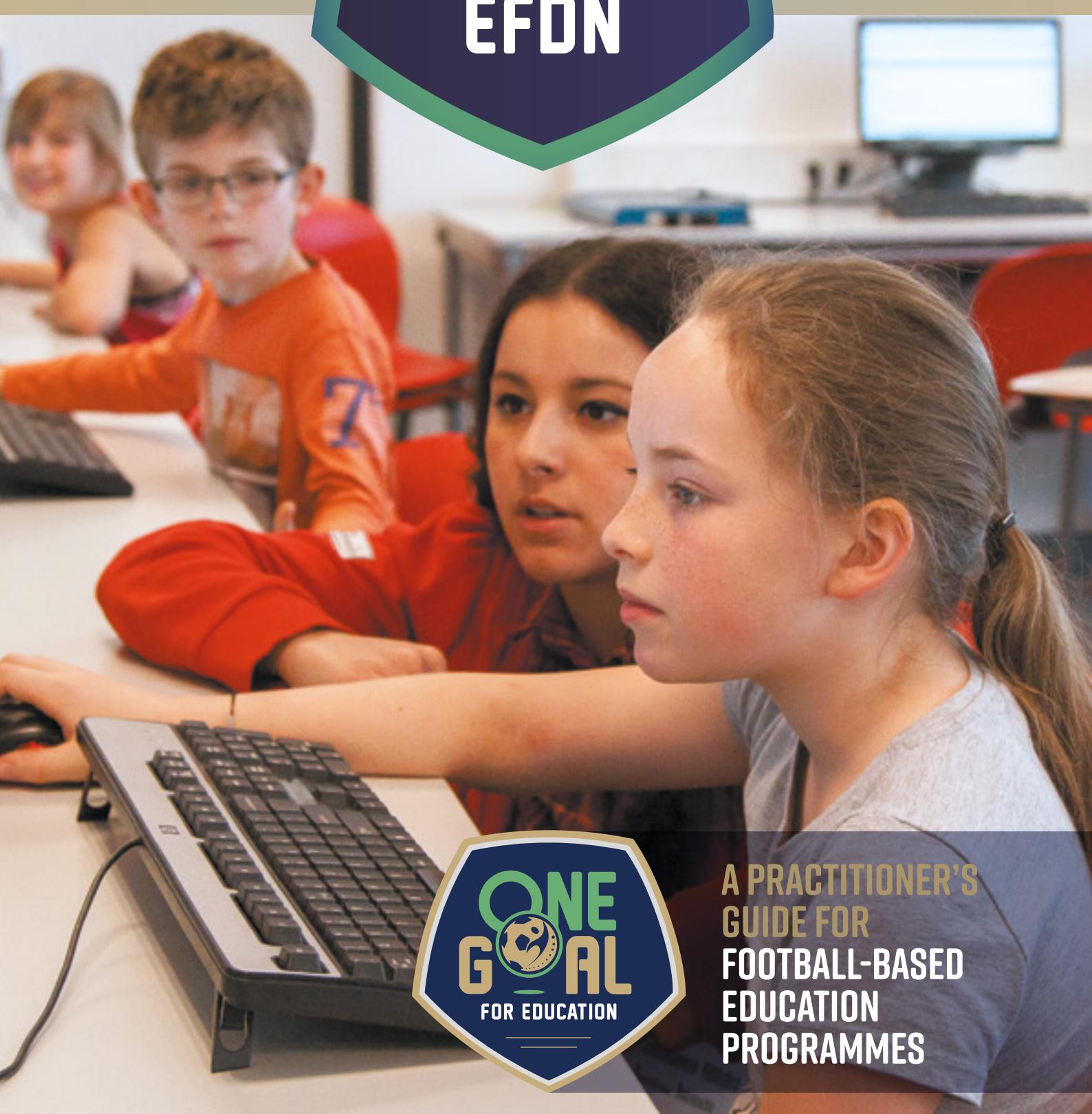


European Football for

Development Network



EFDN



A PRACTITIONER'S  
GUIDE FOR  
FOOTBALL-BASED  
EDUCATION  
PROGRAMMES

CHANGING LIVES THROUGH FOOTBALL

[WWW.EFDN.ORG](http://WWW.EFDN.ORG)

# TABLE OF CONTENTS

INTRODUCTION	3
EUROPEAN FOOTBALL FOR DEVELOPMENT NETWORK	4
WHY DO WE DO WHAT WE DO?	4
HOW DO WE DO IT?	4
ONE GOAL FOR EDUCATION	5
OBJECTIVES OF ONE GOAL FOR EDUCATION	5
COMPONENTS OF ONE GOAL FOR EDUCATION PARTNER PROGRAMMES	6
UEFA FOUNDATION FOR CHILDREN	6
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: KAA GENT FOUNDATION	8
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: MANCHESTER UNITED FOUNDATION	10
RESEARCH SUPPORT FOR EDUCATION PROGRAMMES	12
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: LINKS PARK COMMUNITY TRUST	14
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: MIFALOT EDUCATION & SOCIETY ENTERPRISES	16
HOW TO USE YOUR CLUB FACILITIES FOR EDUCATION PROGRAMMES	18
FIRST TEAM AND ACADEMY TRAINING FACILITIES	18
FIRST TEAM DRESSING ROOMS	19
PRESS ROOM	19
HOSPITALITY SUITES	20
MUSEUMS	21
FAN SHOP	21
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: N.E.C. NIJMEGEN FOUNDATION	22
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: RANGERS CHARITY FOUNDATION	24
HOW TO USE YOUR CLUB'S HUMAN RESOURCES FOR EDUCATION PROGRAMMES	26
COMMUNITY PROGRAMME MANAGER	26
PLAYER & MANAGER APPEARANCES	26
ACADEMY PLAYERS	27
CLUB DEPARTMENTS & STAFF	28
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: GREENOCK MORTON COMMUNITY TRUST	30
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: FULHAM FC FOUNDATION	32
PARTNERSHIPS AND KEY RELATIONSHIPS	34
INTERNAL CLUB RELATIONS AND SUPPORT	34
LOCAL SCHOOLS	34
LINK TEACHERS	34
STUDENTS & PARENTS/CAREGIVERS	35
COMMUNITY PARTNERS	35
UNIVERSITIES OR ACADEMIC INSTITUTIONS	35
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: TOTTENHAM HOTSPUR FOUNDATION	36
ONE GOAL FOR EDUCATION PARTNER EXAMPLE: FEYENOORD FOUNDATION	38
CASE STUDIES	40
RANGERS CHARITY FOUNDATION	40
MANCHESTER UNITED FOUNDATION	41
SOURCES	42

# INTRODUCTION

The One Goal for Education Practitioner's Guide has been developed to inspire professional football clubs and community foundations to utilise their stadium, training facilities and club resources to deliver educational programmes to young people. The guide intends to serve as a starting point for clubs to create and implement education programmes that are tailored to fit the needs of their community.

Supported by examples from ten EFDN member clubs who participated in the One Goal for Education project, the guide will highlight a multitude of ways that clubs can utilise their available resources to create engaging educational programmes in their stadiums, arenas, facilities or other innovative football environments.

The guide aims to inspire clubs to utilise the power of their brand in the community and its inherent ability to attract young people to participate in club affiliated events and engage them in educational activities. The club can leverage its brand and respective wealth of intellectual property and resources, collectively with the information in this practitioner's guide, to build relationships within the education and community sector to support and compliment the delivery of their education programmes.

**Therefore, the One Goal for Education Practitioner's Guide aims to:**

1. Demonstrate to clubs how they can use their facility and resources to build or enhance community education programmes
2. Provide insight into the programme delivery process, using the examples provided by EFDN's One Goal for Education partners



# EUROPEAN FOOTBALL FOR DEVELOPMENT NETWORK



**EFDN** | European Football for Development Network

The European Football for Development Network (EFDN) consists of professional football clubs who are committed to their communities and social responsibilities and have the passion to cooperate and engage on a European level. This collaboration creates a network for knowledge sharing in order to develop a diversity of training methods that will directly benefit local social responsibility and community programmes. The goal of EFDN is to support the efforts of its members to broaden their impact and to use the power of football for positive change in collaboration with other European Football clubs.

The network currently consists of 54 clubs from 22 European countries, who benefit from our official strategic partnerships with Football Against Racism Europe (FARE), Centre for Access in Football Europe (CAFE), the Social Football Club Alliance, European Healthy Stadia Network, European Club Association and UEFA Foundation for Children.

## WHY DO WE DO WHAT WE DO?

Football, and sport in general, is increasingly becoming recognised as a valid tool for community development and for addressing social issues. Football for development programmes are providing people from different backgrounds with the skills and resources to actively make a difference in their own lives, and the lives of those in their community. By addressing the most pressing issues in each community, the programmes are contributing to positive social change on a European scale. Football has the power to change lives. The positive physical benefits of

football can address health issues, and the social aspects of participation in football can aid in tackling issues such as racism, employability skills, school attendance, and help to create positive community role models. Football can enhance individual development and self-confidence, and convey values of team spirit, fair play and responsibility. It teaches young people how to deal with victory and defeat, to solve problems and learn to respect rules.

## HOW DO WE DO IT?

The goal of the network is to share knowledge and experiences on a European level to enhance quality and efficiency of national and local football for development initiatives. This is achieved through European exchange programmes for staff, volunteers and participants, international conferences to share best practices, our online learning platform and the development of European community programmes for the member clubs.





# ONE GOAL FOR EDUCATION

The One Goal for Education project was an 18-month long programme coordinated by EFDN that followed ten football clubs/foundations (Tottenham Hotspur Foundation, Manchester United Foundation, Fulham Football Club Foundation, Rangers Charity Foundation, Greenock Morton Community Trust, Links Park Community Trust, Feyenoord Foundation, N.E.C. Nijmegen Foundation, Mifalot and KAA Gent Foundation) who were engaged in education-specific community programmes. The project aimed to use the motivation of football to empower and engage young people in Europe between the ages of 8 and 15 that have a low

self-esteem and/or self-confidence and that are struggling within formal education environments. The One Goal for Education programme facilitated common links and relationships between these football clubs, which created a platform for the clubs to engage and share their knowledge about education programmes on a European level. As a result, the programme had a direct impact on the lives of one thousand young people across five countries and highlighted the ability for football to be used to engage young people in learning programmes in a meaningful way. The examples of each of the ten One Goal for Education partner programmes are highlighted throughout

this Practitioner's Guide, to provide you with ideas and examples of how you can implement a similar education programme at your club.

## OBJECTIVES OF ONE GOAL FOR EDUCATION

The project provided a blueprint for football clubs in Europe to develop education programmes alongside other local, national and international partners. Strong partnerships between football clubs, local schools and education authorities were exemplified in the project.



Overall the project aimed to highlight the various ways in which clubs can use their facilities in an educational context.

Some partner clubs have study support centres or learning rooms at their stadium, which they use to facilitate their programmes. For example, N.E.C. Nijmegen and Rangers Charity Foundation both utilise learning centres within their stadiums to facilitate engaging football related educational sessions. Other clubs find ways to bring their programmes directly into the schools and deliver them there. For example, Manchester United Foundation runs their Mentoring Programme in a number of different partnership schools, and they are able to adapt the programmes to suit the needs of each school they attend and each of the students involved. Both the centres and schools utilise the social attractiveness of football to motivate specific groups of young people to participate in educational activities.

The target groups were represented by participants diverse in gender, ethnicity and language competency to avoid the risk of further isolation or disengagement. The One Goal for Education project did not only use football to encourage participation in educational activities but also to combat against isolation and disengagement in young people. By the end of the project, participants had greater self-esteem and self-confidence, fostered creative ways of communicating and learning, knew how to better address feelings of achievement and frustration, and were more aware of the benefits of healthy living. By implementing a programme at your club or community foundation, you can encourage young people in your community to develop a greater awareness and capacity for building and maintaining safe relationships and social contacts. This will benefit your individual community by creating a more cohesive population, but also increase overall awareness about the contribution that sport programmes can have on supporting youth education across Europe.

Through the implementation of education programmes at your club facilities, you can expect the project to have a major impact on the way in which your club can engage and reach out to young people in your community. As a trusted and valued stakeholder in the local community, your club has the capacity to encourage the participation of at-risk and vulnerable youth in education programmes. Creating relationships with other stakeholders who have a vested interest in education in the community will also enhance the sustainability of the programme. Furthermore, an education programme will increase the fan base of the club through the involvement of young people in your community, their parents and school partnerships. All parties will experience a greater connection to the club, they will become familiar with the facilities and even meet some players, effectively reinforcing fan loyalty and support for the club from the community.

## COMPONENTS OF ONE GOAL FOR EDUCATION PARTNER PROGRAMMES

Many of the clubs who participated in the One Goal for Education programme ensured that their programmes and spaces remained available and open during out-of-school hours. This was essential to be able to cater to students between the ages of 8 and 15 who needed extra help to develop their literacy, numeracy, communicative and technological computer skills. Most centres or facilities are managed by a programme manager or coordinator, who is supported by teachers tutors, mentors, volunteers and other support staff who are equipped with adequate educational materials and IT equipment.

### Different types of learning programmes included:

- Literacy and numeracy activities using sport as a theme (a session might include one activity to support literacy, one to support numeracy and one to support ICT)
- Training IT skills and computer navigation
- Sessions to improve study skills
- Using concepts in sport to develop related knowledge, skills and understanding (for example, statistics, geography, history and science)
- Opportunities for support with homework
- Fun activities included in the learning such as games, puzzles and quizzes for individuals or groups

The ultimate purpose of these programmes was to encourage young people who have become disengaged or disillusioned with mainstream education to re-engage through alternative forms of learning. Connecting alternative means of education with the football club lends validity and motivational purpose to the programme, encouraging young people to participate in activities that will educate them in innovative ways.

## UEFA FOUNDATION FOR CHILDREN

The One Goal For Education project was supported by the UEFA Foundation for Children. The UEFA Foundation uses sport to support humanitarian projects linked to children's rights in areas such as health, education and integration. The foundation aims to help children and safeguard their rights. The values of EFDN align with UEFA Foundation in the belief that sport, and in particular football, can provide support in the areas of health and children's education, as well as promoting access to sporting activity, facilitating children's personal development and fostering the integration of minorities. The foundation, works with numerous different partners to develop projects across Europe and beyond.



# ONE GOAL FOR EDUCATION



— STAMNUMMER 7 —

## KAA GENT FOUNDATION

Club / Foundation / Trust  
**KAA Gent Foundation**

Address  
Ottergemsesteenweg-Zuid 808,  
9000 Gent  
Belgium

Website Address  
[www.kaagent.be/en/foundation](http://www.kaagent.be/en/foundation)

KAA Gent is more than a football club. It is an organisation with a social purpose and a distinct social commitment, as displayed through the creation of the KAA Gent Foundation. Bringing the community together and strengthening the community of Gent is their most important mission. The KAA Gent Foundation is the connecting force of KAA Gent.

It has been eight years since KAA Gent announced the establishment of its football in the community department with the publication of its social charter. KAA Gent, the supporters' federation, the city of Gent and Gent's OCMW (Public Centre for Social Welfare) decided to join forces to realise this goal. The KAA Gent Foundation is a well-respected and innovative force both in Gent's sports environment and in the local community.

The basic mission of the KAA Gent Foundation is to support and organise social projects for unprivileged groups. Using the recruiting power of football, the club and the Ghelamco Arena facility, the KAA Gent Foundation is able to bring people together for social good, and strengthen various skills that are necessary for target groups to function in society.

KAA Gent Foundation develops and supports a large number of projects that benefit society and promote solidarity between the club, local residents and supporters. A few examples of community projects are: the Buffalo Cup school football tournament, social football for the homeless (KAA Gent Homeless Blue White), employment care for psychiatric patients (Buffalo Bustles), and campaigns against homophobia, discrimination, racism and much more.

The social values of the KAA Gent Foundation are also reflected in the excellent accessibility of the stadium for those with physical disabilities, along with the encouragement of sustainable supporter transport. Under the motto "Velo Buffalo" around 2000 KAA Gent supporters arrive at the stadium by bike for every match.

**"CHILDREN GROW  
AND DEVELOP DURING  
THE PROGRAM.  
THEIR TALENTS  
GET DEVELOPED  
IN A WHOLE  
DIFFERENT WAY.  
BY DOING THIS PROGRAM  
FOR A FEW WEEKS,  
I HAVE REACHED  
MORE THAN  
WITHOUT THIS PROGRAM  
IN A WHOLE YEAR."**

- TEACHER IN  
KAA GENT COMMUNITY PROGRAMME -

NUMBER OF  
SCHOOLS  
REACHED

9

AGE  
GROUP

10-13

OUTCOME FRAMEWORK

- DEVELOP AND ENHANCE SOCIAL SKILLS
- INCREASE COMMUNITY COMMITMENT
- PROMOTE A HEALTHY LIFESTYLE

# THE BUFFALO CUP

KAA Gent annually organises the Buffalo Cup, a more-than-football competition for elementary school students in Nieuw Gent. The project focuses on health, creativity, social engagement, athletic results, fair play and respect. KAA Gent uses football as an instrument to empower children and parents to develop their talents, while also connecting people from the neighbourhood.



For example, in 2016, four schools and seven classes participated in the cup. A kick-off event was organised in cooperation with sports management students at the University of Ghent and the final was played at the start of the neighbourhood festival in Nieuw Gent. All participating classes received a day of lessons in the Ghelamco Arena via the Playing for Success methodology, which utilises the arena and facilities as a practical means to educate the youth.

KAA Gent highlight that the club's brand works as a very positive and beneficial tool in the community to connect people in the neighbourhood from different ages, cultures, and sexes. The Buffalo Cup intended to develop talents and social skills among the participants and strengthen the community feeling through special neighbourhood focused actions, to transform Nieuw Gent into an attractive and liveable neighbourhood inclusive of all inhabitants.

To get the most out of a unique football arena learning environment, the Playing for Success methodology was further improved upon to include greater cooperation with the teacher's education department of the school. The Playing for Success programme was 10 weeks long for children ages 9-13 years old, who received lessons in mathematics, language, geography and health using the club's facilities as a unique learning environment. The lessons took place in the Ghelamco Arena and the education programme included multiple links with football to motivate the youth to participate in school activities. The KAA Gent Playing for Success programme used areas of the Ghelamco Arena such as the football field, the kitchen of the restaurant and the pressroom. In every session, the youth had the opportunity to participate in activities that kept them physically active, as well as educated them about healthy eating and a healthy lifestyle.



## MANCHESTER UNITED FOUNDATION

**Club / Foundation / Trust**  
**Manchester United Foundation**

**Address**  
Sir Matt Busby Way,  
Stretford,  
Manchester M16 0Ra  
United Kingdom

**Website Address**  
[www.mufoundation.org](http://www.mufoundation.org)

Manchester United Foundation delivers community programmes in five key areas.

Firstly, in Football, Manchester United Foundation strives to provide football opportunities for school children and those with physical or mental disabilities. They also deliver girls only sessions and manage a Girls Centre of Excellence. Secondly, in community cohesion, the foundation aims to engage some of the most hard to reach young people in the community by delivering football coaching and a range of alternative activity sessions at times when they could otherwise become engaged in anti-social behaviour.

Thirdly, in health, the foundation uses football and other sports to deliver a range of programmes to improve the health and well-being of local communities. Fourthly, in education Manchester United Foundation develops partnerships with schools to create community hubs and deliver a range of educational programmes to primary and secondary schools, using Manchester United as a hook to engage students. Lastly, the foundation manages the Club's charity partner UNICEF, and the distribution of signed merchandise for charitable purposes.

# THE MANCHESTER UNITED MENTORING PROGRAMME

The Manchester United Mentoring Programme has been delivered in a number of different partnership schools since January 2016. The programme has been developed to gain maximum benefit from the work that they do with students.

By continually reviewing each individual programme with the respective school it is delivered in, they have been able to adapt the programmes to suit the needs of each school and the students involved. They have also hosted mentoring masterclasses that have enabled the foundation to share best practices between their partnership Hubs.

## The programme has achieved the following outcomes:

- Grade increase for students in targeted subjects
- Decrease in behavioural incidents
- Increase in positive achievements
- Decrease in detentions
- Positive feedback from teachers within the school in regards to targeted students behaviour and manner
- Development of soft skills in targeted students

When implementing the mentoring programme within partnership schools Manchester United Foundation found it was necessary to discuss the specific areas of focus with each school. The focus for each school can differ, with issues such as behaviour, disengagement, grades, leadership, overall performance, etc.,

all being areas to target. After identifying the area of focus in a particular school, the Hub Development Officer (HDO) would work with the school to identify the specific students who would be involved in the programme. From there the HDO was able to start to design report cards, league system (if necessary), and timetables to see students etc.

The outcomes that the programme has achieved have been extremely positive across each Hub. Each school has supported the programme and have looked to build it into their schools to reach more students across different year groups. Having a full-time member of staff in the Hub allows for strong relationships with students to be made. Where possible students are also given rewards and incentives to strive to achieve better; these are things such as, positive postcards

“THE HUB DEVELOPMENT COORDINATOR HAS WORKED REALLY HARD WITH THE YEAR 8 COHORT THIS ACADEMIC YEAR. THE STUDENTS HE HAS WORKED WITH HAVE MADE BOTH BEHAVIOURAL AND ACADEMIC PROGRESS. HE HAS BUILT POSITIVE RELATIONSHIPS WITH THE STUDENTS, SUPPORTING THEM THROUGHOUT THEIR DAY TO DAY SCHOOL WEEK AND HAS ALSO SUPPORTED THEM AT HOME WORKING CLOSELY WITH FAMILIES. THE INTERVENTIONS PLANNED AND DELIVERED BY HIM HAVE BEEN EFFECTIVE AND HAVE MADE A DIFFERENCE TO THE STUDENTS, ESPECIALLY THOSE STUDENTS WHO WERE AT RISK OF EXCLUSION. THE WAY IN WHICH HE WORKS WITH THESE STUDENTS SHOWS HIS ENTHUSIASM AND COMMITMENT TO MAKING A DIFFERENCE.”

- YEAR 8 TEACHER  
IN MANCHESTER UNITED PROGRAMME -

to send home, phone calls home, match tickets, trips off site etc.

A beneficial aspect of the programme is giving the students the opportunities to work together in group settings. The programme found that doing this over a period of time builds trust between participants and creates new friendship groups. Using a “buddy system” in which older students mentor younger students gave the opportunity for students to develop relationships in cross-year groups. This was very effective for the younger students, as it builds their confidence and social skills having older student mentors to guide and support them around school.



NUMBER OF SCHOOLS REACHED



AGE GROUP

11-16

YEARS

OUTCOME FRAMEWORK

- INCREASED FEELINGS OF SELF-CONFIDENCE AND SELF ESTEEM
- ENHANCED NUMBER OF SOCIAL CONTACTS (LOCAL AND/OR (INTER)NATIONAL)
- IMPROVE COMMUNICATION AND REASONING SKILLS

# RESEARCH SUPPORT FOR EDUCATION PROGRAMMES

The education programme that a number of partners in the One Goal for Education project were involved in was called Playing for Success. The Playing for Success programme was established in 1997 by the Department for Education and Skills in partnership with the FA Premier League and their clubs and local education authorities. The programme was created with the intention of increasing educational standards, especially in numeracy and literacy among underachieving young people by setting up Study Support Centres in professional football clubs

and other sports venues (Sharp et al., 2007). While the programme is no longer formally called Playing for Success in the UK, the programme is still delivered in the Netherlands and Belgium; and many education programmes across Europe are based on the overall programme methodology.

In 2006-7 researchers Caroline Sharp, Tamsin Chamberlain, Jo Morrison and Caroline Filmer-Sankey carried out an impact study of the Playing for Success programme: "Playing for Success An

Evaluation of its Long Term Impact" on behalf of the National Foundation for Educational Research. The data highlighted a strong importance of partnership working between education centres at the football clubs and schools, and they indicate the importance of viewing long term progress as a shared responsibility between centres and schools (Sharp et al., 2007). The data demonstrated that the pupils most likely to benefit from the programme were those who were low academic attainers. Therefore, it is important to choose specific pupils to attend the programme





in order to see the largest benefits from the programme (Sharp et al., 2007). Overall, Sharp and colleagues stress that the Playing for Success education programme does not prevent future underperformance in young people, but it does however, provide underachieving students with a new opportunity and chance to learn and turn things around, so long as they receive recognition for their achievement, continued support and opportunities to succeed.

Sharp and colleagues were able to provide a list of best practice points for clubs to consider when implementing education programmes in the future. Throughout the One Goal for Education project we also found that these can be helpful points to keep in mind as you

consider the different resources available to you to build an education programme:

- Emphasise the importance of selecting students who are most likely to benefit from the programme
- Create a positive environment where participants feel welcomed, encouraged and valued
- Help students to set goals and targets to make their learning measurable and concrete
- Ensure that individualised learning is provided with continuous feedback
- Maintain good relationships with schools through constant communication
- Recognise student's achievements to encourage further success. This can be done publicly or during an end-of-course celebration or ceremony.

While young people are typically the focus of club or foundation education programmes, there are many different target groups that you can engage with, such as academy players who must also develop their studies along with their football training and need study support spaces and programmes for social skill development. For example, at PSV Eindhoven, Academy Players are able to access online class lessons on computers at the training facility. Moreover, you could teach language lessons to new academy or first team players who come to your community from foreign countries.



## LINKS PARK COMMUNITY TRUST

**Club / Foundation / Trust**  
**Links Park Community Trust**

**Address**  
**Links Park Stadium,  
Wellington Street,  
Montrose, Angus, DD10 8QD  
United Kingdom**

**Website Address**  
[www.linksparkct.org.uk](http://www.linksparkct.org.uk)

Montrose Football Club, founded in 1879, is a small club with a big heart. The club, aware of its responsibilities towards the lives and the wellbeing of those in its locality, supported the development of the Links Park Community Trust in 2011.

Links Park Community Trust (LPCT) aims to utilise the power and widespread appeal of sport to inspire change through an extensive range of innovative sporting, healthy and educational programmes, each of which are designed to meet identified local needs.

LPCT work with a range of partners to identify local issues, such as health inequalities, to develop and deliver programmes that are designed to address such needs. For example their 'Football Memories' reminiscence project

targets those living with dementia, their 'Walk & Talk' initiative encourages active living in older adults and their 'Walking Football' programme aims to promote social inclusion and physical activity for older adults.

The LPCT award-winning educational programme aims to improve youth attainment and achievement in the areas of health, numeracy, literacy and science by using football as the educational context; challenging participants to take on key roles at the stadium, such as the 'new signing' or the 'reporter' in a mock press conference, amongst other examples.

# LINKS PARK COMMUNITY TRUST

Links Park Community Trust (LPCT) established the School of Football programme, in partnership with Montrose Academy.

Together with Montrose Academy and the Community Police Officer, LPCT identified young people that would be suitable candidates for the programme. LPCT wished to work with school pupils that were classified as being 'disengaged' from the traditional curriculum, with worrying attendance and attainment levels. They were also keen for the Police to identify youngsters who were engaged in anti-social behaviour in their community.

Participants (and their parents) were asked to agree to the terms of a 'playing contract' which insisted that if they were found to be displaying poor attendance or behaviour (school and/or community) that they would miss 1 day of School of Football (first offence), one week of School of Football (second offence) and then they would be excluded from the programme (third offence) until they displayed agreed positive changes and behaviours.

In the programme, participants could arrive at Links Park Stadium and could

benefit from a breakfast. Participants then had to be changed and on the football field (or in the classroom) for 9am.

The School of Football curriculum involved the delivery of life skills through participation in sport with each session working on a particular theme, such as determination or resilience.

Alternative lessons were then delivered using the context of football replacing the traditional curriculum.

The Links Park Literacy, Numeracy, Science and Health Trail programmes all include examples and activities that utilise the football stadium and context to teach educational lessons but for a younger primary school age group. However, where appropriate – the School of Football programme adapted lessons and activities from the Links Park Trail programmes and used them to enhance the learning outcomes.



"WE HAVE BEEN DELIGHTED AT THE IMPACT OUR SCHOOL OF FOOTBALL HAS HAD ON THE ATTAINMENT, ENGAGEMENT AND ACHIEVEMENT OF PARTICIPANTS. THE MAJORITY HAVE CLEARLY BEEN MORE FOCUSED IN SCHOOL, AS A RESULT OF THEIR PARTICIPATION IN THE PROGRAMME, AND THEY SEEM TO HAVE ENJOYED, AND BENEFITED FROM BEING ABLE TO APPLY THEIR LEARNING IN A FUN, INSPIRING, AND SOMEWHAT ALTERNATIVE CONTEXT, FOOTBALL!"

- PETER DAVIDSON, LPCT CHIEF EXECUTIVE -

NUMBER OF SCHOOLS REACHED

7

AGE GROUP

11-13 YEARS

OUTCOME FRAMEWORK

- INCREASED ATTENDANCE
- IMPROVED ATTAINMENT
- IMPROVED COMMUNITY BEHAVIOUR



## MIFALOT EDUCATION & SOCIETY ENTERPRISES

**Club / Foundation / Trust**  
**Mifalot**  
**Education & Society Enterprises**  
**(Hapoel Tel Aviv)**

**Address**  
**10 Abraham Hillel St. Ramla,**  
**Israel**

**Website Address**  
[www.mifalot.co.il](http://www.mifalot.co.il)

Mifalot Education and Society Enterprises is the largest and most diverse organisation in the Middle East that uses sports as a platform for social change. Mifalot was founded in 1997 by the then owners of F.C. Hapoel Tel Aviv. In Israel, Mifalot reaches out to over 30,000 beneficiaries annually in over 400 programmes, to varying demographic backgrounds, with a focus on underserved peripheral communities.

The educational sports programmes are designed to be life-changing, where children, adolescents and adults can develop essential social skills and behavioral norms. Mifalot adapts each program to the specific needs of the local community and its beneficiaries; some programmes focus on stimulating self-efficacy, others on employability, whereas others focus on tolerance and co-existence. Following

Mifalot's growing experience in Israel and the Middle East, they have come to understand that their know-how is worth sharing world-wide.

The fundamental basis of all Mifalot programmes is simple: use the fun of playing sports to learn life skills valuable far beyond the sports field. Mifalot's programs are all about playfully developing personal life-skills such as responsibility, leadership and collaborative (team) skills. Furthermore, they emphasise gaining a social understanding of the internalisation process of behavioral norms such as building team spirit, fair play, non-violence, tolerance of others, and volunteerism.

Additionally through gameplay children gain an understanding of the importance of physical activity and maintaining a healthy lifestyle.

# THROUGH THE FIELD

Mifalot's One Goal for Education project called Through the Field started at the beginning of the Israeli school year in September 2016. During the summer of 2016 the Mifalot field directors provided suggestions on where the programme should be implemented. They chose two partners that had strong staff and ability to implement the Mifalot educational program to join the One Goal for Education project. They began preparations with the selected partners and set mutual goals and activities for the programme.

The goals included: increased feelings of self-confidence and self-esteem, increased participation in sport, physical activity or volunteering, an increased awareness of a healthier lifestyle, enhanced social interaction (strengthen social skills) amongst the youth, and increasing the youth involvement and interest in the local community.

## The program discussed the following topics:

- The value of a group: collaboration, rules and team agreements, and setting goals
- Leadership: leadership qualities and styles and self-efficacy, what it means to be a captain
- Fairness and violence prevention: fair play, rule keeping, dealing with authority
- Healthy lifestyle: nutrition, exercise, prevention of drug and alcohol use, coping with stress, and positive decision making
- Socialising: becoming familiar with different social groups, encouraging gender equality, meeting different sectors in the community and volunteering in the community

## The activities included:

- Two weekly training sessions
- English lessons
- Meeting with football players
- Tour of the stadium
- Outdoor training- integration and bonding activities in nature
- Participation in 3 tournaments

The programme targeted two schools/ community centres, and an all-girls football team also participated. The first was 'Renanaim' Boarding School, where a total of 70 young people aged 12-15 participated. A key partnership here was with the Welfare Ministry youth at-risk department, as many of the students at the boarding school come from very harsh home environments. The football programme was very popular at the school, and was a great success as youth were very proud to be part of the team. New friendships were made and self-esteem was increased amongst girls and boys. The second was 'Yoseftal' Community Center, where a total of 30 youth ages 8-12 participated. The Yoseftal Community Centre had an educational centre, and the youth would study English with their football coach to build both their mental and physical skills.

The coaches worked according to an educational program and a fixed structured training. Each training involved a group discussion on a different issue according to a monthly subject. The subject was addressed in an active way through different methods such as games, quizzes, video, etc. and finished with a group discussion. In this way the players could actively absorb values, skills and insights about educational and social issues. In the second part of the training the students were able to play football, which began with a warm-up and drills that were linked to the educational topic. During the training the coach would stop the games to explain how the drills translated into examples in real life. This was done by asking questions and having joint discussions that led to an understanding of the educational issues, how football can help youth to understand them, and moreover, how the coaches can connect the subject to the players lives.

Mifalot noted a key finding from the programme was that they saw a large positive contribution in taking the kids out of their city or community to attend tournaments or outdoor activities, and where they got to step out of their 'comfort zone' and meet new youth their age from different places.

Mifalot managed to execute the planned project due to the leadership of partnership coordinator who overviewed the program, the coaches, the regional managers, the activities and of course - the youth. He visited both programmes throughout the duration of the project and is in touch with the head supervisors of the local partners. Overall, a large success factor for the programme was the identification of professional coaches with a strong educational state of mind, who were connected to the values of Mifalot and the One Goal for Education.

"I NEVER THOUGHT THAT I COULD LEARN ENGLISH AND HAVE FUN AT THE SAME TIME. TAKING THE THING I LOVE MOST IN THE WORLD – FOOTBALL, AND COMBINING IT WITH ONE OF THE HARDEST THINGS FOR ME – STUDYING, HAS MADE THE WHOLE LEARNING EXPERIENCE INTO SOMETHING I LOOK FORWARD TO EVERY WEEK"

- STUDENT,  
MIFALOT ONE GOAL FOR EDUCATION PROGRAMME -

NUMBER OF SCHOOLS REACHED	2
AGE GROUP	8-15 YEARS
OUTCOME FRAMEWORK	
<ul style="list-style-type: none"> <li>• INCREASED FEELINGS OF SELF-CONFIDENCE AND SELF ESTEEM</li> <li>• INCREASED PARTICIPATION IN SPORT, PHYSICAL ACTIVITY OR VOLUNTEERING</li> <li>• INCREASED IN SOCIAL INTERACTION (STRENGTHEN SOCIAL SKILLS)</li> </ul>	

# HOW TO USE YOUR CLUB FACILITIES FOR EDUCATION PROGRAMMES

There are various ways that you can use your club facilities to support the creation and delivery of an education programme. Supported by examples from the work of the One Goal for Education partners, the outline will help you to realise the different innovative ways you can engage students at your club facilities or within local schools. Not all clubs have a designated education centre, but this does not mean that you can't get creative with the facilities you do have!

A football arena or stadium's primary purpose is typically to host football matches. These tend to be held during the weekend, or occasionally during weeknights. However, there is still ample opportunity and time to use the stadium to deliver your education programmes during the school week and not conflict with match day activities. Here are examples of accessible areas in and around the stadium that you can utilise for your education programme.

## FIRST TEAM AND ACADEMY TRAINING FACILITIES

These facilities are normally only accessible to the players and academy players of the club, making them special and unique areas to motivate the students to participate in. If you are able to access them, these spaces can provide valuable resources which can be used for educational delivery such as various indoor and outdoor training

pitches, press rooms, hospitality rooms and class rooms. They provide a space for dual lessons such as a theory and practical lesson combined.

The training pitch is a great space to combine physical activity and health learning with different aspects of science and math. For example, the Links Park School of Football programme incorporates age-appropriate activities from its





chairs as they are not readily available, unlike the hospitality lounge where tables and chairs are commonly used for their guests. For example, N.E.C. Nijmegen Foundation along with many other clubs, use the dressing rooms to involve students in various numbers challenges using the actual numbers of the players and the space of the dressing room to engage in mathematics.

## PRESS ROOM

This space is an iconic part of the stadium as most youngsters see this area being used by their favourite players and managers on a weekly basis through televised press conferences. The press room provides a ‘wow factor’ and immediately engages students attending the programme. The

‘Science Trail’ challenges, where students undertake a range of fun and inspiring tasks, such as a workshop that investigates the body’s response to, and recovery from participation in competitive football. Their ‘Forces Trail’ looks at different types of footwear and gloves and why footballers select specific types when training and competing. Students also have the opportunity as part of this activity to rest their running speed... both with and without the unhelpful (but fun) drag of a parachute! The ‘Friction Investigation’ looks specifically at the role of friction on the football pitch. In all activities, students experience fun and interactive ways to use the context of football to learn about science. Feyenoord foundation teaches mathematics lessons by counting or using the seats in the stadium. You can also use the training pitch to incorporate fun, football-themed exercise sessions, while also discussing healthy and unhealthy daily activities and choices.

result, students will be excited to participate and attend the programme if you align the delivery of certain topics of your education programme to be in this space. If you are able to use the dressing room space, you will typically need to provide tables and



## FIRST TEAM DRESSING ROOMS

The first team dressing rooms within the stadium are often incredibly coveted spaces, with limited access, open only for use on match days or for formal stadium tours as part of the club operations. As a



press room will typically already have tables, chairs and access to IT services, which will aid in the delivery of your session. Many clubs have used this space to deliver various activities, for example the Rangers Charity Foundation programme Jump into Journalism has a natural synergy with the Press Room. Participants use the space to gain an excellent grounding in all aspects of sports media, from PR to television, and get an insight into skills and career paths from the professionals working within the media team at the club. Educational aspects include the opportunity to interview Rangers legends and first team players, report on matches, work on layouts and design for the Rangers FC matchday programme, learn about photography and produce features and on-line content.

At Greenock Morton Community Trust, in their Literacy Trail programme the board room becomes the classroom and students can take part in interview analysis, press conference and match commentary workshops. Match commentary relates to children altering their expression, tone, pitch and speed of voice to portray emotion. Children create their own commentary to past matches, and in the final week children present what they have learned to classmates and Morton Community Trust project workers. Each session is also

complimented by football sessions on the Cappielow pitch. The project has been specifically created to reflect the Scottish Curriculum for Excellence and focuses on experiences and outcomes in talking and listening.

Multiple One Goal for Education partners also incorporated visits to the board room where students could take part in press conference workshops and act as 'new-signers' and as sports reporters. Pitch-side, the students could take on the role of match commentator, demonstrating enthusiasm and clear expression as they describe events on the field to the watching and listening audience. Another common initiative is game shows or quizzes in these spaces, which provides a fun, challenging context for students to apply their observation, reading, writing, speaking and listening skills, as they investigate the important role that language and literacy plays in the everyday running of a professional football club.

## HOSPITALITY SUITES

Most clubs provide hospitality suites as part of the match day operations to generate additional income for the club. These spaces are multifunctional and flexible, so there is an opportunity to use the area





## MUSEUMS

Clubs who have museums located within or close by the stadium can provide educational “one-off” sessions or visits to these unique spaces. You can implement innovative and interactive sessions by using a museum whether it’s for a club quiz activity or aligned to a specific topic of the programme.

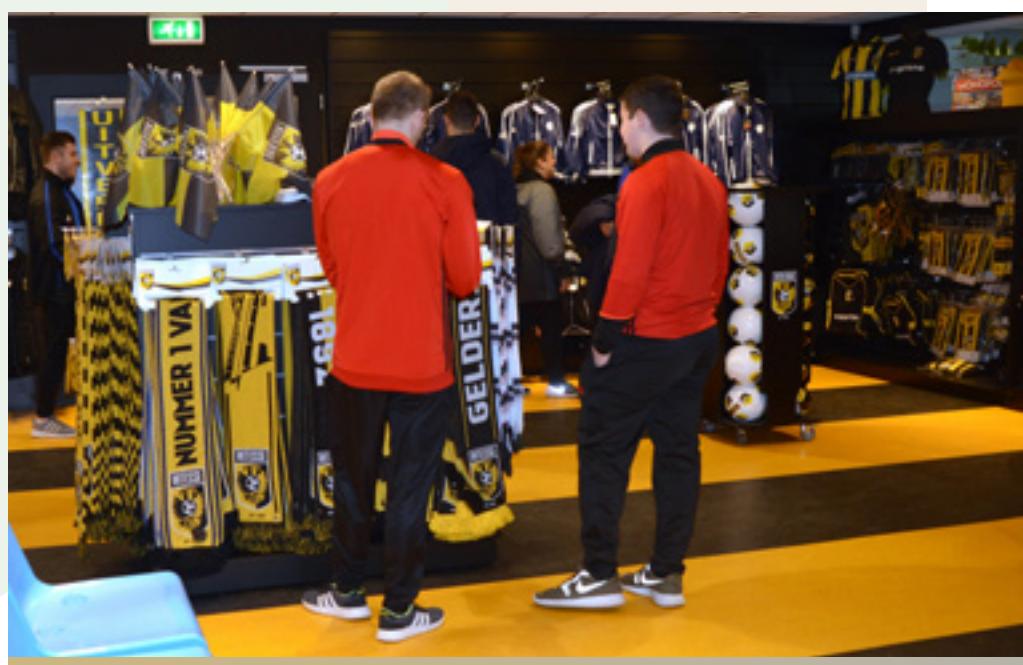
## FAN SHOP

Many football clubs also have a fan shop associated with the club. The fan shop exhibits a wide array of products and services, which provide a great opportunity to run educational sessions about money management and mathematics lessons using the different products.

for small groups or even larger groups depending on the size of the room and your student group. Using these unique spaces can even minimise the impact on the day to day operation of your club. To add further value to using a hospitality suite or lounge, most rooms have a view of the stadium pitch, which is a great engagement tool for the students attending the project!

As part of the hospitality section, a large kitchen typically exists for preparing meals and/or a restaurant as part of their facilities. This space is a perfect location to teach young people about fuelling their bodies with healthy foods, nutritional facts, and even teach them tangible skills of how to go about cooking and creating healthy meals. For example, the KAA Gent Foundation Playing for Success programme used areas of the Ghelamco Arena such as the football field, the pressroom, but also the kitchen of the restaurant, to give students the

opportunity to participate activities that kept them physically active, as well as educated them about healthy eating and a healthy lifestyle.





## N.E.C. NIJMEGEN FOUNDATION

**Club / Foundation / Trust**  
**N.E.C. Nijmegen Foundation**

**Address**  
Stadionplein 1  
6532 AJ Nijmegen  
The Netherlands

**Website Address**  
[www.necdoelbewust.nl](http://www.necdoelbewust.nl)  
[www.pfs-nijmegen.nl](http://www.pfs-nijmegen.nl)

N.E.C. was founded in 1900. The Goffert Stadium has existed since the late thirties, after the whole park was established as an employment project of the Municipality of Nijmegen and the Ministry of Social Affairs. In 2000, the current stadium was built inside the old stadium. As a result the number of seats was reduced to more appropriately reflect the needs of N.E.C. (from 30,000 to 12,500) and gave the club better business opportunities.

Considering its history, N.E.C. felt the need to set up a foundation to give something back to society and to become further established within the Nijmegen community and surrounding area. The ambition of N.E.C. is to use the stadium as a hub for social initiatives. The inhabitants of the community, fan or not,

are able to come to the Goffert Stadium to develop skills and feel socially included.

In 2008, N.E.C. founded 'Stichting N.E.C. Doelbewust', a formal foundation to give back and contribute to the community. In collaboration with partners, the foundation of the club initiates projects that benefit the city and region, establishing N.E.C. in society. Experience has shown N.E.C. that the connecting power of the football club has encouraged social development. Whether addressing vitality, mentality or education, the power of N.E.C. has always worked. Therefore, N.E.C. focuses on these three pillars when it comes to social commitment.

The projects and programs that N.E.C. runs are mostly for kids and youth and address issues such as health and well-being, awareness and anti-discrimination, social-emotional development, sports for those with disabilities, unemployment training, inclusion and participation of minorities, and respect. N.E.C. Nijmegen Foundation collaborates with both for profit and non-profit organisations to deliver projects, and make a difference in the life of N.E.C. fans and inhabitants of Nijmegen and surrounding region. It is important to the club to always make a difference. N.E.C. believe that doing things once is not effective; they believe in programmes and projects that work collaboratively with partners who can bring specific knowledge and expertise on the subject of the programme. Using the power of the brand, partners and participants can both benefit from N.E.C. Nijmegen Foundation.

An example of a great collaboration for N.E.C. is their health project 'Scoren voor Gezondheid' (Scoring for Health). Together with the health care organization GGD, the foundation offers primary schools a 6-month program that aims to get welfare and health on the agenda. By setting goals, educating children and increasing their awareness about healthy eating, and offering healthy foods, fun and useful lessons, N.E.C. is able to achieve their goals in the class. The health care organisation GGD meanwhile talks to the staff and board to contribute to a health policy. N.E.C. is proud of this collaboration because they know that together they are truly make a lasting difference.

NUMBER OF SCHOOLS REACHED

**35**

AGE GROUP

**10-14** YEARS

OUTCOME FRAMEWORK

- INCREASED SELF-CONFIDENCE AND SELF ESTEEM
- REDUCED RISK OF NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)
- IMPROVED BEHAVIOUR AT SCHOOL

# PLAYING FOR SUCCESS NIJMEGEN

**Playing for Success Nijmegen is an education programme of N.E.C. Nijmegen Foundation for pupils from ages 10-12 years old in primary schools and ages 13-14 years old from secondary schools. Playing for Success is for all students who want to experience a positive, educational and fun time, but also for students who need an extra academic boost or motivation. The programme leads to increased self-confidence and motivation.**

Following the Playing for Success methodology, N.E.C. utilises the inspiring and challenging sport environment of the Goffert Stadium, to provide students with a unique learning environment and special time. Through specific and individual attention, professional guidance, and setting goals, the students are able to have positive learning experiences and perform successfully. N.E.C. uses the Goffert Stadium and resources to create an engaging education programme for the youth. For example, they have meetings with N.E.C. players and also group tasks where they pay attention to the social-emotional aspects, such as gaining self-confidence, cooperating and dealing with each other. They also have access to the kitchen of a professional football organisation and can learn things there. They have found that the Playing for Success programme has been incredibly educational and fun, and that a big factor making the programme accessible is that participation in the project is free.

N.E.C. has a learning centre in the pressroom, which is located in the heart of the Goffert Stadium standing two meters from the pitch and the stands. In addition to the pressroom, they also have a locally-equipped skybox at their disposal.

During the lessons, students are able to discover the changing rooms, gym, stands, visitors box and sky boxes. All of these facilities are used as learning opportunities.

One full term of the Playing for Success programme lasts nine weeks N.E.C., and every week, the group of students participates at the stadium for a two-hour session. The sessions run after school and start at 4 pm and end at 6pm. The pupils from primary and secondary education are in separate groups. The groups are comprised of up to a maximum of 15 students, and the students participate from different schools which promotes further collaborative working. The Learning Centre is open from Monday to Thursday during the week, and participants are classified by Playing for Success on a particular day.

A unique collaboration that the N.E.C. Playing for Success programme has is with a school for refugees with children who are new to the Netherlands and have to integrate and get to know the language. These children get the chance to participate and share something about their culture and country. For them, it is a way of feeling proud and confident to present. For the others, they get to know another person of a different culture, with different behaviour, habits and language. This raises awareness about European society as a whole and helps the students learn about being inclusive, celebrating diversity and developing communication.



## RANGERS CHARITY FOUNDATION

**Club / Foundation / Trust**  
**Rangers Charity Foundation**

**Address**  
**Rangers Community Hub**  
**Broomloan House**  
**150 Edmiston Drive**  
**Glasgow G51 2XD**  
**United Kingdom**

**Website Address**  
[www.rangers.co.uk](http://www.rangers.co.uk)

The Rangers Charity Foundation exists to bring clubs, supporters, staff and players together in a unique way in order to make a difference to thousands of people through a range of charitable and community initiatives. The foundation strives to be champions of charitable giving. Since its creation in 2002, the Rangers Charity Foundation has given £4 million in cash and in-kind support to hundreds of organisations, groups and individuals.

The foundation is working in collaboration with charity partners such as UNICEF, Breast Cancer Care, Beatson Cancer Charity, the Simon Community and the Glasgow City Mission. Also, a partnership exists with the Glasgow Children's Hospital Charity and the Armed Forces Partnership, which supports veterans and serving personnel.

In addition to supporting charity partners, the foundation delivers comprehensive community programmes for children and adults focused on health and fitness, employment, equality, diversity and education.

Additionally, the foundation organises 'Dream Days' twice a season, on which children and adults who have been through an illness or difficult time in their lives come together and get to meet the football team. Moreover, they receive a tour through the Ibrox Stadium. The foundation responds to over 2,500 requests for support each year and donates raffle and auction items to people raising funds for causes close to their hearts.

The Foundation also aims to assist other charities and charitable causes where possible – particularly those that address the following societal matters:

- The needs of children
- Education
- Social inclusion
- Tolerance and understanding of the beliefs of all community sectors
- Health and well-being

”

**“THE STUDENT THOROUGHLY ENJOYED PARTICIPATING IN THE ACTIVITIES AND CHALLENGES SET OUT AT THE RANGERS COMMUNITY HUB, AND WAS IMMersed INTO THE WORLD OF JOURNALISM IN FUN AND ENGAGING WAYS. HE DEVELOPED CONFIDENCE THROUGH A RANGE OF TASKS SUCH AS PRESENTING TO HIS CLASS, USING ICT AND CREATING EFFECTIVE NEWS REPORTS.”**

- TEACHER, BATTLEFIELD PRIMARY -

NUMBER OF SCHOOLS REACHED

9

AGE GROUP

7-12

YEARS

OUTCOME FRAMEWORK

- INCREASED SELF-CONFIDENCE AND SELF-ESTEEM
- INCREASED LITERACY AND ICT SKILLS
- PROMOTE SELF-DIRECTED LEARNING

# JUMP INTO JOURNALISM

The Rangers Charity Foundation Jump into Journalism Primary Media course is a programme of linked curricular activities designed to enhance and complement the work of the local schools by providing a range of stimulus materials within a football and sports context. It has been designed to support Level 2 Curriculum for Excellence Literacy and English and Technology experiences and outcomes in innovative and exciting ways.

The courses at the Centre promote broader education aims, for example:

- Opportunities to engage in learning outside of the traditional school environment
- Increase motivation, confidence and self-esteem
- Promote self-directed learning
- Promote equal opportunities and equality
- Develop teamwork
- Provide a positive educational experience

The course lasted for a duration of 6 weeks, and was based at the Centre. It focused on the following themes, which were supported by the sport context setting for learning:

- The nature of journalism
- Newspaper article reporting
- Writing and producing a match report
- Experiencing match commentating
- Researching and interviewing a player/former player

In the spirit of interdisciplinary learning, the course intended to complement work that youth were doing within the classroom, and not as a discrete series of lessons carried out within the Study Centre. The collaborative nature of the programme between the school and the Study Centre set the expectation for the course that students would carry out follow up activities both at school and home.



# HOW TO USE YOUR CLUB'S HUMAN RESOURCES FOR EDUCATION PROGRAMMES

The club has many physical facilities available to help you run your education programme, but also a wealth of human resources, all of whom can contribute in unique ways to enhance the participation and success of your programme.

## COMMUNITY PROGRAMME MANAGER

The Community Manager or Centre Manager (or similar role) of the club will typically be the person responsible for the delivery of the education programme. The actions that this person takes during the preparation and implementation of the programme are critical and will largely determine the success of the programme. It is important to tailor the education programme to the specific needs of the participating schools and students.

In their research, Sharp and colleagues (2007) discovered that a number of different strategies were helpful for Community Managers to ensure that their programmes remained relevant and appropriate.

### These strategies included:

- Liaising with local authorities to establish priority areas
- Visit schools to observe lessons, understand new developments in education
- Liaising with schools over curriculum prioritisation, relevancy and input
- Liaising with schools to identify the areas in which underachieving students needed additional support

Community Managers should be flexible and able to adapt the education programme based on continuous input and feedback from the schools, the teachers and the needs of the students. For example, one programme changed its objectives to focus on creating music and movies, using ICT hardware, in order to ensure that they were

offering something attractive and different from the curriculum in schools (Sharp et al., 2007). Overall, the One Goal for Education partner's found that the success of their programmes were largely dependent upon the collaboration with the local schools, teachers and local stakeholders. It is up to the Community or Centre Manager to ensure that these relationships are positively built

and maintained so that the programme can be most effective for the students.

## PLAYER & MANAGER APPEARANCES

Player appearances and interactions are an exciting way to motivate the young people to participate in programmes.





These interactions can be conducted in different formats, such as having a player speak to a group of students about a particular topic, or tell their personal education story if it applies. Players can even provide signed items which can be used as rewards and incentives for students as they demonstrate successful completion of educational activities.

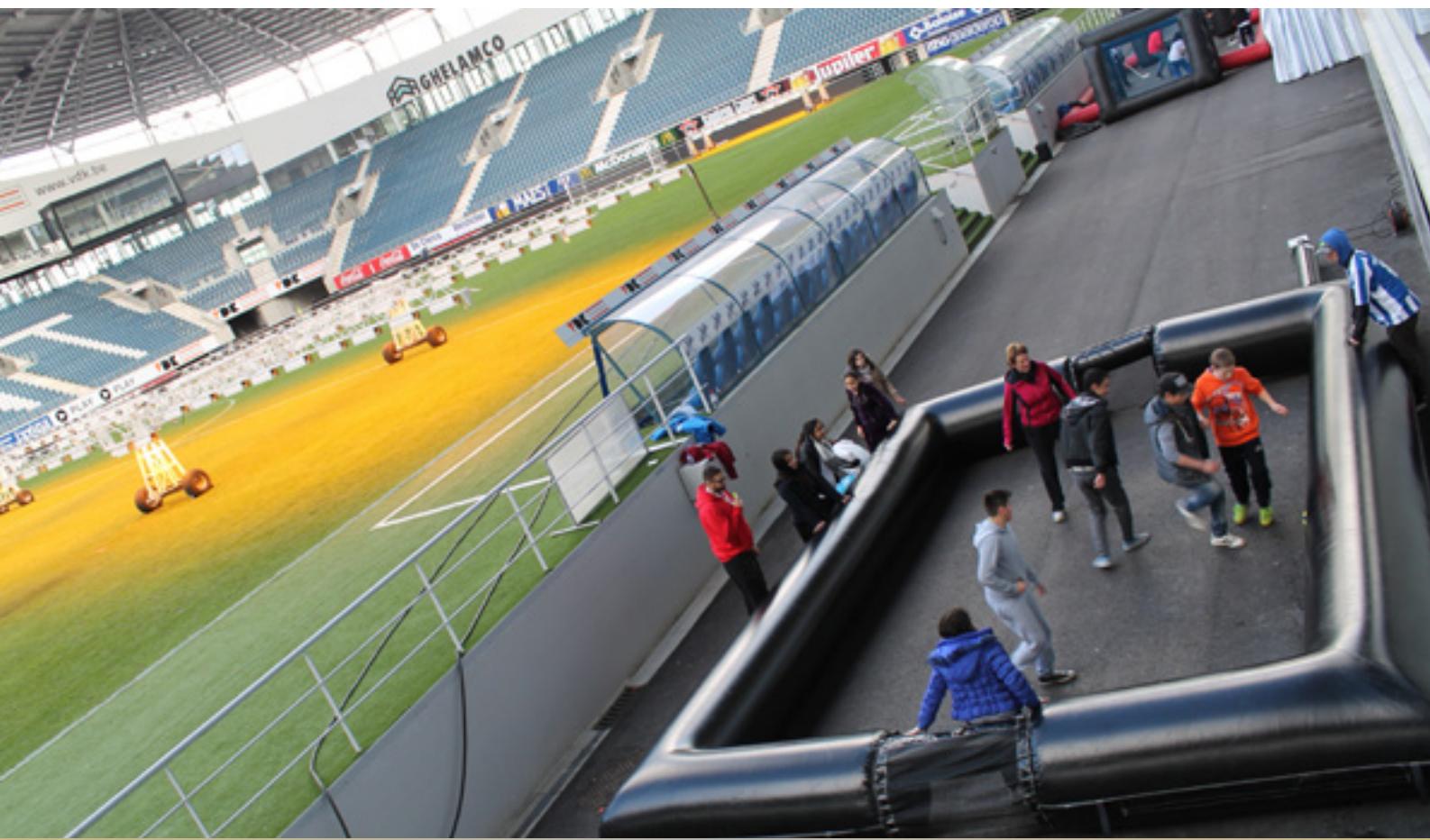
These situations create inspirational memories for participants, as they tend to look up to the players as role models. If you can manage to involve the players to be positive role models and display that they value the education programme, this will encourage students to also be motivated to engage and learn. Not only will this benefit the students and the education programme, but also provides the club's communications with valuable CSR marketing content for the media. This has a real impact on the programme and its participants and also attracts potential opportunities for partnerships!

Involving the management team is also valuable in order to coordinate player visits and to strengthen the programme. Clubs such as Feyenoord designate the Club First Team Manager to be the ambassador of the programme and even name the programme after his name 'SV GIO' after Giovanni Van Bronckhorst.

It is important to note that the club's first team players and managers have multiple daily demands ranging from training and preparing for games to their obligations with corporate sponsors. Match play and training is the top priority for players and they are often contractually obliged to participate in corporate brand activations, so liaising with the team management well in advance will ensure optimal opportunity to incorporate player interaction in your education programme.

## ACADEMY PLAYERS

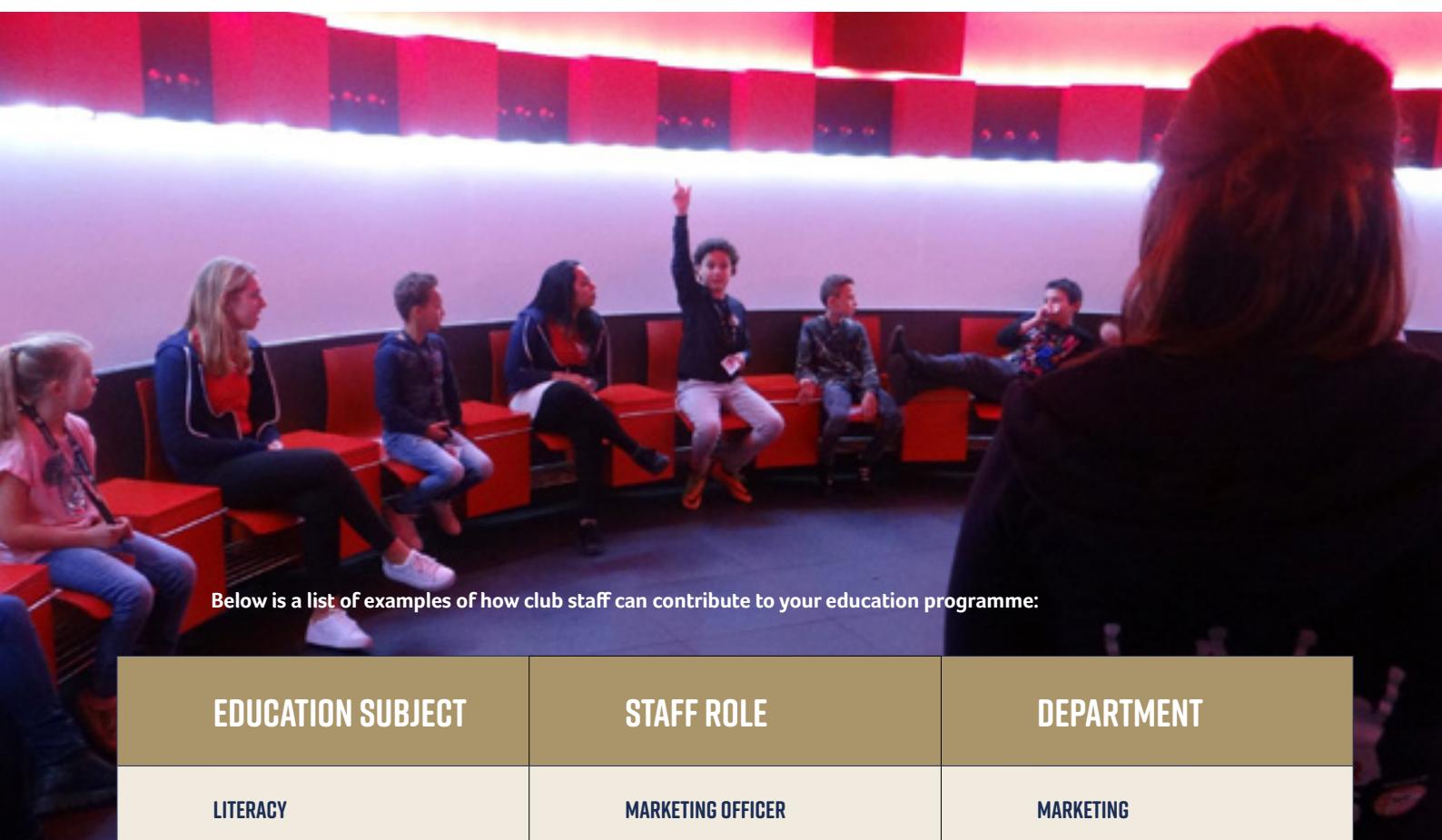
Another option is to utilise academy players within community education programmes. While the impact on the participants may not be as profound as compared to the impact a club icon can have, the participants are able to engage with players who are more connected to their social reality. These interactions can also aid in the personal development of the academy players. It teaches them the responsibilities of a professional footballer and they will be more accustomed and open to being involved in community programmes later on in their career, if they make it to the first team level. Cultivating these relationships early on is always helpful.



## CLUB DEPARTMENTS & STAFF

Football clubs often have several departments within the club with various employees who offer a range of experiences and knowledge that can be utilised to augment your education programme. Whether you want to incorporate business enterprise, healthy eating, physical health and training, or public speaking and literacy among many other sessions, consider inviting club staff who are professionals in those respective areas. For example, chefs, senior executives, accountants, physiotherapists and even groundskeepers can make appearances as guest speakers to complement the educational delivery of the programme. They provide interesting and different contributions and can also enhance the perception of the club for your participants. In a real life example, Links Park programme involves the groundskeepers to help complete distance and dimension measurement activities on the football pitch. Through this, students can investigate the important role that math plays in the everyday running of a professional football club.





Below is a list of examples of how club staff can contribute to your education programme:

EDUCATION SUBJECT	STAFF ROLE	DEPARTMENT
LITERACY	MARKETING OFFICER	MARKETING
NUMERACY	ACCOUNTANT CLERK	FINANCE
HEALTHY EATING	NUTRITIONIST	FOOTBALL DEPARTMENT
HEALTHY EATING – FOOD PREPARATION	CHEF	CATERING
INTERVIEW TECHNIQUES	HR OFFICER	HR HUMAN RESOURCES
EMPLOYABILITY SKILLS	HR OFFICER	HR HUMAN RESOURCES
HORTICULTURE & GARDENING / MEASUREMENT	GROUNDSKEEPER	GROUNDS MAINTENANCE
TEACHING & COACHING	FOUNDATION COACH	FOUNDATION
PHYSIOLOGY/ANATOMY & SPORT SCIENCE	PHYSIOTHERAPIST OR STRENGTH AND CONDITIONING COACH	FOOTBALL DEPARTMENT
PUBLIC SPEAKING	COMMUNICATIONS OR MEDIA RELATIONS	COMMUNICATIONS
PLANNING AND ORGANISATIONAL SKILLS	RECEPTIONIST/SECRETARY	ADMINISTRATION



## GREENOCK MORTON COMMUNITY TRUST

Club / Foundation / Trust  
**Greenock Morton  
Community Trust**

Address  
Cappielow Park,  
Greenock, PA15 2TU  
United Kingdom

Website Address  
[www.mortoncommunity.net](http://www.mortoncommunity.net)

Greenock Morton Football Club supports high quality initiatives put on by the Greenock Morton Community Trust. Established in September 2012 the Greenock Community Trust initiatives have quickly grown to address many of the social issues in Inverclyde, one of the most deprived areas in Scotland and the UK. Using the power of the local football brand they have seen an incredible increase in numbers across all projects as sign up, retention and outcomes continually rise.

By working closely with key partners in the public and private sectors, Greenock Community Trust has helped to create a healthier and safer region, with inclusive programmes that engage people of all ages and abilities. The programmes range from physical literacy classes in nursery schools, through to

non-elite coaching sessions for youth ages 2 -16, employability training for people of all ages, promoting healthy lifestyles of adults, and physical and mental well-being sessions for all. Greenock has engaged over 5000 people in their programmes on an annual basis, and are proud to live up to their mission of being the “heartbeat of Inverclyde”.

The primary projects that Greenock Community Trust delivers include: Micro Morton, a physical literacy programme for toddlers ages 2-4 years, starting children young and ensuring exercise as a lifelong habit. Morton in the Community have compiled a research paper in conjunction with a top Scottish sports scientist proving the benefits of this programme. Mini Morton is a continuation of the Micro programme for children ages 5-8 years.

The Greenock Morton Community Trust also targets older individuals with the Football fans in Training programme which is a national programme funded by the SPFL targeting weight loss in male and females over the age of 35 with high BMI and larger waist size. Their employability programme Positive Goals, is delivered in partnership with DWP Job Centre Plus, where they work with and support Single Parents and Job Seekers aged 25+ on their journey back to work.

Lastly, the Greenock Morton Education Trail programme engages with primary school age youth (10-11 years old) supporting their English education offering an alternative learning environment, in which the club relates specific aspects of the day to day running of a Football Club to their curriculum for learning.

“THE LITERACY TRAIL IS SLOWLY BECOMING ONE OF OUR MOST FASCINATING PROJECTS. IT'S COMPLETELY UNIQUE IN THE SENSE THAT CHILDREN COME TO CAPPIELOW TO LEARN. EARLIER THIS WEEK ONE CHILD COMMENTED HE ENJOYED COMING TO CAPPIELOW AS IT 'WASN'T SCHOOL WORK', DESPITE STATING BEFOREHAND THAT HE HAD LEARNED ABOUT OPEN AND CLOSED QUESTIONS.”

- EDUCATION, EMPLOYABILITY & OPERATIONS MANAGER  
AT GREENOCK COMMUNITY TRUST -

# THE GREENOCK MORTON LITERACY TRAIL PROGRAMME

The Greenock Morton Literacy Trail programme engages youth in education and learning by utilising the Greenock Morton FC facilities and the day to day tasks that it takes to run a football club. This provides youth with a unique learning environment and context to understand and practically relate to the learning material. The Greenock Morton FC board room becomes the classroom for four weeks in which children take part in interview analysis, press conference and match commentary workshops.

Interview analysis allows children to listen to post-match interviews of Cristiano Ronaldo, Jim Duffy and Gordon Strachan. The learning intention is to listen to the content, discuss the content, share opinions and answer questions based on the interviews. The press conference is aimed at developing an understanding of open and closed questions. Children read a press reporters' questions and decide which are open-ended questions and which are closed. To compliment the learning, children take part in their own press conference playing the role of Jim Duffy, new first team signing and press reporter.

Match commentary relates to children altering their expression, tone, pitch and speed of voice to portray emotion. Children create their own commentary to Morton's league cup quarter-final win over Dundee United to enforce this theory. In the final week children present what they have learned to classmates and Morton Community Trust project workers. Each session is also complimented by football sessions on the Cappielow pitch. The project has been specifically created to reflect the Scottish Curriculum for Excellence and focuses on experiences and outcomes in talking and listening.

Teachers reported that children who were disengaged in the traditional classroom and school environment were able to better engage during the project due to the connection to Greenock Morton Football Club. The fresh approach to learning in a unique environment and the opportunity to play football at the home of Greenock Morton supplemented children's enjoyment and engagement.

A notable point which Greenock Morton Community Trust established to enhance the success of their programme, was the development of an in-kind partnership with a bus company, who provided cost free transport for young participants to travel on the Greenock Morton FC team bus to and from their school.



NUMBER OF SCHOOLS REACHED	3
AGE GROUP	8-10 YEARS
OUTCOME FRAMEWORK	
<ul style="list-style-type: none"><li>INCREASED FEELINGS OF SELF-CONFIDENCE AND SELF ESTEEM</li><li>INCREASED PARTICIPATION IN SPORT, PHYSICAL ACTIVITY OR VOLUNTEERING</li><li>INCREASED AWARENESS OF THE BENEFITS OF A HEALTHY LIFESTYLE</li></ul>	



## FULHAM FC FOUNDATION

Club / Foundation / Trust  
**Fulham FC Foundation**

Address  
**Unit 40 Barwell Business Park  
Leatherhead Road,  
Chessington KT9 2NY  
United Kingdom**

Website Address  
**Fulhamfc.com/foundation**

Fulham Football Club Foundation builds better lives through sport. As the charitable arm of London's oldest professional football club, FFCF delivers meaningful health, employability, education, disability, social inclusion, and physical activity programmes across London. At the heart of the Foundation's work is a commitment to empowering the most vulnerable members of their communities. Lauded by partners, their work to engage participants from disadvantaged communities – through inclusion, health, and employability programmes – and to broaden participation of females in sport, has achieved tremendous success.

FFCF use a network effect to realise their aim, partnering with local residents and stakeholders

to share best practices and ensure sustainable impacts. They proudly engage an average of 5,210 unique participants each month, for an average overall contact time of 18 hours.



# ONE GOAL ENTERPRISE CORE PROGRAMME

Since January 2016, Fulham FC Foundation (FFCF) has provided a One Goal Enterprise Core Programme to over 200 hard-to-reach young people, with each participant completing an Entry level 3 in Business and Enterprise. The programme took place over 18 months and was delivered in a range of different educational establishments including prisons (young offender's institutes), pupil referral units, mainstream secondary schools, and specialist speech and language schools.

Through building relationships with the young people they work with and addressing literacy issues, FFCF has been able to help at-risk youth gain employability skills or get involved in traineeships and apprenticeships. FFCF wants to ensure that they are having a lasting effect on the development of this youth target population by creating opportunities which they previously would not have had access to.

Through FFCF's partnership with Park Campus Pupil Referral Unit (PRU), they have been able to work with 64 young people who attend this PRU. From September 2016 FFCF became the sole organisation delivering an Enterprise and Employability programme within the school and the programme is now integrated across the whole school's curriculum. FFCF has had the opportunity to significantly impact these young people's lives, and already, they have seen great improvements in behaviour, discipline and educational attainment. Young people that leave the PRU, and would become someone "Not in Education Employment or Training" (NEETs) have been offered alternative routes into the FFCF traineeship and apprenticeship programmes.

FFCF also works with Blossom House, a specialist speech and language school for students with a variety needs, such as hearing impairments, limited motor skills, low levels of independence and a lack of communicative skills. Through their work with these young people FFCF was able to give them knowledge and understanding of how a football club works from a business perspective, and helping them to understand the wide range of employment opportunities available to them after leaving school. With many students suffering from low self-esteem, FFCF has used



the Enterprise programme to boost their confidence and aspirations to help them to successfully integrate and participate in society. Participants from the programme have also been offered work experience and traineeships through FFCF's Enterprise and Employability programmes.

Moreover, FFCF has worked with a cohort group of high school students at Combe Boys School as part of an extra-curricular programme to help develop their business and enterprise knowledge. Students who exemplified bad behaviour and poor attendance were specifically chosen by the school. The selection process of students was done through their behaviour in and out school. Students were rewarded with match day tickets and opportunities to apply for our work experience scheme within FFCF to encourage better school attendance and behaviour.

**"SEEING OUR STUDENTS IMPROVE IN CONFIDENCE AND SELF-ESTEEM HAS BEEN A MIRACLE. FULHAM HAVE WORKED VERY HARD TO ENSURE EACH PUPIL HAS THE OPPORTUNITY TO GET INVOLVED WITH THE CHARITY IN A RANGE OF DIFFERENT WAYS AND HAS HELPED THEM BE AWARE OF THEIR CAREER OPTIONS. IT WAS ESPECIALLY GOOD HAVING WORKSHOPS FROM THEIR INCLUSION PROGRAMME AND HAVING STUDENT'S AMBASSADORS FROM KINGSTON UNIVERSITY TO HELP WITHIN LESSONS."**

- TEACHER, COOMBE BOYS SECONDARY SCHOOL -

NUMBER OF SCHOOLS REACHED	8
AGE GROUP	11-18 YEARS
OUTCOME FRAMEWORK	
<ul style="list-style-type: none"> <li>• INCREASED SELF-CONFIDENCE AND SELF-ESTEEM</li> <li>• INCREASED AWARENESS AND UNDERSTANDING OF ENTERPRISE AND/OR ENTREPRENEURSHIP</li> <li>• REDUCED UNDERACHIEVEMENT AND IMPROVED EDUCATIONAL OUTCOMES</li> </ul>	

# PARTNERSHIPS AND KEY RELATIONSHIPS

## INTERNAL CLUB RELATIONS AND SUPPORT

Maintaining positive relationships within the club is critical for when you need to negotiate the use of facility and resources of the club. It is important that the department you are speaking to understands your overall objectives and what you are trying to achieve. Providing comprehensive information to all departments within the club and foundation about the overall programme will increase the ‘buy in’ of all the departments to support you with your objectives. It is good practice to seek approval from upper management before you start to approach the various departments and facility managers.

Throughout the One Goal for Education project, partners identified various ways in which the club could contribute to the programme, such as donating football kits, providing open access to the stadiums and facilities, allowing access to the professional players for interviews, or including programme staff in training events such as first aid and child protection training.

Facility costs will vary across clubs, as evidenced by the delivery of the One Goal for Education project. At times, you may be able to use the facility free of charge, however facilities such as the club museum may incur an entrance fee for the students. Be sure to build in all possible project costs before the start of the programme so there are no surprises during the delivery. Building strong inter-departmental relationships will help to negotiate costs at the outset. Furthermore, as foundation initiatives are within the charitable sector these costs can be identified as payments in-kind, or external partners or sponsors can be identified to support the programme.



## LOCAL SCHOOLS

Building a relationship and partnership with the local schools is of critical importance, otherwise it would be very difficult to recruit, track and monitor student participants. The Community Manager from the club can visit different schools and meet with head teachers and designated staff for the programme. It is helpful to be prepared for these visits with presentations, pictures and examples about the programme you wish to run. The more information that the club or foundation can share with the school, the better the school can collaboratively discuss and contribute to the design of the programme and the aims and objectives can be developed together. It is also important to discuss with the schools the practical information such as what times and dates work best to accommodate for school events and schedules. Furthermore the selection of the students is of critical importance to the impact of the programme.

Work together with the school and teachers to identify which students are underachieving, or struggling in some way, who would benefit most from the programme. Manchester United Foundation found that by being based in the school full time for their programme, they could identify key members of staff who were best placed to support their programme. If you are running your programme out of your stadium, then meeting often and consistently encourages trust and provide the basis for a positive working relationship between the school and the club or foundation.

## LINK TEACHERS

“Link Teachers” have been identified as playing a crucial role as the liaison between the school and the club or community foundation (Sharp et al., 2007). Establishing a clear and identifiable person as the Link Teacher is integral for responsible

and ongoing communication about the programme. Having a Link Teacher who is familiar with the students is helpful for making them feel comfortable participating in the programme and can facilitate ease of access to the programme for them. Sharp and colleagues highlight how helpful it is to have someone available to arrange the practical components, and build supportive relationships between all involved parties. Various ways in which Link Teachers can be helpful include: providing lots of notice for the dates of key events, keeping paperwork to a minimum, providing information for schools to send to parents, and organising safe and reliable transport for students (Sharp et al., 2007).

## STUDENTS & PARENTS/CAREGIVERS

The most important element of your programme is the students themselves! It is a good idea to build relationships with students and their parents when you attend various schools and deliver presentations about your programme. Including a video, or a visit with a player from the club's first team, can encourage the students to want to be involved. Explaining directly to the students what they can expect from the programme will help them to better understand what they will be doing, and give the parents an overview of the programmes objectives for the students.

During the programme, it's important to keep students informed about what they can continually expect from the following sessions. For example from the One Goal for Education project, prior to each lesson at the Rangers Charity Foundation, the key learning outcome of each lesson was discussed with the students, and at the end of the lesson the success criteria was evaluated to see if the outcomes were achieved. Making the students aware of the learning outcomes will help them to feel greater ownership of the programme and the goals they want to achieve. The more informed you are about the needs of the students attending your programme, the more effectively you can tailor your programme to meet their needs.

## COMMUNITY PARTNERS

Developing partnerships and funding opportunities with local authorities and stakeholders in the community can be

critical elements in supporting the creation of your education programme. Receiving support from local authorities lends validity to your programme, can help you promote it within the community, and can enable the programme to be sustainable in the future. These can include groups or organisations in the community that can have an impact on the delivery of your education programme or have a vested interest in the social impact of the programme.

The creation of a Steering Committee can be of great benefit for your programme. A Steering Committee can provide stability for the programme and its objectives, and ensures the sustainability and accountability for a shared vision. The Steering Committee could include members from the club and foundation, representatives from the school, Link Teachers, parent representatives, and local authority representatives.

For example, Greenock Morton Community Trust decided to engage an additional school and increase the number of participants in their education programme. This decision was made after a steering group received feedback and carefully evaluated the programme and made changes in order to better serve the project goals and make clearer ties and connections to the Scottish Curriculum for Excellence.

Local authorities and stakeholders can also be a source of funding for your programme.

For example, a partnership with a grocery store could help to provide healthy snacks or lunches for participants, or a partnership with a business that provides school supplies such as paper, pens, backpacks, calculators, etc. for the students. Another notable point which Greenock Morton Community Trust established to enhance the success of their program, was the development of an in-kind partnership with a bus company, who provided cost free transport for young participants to travel on the Greenock Morton FC team bus to and from their school.

## UNIVERSITIES OR ACADEMIC INSTITUTIONS

A partnership with a university or local academic institution who is willing to collaborate with you on your programme can be very beneficial. This kind of a partnership can provide you with valuable resources such as credible research on your programme, which can enable you to better adapt your programme to changing needs in the community and students. It will also further attract partners and sources of funding.

A university or local academic institution can provide quality input regarding the development of your academic curriculum. They can also provide teaching assistants and volunteers who can aid in the implementation of your programme.





## TOTTENHAM HOTSPUR FOUNDATION

**Club / Foundation / Trust**  
**Tottenham Hotspur Foundation**

**Address**  
**807 High Road, Tottenham,  
London  
N17 8ER  
United Kingdom**

**Website Address**  
[www.tottenhamhotspur.com/  
foundation/](http://www.tottenhamhotspur.com/foundation/)

Tottenham Hotspur Foundation creates opportunities to change the lives of those living in their local communities.

Since the launch of the Tottenham Hotspur Foundation in 2006, they have created over 2.4 million opportunities for people within their communities, developing projects that help tackle some of the country's most difficult and challenging social issues.

The foundation works with a wide range of age groups from primary school children and their parents, to older people living in sheltered accommodation. However, education and employment opportunities are at the heart of what the foundation does.

Through their strong links with local educators, employers and government, the foundation works with thousands of young people ages 7 – 25, helping them to gain qualifications through education initiatives, supporting them on to apprenticeship schemes and accessible routes to employment pathways.

Tottenham Hotspur Foundation hopes to encourage and inspire people to take part in their programmes, or to feel motivated to work with them, so that collectively through partnerships and participation the foundation can continue to create opportunities that change lives.

# WALKING FOOTBALL PROGRAMME FOR YOUTH

The Tottenham Hotspur Foundation's One Goal for Education Programme was centred around a Walking Football programme for youth. The delivery model combined a 1-hour classroom session and a 1-hour after-school activity.

Each programme runs for 6 weeks meaning they expected to engage with each individual student directly for 12-hours. Furthermore they facilitated a schools tournament in July 2017.

The classroom activities focused on healthy living – specifically nutrition and looking at the physical benefits of having an active physical lifestyle. The sessions were all led by Tottenham Hotspur Foundation coaches. The after-school club taught students about Walking Football.

The idea is that students who do not enjoy playing football or are put off by the physicality of the game would be more inclined to play a slower pace, effectively making the activity more accessible for them. They began the delivery of the programme in September 2016, and identified local partner primary schools to select students to participate and provided a schedule in place for a year.

The first cohort rolled out at Risley Avenue Primary School in Tottenham. The programme included a player visit from Toby Alderweireld, Tottenham Hotspur's Belgian international defender.

To date, the foundation has completed the programme in 8 schools (Risley Avenue, Brook House, The Willows and Seven Sisters, Holy Trinity, Bruce Grove primary, St Pauls and All Hallows, Wilbury Primary).

Additionally, they have delivered an inter-schools Walking Football Schools Festival in July 2017 for all participating schools. This gave students the opportunity to represent their school and to be a part of a team, and to socially engage with other youth.

**"[OUR DAUGHTER] HAS ALWAYS FOUND IT HARD TO PLAY AND INTERACT WITH OTHER CHILDREN BUT THE WALKING FOOTBALL PROGRAMME HAS HELPED HER TO PLAY AND HAVE FUN WITH BOTH GIRLS AND BOYS. SHE CAME HOME EVERY WEEK TELLING US ABOUT THE FUN SHE HAD AT THE SESSIONS AND EVERYTHING SHE HAD LEARNT. SHE WAS VERY UPSET WHEN THE PROGRAMME RAN ITS COURSE. THANKS TO EVERYONE INVOLVED"**

- PARENT FROM A STUDENT INVOLVED IN THE TOTTENHAM HOTSPUR FOUNDATION PROGRAMME -



NUMBER OF SCHOOLS REACHED

8

AGE GROUP

8-10 YEARS

## OUTCOME FRAMEWORK

- INCREASED FEELING OF SELF-CONFIDENCE AND SELF-ESTEEM
- INCREASED PARTICIPATION IN SPORT, PHYSICAL ACTIVITY OR VOLUNTEERING
- RAISED AWARENESS OF HEALTHY LIFESTYLES



## FEYENOORD FOUNDATION

**Club / Foundation / Trust**  
**Feyenoord Foundation**

**Address**

**Van Zandvlietplein 1**  
**3077 AA Rotterdam**  
**The Netherlands**

**Website Address**  
[www.feyenoord.nl/foundation](http://www.feyenoord.nl/foundation)

Feyenoord is a football club for the young and old alike. For natives and immigrants. For the highly educated to the illiterate. Feyenoord does not discriminate, it is accessible for everyone.

Feyenoord is proud to have an open club and an open stadium, with an eye for social issues and a focus on young people. With the players as positive role models and the brand's power of communication as effective means, its ambition is to contribute to a healthy, active and responsible lifestyle at the heart of the community. The social policy reflects the club policy and vice versa; it is structurally embedded within all levels of the organisation, broadly-based and anchored in the actions of employees at all levels.

**Feyenoord values:**  
The achievement of real results.  
Actions speak louder than words.  
Performance through cooperation.  
Working hand in Hand.

The social focus of the Feyenoord Foundation is on everyone, but most especially on the youth in the community. Feyenoord Foundation believes in setting your sights on the future, but respecting the past strength and basis of Rotterdam-Zuid. Feyenoord: a global club with a local mentality.

# 'S.V. GIO'

Feyenoord Foundation is located in the South of Rotterdam. This part of the city has many social problems regarding youth. With their program "S.V. GIO" Feyenoord Foundation Focuses on giving children a better chance at a successful future.

Each year for the past five years, 500 children followed the sports and educational program S.V. GIO. The program contained 20 lessons in a period of 20 weeks, where the children visit the stadium to attend lessons.

The lessons consist of one-part practical sports and one-part education theory. The education lessons have been designed specifically for this program on three subjects. The subjects are reading, mathematics and spelling.

The lessons are based around Feyenoord and the football club as the context. The program seeks to engage the children during the lessons in active ways to keep them away from their desks as much as possible. This is achieved, for example, by teaching the mathematics lessons by counting or using the seats of the stadium or by measuring the training field.

By setting small achievable goals in the lessons, the children have many possibilities to experience success. In the practical sports lessons Feyenoord teaches the children different sports like boxing, football, hockey, basketball, volleyball and athletics. The children attending the programme all attend schools within close proximity to the stadium.

They are selected by teachers from their schools based on their academic results and self-confidence. Many different groups of children attend the programme including those from primary schools, secondary schools and refugee children.

An increase in self-confidence has been evident during the project, as well as at the



children's schools, as this has also been reflected in their grades. Feyenoord presently has two classrooms in the stadium and five teachers employed by Feyenoord to deliver the lessons. The head coach, Giovanni van Bronckhorst, is also the lead of the project. His involvement has had a positive effect on the children's morale. With his experience and achievements, he is a role model to the children.

The parents of the children have also been actively involved in the programme. They follow several workshops on subjects that are important for their children, which include helping with homework, how to deal with the influence of social media, and the effects of puberty in general. Parents play an important role in order to support their children's involvement in the programme.

NUMBER OF SCHOOLS REACHED	<b>18</b>
AGE GROUP	<b>9-14</b> YEARS
OUTCOME FRAMEWORK	
<ul style="list-style-type: none"> <li>• IMPROVING SELF-CONFIDENCE</li> <li>• WORKING COLLABORATIVELY</li> <li>• WITH OTHER CHILDREN</li> <li>• SETTING ACHIEVABLE GOALS</li> </ul>	

“

**"S.V. GIO HELPS CHILDREN GAIN CONFIDENCE. IT OFFERS THEM LESSONS IN A DIFFERENT AND ACTIVE WAY AND HELPS THEM SET GOALS. IT'S AMAZING TO SEE THE DIFFERENCE IN CHILDREN AT THE START OF S.V. GIO AND AT THE END. CHILDREN REALLY COME OUT OF THEIR SHELL."**

- FEYENOORD S.V. GIO PROGRAMME TEACHER -

# CASE STUDIES



## RANGERS CHARITY FOUNDATION

The Rangers Charity Foundation consulted with a teacher from a school involved in their programme to compile a case study on a boy named Joey, age 11, (the student's name has been changed to protect their identity) who was thought to be underachieving in the classroom and took part in the Rangers Charity Foundation programme Jump into Journalism.

From the very start of the course the teacher noticed a big change in Joey's enthusiasm and motivation, as Joey was a huge Rangers fan and had a keen interest in football. Taking Joey out of the classroom environment and putting him into the heart of a football stadium had a huge impact on Joey's school work.

His class teacher commented, "Joey thoroughly enjoyed participating in the activities and challenges set out at the Rangers Community Hub and was immersed into the world of journalism in fun and engaging ways. He developed confidence through a range of tasks such as presenting to his class, using ICT and creating effective news reports. He was given the opportunity to develop his skills in literacy through completing news reports, conducting successful interviews and observing and

reporting on events. He was extremely engaged in these tasks due to the nature of the course and by the use of football as a vehicle to motivate him."

On completion of the course Joey said, "I am more confident after this course as I got to present my work in front of classmates, and I have developed my ICT skills as we used the computers a lot. Overall, I feel like my English skills have improved, which will help in later life. My observation skills have also gotten better through the tasks we completed at Rangers Community Hub."

"Before the course, I was not interested in journalism but now I feel like I could pursue

a career in writing. I have developed skills in carrying out a successful interview, which makes me more confident to ask questions, and I can think carefully about the types of questions I am asking (open/closed question). I think I'm better at completing my work without anybody's help which I'm really proud of."

"I think this course has had a positive effect on my school work as I am much better at using computers, such as when I'm typing. I also now know how to write a good news report and what needs to be in it (5 W's). I enjoyed everything on this course but my two favourite things were interviewing Mark Hateley and doing match reports."

**"I AM MORE CONFIDENT AFTER THIS COURSE AS I GOT TO PRESENT MY WORK IN FRONT OF CLASSMATES, AND I HAVE DEVELOPED MY ICT SKILLS AS WE USED THE COMPUTERS A LOT."**

- STUDENT -



## MANCHESTER UNITED FOUNDATION

Manchester United Foundation highlight a case study report on the achievements and positive steps forward made by a student named Claire (the student's name has been changed to protect their identity) whilst part of the Manchester Academy mentoring league before moving to a new school.

Previous to the programme, Claire had accumulated a total of 7 fixed term exclusions, 191 behaviour points and 17 isolation visits. Throughout the year Claire was also placed on a number of reports, but with no changes. As a result, Claire was placed on report with the Hub Development Officer (HDO) and was entered into the Manchester United Foundation Mentoring League in order to improve her engagement, focus and in lessons, in addition to the manner in which she communicated with staff and other pupils.

From the consultation it was noted that music, computing and geography were lessons where Claire would require additional support. This formed the basis of the HDO's in class 1v1 work with Claire over the half term. After collating all of the information, together with the HDO Claire set weekly, half term and full term targets, such as: speak to all staff with respect, stay on task throughout lesson without

distraction, achieve 5 merits a week, nomination for star of the week, and no I.E visits/ exclusions.

Claire received the intervention and support given to her extremely well, as echoed by her performance in the League. Claire remained first in the league for the full duration of the half term surpassing her competition by some margin and was the only student not to receive a reduction in league points. This is testament to the tremendous efforts made by Claire to alter her behaviour in school and attitude to learning. To conclude the term the HDO asked Claire's teachers for feedback on her performance while on report:

- Claire has been so much better in music!
- Claire did really well in my classes, calm and focussed and producing some really great work.
- Claire has certainly improved from last year!
- She seems to have really bought into the Man U report!
- Claire is fine in PE and works well!
- I found her to be pleasant and polite and she would work well in lessons and try to complete work to the best of her ability!
- She is trying really hard... Different Claire!

Claire expressed her delight at receiving support and having someone to discuss problems with. Through 1v1 sessions the HDO was also able to come up with strategies that Claire could employ when she felt herself becoming angry. Music was Claire's most unenjoyable lesson for varied reasons, so the HDO would attend every lesson with Claire to ensure she was on task and keeping out of trouble. At the beginning it was clear that she was disengaged, but in the weeks to follow this completely turned around and by the end of the term Claire had actually produced an excellent piece of work that she was happy with.

Overall, Claire did make tremendous progress, which put her in a positive position going forward with life in her new school. Incidentally, her new school was another Manchester United Foundation partner Hub school. To create some continuity for Claire, arrangements were made to allow Claire to continue benefit from the Manchester United Mentoring League. With a change of school Claire can hopefully settle in and make positive steps forward with a fresh start and approach to school life with the help of the school HDO.

# SOURCES

EFDN WOULD LIKE TO ACKNOWLEDGE THE RESOURCES AND DOCUMENTS WHICH WERE REFERRED TO AND USED IN THIS PRACTITIONER'S GUIDE.

## EUROPEAN FOOTBALL FOR DEVELOPMENT NETWORK

### ONE GOAL FOR EDUCATION PARTNERS:

Fulham FC Foundation  
KAA Gent Foundation  
Stichting N.E.C. Doelbewust  
Manchester United Foundation  
Rangers Charity Foundation  
Tottenham Hotspur Foundation  
Feyenoord Foundation  
Greenock Morton Community Trust  
Links Park Community Trust – Montrose FC  
Mifalot Education and Society Enterprises - Hapoel Tel Aviv

### RESEARCH PAPER

Sharp, C., Chamberlain, T., Morrison, J. and Filmer-Sankey, C. (2007). Playing for Success An Evaluation of its Long Term Impact. National Foundation for Educational Research. Retrieved from: <http://www.playingforsuccess.nl/wp-content/uploads/besk-pdf-manager/2017/04/Playing-for-Success-An-Evaluation-of-its-Long-Term-Impact.pdf>





European  
Football for  
Development  
Network

**Any questions or in need of  
further information?**

Please contact us by phone or email:

T  
E

+31 76 369 05 61  
[info@efdn.org](mailto:info@efdn.org)

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