, poor, average, good, v good)

Education	Priority given to no/pre-entry level	1 to 5	(Doctoral – no)	Score
Employment	Priority given to unemployed	1 to 5	(employed – unemployed)	Score
Achievement	Example of achievement	1 to 5		Score
Challenge	Example of challenge overcome	1 to 5		Score
Leadership	Knowledge of leadership (+ shown)	1 to 5		Score
Reason for application		1 to 5		Score

Final score

/30

Extra notes

PLAYER ASSESSMENT FORM



Training Centre	
Date	
Assessor	

PLAYER:							
Teamwork	Works well in a group	1	2	3	4	5	Comments / Notes
Listening	Engaged in activities	1	2	3	4	5	
Positive communication	Motivates, reassures	1	2	3	4	5	
Respectful	Follows code of conduct	1	2	3	4	5	
Responsible	Takes on responsibility, organises self (meetings, kit)	1	2	3	4	5	
Includes others	Motivates, includes all abilities	1	2	3	4	5	
Punctuality	Arrival and throughout sessions	1	2	3	4	5	
Physical health	Self-reported improvement / change						
Fitness Test	Sessions 1 & 5						

PLAYER:							
Teamwork	Works well in a group	1	2	3	4	5	Comments / Notes
Listening	Engaged in activities	1	2	3	4	5	
Positive communication	Motivates, reassures	1	2	3	4	5	
Respectful	Follows code of conduct	1	2	3	4	5	
Responsible	Takes on responsibility, organises self (meetings, kit)	1	2	3	4	5	
Includes others	Motivates, includes all abilities	1	2	3	4	5	
Punctuality	Arrival and throughout sessions	1	2	3	4	5	
Physical health	Self-reported improvement / change						
Fitness Test	Sessions 1 & 5						

Draft for a coaching qualification

All practical and theoretical content we have shared during the workshops, during the conferences and in this guideline can be used as an inspiration and guideline for street soccer coach education.

The following two pages show a collection of topics and ideas how you can work on different themes with using this guideline's content.

1. Introduction, rules and fair play
--> sensible application of rules
2. Understand target groups and objectives
--> observation and communication
3. Courage, venture and trust
--> giving (self-) confidence
4. Diversity, ownership and participation
--> dealing with diversity and offering participation
5. Training and Coaching workbook
--> resource based planning
6. Organise a Session / Training / Tournament / Event
--> apply the learned content

You can use the following draft for preparing a workshop, a training/tournament/event, as part of a qualification or as an inspiration to develop your existing programmes.

TOPIC: INTRODUCTION RULES & FAIRPLAY	TOPIC: UNDERSTAND TARGET GROUP(S) & OBJECTIVES	TOPIC: COURAGE, VENTURE & TRUST
TARGET: SENSIBLE APPLICATION OF RULES	TARGET: OBSERVATION AND RESULT- ORIENTED COMMUNICATION	TARGET: GIVING (SELF) CONFIDENCE
PART 1	PART 2	PART 3
Introduction: icebreaker / small games —> get to know each other	Questions: Who is our target group? What are our primary and secondary objectives?	Questions: What is courage? What is a venture? Who can I trust?
Theory: What is the ESSC? What is the purpose?	Theory: How to work with a heterogenous group? How do our objectives meet?	Theory: Can people practice courage and trust? What kind of ventures can be part of a training/coaching?
What are rules? What are they for? >> Rules can be adapted and changed!	Theory and practice of: 1. watching / observing. 2. conversation and body language	exercises & methods
<u>Possible exercise:</u> Inventing a new game! Inventing new rules! (E.g. 2 teams, each invents a game.)	exercises & methods of mediating and giving feedback (from the guideline)	Theory: teambuilding & attentiveness
Introduce and play the new games - together. (alternative: adapt and change rules of an existing game)	group reflection <u>Possible questions:</u> What is empathy? How can I use it?	exercises & methods
<u>Possible question:</u> What is Fair Play?	<u>Possible exercise 1:</u> How to make sure „the other“ understands what I mean?	<u>Possible questions:</u> Can I adapt the exercises and methods to every heterogenous group? How?
Exercise: How to use / change rules towards more fair play?	<u>Possible exercise 2:</u> How to make sure I understood what „the other“ meant?	Further ideas and experiences of the participants? —> Questionnaire!
group reflection, closing (outlook)	group reflection, closing (outlook)	group reflection, closing (outlook)

Draft for a coaching qualification

TOPIC: DIVERSITY, OWNERSHIP & PARTICIPATION	TOPIC: TRAINING & COACHING WORKBOOK	TOPIC: TRAINING / WORKSHOP TOURNAMENT / EVENT
TARGET: DEALING WITH DIVERSITY AND OFFERING PARTICIPATION	TARGET: RESOURCE-BASED PLANNING	TARGET: APPLY THE LEARNED CONTENT
PART 4	PART 5	E.G.: EXAMINATION
Questions: What is diversity (in a team/group)? What are the benefits? What can difficulties be?	Questions: What is a training/workshop/event for? Who can take part? What is a coach doing?	realising a streetsoccer training, workshop, tournament or other event - e.g. in collabora- tion with the professional football
Theory: What is violence? (verbal abuse & disturbances) Theory of violence. („fight or flee“) (see „Team Sport and Courage“)	Theory: Exercises & methods from the guideline.	building up & down everything together (ownership + participation)
exercises & methods of dealing with aggression and physical abuse <u>Possible question:</u> How to chose a method to deal with violence?	<u>Possible questions:</u> How and where can I find more exercises? How can I motivate a team and keep it together?	working in groups / teams sharing responsibilities (e.g. tournament management, warming up, games, refereeing/ mediating, food/beverages, ...)
Theory: Sport for all - participation & ownership. How to involve everyone? (ideas are in the guideline)	Theory: possible structure and design of games, workshops and tournaments. What is a workbook?	using the workbook / content of the guideline (for a training, workshop, tournament or other event)
<u>Possible questions:</u> Who can be involved? Which groups might be interested? Which groups are interesting for us?	<u>Possible exercise:</u> We create our own workbook! (using the content from the guideline and additional ideas)	empathy, mediation, communication (with the participants, teams, volunteers, coaches, media)
Collecting ideas: How can we organize a training / tournament / event with volunteers and diverse teams?	Preparing a real training / workshop / tournament (possible examination)	common lunch / dinner (evtl. side games / get to know each other)
Questions and ideas of the participants!	Questions please!	e.g. common ceremony, common dinner/party (+ common building down)
group reflection, closing (outlook)	group reflection, closing (outlook)	group reflection, feedback, questionnaire, closing

Evaluation and future development

Evaluating our program

Our final evaluation document presents quantitative and qualitative information about our common work during the last two years and the conclusions of our final conference in Berlin.

1. Information about the participating learners and staff

Here you find data about the number of learners and staff, about how easy or difficult the learners experienced the participation in our workshops and the common language (English). Additionally it shows how many learners are still involved in their national / regional programmes and what kind of activities they do.

2. Information about the workshops and their impact in general

All partners (who answered the questionnaire) shared what kind of impact the process of visiting European good practices offered their organisation in general and how the ESSC guideline will be used in their national and/or regional work.

3. Information about the specific workshops per country

Every workshop offered new ideas and good practice. Here you find an overview which ideas and good practice were most inspiring and affected the regional / national work of the participating partners.

4. Conclusions from the working groups during the final conference in Berlin

During the conference in Berlin, we collected positive and negative feedback about our common program and its effects. We found out why all partners wish to continue and improve our network, what kind of exchange and platform is wished for and how future exchange can provide even more learning opportunities for our learners / coaches and staff.

The whole evaluation document (PDF) you find on our website:
<http://www.europeanstreetsoccer.org/documents/evaluation/>

What do we want for the future?

During the final conference in Berlin, we wished to find out why all partners want to continue and improve our network, what kind of exchange and platform is wished for and how future exchange can provide even more learning opportunities for our learners / coaches and staff. Here are the answers!

1. Why do we want to continue and improve?

The exchange revealed the different approaches and levels of development of all participating countries. A future exchange can address these differences through the systematic promotion of a detailed information exchange program and the development of existing and new good practices. In this way, a more coherent network of support between all participating projects will be developed, creating even more learning opportunities for our learners / coaches and staff.

2. What do we want to continue and improve?

Learning from peers and partners through good practice sharing, workshops, cultural and informal exchange.

More practical opportunities and „real life“ experiences for personal development (players, coaches and staff) presented in a simple way, with low level language skills requirements. Development of common strategies, goals and resources within our european network as well as a qualification program offering official certification. Solid financial funding is necessary in order to be able to integrate network exchange into each project's regular working routine/project.

3. What kind of exchange do you want for the future?

Most projects wish for a platform or online exchange toolkit and open resources for a more professional exchange with equal responsibilities taken by all partners. Others thought of working groups and/or satellite exchanges on specific topics and an immersive experience, in our quest to provide strong personal development opportunities to learners („move yourself, make it happen“).

4. What kind of network / platform do you need / wish for?

Sharing of resources (manuals, kits, trainings, documents ...) through an „easy to use“ online platform - open for other countries. Personal meetings are indispensable.

Literature and Links

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Links to further partners and programs

European Shared Treasure

www.europeansharedtreasure.eu/

Explore the European dimension of education and discover European Shared Treasure, where thousands of teachers, trainers and educators cooperating in partnerships share the wealth of their experience.

Homeless World Cup

www.homelessworldcup.org/

From humble beginnings in 2001, the Homeless World Cup and its partners now span the globe, with 74 countries taking part and more wanting to join. We touch the lives of 100,000 homeless people each year and make a significant change to the lives of many—all through the beautiful game of football.

streetfootballworld

www.streetfootballworld.org/

Football has a unique power to change the world for good.

Our goal is to unleash this power. Since its inception, football has been lauded as the beautiful game. A single perfect pass or soaring goal can inspire wonder all over the world. But we see a beauty that goes even deeper.

SALTO-YOUTH

www.salto-youth.net/

SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities within the Erasmus+: Youth in Action programme, the EU programme for education, training, youth and sport.

Established in 2000, SALTO-YOUTH is a network of eight Resource Centres working on European priority areas within the youth field.

The FIFA 11+

<http://f-marc.com/11plus/>

The new F-MARC injury prevention programme reduces injuries by a third, and severe injuries even by a half - simply by performing it as your routine warm-up prior to training. Watch this to get started, and visit the medical section on FIFA.com to learn more about the exercises.



COACH STREETSOCCER EUROPEAN



Handbook of
European
Street Soccer
Coaches
Guideline
for the
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