



# Hattrick Project

## Needs Analysis Report

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## **1. Rationale of the Hattrick Project**

The Integration of migrants into education and training systems, the labour market and society in general is still a major challenge in Europe. Migrants tend to be significantly lower educated than the average population, much more often affected by unemployment and excluded from many social activities, particularly young male migrants who have a high risk of becoming early school-leavers and / or unemployed (EU study VC/2004/0139).

The football pitch, however, is one of the few social locations where integration seems to be successful in many cases. A good performance in sports entails social recognition which is otherwise often denied.

According to EUROBAROMETER 213, 73% of EU citizens view sport as a promising means of promoting the integration of immigrant populations. This is a view shared by the White Paper on Sport (COM (2007) 391): better use should be made of the potential of sport as an instrument for social inclusion in EU programmes to strengthen civic society.

Being a successful footballer does not only boost the confidence and self-esteem of young migrants, it also involves transferable skills like self motivation, motivating others, teamwork, orientation towards set goals, perseverance and strategic thinking. These are also key competences for a successful educational and professional career, and for integration into society.



## **2. Aims and Objectives of Hattrick**

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

Hattrick seeks to engage:

- young migrants
- young men with a migration background
- other young male adults who are socio-economically disadvantaged, with a low level of education, or at risk of exclusion in lifelong learning activities.

By transforming experiences gained and skills developed while practising football their enthusiasm about football will be used for educational purposes.

Football clubs will be explored as possible new places of learning through a two-fold training strategy.

Hattrick will develop and test "FootbaLLL (Football and Lifelong Learning)" workshops for 15 - 25year old migrant football players in which:

- transversal skills developed through football are made visible
- pathways into education and training are (re-)opened (and thus their)
- integration into society at large is improved.

The motivation, confidence and competences of young migrant footballers will be enhanced by developing personal and social skills which are related to the global concept "Fair Play" During the workshops they will be directed to further learning activities.



Moreover, to enable football trainers to support their players in the process of integration into LLL, the football trainers will engage on a training medium called "FootbaLLL Coach" where they will be trained and tested. Possible modules include:

- Social competence, in particular communication skills, for working with young migrants
- Team building and methods for steering complex group-dynamic processes
- Active promotion of "Fairplay"
- Conflict prevention and solution
- Intercultural competence
- Motivation of footballers for engaging in learning
- Knowledge of professional support structures (counselling, social work etc.)

The main project products to be developed include:

- Design and tool kit for FootbaLLL Workshops for young migrants
- Design and materials for "FootbaLLL Coach" training courses for the Football Trainers
- Implementation and documentation of Pilots
- Hatrick Good practice Brochure



### **3. How the Needs Analysis was carried out**

The needs analysis was created at University Centre Doncaster and was based on the key output aims for the HATTRICK project. The blank needs analysis document (See Appendix A) was developed and distributed to each partner who then conducted interviews at their respective clubs.

The questions were grouped into four main areas:

1. Existing levels and experience of working with target populations
2. Programme Design
3. Levels of motivation for the project
4. Awareness raising activities to date

Each Partner organisation of the Hattrick project was required to carry out interviews using the pre written questions in order to standardise the findings for further analysis. A total of 81 interviews took place with club functionaries, players and coaches alike. The completed documents were then emailed back and collated.

It appears that interviews with club functionaries were the most difficult to conduct possible due to their often wide ranging roles within their respective football clubs which may have limited accessibility.

#### 4. Partner Details

There are seven European partner institutions working on the Hattrick project, below is an overview of each as well as information on the contacted/cooperating football clubs.<sup>1</sup>

##### 4.1 United Kingdom

Hattrick Project Partner: Doncaster College and University Centre  
High Melton  
Doncaster  
DN5 7SZ  
Tel: 01302 553553 / Web: [www.don.ac.uk](http://www.don.ac.uk)

##### Contact Names

Claire Wheeler / [claire.wheeler@don.ac.uk](mailto:claire.wheeler@don.ac.uk)  
Craig Winstanley / [craig.winstanley@don.ac.uk](mailto:craig.winstanley@don.ac.uk)  
Tom Mitchell / [tom.mitchell@don.ac.uk](mailto:tom.mitchell@don.ac.uk)

##### Football Club Name and Address

Doncaster Rovers Football Club  
Keepmoat Stadium  
Stadium Way  
Lakeside  
Doncaster  
South Yorkshire  
DN4 5JW  
Web: [www.doncasterroversfc.co.uk](http://www.doncasterroversfc.co.uk)



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<sup>1</sup> In some cases (e.g. Austria) the football club involved in the needs analysis differs from the cooperating club in the project

### **Description of Football Club**

First formed in 1879 and turned professional in 1885. DRFC currently play in the second tier of English professional football with average attendances of 15,231. The club has a Sports and Education Foundation which serves as the link between the local community and the club itself.

### **Previous Experience Working with young male migrants**

The sports and education foundation has over 20 year experience working with a range of young migrants and disadvantaged youths alongside many other groups within the local community including schools.

## **4.2 Netherlands**

Hattrick Project Partner: CESO-Centrum voor Europese Studies en Opleidingen

### **Contact Names**

John Vrolings / [jvrolings@home.nl](mailto:jvrolings@home.nl)

### **Football Club Name and Address**

RKSV Groene Ster Herleen

Post Box 3100

NL-6401 DP Heerlen

Netherlands

Tel: 06-12965803

Web: [www.groenester.nl](http://www.groenester.nl)



### **Description of Football Club**

Groene Ster (Green Star) is a club with approximately 700 members, located in a former mining area in the South of the Netherlands, in Heerlen (province of Limburg). Groene Ster has about 400 members

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under the age of 20, more than 100 volunteers and works with an annual budget of 250.000 euros.

### **Previous Experience Working with young male migrants etc**

Since the 2<sup>nd</sup> world war lots of immigrants came to this region to work in the coal mines. The first new citizens came from former Yugoslavia, Italy, Poland and the Baltic states. Integration was no problem. They had the same religion and habits and lived in the same neighbourhoods as the locals. Though language was always an issue, the different cultures mixed well. Different religions (Islam), different views about the role of men and women, completely different languages and writing obstructed integration and these differences last throughout 3 generations. There is low uptake from immigrants, few of which become members of the club.

### **4.3 France**

Hattrick Project Partner: SCOP ADREP

#### **Contact Names**

Karim Sefiat / [karim.sefiat@numericable.com](mailto:karim.sefiat@numericable.com)

#### **Football Club Name and Address**

Football Club de Salon de Provence,  
Complexe Sportif de Lurian  
Provence Alpes Cotes d'Azur,  
France  
13300 Salon de Provence  
Web: [www.fcsalon.net](http://www.fcsalon.net)



#### **Description of Football Club**

The Football club of Salon de Provence is one of main clubs of the League the Mediterranean Sea of Football with approximately 400 graduates. The club is founded in 1937. The FC Salon de Provence is recognized for the training policy of the young people and is often the supplier of



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professional clubs as Olympic of Marseille, HAVE, Monaco, Grenoble, OGC Nice.

### **Previous Experience Working with young male migrants etc**

The sports project from 2003 till 2006 recruited young people, stemming from the immigration and inhabitants in the popular districts of the city to improve the social coeducation. A partnership with the community centres of these districts is established by allowing these young people to benefit from a more coherent welcome (reception) with their wants (expectations) and needs. The main objective for these young people is to assimilate the rights and duties of a player of football: open-mindedness, to accept the differences, the bases of the respect, the other players, the respect for the coach, the opponents, the referee, the notion of pleasure to play.

### **4.4 Austria**

Hattrick Project Partner: Die Berater®

#### **Contact Name**

Veronika Avila / [v.avila@dieberater.com](mailto:v.avila@dieberater.com)

Wenceslao Avila-Miranda / [w.avila@dieberater.com](mailto:w.avila@dieberater.com)

Maren Satke / [m.satke@dieberater.com](mailto:m.satke@dieberater.com)

#### **Football Club Name and Address**

ASV-ASKÖ SALZBURG

Zweigverein Fußball

Plainstrasse 123

5020 Salzburg

Web: [www.asv.salzburg-fussball.at](http://www.asv.salzburg-fussball.at)

#### **Description of Football Club**

Founded 1927 by sportsmen from the Workers-, Gym- and Sports association. ASV-ASKÖ Salzburg is one of the biggest and most traditional Sport clubs all over the region Salzburg. From the 60s the soccer section

was becoming the most powerful section in this Sports-Club. During the following years the soccer competition Team won many titles in the local League (Landes- und Tauernliga) and in 1969 they won also in the regional league (Regionalliga). They play now in the 2<sup>nd</sup> local league north. One of the biggest aims of the club is to raise budding players. More than 150 children and young players are trained in this club.

### **Previous Experience Working with young male migrants etc**

Players with special social needs (disadvantage youths) either integrate themselves to the basic rules of the club or if not, they will not stay longer because of the "group dynamic" within the team. The club offers a lot of activities for social integration and they had recently a Project of Integration with younger players up to the age of 15.

### **4.5 Bulgaria**

Hattrick Project Partner: Euroinform

#### **Contact Names**

Boian Savtchev [slabo@abc.bg](mailto:slabo@abc.bg) / [interstandard@ecet.bg](mailto:interstandard@ecet.bg)

#### **Football Club Name and Address**

PFK CSKA Sofia

3 Dragan Tzankov Blvd

Sofia 1504

Bulgaria

Web 1: <http://www.cska.bg> (Main club website)

Web 2 : <http://pfkcska.sportal.bg/bg/club?pid=23> (Youth Team)



#### **Description of Football Club**

CSKA Sofia is the most popular club in Bulgaria with 180 000 organized supporters in 798 fan clubs around the World. The club was officially founded on 5 May 1948. CSKA has won 31 League titles and 19 National

cups. The youth team currently has around 450 players across 6 age groups.

### **Previous Experience Working with young male migrants etc**

There are not many migrant-origin players in the Youth team. The number of disadvantaged youths is also not very big (depending on what criteria are applied). This is mainly because of the club policy to require young players to do well at school as well and the policy school drop-outs not to be accepted. Still the Club has good practical experience with minorities, socio-economically disadvantaged youths, young people with a low level of education, or at risk of exclusion.

### **4.6 Germany**

Hattrick Project Partner: BUPNET GmbH

#### **Contact Names**

Marcus Lemke [mlemke@bupnet.de](mailto:mlemke@bupnet.de)



#### **Football Club Name and Address**

SC BW Friedland e.V.  
Am alten Schulplatz 12  
37133 Friedland  
Germany

#### **Description of Football Club**

The club is located in the village Friedland. They have 432 members, 220 are younger than 18 years, 212 are older than 18 years. Exceptional for the club's situation is the refugee camp near by.

### **Previous Experience Working with young male migrants etc**

It is possible for everyone to join the club regardless of their (migrant) background. E.g. each year there is a friendly match between the "regular" Friedland team and a refugee-camp team. Sometimes the club

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asks a gifted player to join the club, which they sometimes do. But they move on to other parts of Germany after a waiting period of about six months.

#### 4.7 Italy

Hattrick Project Partner: CE.S.I.E, Italy

##### Contact Names

Roberta Lo Bianco [roberta.lobianco@cesie.org](mailto:roberta.lobianco@cesie.org)

##### Football Club Name and Address

U.S Palermo

CE.S.I.E

Vucciria

Zen Palermo

Web: [www.ilpalermocalcio.it](http://www.ilpalermocalcio.it)



##### Description of Football Club

Currently plays in [Serie A](#), the top level of Italian football. Formed in 1900 as Anglo Panormitan Athletic and Football Club, the club had various names before assuming its final form in 1987 and is currently the top-ranked football club from the island of [Sicily](#).

##### Previous Experience Working with young male migrants etc

Members of 3 football clubs where interviewed:

1 official:

- U.S. PALERMO – there is only one immigrant footballer who comes from the Ivory Coast; 2 players interviewed.

3 informal:

- CE.S.I.E – there is a mix of local and migrants players. The migrants come from Bangladesh and Mauritius. 3 players interviewed and 1 coach.



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- Team of Vucciria – poor area in Palermo, two migrant footballers who are not fully integrated. 1 coach and 3 players interviewed.
  
- Zen Palermo – poor area of Palermo: the team is composed mainly by local young people come from this area and 2 migrants come from Ghana. They seem integrated even if the context is really poor and full of conflicts. 1 coach and 3 players interviewed.

## **5. Summary of needs analysis**

This following section will summarise the needs analysis returned from the partners. The questions on the needs analysis were grouped together into four main categories.

1. Existing levels and experience of working with target populations (= young migrant players, or players with migrant background)
2. Programme Design
3. Levels of motivation for the project
4. Awareness raising activities to date

For each question the key themes have been extracted to provide a clear overview from the European partners. Raw data can be found in Appendix B and is arranged by question and by club.

### **5.1 Existing levels of experience of working with target populations**

This section of the needs analysis focused on exploring each football club's existing experience of working with young male migrants and socially disadvantaged youths. Within this section there were a variety of questions asked including number of participants, their language skills and levels of social integration.

#### **Experience and examples of practice**

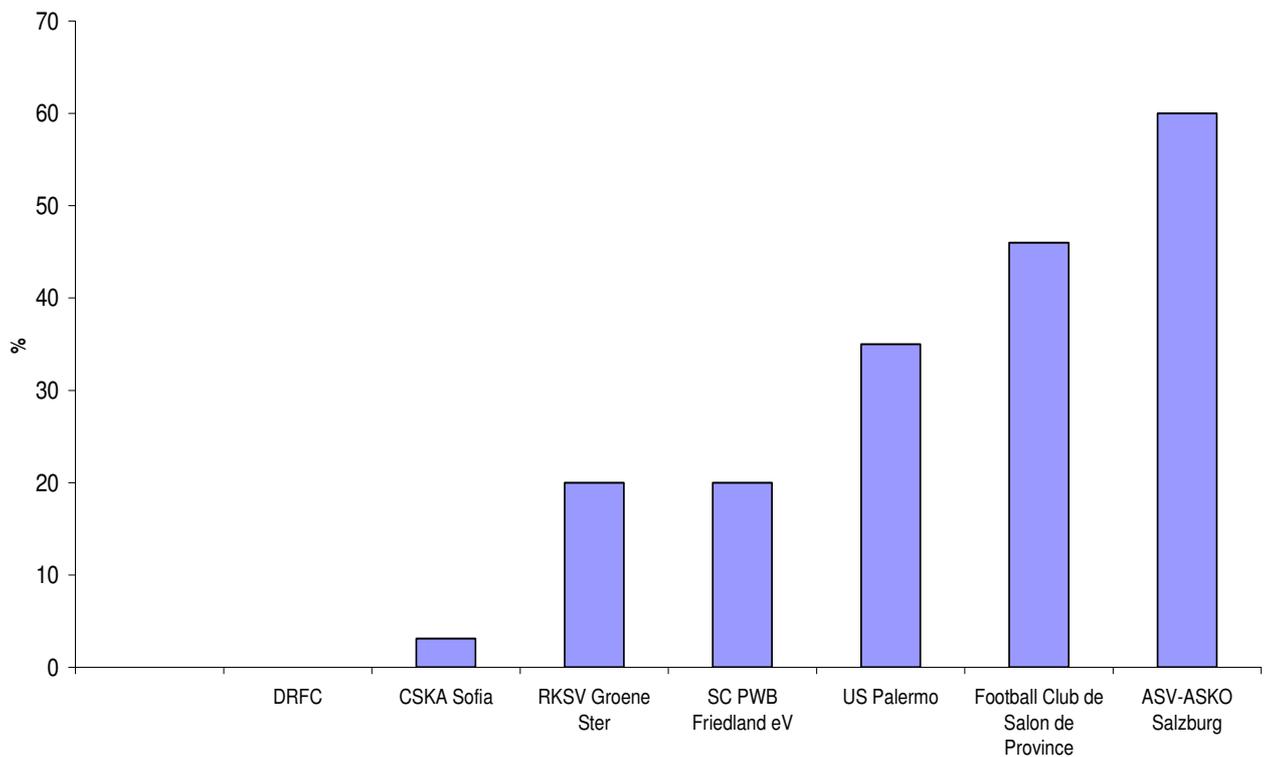
The majority of clubs have some level of experience of working with migrants and disadvantaged youth ranging from 20 years experience with establish community development programmes and specialist staff, to no experience at all. Doncaster Rovers, for examples have a separate department within the football club which focuses strengthening links with the local community. This includes players from the target group.

**Number & Percentage of young male migrants and disadvantaged youths within the football clubs**

There was a large range in reported percentage contribution of male migrants and disadvantaged youths to the membership of the partner football clubs ranging from 3.11 % to 60 %. One club did not provide percentages.

**Figure 1:**

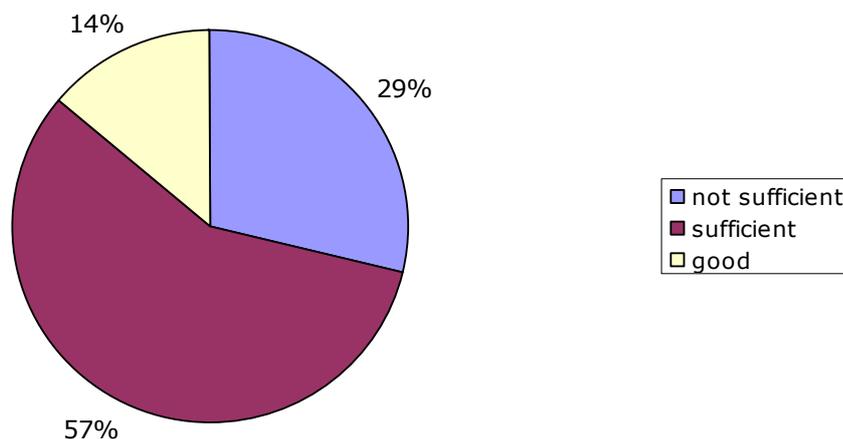
**Bar Chart to show percentage contribution of male migrants and disadvantaged youths to club membership**



### **Average level of language competence of migrants and disadvantaged youths**

Responses were grouped into three categories; 1; Not Sufficient 2; Sufficient and 3; Good. From the chart below it can be seen that 29 % of players from the target group had insufficient levels of language competency.

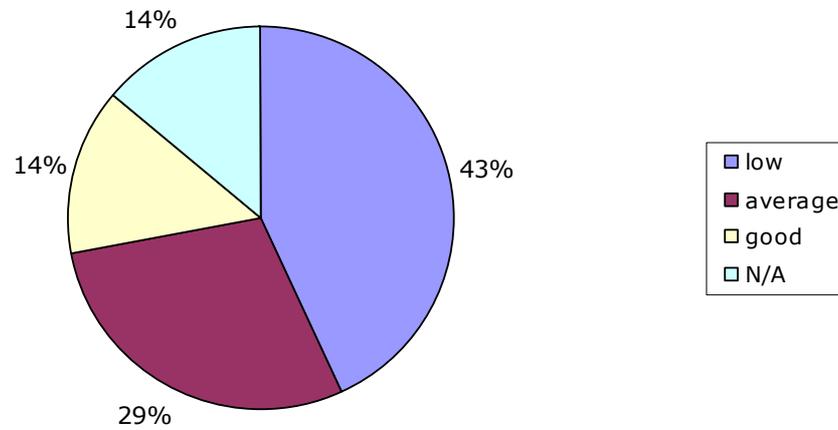
**Figure 2**  
**Pie Chart to show language competencies of players**



### **Levels of Education of migrants and disadvantaged youths**

The responses were categorized into four main groups ranging from N/A to Good. 43 % of respondents reported that the levels of education amongst the target population was 'Low' with only 14 % (1 Club) reporting them as good.

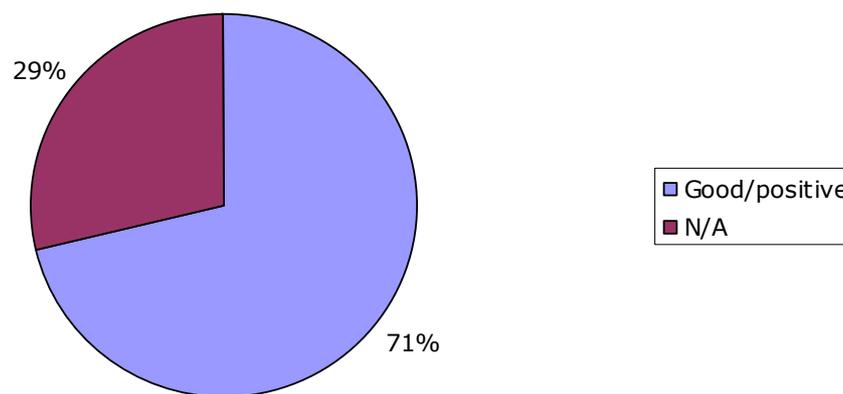
**Figure 3**  
**Pie Chart to show Educational levels amongst the target group**



**Organisational Culture of Club towards community involvements**

The majority of clubs reported a positive culture geared towards community involvements. 29 % of the clubs did not respond to this question.

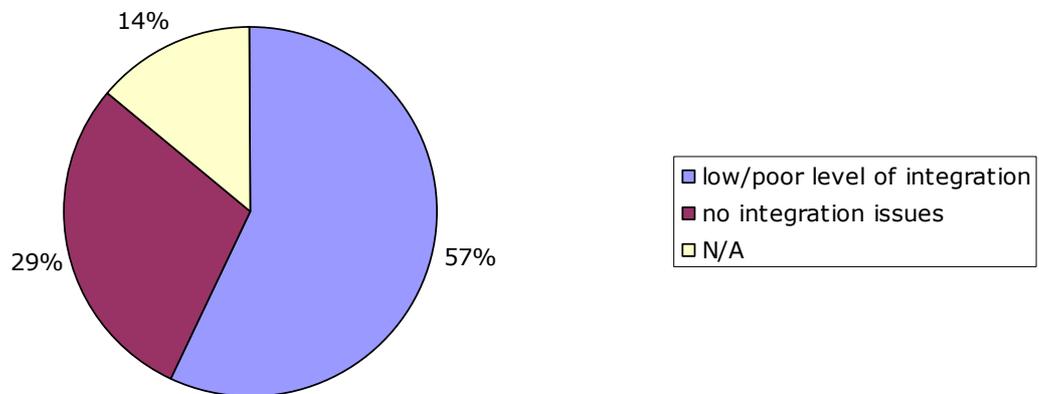
**Pie chart to show Organizational Culture of Clubs towards community involvements**



**Social Background and level of integration into society**

57 % of clubs reported low or poor levels of social integration amongst migrant males and disadvantaged youths into the club training sessions and other activities. Of the 29 % that reported no integration issues, they cited that problems with social integration as occurring outside the club and therefore somewhat out of their control.

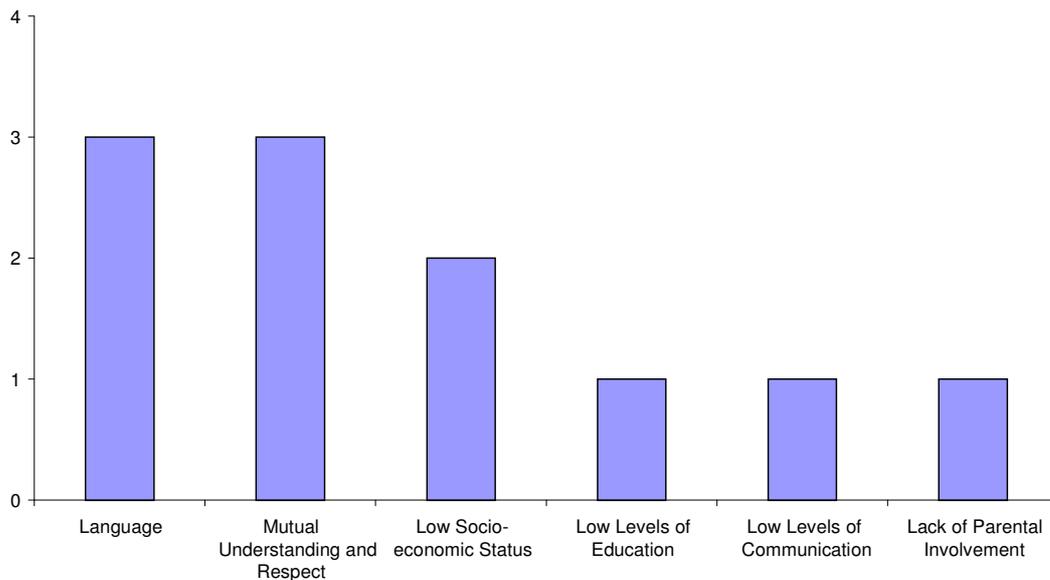
**Figure 4**  
**Pie Chart to show level of integration into the football clubs**



**Barriers to Social Integration**

Six major categories of responses emerged from the needs analysis with Language and Mutual Understanding / Respect being the most frequent barriers for social integration of migrant males and socially disadvantaged youth alike. Low socio economic status, the level of education and communication as well as a lack of parental involvement are stated as other reasons.

**Figure 5**  
**Histogram to show frequency of responses to barriers of social integration**

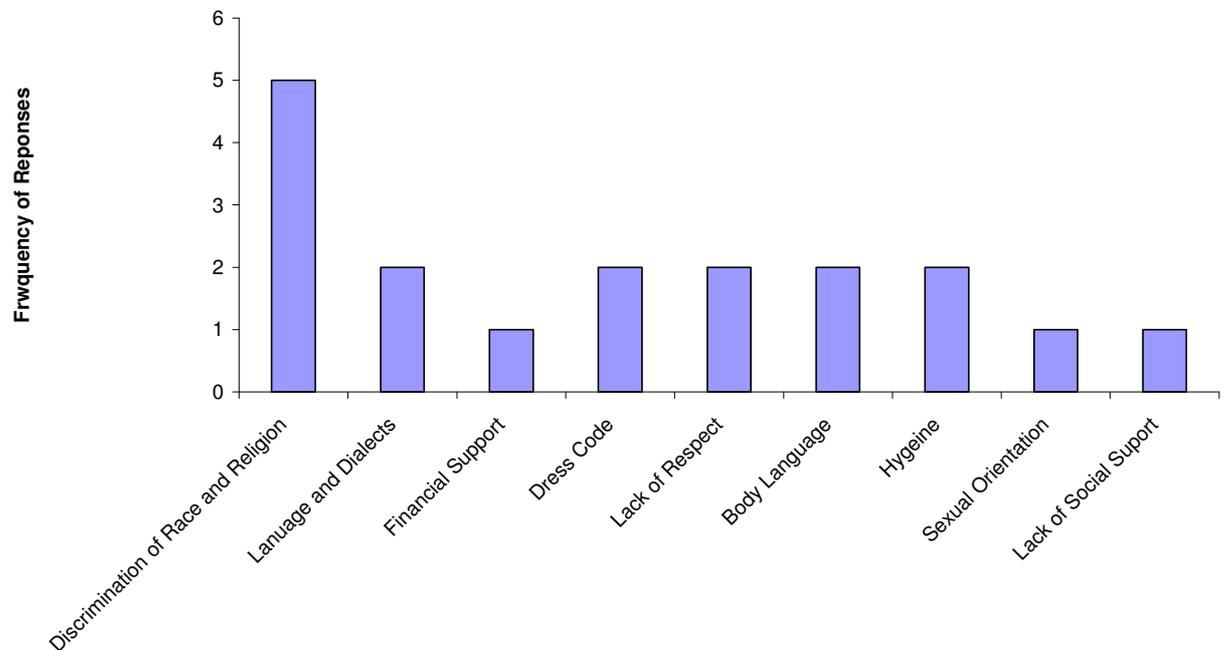


### **Areas of Conflict**

A variety of responses emerged from this question with Race and Religious discrimination being cited as the most frequent area of conflict. Other aspects like "language and dialect", "dress code", "lack of respect", "body language" and "hygiene" were also stated, but seems to be conflict areas only in single cases. Also the topic sexual orientation as well as the lack of social or financial support was named only once.

**Figure 6**

**Histogram to show areas of conflict amongst the target population**



## 5.2 Programme Design

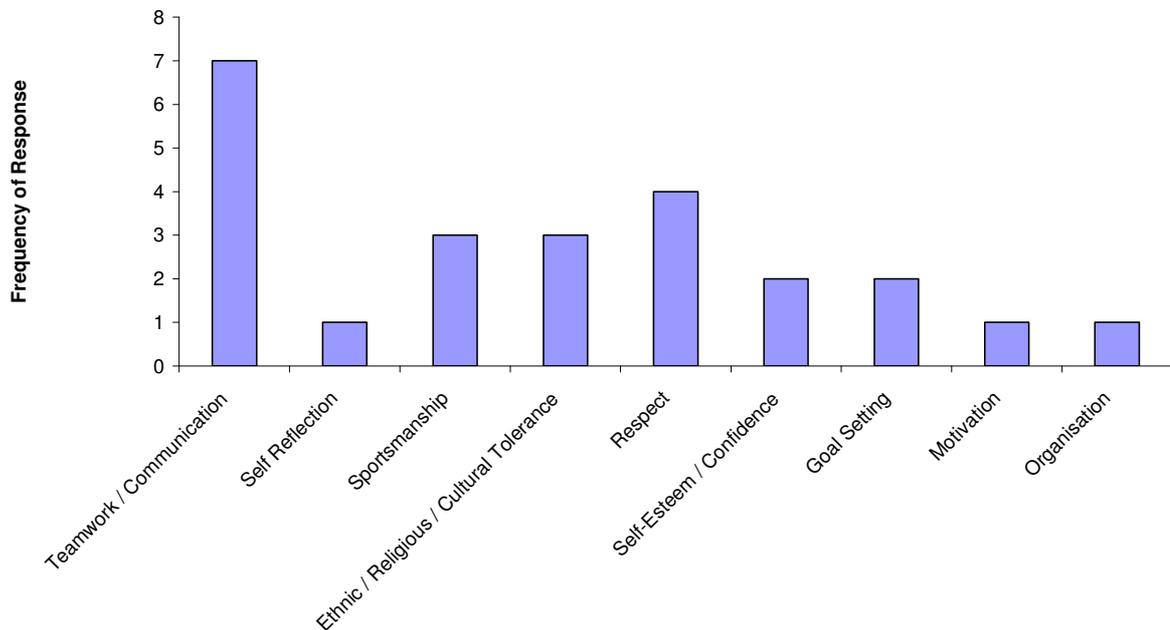
The following section contained a range of questions relating to programme design and expectations of programme content from player and coach perspectives. In addition there were questions relating to expectations of coaches from players alongside player expectations of potential coaches who may deliver the programme.

### Relevant topics for players from coaches point of view

9 different categories of response emerged from the needs analysis with teamwork and communication being the most frequent response from coaches.

**Figure 7**

**Histogram to show coach perceptions of relevant topics for players**



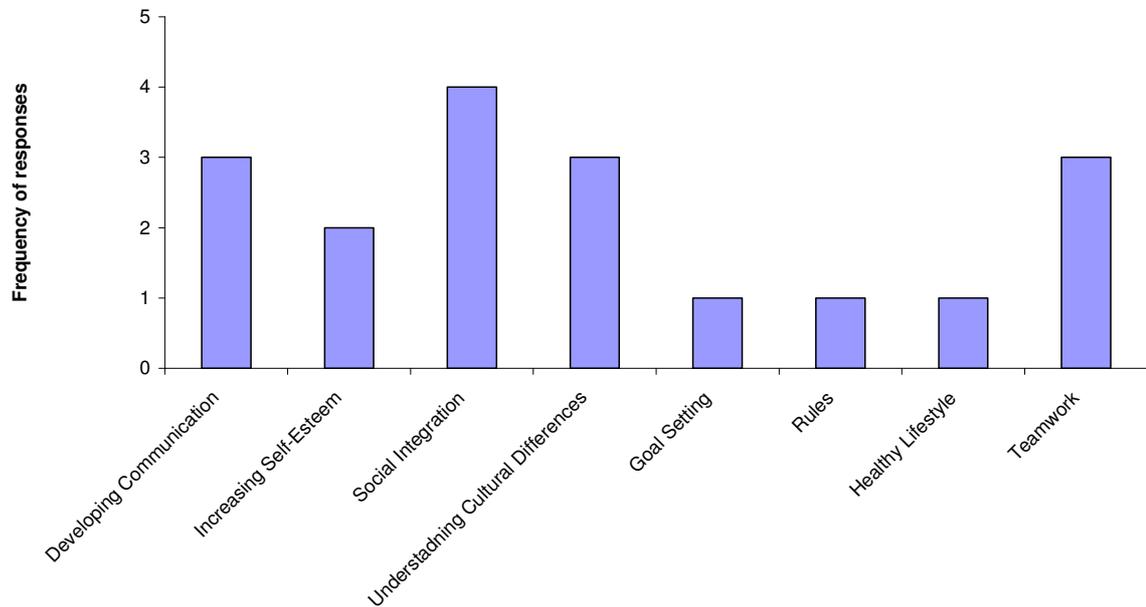
4 coaches mentioned “respect” followed by “sportsmanship” (3) and “Ethnic/religious/cultural tolerance” (3). Less important topics seem to be “self esteem”, “goal setting”, “motivation” or “self reflection”.

**Player expectations of the programme**

8 main expectations of coaches emerged from the needs analysis with many being ‘softer’ skills relating to understanding, communication and teamwork as well as the understanding of cultural differences. The most frequent response was a desire for the programme to promote social integration.

**Figure 8**

**Histogram to show player expectations of the programme**

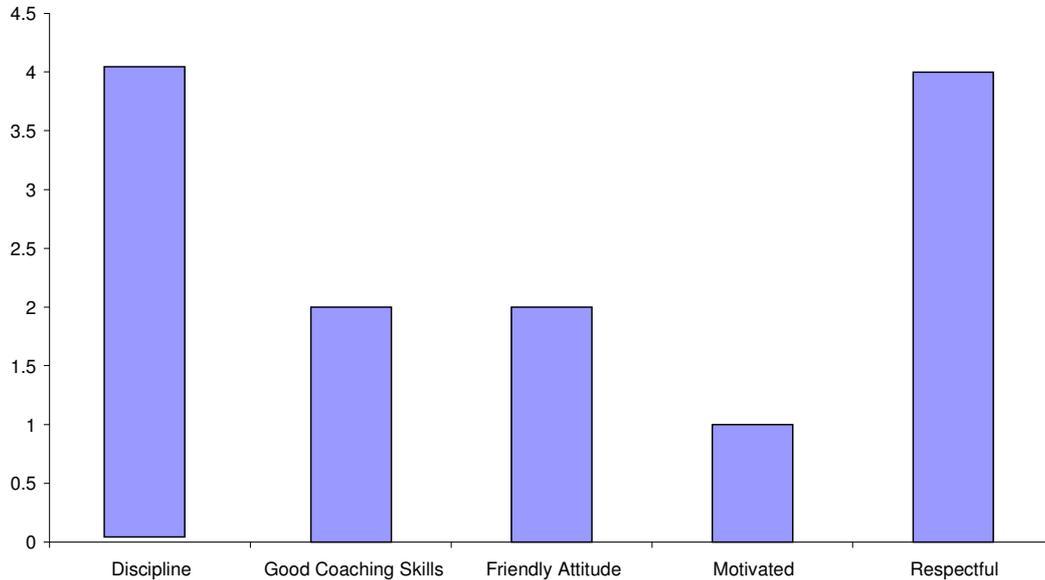


**Player expectations of the Coaches**

Players expected coaches on the programme to be, above all, respectful of their needs but at the same time be disciplined, knowledgeable and friendly.

**Figure 9**

**Histogram to show player expectation of the coaches themselves**

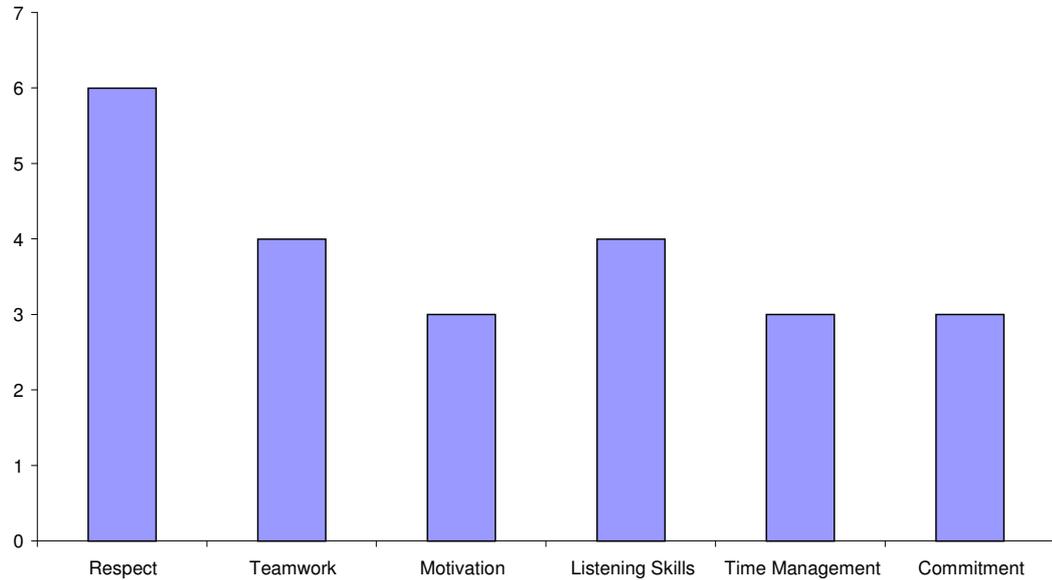


### **Coaches expectations of the players**

Coaches appeared very consistent with their responses despite the varying levels of experience in working with the target population. This may be due to the similar levels of more general coach's experience amongst the coaches. "Respect", "teamwork" and "Listening skills" were often named, followed by "motivation", "Time management" and "Commitment".

**Figure 10**

**Histogram to show coach expectation of players**

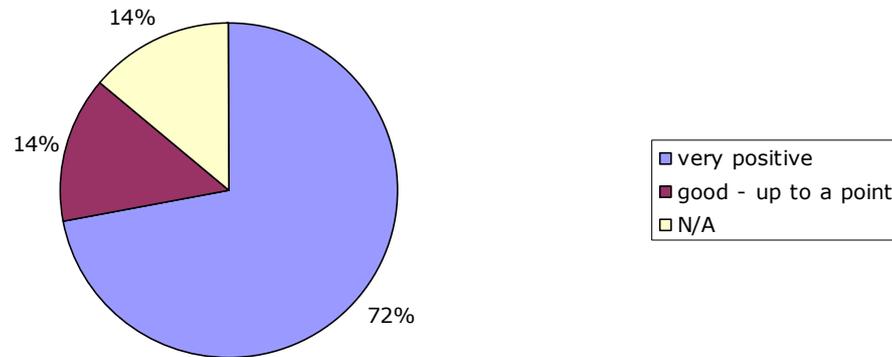


**Coach attitudes towards the target group**

Responses were all given in a positive light or no response at all. 14 % (one club) stated 'up to a certain level' and may have been referring to the level of playing competency of players.

**Figure 11**

**Pie Chart to show attitudes of coaches towards the target group**



**Relevant Educational Background / Qualifications / Experience of Coaches and other staff members who may work with the target group**

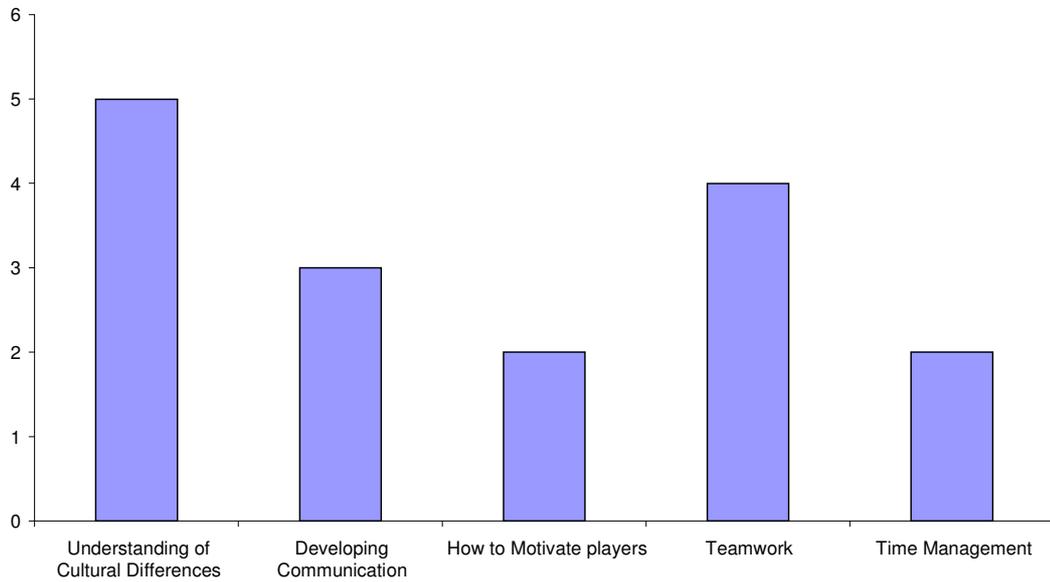
All coaches have professional qualifications from national and international governing bodies for coaching football. However, only one club specified that staff had been on training courses and events that related directly to working with the target group. As stated earlier there is a variety of levels of experience in working with the target group

**Training topics relevant to the club coaches**

Coaches were very clear on the types of training they wished to receive in preparation to working with target groups. Key areas were understanding of Cultural Differences and ways to promote Teamwork.

**Figure 12**

**Histogram to show training topics relevant to club coaches**

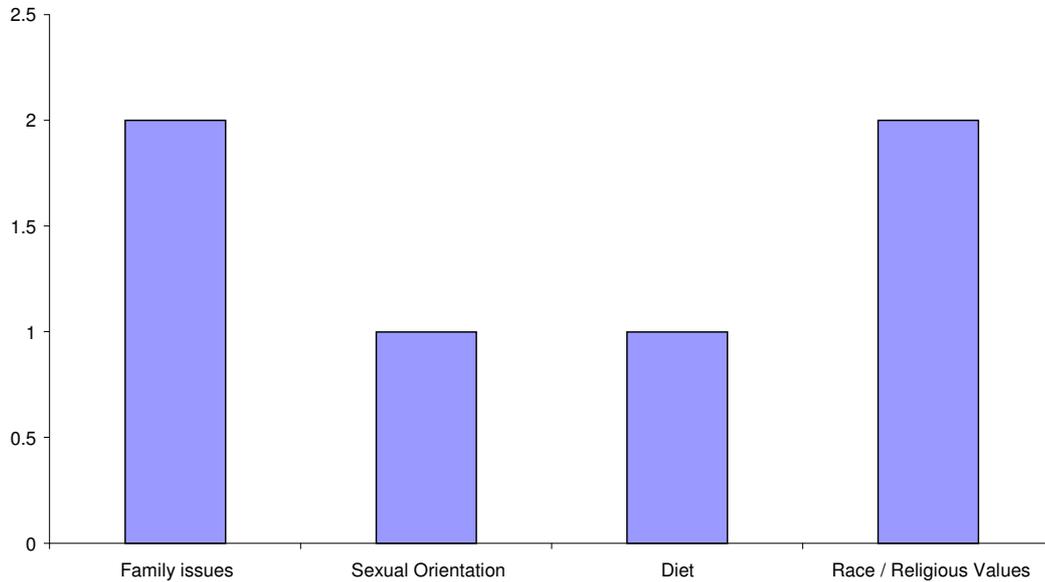


**Topics to Avoid**

Most responses were related to social or cultural orientations that may be topics coaches should avoid when working with the target group.

**Figure 13**

**Histogram to show topics to avoid when working with the target group**

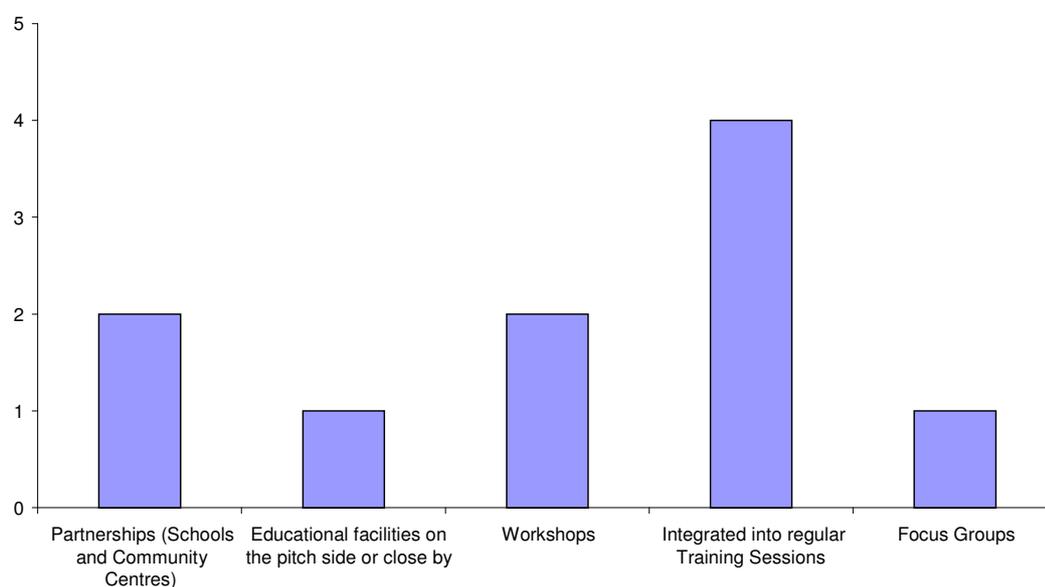


**How would Hattrick activities be combined with football activities?**

Most respondents felt that the programme activities could be successfully integrated into existing football related training. Some clubs had classrooms near to the sports pitches and felt this would be extremely useful when combining practical and discussion elements of the programme.

**Figure 14**

**Histogram to show suggestions for integration of HATTICK into existing footballing activities**



### **5.3 Levels of motivation for the project**

The following section relates to the levels of motivation and commitment for participation in the project from football coaches and their associated club functionaries. Included in this section were questions relating to the amount of time clubs were able to offer to the project.

#### **Club functionaries levels of motivation and commitment to the project**

Most clubs stated that they were positive towards the aims of the project and committed to work on the project. Reasons for such positivity were slightly different with three main themes emerging:

1. Clubs felt the project provided an opportunity for the creation of links with other EU clubs to exchange ideas.
2. The second main theme was that the project would be a good opportunity to gain further knowledge of the topic areas as discussed throughout.
3. Thirdly some clubs saw social inclusion as high on their agendas and so such a programme would be ideal to be involved in.

### **Coach and player motivation and commitment to the project**

Coaches and players level of motivation and commitment was also reported as positive with the main themes being; Exchanging ideas with other coaches from the EU clubs. 4 coaches stated they felt it would make them better all round coaches. 2 players stated that participating in such a project would aid their purpose and identity.

### **Timing and Organization of Training and Practice Hours**

There was a diverse range of practice hours throughout all clubs ranging from evenings and weekends only to during the week as well. The amount of time available will be totally dependant on the individual circumstances at each club – see raw data in **Appendix B**

### **Time Available for Target Group to spend on Training and when**

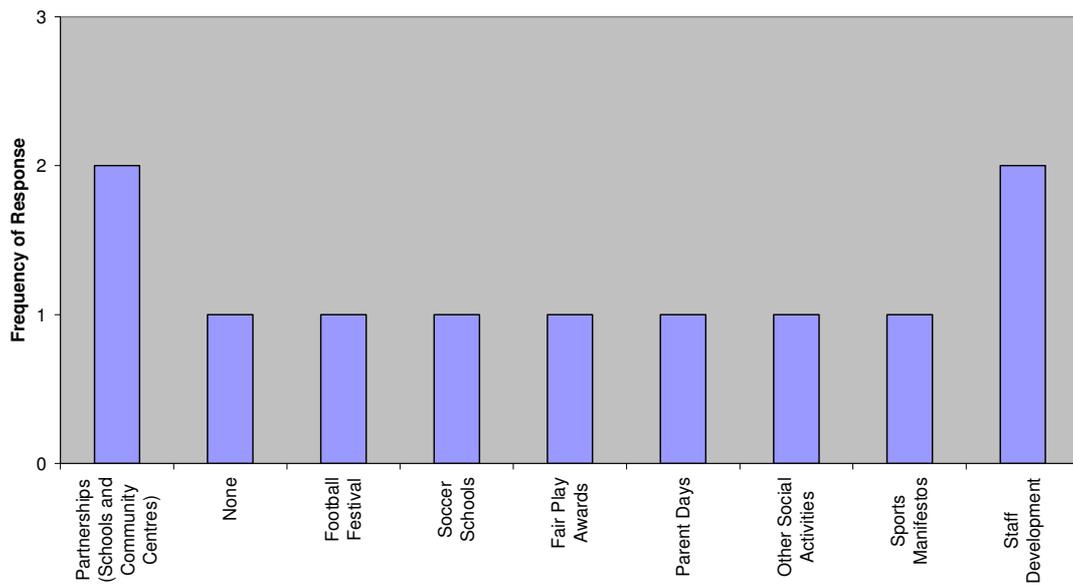
Again there was a variety of time available including; (1) off-session only, (2) 2 times a month (3) flexible amounts of time. The amount of time available will, again, be totally dependant on the individual circumstances at each club.



### 5.4 Awareness raising activities to date

From the responses there appears to be a range of awareness raising activities in places to promote the project. These appear to be both formal and informal.

**Figure Sixteen: Histogram to show HATTRICK awareness raising to date**





## **6. Conclusions**

### **6.1 Clubs**

It is clear that a project of this nature has received support from the football clubs approached and the issue of social inclusion is generally high on their agendas despite large differences in experience of working with the target populations. The size, level and experience of each club differs vastly as does the amount of time available to facilitate the programme. This may impact in the success of each club in implementing.

### **6.2 Coaches**

There appears to be a consensus that further understanding of racial, religious and cultural backgrounds is a major training need of the coaches and clubs involved. Technical proficiency in coaching football is not a training need of the coaches interviewed. Coaches also have clear and consistent expectations of players they would like to work with.

### **6.3 Players**

Players themselves have been able to make logical and sensible comments relating to their needs and what should be involved in a programme of this nature. That is, softer social skills such as respect and understanding are seen to be the most important in promoting successful social integration not only into the football club setting but also the wider community.



## Appendix A

### HATTRICK Needs Analysis Feedback Form

Partner Name	
--------------	--

Football Club Name and address	
Football Club Website	www.
Person(s) interviewed (tick appropriate box)	<input type="checkbox"/> Club Functionary <input type="checkbox"/> Football Coach <input type="checkbox"/> Football Player(s)
Brief description / background of Football Club (i.e. league, size, club history etc)	
What previous experience of working with young male migrants / disadvantaged youths and examples of practice does the Football Club have?	
What are the number / proportion of young male migrants and disadvantaged youths currently in the Football Club	
What is the average language competence (non native speakers) or level of communication skills (if native speakers) of the young male migrants / disadvantaged youths?	
What is the current organisational culture of the Football Club towards community involvement and in particular towards young male migrants / disadvantaged youths?	
What is the current level of education of the young male migrants / disadvantaged youths?	
What is the social background and current degree of integration in society of the young male migrants / disadvantaged youths?	
What are the current barriers to social integration that the young male migrants / disadvantaged youths experience?	

What are the areas of conflict (if any)?	
What are the levels of motivation and commitment to the HATTRICK Project by <b>Club Functionaries</b> ?	
What are the levels of motivation and commitment to the HATTRICK Project by the <b>Players and Coaches</b> ?	
What topics are relevant for the players from the <b>club coaches / functionaries</b> point of view?	
What topics are relevant for the players from their <b>own</b> point of view?	
What do the players expect from their coaches?	
What do the coaches expect from their players?	
What attitude do the coaches have towards the target group?	
What are the relevant educational background / relevant qualifications / experience of the coaches and staff members who work with the Target group?	
What training topics are relevant for the football coaches / club functionaries?	
What topics should be avoided (i.e. irrelevant, inappropriate or socially / culturally sensitive)?	
What is the timing and organisation of football practice hours?	
How much time would be available for the target group to spend on HATTRICK training activities and when?	



How would the HATTRICK training activities be combined with the football training activities?	
Please provide a brief description of the awareness raising events implemented in the Football Club regarding the HATTRICK Project	
Any other comments?	
Name of Interviewer	
Date of Interview	

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## **Appendix B**

<b>Experience and examples of practice</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	<p>It is possible for everyone to join the club regardless of their (migrant) background.</p> <p>E.g. each year there is a friendly match between the "regular" Friedland team and a refugee-camp team.</p> <p>Sometimes the club asks a gifted player to join the club, which they sometimes do. But as they move on to other parts of Germany after a waiting period of about six months, the club benefits players though.</p>	<p>No problems until the age of 15.</p> <p>From there on problems with mutual acceptance and respect.</p> <p>Immigrants hardly become members; they stay consumers; are not much involved in the club-culture.</p> <p>The ones that keep playing football at adult age are the talented ones. There are hardly any immigrants that play as adults on recreational level. It's is nearly impossible to get parents involved.</p> <p>The level of incidents is low.</p> <p>We find it hard to keep immigrants in the club and involved in the social activities</p>	<p>Enter to Employment programme (E to E). Which is scheme where participants can gain a mixture of football related activities as well as gain skills to seek employment</p> <p>A dedicated community inclusion officer runs this programme</p> <p>Midnight Leagues set up to allow disadvantaged youth to participate in football with the aims of minimising anti social behaviour they may otherwise be engaged in.</p>	<p>There are not many migrant-origin players in the Youth Club. The number of disadvantaged youths is also not very big (depending on what criteria are applied). This is mainly because of the club policy to require young players to do well at school as well and the policy school drop-outs not to be accepted. Still the Club has good practical experience with minorities, socio-economically disadvantaged youths, young people with a low level of education, or at risk of exclusion.</p>
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	<p>Many young boys, girls and of adults stemming from the immigration were members or / and are at actually present within the club.</p> <p>The sports project from 2003 till 2006</p>	<p>Members of 3 football clubs where interviewed:</p> <p>1 official:</p> <ul style="list-style-type: none"> <li>- U.S. PALERMO</li> <li>- there is only</li> </ul>	<p>Players with special social needs (disadvantage youths) either integrate themselves to the basic rules of the club or if not, they will not stay longer because of the</p>	

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	<p>had as head teacher (main clause) centres the recruitment of young people stemming from the immigration and inhabitants in the popular districts of the city to improve the social coeducation the club of which was penalized because of a politics (policy) recurring clientéliste which had at night in its image and in its level of competition.</p> <p>A partnership with the community centres of these districts is establishes by allowing these young people to benefit from a more coherent welcome (reception) with their waits (expectations) and needs.</p> <p>An increase of more than 25 % of this public took place during year 2003/04 in the categories U 15, U17, U19 and in category Senior.</p> <p>Consequently, a training policy was organized in house at instigation of the sports director on modules as the knowledge of this public, the verbal and not verbal communication, the applied pedagogy, individual interviews and by overviews of animation.</p> <p>A complementary (additional) contribution of the League of the Mediterranean Sea of Football gave the possibility to the educators to benefit from trainings (formations) of coach proposed by the French federation of football.</p> <p>An agreement (convention) with the middle school Jean Moulin situated in Priority Zone of Education of Salon de Provence allowed the creation of a</p>	<p>one immigrant footballer who comes from the Ivory Coast; 2 players interviewed.</p> <p>-</p> <p>3 informal:</p> <ul style="list-style-type: none"> <li>- CE.S.I.E – there is a mix of local and migrants players. The migrants come from Bangladesh and Mauritius. 3 players interviewed and 1 coach.</li> <li>- Team of Vucciria – poor area in Palermo, two migrant footballers who are not fully integrated. 1 coach and 3 players interviewed.</li> <li>- Zen Palermo – poor area of Palermo: the team is composed mainly by local young people come from this area and 2 migrants</li> </ul>	<p>“groupdynamic” within the team. The club offers a lot of activities for social integration and they had recently a Project of Integration with younger players up to the age of 15.</p>	
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	<p>sports section allowing the best young people (boys and girls) can reconcile the school results (profits) and the football results. A chaque session, 50 % des entrées sont des jeunes issus de l'immigration et qui sont inscrits au sein du club.</p> <p>Since 2006, 35 % of the graduates are young people stemming from the immigration and the popular districts.</p> <p>The main objective for these young people is to assimilate the rights and duties of a player of football: open-mindedness, to accept the differences, the bases of the Respect (settle (adjust), the other players, the respect for the coach, the opponents, the arbitrator (referee)), the notion of pleasure to play.</p> <p>The club sets up sports training courses (in low coC) opened to all centred on the technical perfection in the morning then after noon (south) of the socioeducatives activities.</p> <p>These training courses create a real dynamics, a real synergy between all the actors and improve the communication between the young people.</p> <p>These experiences (experiments) looked positive results in terms of number of registrations (inscriptions) and recognition of the financial and political partners.</p>	<p>come from Ghana. They seem integrated even if the context is really poor and full of conflicts. 1 coach and 3 players interviewed.</p>		
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<b>Number / % of young migrants disadvantaged youth within the football club and male the</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	10 – 20 % depending on age-group	90 male immigrants Of the 90 only 12% is older than 19. Of the 68 non-western immigrants, only 7% is older than 19	E to E – 75 people per year  Midnight leagues have around 100 participants per year.	14 migrant-origin players in the Youth Club out of 450 (3.11 %) 3 main groups: <ul style="list-style-type: none"> <li>• Minorities: Roma and Turkish who are referred to as 'old time migrants'.</li> <li>• Children of immigrants</li> </ul> Disadvantaged youths (most of them Roma)
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	186 young people stemming from the immigration on 400 are present: The main groups: - <b>The children of immigrants:</b> Turkey, <b>the Maghreb</b> (Algeria, Tunisia, Morocco), <b>Asia</b> (Laos, Vietnam), <b>western Africa</b> (Cameroon, Senegal, official list of ivory), <b>Indian Ocean</b> (Comoros, Mayotte, Madagascar) - New immigrants: country of Ex Yugoslavia (Serbs, Croats), Afghans, Chechens.	35% of the players come form a disadvantaged areas that face socio-economic difficulties, low level of education and precarious living conditions.	The average of players with migrational background including all soccer teams of the club is 60%.	



<b>Average Level language competence</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	Speaking and understanding is sufficient to understand and to make you understood. Advanced communication skills are not present.	Most children have grown up in our country (2 <sup>nd</sup> and 3 <sup>rd</sup> generation). Their language skills are sufficient. At later age they take over common immigrant-slang as a statement of rejection (assumption). The parents have poor language skills and are hard to address.	Migrants – Average to ok  Disadvantaged youth - Good	Generally not very high or not sufficient. Language is an issue, including abuse, improper use, accents, slang and dialects, often an object of offending behaviour or ridicule.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	See previously. A global sports politics(policy) of integration of the young people stemming from the immigration for 20 years allowed to create a dynamics around the club with agreements(conventions) signed with socioeducatives structures and of orientations, schools, the City hall, regions with a measure of autonomy, sponsors. All the communication of the club is directed towards him (her, it) Access to the football for All. The football is the main tool of	Language competences of migrants are good and they speak Italian fluently. But there are local players (especially in the third team) who have some difficulties with speaking Italian, because they are used to speaking only Sicilian (a dialect).	The average of language competence is quite good. Players even force themselves to learn the language to be able understand the instructions of the coach. The problem is that the club has not the capacity to integrate players without local language knowledge. Sometimes one trainer has to coach 22 players. Regarding to this coach-player proportion it is not possible for trainers to	

	integration..		take care about those, who are not able to understand the spoken language well.	
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Levels of Education	SC BW Friedland e.V.	RKS V Groene Ster	DRFC	PFK CSKA Sofia
	They have only a simple education. Most of them are in apprenticeship or are workers. None of them has an academic background.	<p>The education of the young immigrants is average (same as Dutch). The parent usually have low educational levels. Children have to assist their parents with all kinds of activities and tasks.</p> <p>Educational level is not experienced as an obstruction for integration. It is more in the indefinable experiences of the feeling to be part of a group or society and the attitude of being victimized.</p> <p>Unwanted behaviour leads to reinforcement of conflicting attitudes of both natives and immigrants.</p>	<p>Migrants – Average to ok</p> <p>Disadvantaged youths - Good</p>	Generally lower in terms of success at school as their main aim is to succeed in football, hence no need to be an excellent student. Unfortunately this idea is shared by the natives as well, mainly due to the examples in this field when professional and top footballers are lowly-educated. If you are good at football you do not need to know chemistry, was an example given.
	Football Club de Salon de Provence	U.S Palermo	ASV-ASKÖ Salzburg	
	N/A	Interviewed migrants are in general studying in a high school, some of them quit the school some years ago and are now searching for jobs. It is	Mostly good. Some of them still go to school, some of them are working. Those who quit school or job will soon find an adequate alternative as we were informed by Coaches and players as well.	

		common that the ones who are studying help at the same time their parents in a restaurant or a shop. They play football on a free time except the players in an official football team.		
<b>Organisational culture of club toward community involvements</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	Everyone is welcomed and accepted to join and to take an active part in the club. This applies also for young male migrants.	<ul style="list-style-type: none"> <li>- Open minded</li> <li>- no special treatments</li> <li>- activities have in common a non-religious setting</li> <li>- help where needed e.g. with application of financial benefits for low income families</li> </ul>	Very positive towards such action i.e. previous examples, E to E and midnight leagues.	Not on paper but good practical experience with minorities, socio-economically disadvantaged youths, young people with a low level of education, or at risk of exclusion. Nothing to point our re working with the wider public as a strategy and the communication with parents is on the F2F base.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	N/A	The interviewed coaches see football as a tool through which everybody can express themselves and become more connected with other people. They said that it is possible to eliminate all linguistic and socio-economic barriers though football. In addition, it enables to transmit important values as cooperation, respect towards other people,	N/A	

		importance of the sport and physical activity.		
<b>Social background and level of integration into society</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	On the pitch they are accepted. But after the training or a match, they tend to be in mostly national cliques.  There is hardly a contact between players beyond the sport.	Problems seen to occur from the age of 15 and up. Kids do not have problems with each other. They even take over each others habits. Parents are hard to address.	Migrants don't seem to fit in well when they come into sessions due to cultural and language barriers e.g. communication.  Disadvantaged youths integrate much better into sessions.	The social background is low and integration in society, though improving, is not good enough.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	Historically, France is a land of welcome, always knew waves of immigration of various European countries and from the 50s immigrants' big wave come from the former (ancient) colonies (summer camps) for the 20th century. France has a long-term vision of the immigration policy for a century: a first period of integration, the second of assimilation and since 2000 incorporation in the French identity. The various met problems (crisis of suburbs in 2005, violence during the qualifications in the world cup, discusses on the national identity, the secularism, the unemployment for 10 years denote a resentment of the political and economic system on behalf of the young people stemming from districts popular and stemming from the immigration. Most of these young people claim their	Some migrants found it difficult to integrate with local players in the beginning and they faced racist attitudes during the trainings. The situation is now better and some of them have more Italian friends than those with migrant background. Two boys who don't attend the school are separated from local people and spend most of their time within their smaller community.	Most of the young players are from the urban quarter where the soccer club is based. The ASV-ASKÖ Salzburg is located in a quarter with a high migrant population. The club faces strong vandalism around their pitch. The problem seems to be those who are outside the club and not the players themselves. The players are attending schools or having their job and seem to be better integrated in social life than those who don't join any sport or creative activity. 1/3 of the players are searching for new job possibilities, quit school but seem to be motivated to continue with other educational or professional alternatives. Origin of Migration is very broad – some are from other EU-countries or out of EU.	

	identical membership in France and in its values.		The high concentration on specific language groups (Turkish speaking, Croatian, Serbian, Bosnian, etc.) before and after the match seem to challenge Coaches.	
<b>Barriers to social integration</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	N/A	Mutual understanding and respect	Migrants – Race religious stereotyping from other participants.  Language barriers often hinder integration.	Low or insufficient language competence; Low level of communication (interpersonal communication) skills; Poor social background; Poor economic background; Low level of education; Lack of social/cultural sensitivity and awareness.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	Dominating human environment:: culture, customs, traditions, family, mother tongue... Limited material environment: living environment (council flat, unhealthy, absence of public authorities), lack of means (few books, few computers, few single rooms which would allow bigger chances of success at school). Expertise of the familiar language but gaps in the written code. Very big technical capacities and good acquisitions of the motor's skills. Little general knowledge, political and historical consciousness Miss civic, social and cultural sensibility.	N/A	<ul style="list-style-type: none"> <li>▪ Lack of capacity (not enough Coaches)</li> <li>▪ Parents could investigate more time for the activities of the club (e.g. it starts with attendance on matches, travelling to the matches, etc.</li> <li>▪ Many parents of the players (from the children and youth sector) with migrational background have a lack of language competence and don't understand how and why they should participate on the activities of the club.</li> </ul> <p>Some parents in general (not only with migrational background or specific social needs) don't have the consciousness about</p>	

			the social and integrative aspects of the soccer club. Coaches do a lot of what should be the tasks of the parents (learn and give respect, basic social behaviour guidelines, conflict prevention and solution, communication etc.)	
<b>Areas of conflict</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	Very focused on winning a match, bad losers  Sometimes inconsiderate towards trainers	Behavioural aspects that lead to discrimination for the sake of hurting the other	Ethnicity, Racial stereotyping, attire, lack of understanding of cultural differences by other participants, Hygiene	Language, including improper use, accents, slang and dialects; Language abuse; Ethnicity; Colour of skin; Religion; Dress code, clothing; Body language, gestures and gesticulating; Food (eating habits); Hygiene habits; Sexual orientation; Authority.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	The familiar language (incorrect use, accents, jargon and dialects, mother tongue) Ethnic membership Skin colour Religion The lack of financial means The social status (occupations liberals / workers) The family situation (monoparental, large families) The zone of geographical house (popular city / village, city center / districts in suburb) Clothing style, clothes; The language of the body, made a sign(told) and the gesticulation; Food, drinks, stunning products;	The coaches said that there where more conflicts in the beginning. It was difficult to teach them how to respect the rules. Most of them wanted to be leaders, but it is not possible in a team-sport. Now the situation is better and the players have learned to cooperate.	Internal there're no relevant conflict areas mentioned. Contradictions between rural and urban area based clubs. Clubs in the rural area have sometimes prejudices against ASV-ASKÖ Salzburg because they have a higher percentage on players with migrational background.	

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	Hygiene; The kind (genre) (girl / boys); The missed of discipline and authority.			
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Relevant topics for players – from club coaches point of view	SC BW Friedland e.V.	RKS SV Groene Ster	DRFC	PFK CSKA Sofia
	<p>Players need more self regulation</p> <p>Players need ability to work on personal goals, self reflection</p> <p>Sportsmanship</p> <p>But also: appreciation</p>	<p>Mutual understanding</p> <p>Teambuilding</p> <p>Respect development</p>	<p>Communication – interpersonal</p> <p>Teamwork</p> <p>Confidence building</p> <p>Organisation</p> <p>Timekeeping</p> <p>Motivation – effort and new challenges</p> <p>Nutrition and Diet</p> <p>Health and Wellbeing</p> <p>Include a recognised qualification e.g. CSLA (Community Sports Leadership Award)</p>	<p>Ethnic tolerance;</p> <p>Religious tolerance;</p> <p>Cultural tolerance;</p> <p>Recognizing the difference;</p> <p>Team work;</p> <p>Team building;</p> <p>Team relationships;</p> <p>'Poor does not mean bad';</p> <p>'Friend or team-mate?' (we do not have to be friends to make a good team, but we will be a better team if we are friends);</p> <p>Understanding foreign culture and way of expression;</p> <p>Punctuality (be on time and do things in time).</p>
	Football Club de Salon de Provence	U.S Palermo	ASV-ASKÖ Salzburg	
	<p>Ethnic tolerance;</p> <p>Religious tolerance;</p> <p>Cultural tolerance;</p> <p>Gratitude(Recognition) of the difference;</p> <p>Experience(Experiment) of life</p> <p>Teamwork;</p> <p>Development of the team spirit;</p> <p>Relations of team;</p> <p>Respect for the arbitration(refereeing) and for the laws of the game(set,play) (Fairplay, not violence, anti deceit)</p> <p>Development of the social coeducation without prejudices and nobody in priori.</p> <p>Notion of brotherhood, equality, respect: friends, partners, competitors,</p>	<p>Improving self-esteem and confidence;</p> <p>Setting goals in life and finding motivation to achieving them;</p> <p>Understanding and accepting the cultural differences.</p>	<p>Wholeheartedness regarding the tasks an duties as a player of the team</p> <p>Commitment</p> <p>Respect for each other</p> <p>To be a successful team</p>	

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	search(research) for individual and/or collective performance, autodiscipline, predefined working environment			
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Relevant topics for players – from own point of view	SC BW Friedland e.V.	RKS V Groene Ster	DRFC	PFK CSKA Sofia
	N/A	Clear rules for everyone If you don't fit in, beat it!	N/A	Tolerance in every respect: <ul style="list-style-type: none"> <li>• Language</li> <li>• Ethnicity</li> <li>• Colour of skin</li> <li>• Religion</li> <li>• Customs and traditions / culture</li> <li>• Dress code, clothing</li> <li>• Gestures and gesticulating</li> <li>• Food (eating habits)</li> <li>• Hygiene habits</li> <li>• Sexual orientation</li> </ul> Abuse; Offense; Ridiculing; 'A good players does not necessarily mean a good person'; 'We do not have to be friends to make a good team, but we will be a better team if we are friends'; 'Different together'; Team relationships;
	Football Club de Salon de Provence	U.S Palermo	ASV-ASKÖ Salzburg	
	Tolerance of any points: <ul style="list-style-type: none"> <li>- Language(Tongue)</li> <li>- Ethnic Membership</li> <li>- Skin colour</li> <li>- Religion</li> <li>- Culture: customs and traditions</li> <li>- Clothing Style, clothes</li> <li>- Codes of life</li> <li>- (Hallal) Food</li> <li>- Hygiene ( collective showers)</li> <li>- Place of life ( popular districts)</li> <li>- Centres of interest</li> </ul>	Following topics are in the order of importance: <ul style="list-style-type: none"> <li>○ Developing communication skills/ The culture of the football and fair-play/ Working in a team;</li> <li>○ Improving self-esteem and confidence;</li> <li>○ How to become more social;</li> <li>○ Understanding and</li> </ul>	<ul style="list-style-type: none"> <li>▪ to get a good training</li> <li>▪ to success</li> <li>▪ to win championship</li> <li>▪ to have good friends</li> </ul>	

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	Unity is strength but the differences should not divide her(it).	<ul style="list-style-type: none"> <li>○ accepting the cultural differences;</li> <li>○ Setting goals in life and finding motivation to achieve them;</li> </ul> Healthy life-style and healthy eating.		
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<b>Player expectations of coaches</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	N/A	To act when someone crosses the line	N/A	More tolerance; Influence on the relationship between players; Managing conflicts; Not taking sides; More friendly attitude; Not to tolerate best footballers when they abuse others; Not to tolerate ridiculing mistakes; To tolerate any diversity: ethnic, cultural, religious, etc. and not to tolerate any offence based on the difference; Not to tolerate host culture at the expense of foreign culture.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	Be a good teacher. More tolerance; Impartiality in the waits (expectations) asked for all. A better management of conflict. More friendly attitude; Educative being before being the trainer. Attribute (Award) the same special treatment to all. Do not tolerate errors of mockeries; Tolerate any variety: ethnic, cultural, religious, etc. and do not tolerate any offence based on the difference; Sanction (Punish) the offences even little significant.	The capacity to keep their motivation always high; respect and understanding; to manage a conflict into the team.	<ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Good training</li> <li>▪ Success</li> </ul>	

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Coaches expectations of players	SC BW Friedland e.V.	RKSV Groene Ster	DRFC	PFK CSKA Sofia
	<p>Respect:</p> <p>E.g. that they listen to instructions or say in time if they don't come to the training.</p>	<p>To accept other opinions</p> <p>To work together (team skills)</p> <p>To represent the club and the team in a decent way</p> <p>To be motivated to get successful</p>	<p>Respect for the coaches</p> <p>Willingness to learn and be on the programme.</p> <p>Commitment</p> <p>Motivations</p> <p>Punctuality</p> <p>Willingness to work as a team</p>	<p>More tolerance, mutual understanding and good relationship, to work and live as a team, not stress on individualities.</p> <p>More dedication and punctuality, more focus on the game, understanding players compete with the other team and also among themselves, but competition must be based on mutual respect and fair play.</p>
	<p><b>Football Club de Salon de Provence</b></p> <p>In the listening, taken into account by the educational approach (initiative) to be adopted according to the specificity of the public.</p>	<p><b>U.S Palermo</b></p> <p>Respect and motivation; to work in a team, fair play.</p>	<p><b>ASV-ASKÖ Salzburg</b></p> <p>Commitment</p> <p>Willingness to cooperate</p> <p>Time-Management</p> <p>Knowledge of basic guidelines of social behaviour (e.g. player should inform the Coach if he could not attend the training, or he will be late etc.)</p>	

Attitudes of coaches towards target group	SC BW Friedland e.V.	RKSV Groene Ster	DRFC	PFK CSKA Sofia
	<p>Everyone who wants to participate in the club is welcomed to join</p> <p>Sport spricht alle Sprachen! Sport talks all languages!</p>	<p>The willingness to be patient and understanding till a certain level.</p> <p>When the ceiling is reached, it is over.</p> <p>Finally it is expected that a team operates as a team, no matter what mutual differences there are</p>	<p>Very positive towards such a programme and any programmes of this nature.</p>	<p>Positive</p>
	<p><b>Football Club de Salon de Provence</b></p> <p>N/A</p>	<p><b>U.S Palermo</b></p> <p>The attitude is in general very positive. The coaches pointed out that there are no big differences among migrant/disadvantaged youth and Italians when it comes to their motivation to play football. Migrants are very motivated and they are more ready to respect the rules. The interviewed coaches are very happy to work with target groups, because they know the importance of the integration and they realise that working in multicultural contexts can have an enriching value.</p>	<p><b>ASV-ASKÖ Salzburg</b></p> <p>Coaches in this league work without being paid for their work, they just get a refunding of costs) but in spite of this, they will give their best to coach the team and guide them to success.</p> <p>Under these circumstances they are not willed to investigate more or extra time into training.</p> <p>The first motivation of the Coach is to get good results (skilled players, good investment in young players to help the club to survive)</p>	



Relevant educational background / quals / experience of coaches + staff members who work with the target group	SC BW Friedland e.V.	RKSv Groene Ster	DRFC	PFK CSKA Sofia
	<p>DFB-C-Trainer-Licence Übungsleiter C Schein</p>	<p>Volunteers, provided with training courses for football trainers and youth trainers on several levels. Not all trainers and staff are qualified. We try to make couples with at least one qualified trainer.</p> <p>According to the common educational level: It differs from lower to higher education. Educational level is no parameter for the quality of a trainer</p>	<p>Level 2 Coaching football Tutor / Trainer qualifications for a variety of short courses.</p> <p>All coaches regularly work within schools setting delivering football related skills</p> <p>They also work on a variety of community based soccer schools to promote participation from all areas of the community.</p> <p>As a coach they will regularly interact with migrants and disadvantaged youths.</p>	<p>The all have licences to be qualified football coaches. Generally coaches have either higher education from the National Sports Academy "Vasil Levski" (NSA) and/or are licensed by the Bulgarian Football Coaching School (BFCS) of the Bulgarian Football Union (BFU). The football coach education and qualification in the Coaching School is at four levels:</p> <ul style="list-style-type: none"> <li>• "Coach-Trainer" Diploma and License for Bulgaria; (N.B. The coaches holding "Coach-Trainer" License has the rights to work in the system of the amateur football as: a) Senior coach and coach of children and till U-14; b) Senior coach and coach of amateur teams - men, regional groups).</li> <li>• UEFA "B" Diploma and License, base coach for Europe;</li> <li>• UEFA "A" Diploma and License, advanced coach for Europe;</li> <li>• UEFA "PRO" Diploma and License, professional team coach for Europe;</li> </ul> <p>Still it is to be admitted this education is not sufficient in terms of working with the target group re awareness-raising and intercultural communication skills in the football clubs and the society as a whole.</p>
	<p><b>Football Club de Salon de Provence</b></p>	<p><b>U.S Palermo</b></p>	<p><b>ASV-ASKÖ Salzburg</b></p>	
	<p><b>Diploma of the Ministry of Youth and Sports:</b> - Professional Patent(Certificate), of the Youth, the Popular Education and the Sport option Physical Activities for All, and/or option collective sports.</p> <p><b>Diplom freed (delivered) by the League or by the districts:</b> - Patent (Certificate) of State of</p>	<p>They had a lot of experience in a risk contexts in Palermo. They had attended diverse trainings organised by university and local organisations that work with the contexts of multiculturalilty and disadvantage.</p>	<p>Every coach has got a Coach Licence for young players (this is the first step of 5 steps of the Football Coach Licence) The Licence stage 1 and 2 are given by the regional soccer association (SFB). These 2 steps are a pre-stage of the national Licence given by the national soccer association (ÖFB) A Football Coach can rich 5 stages of</p>	

	<p><b>Sports teacher 1st degree option football</b> for the frame (supervision) of teams of regional level.</p> <ul style="list-style-type: none"> <li>- <b>Federal Patents (Certificates)</b> of the French federation of football: initiator 1st degree, Initiator 2nd degree and the Presenter (Driving force) Séniors to frame (supervise) teams of jeunes/ou of adults of Departmental level.</li> </ul> <p><b>Trainings(Formations) freed(delivered) by the French Federation of football:</b></p> <ul style="list-style-type: none"> <li>- <b>Diploma of trainer of football</b> to frame(supervise) the teams of regional and/or national level)</li> <li>- <b>Diploma of trainer Professionnel de Football + trainer's diplom</b> to be guiding of professional training centers, person in charge of the poles hopes, sports sections in the professional clubs or / and for trainer a professional team of League 1 or Get to join forces 2</li> <li>- <b>Certificates of trainer of goalkeeper</b></li> <li>- <b>Certificate of physical assistant</b></li> </ul> <p>The technical direction (management) of the FFF what the boss is Gerard Houiller recruits and trains(forms) the Councillors Technique Regional and the Departmental technical advisers.</p> <p>There are the other trainings (formations) and the functions(offices) within the FFF as the training (formation) of the presenters(driving forces) football in the popular districts, the trainer feminine, formative football in schools, trainer for the</p>		<p>Coach-Competence:</p> <p>Stage 1 – Licence to coach young players          Stage 2 – Licence to coach the regional league          Stage 3 – Licence UEFA – B          Stage 4 – Licence UEFA – A          Stage 5 – Licence UEFA Profi League</p>	
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	development of the football diversified (tennis ball(balloon), Futsal)			
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Training topics relevant to the club coaches etc	SC BW Friedland e.V.	RKS V Groene Ster	DRFC	PFK CSKA Sofia
	Intercultural awareness Intercultural know-how (Culture specifics)	Understanding different cultural values Team management Using football training issues for other purposes	Teaching Teambuilding and Teamwork to specialist populations.  Understanding of the difficulties (cultural and religious) faced by migrants of migrants and disadvantaged youths  Learning basic languages skills – i.e. in the language of participants  Coaches need to learn how to motivate others  Communication techniques for specialist populations.	As above, i.e. Ethnic tolerance; Religious tolerance; Cultural tolerance; Recognizing the difference; Team work; Team building; Team relationships; 'Poor does not mean bad'; 'Friend or team-mate?' (we do not have to be friends to make a good team, but we will be a better team if we are friends); Understanding foreign culture and way of expression; Punctuality (be on time and do things in time).
	<b>Football Club de Salon de Provence</b> All the same he must be allowed that this education (teaching) (education) is not sufficient (self-important) in working terms with the group targeted by the skills of communication of raising awareness (sensitization) and intercultural in the clubs of football and the company(society) altogether. As above, that is. Ethnic tolerance; Religious tolerance; Cultural tolerance; Gratitude(Recognition) of the difference; Teamwork; Development of the team spirit; Relations of team; Poor man (weak)((weakness)) does not mean badly'; Friend or team-mate? ' (We are have to be friendly to make a good team, but we shall be a better team if we are friends);	<b>U.S Palermo</b> Developing communication skills: Understanding and accepting the cultural differences; How to motivate players who are having difficulties with integration into the society; How to develop the community through football; Conflict prevention and solution.	<b>ASV-ASKÖ Salzburg</b> (It has still to be decided if the club will join the Hat trick Project).	

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	Understanding of foreign culture and way of expression; The punctuality (be on time/be right) and fact of the things in time)			
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Topics to avoid	SC BW Friedland e.V.	RKSV Groene Ster	DRFC	PFK CSKA Sofia
	Discussion of values	N/A	Any race or religious stereotyping	No taboos, people have to speak openly about everything. Sexual orientation is still seen as culturally too sensitive to be discussed in public. Muslim youths would generally avoid the subject of food, as they do not eat pork which is Bulgarians favourite meat.
	Football Club de Salon de Provence	U.S Palermo	ASV-ASKÖ Salzburg	
	The politics (policy), the religion and the family.	Dealing family and personal problems of the players if they don't want to talk about them.	N/A	

How would Hatrick activities be combined with football activities	SC BW Friedland e.V.	RKSV Groene Ster	DRFC	PFK CSKA Sofia
	N/A	Separate activities for training courses To be implemented in regular trainings for the target group and in extra workshops	Football is seen as a good vehicle to increase confidence which may lead to better interpersonal skills.  This can be integrated into football coaching session.  Football builds teams and groups together.  There are on site classrooms next to the football pitches	Probably the best solution would be in combination with a football training camp when children are not at school (beginning of September) before active season starts.

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			Good partnerships with schools to possibly facilitate the programme	
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	Several options can be possible: - Partnerships with a service of the sports of the City, - Partnership with a community center - Set up by the main club. - Proposition for the other clubs by the District of et/la Provence Gets to join forces the Mediterranean Sea of football.	To use tools of non formal education; The play as a best tool and focus group to resolve conflicts and problems within the group.	Training on the pitch, on the football base camp	

<b>Club Functionaries Levels of motivation and commitment to the Hattrick project</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	The functionary is very interested in collaboration. He sees needs and benefits not only for players but also for trainers and the whole club.	The club functionaries are highly motivated to offer a healthy club culture for all people. We focus on getting members in stead of consumers. We preach involvement to be the linking pin.	High motivation and new challenge for the department.  It is good to get the best out of people e.g. staff and participants.  It is seen as a good project to be involved in as social inclusion is an important area.	It seems to address the lack of proper training of football coaches and other officials: how to approach and tackle with situations; conflict resolution skills; dealing with offenders; the soft skills needed. Still they think coaches do well though lacking specific education and training, and learning by doing, and learning from practice and experience.
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
The main interest is to known about the other difficulties met in the other countries and the solutions organized (been organized) to resolve these problems of integration. The possibility of contributing to a better training (formation) of the educators by the creation of tools and the methods of work for	Not high level. We found a really high motivation in coaches of the non formal football team.	Exchange with Clubs from EU countries		

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	<p>the sports directors.          The prospect (perspective) to give a supplementary to the trainings (formations) proposed by the French federation of football for the training (formation) of coach.          Individualized the route (course) of training (formation) of the technical frames (executives): management of conflict, knowledge of these public (history (story), customs, traditions), diverse forms of communication, the sociological understanding of the geographical zone of the place of residence).          The football as the means of development means of integration, notion of universality.          Before being to coach he's a teacher</p>			
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<b>Coaches and players Levels of motivation and commitment to the Hattrick project</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	N/A	<p>Coaches tend to give up earlier than the board members.            For them it is crucial to maintain a pleasant working environment.</p> <p>The board often gets critical comments when once more is tired to solve occurring problems trough communication and more chances.</p> <p>Players hardly reflect on their own behaviour. The club has a clear task in this.</p>	<p>Hi levels of motivation from coaches to be better coaches and at the same time better people.</p>	<p>It will increase mutual understanding, understanding the difference; improve team spirit and interpersonal relationship.</p>

	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	<p>He (It) will increase the mutual understanding, the understanding the difference; improve the team spirit and the interpersonal relation.          A better knowledge of the individuals, a bigger open-mindedness.          Impulse of a better dynamics of competition.          Adhere (Subscribe) to a collective project to participate in the general interest.          A real identification to a group.</p>	<p>The players love football very much and they started to play it when they were very young. For them the meaning of the football is the "chance to grow up". They are very willing to continue with playing and are motivated to learn about new aspects through HATTRICK project. The coaches are also motivated to acquire new skills for working with the targets.</p>	<p>Exchange with Coaches from EU-countries. Share expertise of Coaching Techniques</p>	

<b>Timing and organisation of training practice hours</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	N/A	<p>All evenings between 17.30 – 21.00 h          Saturdays between 9.00 – 17.00 h</p>	<p>Activities take place throughout the week. With a rota-change every half term.</p> <p>Such a programme could be integrated when there is a rota change possibly 2-3 hours a week.</p>	<p>Normally between 2-4- hrs a day after school but different depending on:          The time of the year and season;          The school year (15 Sep - 30 Jun);          The Youth Championships programmes;          Involvement of youths in the National Team;          Involvement of youths in the professional team;          Involvement of youths in the reserve team (replacement group championship);          Involvement of youths in the Futsal;</p>
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	<p>Normally between 2 at 4 am and/or 6 hours (according to the level of competition) + the match of 2</p>	<p>The official team is having trainings three times a week, the non formal one</p>	<p>2 to 3 times per week (1,5h)</p>	

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	<p>hours(am) in averages a week after school but different according to:          The moment of the year and the season (before season, periods of school holidays);          The school year (15 Frog - on June 30th);          The calendars of the Championships of Young people          Member(Limb) of the sports section of the middle school(college)          Participation (Commitment) in the championships UNSS of football.          Of young people in the various selections          Participation (Commitment) of young people in Futsal or in inters tournaments popular districts;</p>	<p>twice. The third one plays football usually during the weekends in different places (at school, in a park, on the street) as they don't have a football pitch. The interviewed footballers didn't spend in general much time on training activities.</p>		
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<b>Time available for target groups to spend on training and activities and when</b>	<b>SC BW Friedland e.V.</b>	<b>RKSV Groene Ster</b>	<b>DRFC</b>	<b>PFK CSKA Sofia</b>
	N/A	We would suggest 4- 6 sessions of max. 3 hours each	To be decided.	Depending on the training programme but not to interfere with the football training practice in the active season and during the school year (15 Sep - 30 Jun
	<b>Football Club de Salon de Provence</b>	<b>U.S Palermo</b>	<b>ASV-ASKÖ Salzburg</b>	
	2 weeks before the beginning of the competition and the beginning of the school year + time(weather) of school holidays (2 + 2 + 2 = 6 weeks). This time (weather) do not have to	They told us 2 day a month not more	2 times per month maximum	

	encroach on the specific training program (trainings + contests) and during school time(weather).			
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Awareness Raising events already taken place	SC BW Friedland e.V.	RKS V Groene Ster	DRFC	PFK CSKA Sofia
	N/A	Club guide on values, standards and expectations for all new members Existing and running training modules for youth trainers in the club Recruitment of volunteers for several club activities such as: Club referee First aid volunteer Organizing committee member Bar employee Social and teambuilding activities throughout the season Fairplay competition awards Workshops (under construction) Football weeks in co-operation with the National football federation (KNVB-voetbaldagen)	Meeting between college and club.  Annual football festival to increase links with the wider community  Excellent links with the schools through their football delivery programme  There will other through their website to raise awareness.	Info to coaches and players, Needs analysis execution; info to the PR of the club.
	Football Club de Salon de Provence	U.S Palermo	ASV-ASKÖ Salzburg	
	Several options can be possible: - Partnerships with a service of the sports of the City, - Partnership with a community center - Set up by the main club. - Proposition for the other clubs by the District of et/la Provence Gets to join forces the Mediterranean Sea of football.	Info to coaches and players; need analysis execution; a big sport manifestation "Mediterraneo Antirazzista"	During a football match – invite parents of the players and community of the quarter	
	The training(formation) of the educators and			

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	the coach, the members leaders, players by naming(appointing) a person gets fresh ideas within this club.			
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