

European Football for



Development Network

**EFDN**



**Welcome**  
through football

**PRACTITIONER'S GUIDE**

**CHANGING LIVES THROUGH FOOTBALL**



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# INTRODUCTION

Forced to evacuate his home in Yugoslavia at just six years old, due to the tragic events of the Croatian War of Independence, Luka Modric grew up as a refugee in his own. But despite the turmoil Modric experienced throughout his childhood, he still went on through sheer grit and determination to be named Best FIFA Men's Player of the Year, UEFA Men's Player of the Year and go on to win the Ballon d'Or. This example demonstrates how football is a powerful tool to change the lives of refugees as it is the one thing that's very familiar and normal to them. Modric's journey shows how football can be such a positive catalyst for the lives and empowerment of refugees and their communities. Besides to Modric, we have seen many more success stories as the result of programmes using football as a tool for development. Refugees learn new languages while playing, join grassroots clubs and find new friends or even become a coach and role model by themselves.

## WELCOME THROUGH FOOTBALL

The Welcome through Football programme aims to share best practices and deliver a football-based social inclusion methodology directed at reaching and working with young refugees from ages of 7 to 25 and is a 12-month project where EFDN cooperates with 5 member clubs (Werder Bremen, Apollon FC, KAA Gent Foundation, Everton in the Community, FC Emmen) to share the expertise, experiences and best practices of their community programmes that focus on (young) refugees. All 5 clubs currently deliver their own different football-based community programmes that focus on social inclusion, integration, and acceptance of refugees in their region and Europe. In recent years, we have seen the greatest movement of people seeking refuge in Europe since the Second World War and the vast majority of the refugees in the world are children and young people. Thereby incurred challenges are the resettlement of individuals and families, alongside with the need to ensure their long-term inclusion into society. Welcome through Football aims to support these inclusion processes by using football as a tool, to get the refugees physically and socially active in European communities.





## THE WELCOME THROUGH FOOTBALL PRACTITIONERS GUIDE AIMS TO:

1

PROVIDE THE METHODOLOGY OF WELCOME THROUGH FOOTBALL, EFFECTIVE PRACTICE MODELS AND INCLUDING TRAINING COURSES

2

SHARE GUIDANCE IN TERMS OF APPROACH, IMPLEMENTATION, STAFF, ACTIVITIES, PARTNERS, ORGANISATIONS AND METHOD

3

SERVE AS AN INSPIRATION OR SUPPORT FOR OTHER PROFESSIONAL AND GRASSROOTS CLUBS OR COMMUNITIES THAT WANT TO START WITH ACTIVITIES AND PROGRAMMES FOR REFUGEES



# MOST OF THE REFUGEES ARE YOUNG PEOPLE

An estimate of 431.000 asylum seekers entered Germany in 2013, 627.000 in 2014 and around 1.3 million in both 2015 and 2016. The number of first-time asylum applicants in Germany increased from 422.000 in 2015 to 722.000 in 2016. Greece and Italy also reported a large increase between 2015 and 2016. More than four in five of the first-time asylum seekers in the EU-28 in 2016 were less than 35 years old (83%) whereof nearly one-third of the total number of the first applicants were minors aged less than 18 years (31%). Currently, we witness the largest movement of people in Europe since the Second World War.

These significant numbers cause challenges for the resettlement of individuals and families alongside with the need to ensure their long-term inclusion into society. The Council of Europe's youth policy is focussed on providing young people with equal opportunities and experience which enables them to develop knowledge, skills, and competencies and to play a full part in all aspects of society. Specific attention is paid to vulnerable groups of young people and unaccompanied minors in the transition to adulthood.





# Welcome through football

## WELCOME THROUGH FOOTBALL METHODOLOGY

The Welcome through Football project has been developed in line with the statement on the refugee crisis in Europe that was adopted by the Youth Council in 2015, which highlights special attention to particular groups, including young refugees and asylum seekers to provide opportunities to achieve inclusive and peaceful societies.

The project's practical approach is based on previous and relevant EFDN experiences gathered at an international level and through past engagement with partners. We have accumulated multiple years of experience in local management and the delivery of national and international projects.

The Welcome through Football methodology has been delivered and proven in Germany (e.g. Werder Bremen) for some years already. It is a complete pathway in which refugees and migrants are "welcomed" in a 3-step process to fulfill the integration of young refugees in society. The steps are as follows:

- 1 Socialisation to sports** – having different football offers for young refugees both genders related to their special needs like language skills or the possibility of trauma.
- 2 Socialisation in sports** – working on team structure, giving more responsibility to the participants and offering additional steps beside the sports training sessions.
- 3 Socialisation through Sports** – we focus on the skills, the participants learn by taking part in different offers so that they qualify for further education inside and outside sports.

The Welcome through Football project is developed as a 3-stage model to empower young refugees to be a caretaker or coach. The participants have the opportunity to partake in the provided training session guided by the local staff member and additionally get the chance to do the Junior Coach education programme and support different social responsibility programmes of their clubs according to their residence, skills, interests and time to invest.

The project brought 5 community-engaged football clubs together to deliver and test the Welcome through Football methodology for young men and women refugees and asylum seekers. Especially, the approach of the project aims to generate a universal methodology that applies football as a tool to reach refugees from different ages (7-25) to engage them in being more physically and socially active in European communities.

### DISSEMINATING THE METHODOLOGY

In conclusion, we are seeing a growing number of members of the European Football for Development Network are currently delivering a programme including refugees in sport and European society. We will work together and train local staff of the delivery clubs to ensure that the project is sustainable and that the aims and outcomes of the project are met and not only support the 5 delivery partners in this project or the more than 90 clubs, leagues and FAs in the European Football for Development Network but also inspire and support a wide range of professional and grassroots football and sports clubs in Europe.





# THE IMPACT

Refugees, especially when young and unaccompanied, feel often left alone in a new country, without speaking the language and surrounded by foreign influences. Therefore, we understand as one of the key elements of the Welcome through Football programmes, the social impacts on the participants. By engaging the young players in several different programmes, the participants will increase their responsibility, empowerment and active participation in sport. In this way, the project will be complementary to the development of a young refugee generation in Europe which can also lead to the long-term benefits in everyday life in society.

The programme uses the power of football to integrate and involve the participants in the European community on 3 different levels:

“THE GROUP IS VERY IMPORTANT TO THE BOYS. THEY FIND FRIENDS BECAUSE THEY LOVE THE SAME THINGS. I THINK THAT HELPS A LOT. IT HELPED ME AND STILL DOES”

— a coach at the SPIELRAUM programme at Werder Bremen stated —



1

SOCIALLY

This programme, the refugees/asylum seekers will participate in football activities and have the opportunity to network with local people and with other refugees. A further benefit will be the participation of the refugees/asylum seekers in several courses and job opportunities. While attending the football sessions, many of them will have the chance to start with refereeing and coaching courses.

2

PHYSICALLY

Weekly football practice reinforces the fitness level and helps to create a healthy lifestyle. A good physical condition is crucial to avoid illness and will be beneficial not just for the participants, but for the society they live in too.

3

PSYCHOLOGICALLY

This programme will raise confidence among the participants because football generates empowerment, encouragement amongst the participants and gives them a certain amount of self-reliance.



# HOW TO PLAN YOUR WELCOME THROUGH FOOTBALL PROJECT

**This section provides useful information to understand what actions you will need to take, and key items you will need to consider when planning your Welcome through Football session.**

## VENUE AND ENVIRONMENT

The venue that you intend to use for your Welcome through Football session should be located at a central point within the community and be accessible for all. Using facilities that have high visibility and are easily recognisable, as well as being central in the community, will help to enhance the prospect of attracting a greater number of participants.

As an example, 2 of our partners held their training session next to community centers, which is based in a part of the city where the majority of the migrants and refugees were settled. Furthermore, those centers provided an area where the participants could sit together and socially interact once the session was over. An integral component of the Welcome through Football is the social gathering after the practical session. The opportunities for social interaction are highly valued by participants and is one of the overall purposes of the Welcome through Football programme.

Our other partners host the sessions on their own facilities. The advantages of this are that you avoid your staff members travelling greater distances and it is easier to organise the session because you will have an advanced knowledge about the venue and all materials you have available already.





## EQUIPMENT

### GOAL POSTS

Most venues that you book/provide for sessions will have goal posts. They can come in different sizes, such as full-size goal posts or 5-a-side goal posts. The size of the field should depend on the number of participants, the planned session and the ability of the players.

### BIBS

Bibs are useful for the session. They provide a visual indicator for players to know where their teammates are on the pitch during the session drills and for football games. From a visual perspective, it can make your session appear more professional.

### FOOTBALL TRAINING APPARATUS

Training apparatus are necessary during the session for variation and will allow you to include several kinds of exercises with or without the ball. The apparatus can include for example, cones, poles, coordination ladders, different kinds and sizes of footballs or hurdles.

### CLOTHING

Playing football in a Welcome through Football session is a leisure activity, therefore it is important that participants are comfortable in their attire. For health and safety reasons it is advised that football boots, shin pads and training gear (t-shirt/shorts/jogger pants) are worn. Considering that the participants may not have played football in such an environment or does not possess proper trainings gear, it is important to keep it simple with the clothing requirements. Some of our partners started to provide gear for the participants or assisted them in sourcing this equipment.

## SCHEDULING SESSIONS

The best way to schedule sessions is through consulting with the collaborating organisation or the entire group in order to



receive feedback on what days and times work best. This will lead to a sufficient and adequate attendance at each session.

It is not advised to schedule sessions during school time or very late in the evening. As an example, FC Emmen delivers one session during the week, for 12 weeks and switch between morning session (9.30am – 11.30am) and evening session (6pm – 8pm).

## GET IN TOUCH WITH PARTICIPANTS

There are various ways to implement and deliver the Welcome through Football methodology. Our 5 partner clubs implemented their projects in a different manner, yet it relates in several aspects.







One of the main tasks is to get in touch with the refugees, in order to inform them about the project and convince them to participate. To do so, collaboration with an organisation or governmental body that works already with refugees is an advised approach. This partnership aims to gain an adequate number of participants, alongside the possibility to include experienced staff members to bring their expertise to the programme, in order to meet the specific needs of the participants.

It is advised to integrate at least one staff member of the collaboration project per session who assists the football coaches to ensure a comfortable environment and to help overcome emerging language or religious barriers as well as cultural differences. Thereby, the football coach is able to focus on the training session and the project partner can approach potential new clients in an informal way, in an environment where the participants feel understood.

See below the examples of our 5 partner clubs:



**Werder Bremen** allied with a trauma and therapy center.



**Everton in the Community** joined forces with the organisation "Bed Space" that provides supported living accommodation for male and female asylum seekers and refugees.



**Apollon Limassol** worked with the St. John's Foundation which has been aiding the refugees who came to Cyprus over the past few years.



**FC Emmen** benefited from an already-existing connection with a refugee camp.



**KAA Gent Foundation** cooperated with a government project which offers welcoming courses for new non-native speakers.

## PARTNERSHIPS

As you can read in the previous abstract, finding compatible partners which assists you during the preparation, delivery and evaluation of the activities, is one of the main pillars towards a successful programme delivery. Finding those partners can take some time but will definitely have a huge positive impact on your programme.

Our consortium partners and organisation collaborated with external organisations with large expertise in working with refugees, migrants and vulnerable children and by including them into the training sessions as well as into the additional events, the clubs ensured to provide the participants with utmost professional care. Those conditions will create a safe and welcoming atmosphere in every session and will lead to a great number of participants during every session and general wellbeing amongst the participants.

In order to find compatible partner, you should particularly search for organisations working with refugees, immigrants and vulnerable children with experience in this field. You can research online for those organisations in your local area, use your existing network within your club or organisation or publish a well-explained request online or in the local press. Before collaborating with different organizations, explain the goals, objectives and expected outcomes of the activities and make sure you and the possible partner are following the same goals.

Those partners can provide you with a venue to host the training sessions and/or accompanied those training sessions in order to provide an appropriate environment for the children and establish a helpful and safe atmosphere during the sessions. Further, those collaborating organisations could assist you in finding participants, help to include a range of different activities beyond the actual football session or offers further job courses in favour of the participants future development.



## BUDGET

The Welcome through Football project costs table provides information about the costs of delivering the programme. In this example budget, costs have been calculated for a 12-week programme with sessions being delivered twice a week of 2 hours per session.

### WELCOME THROUGH FOOTBALL PROGRAMME - OPERATIONAL COSTS

COACH OR FACILITATOR FEE	(59.00 PER HOUR) * 1 X SESSION X 120 MIN / 2 X WEEK / 12 WEEKS		€ 2832,00
COACH OR FACILITATOR FEE	(20.00 PER HOUR) 1 X SESSION X 120 MIN / 2 X WEEK / 12 WEEKS		€ 960,00
TRAINING EQUIPMENT *	BIBS		€ 20,00
	CONES		€ 7,50
	FOOTBALLS		€ 56,00
	GOALS		€ 200,00



# WHAT ARE SOME OF THE IDENTIFIED CHALLENGES?

By organizing and hosting Welcome through Football sessions for young refugees and migrants, several challenges may appear. So, this section aims to prepare you on how to overcome potential obstacles.



## PAST EXPERIENCES AND SITUATIONS (TRAUMA)

Some of the participants had to cope with devastating situations in the past or still do. It's possible that they are traumatized from living and escaping from their home destination and mostly experiencing a horrific journey to Europe. Therefore, the staff members should be aware and use a sensible approach to communicate with the children. Likewise, to best practice example Werder Bremen, who allied during the programme with the trauma and therapy centre REFUGIO Bremen, allowing one staff member of the REFUGIO to join every training session. That staff member used their expertise to perform an appropriate and sensible way to communicate with the children. That approach is not just beneficial for the young players but for the coach as well who can focus on the training contents.



to share their expertise and assist with the communication. In addition, the coach should try to visualize by demonstrating the exercises in order to gain the players' attention. Active language learning can additionally be integrated into the training and linked to sport activity. Basic training vocabulary, such as terms relating to technique, tactics or commands, colours and materials can be taught while playing – with an effect, which goes far beyond the training session.

sessions at times. Therefore, it is advised for delivery staff to maintain a efficient approach of timekeeping, whilst still maintaining their stance on encouraging good timekeeping. By constantly repeating the rules and emphasizing them, in order to provide an efficient session, then the participants will get used to it. This could also form the basis for additional workshops' to reinforce the importance of good timekeeping for the participants to understand this concept better.

2

## LANGUAGE BARRIERS

The main issue found, according to our partner clubs is the communication among the children and parents because of the many different languages involved. Therefore, it is wise to engage at least one staff member from the collaborating project

3

## PUNCTUALITY

One consistent challenge our partner clubs faced in delivering the project was timekeeping. Participants would arrive late to the sessions, sometimes 5-10 minutes late, sometimes even half an hour which had a disruptive effect on the delivery of

4

## RELIGIOUS AND CULTURAL DIFFERENCES

The staff member and partners will have to raise their level of awareness to the associated religious and cultural differences which would likely be encountered. You will have to consider the different holidays/



celebrations/customs/festivals and practices. As an example, Ramadan will be a difficult period due to the players being fatigued. Potential solutions to this could be, adapting the session time, duration and intensity appropriately.

5

### TRANSPORTATION

Our partner clubs noticed that most of the participants did not have a means

of transportation to get to the sessions. Arranging taxis, shuttles or a pickup service will help the children to attend the programme and will ensure they can make it on time.

6

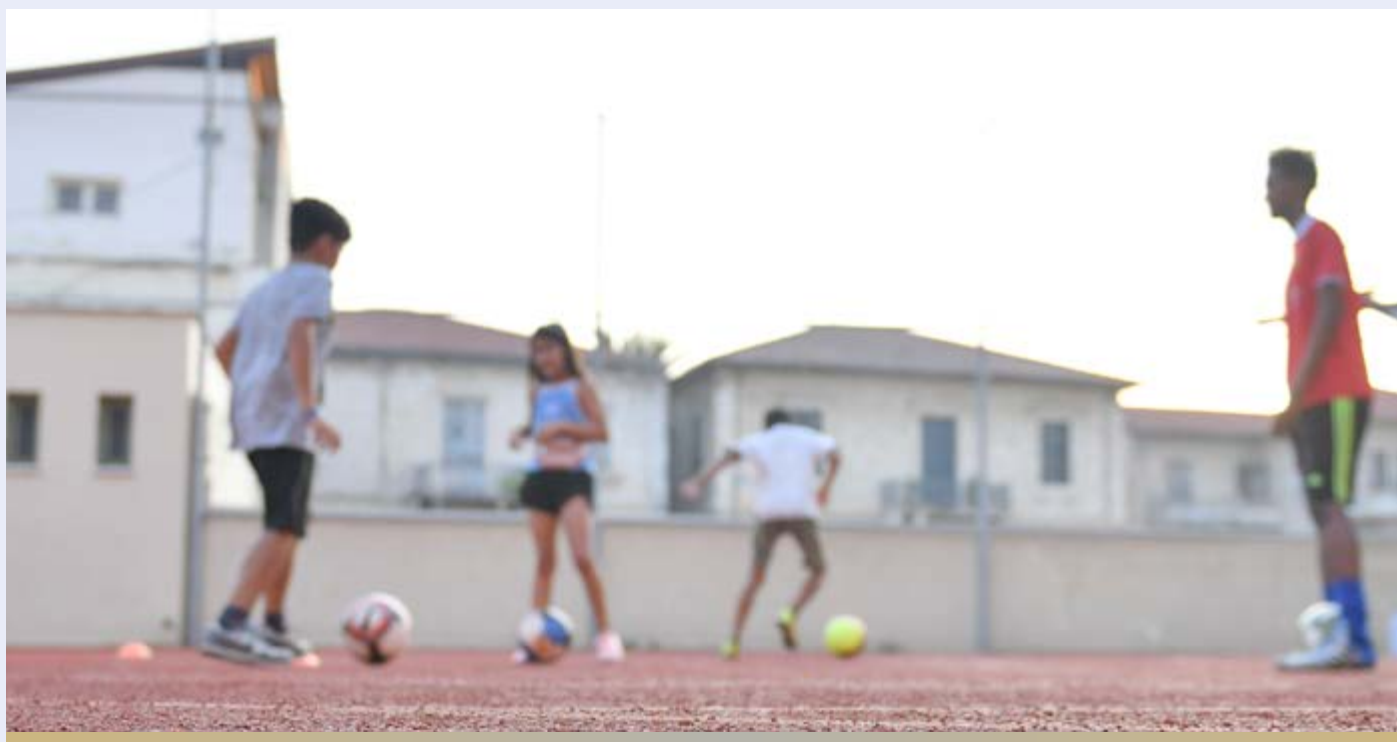
### START OF SCHOOL AND FURTHER EDUCATIONAL OPPORTUNITIES

During the school holidays, the number of participants in attendance to sessions will

7

### ENVIRONMENT

If you want to proceed with your training session, being based on a community center premises, you may or may not experience the environmental weaknesses/threats of that particular area. Most of the centers are placed in areas with a high unemployment and crime rate, residents abusing drugs and people living below the poverty line. But because most refugees were mainly settled in these areas, the accessibility for the children is higher and may result in a higher number of participants.





# VOLUNTEERS



**The engagement, mentoring and development of people wishing to volunteer their time and especially those who are from migrant or refugee backgrounds, or with diverse ethnic or cultural origins, will be a particular relevance to those sport clubs and organisations that have a special interest in the benefits of inclusion in their club/organisation and the local community.**

Werder Bremen shows best practice in involving migrants or refugees in their Welcome through Football programme. An example of this is a 40 years old participant from Syria who started to bring his kids in 2015 to the programme and soon afterwards started helping the coaches to deliver the session. Now he is coaching his own training sessions, trying to motivate his participants to take similar action.

To encourage such philosophy, your club or organisation should raise awareness

regarding diversity and inclusion training for all club members. Try to create a healthy atmosphere around inclusion by rewarding inclusion practices and by imposing heavy penalty for racial and anti-inclusion practices. By intentionally including migrants and refugees as volunteers, you will strengthen the healthy atmosphere and reinforce the self confidence and courage of the participants. Furthermore, you should always be open to learn new things and respect the culture and religion of the volunteers.



# HEALTH SAFETY AND SAFEGUARDING

Providing a safe and positive environment is a vital aspect of any football training related operation, particularly where children or other vulnerable people are involved. Every child or young person who plays or participates in football should be able to take part in an enjoyable and safe environment and be protected from abuse. This is the responsibility of every adult involved in football. Therefore, the Welcome through Football programme developed some healthy and safeguarding guidelines, that clubs or organisations can add to their existing guidelines.



- Consent from the parent or carer should be obtained regarding the participation permission.
- Make sure the participants are in an appropriate physical condition to join the training sessions.
- The pitch should be in an adequate condition and ensure that there are no hazards.
- Explain the gear requirements and if necessary, check them.
- Ensure that the medical and first aid provisions are available at the venue and the nearest hospital has been identified.
- Be mindful cultural behaviour requirements and consider communicating that to the staff and players. e.g. physical contact in public, certain requirements for attire and clothing.
- Consider a way for the protection of valuables such as deposit boxes or room safes.
- Inform about the protection of personal details of players and staff.
- Inform about potential image capturing of the children and obtain the consent of the parent or carer. If in doubt, a picture should not be taken.





# MONITORING & EVALUATION OF YOUR WELCOME THROUGH FOOTBALL PROGRAMME

To gather evidence that your Welcome through Football session is having a social impact on the participants engaged in the programme, we have provided you with some recommendations below. By using M&E you can learn and improve the programme delivery, reports, be accountable to stakeholders and communicate the overall impact.

We suggest, to gain information about the participants, staff and training session and gather them into an excel sheet. It is best to collect the data over the whole period that the programme lasts. It takes some time and effort to collect the data from your participants but it is essential to the sustainability of the Welcome through Football programme. When collaborating with potential partners, like sponsors, you will be able to demonstrate how your session is having an impact on participants. The following information could be part of your evaluation:



- > **Your participants (First name, Surname, Age, Gender etc.),**
- > **The attendance by numbering every single one and a cross for every attended session**
- > **Your staff members (First name, Surname, Age, Gender etc.)**
- > **Your volunteers (First name, Surname, Age, Gender etc.)**
- > **Your session lessons (Start date, Start time, Duration etc.)**
- > **The events that you host which was not a football training session but involved the Welcome through Football participants (tournaments, Stadium visits etc.).**



Additionally, we advise you to use interview questionnaires, as a tool to monitor and evaluate e.g. the participants' feedback about the project itself and their own motivation and suggestion for the next sessions. Another good way to gather feedback from the participants is to divide the participants in smaller discussion groups and record the results in a written manner.

# SESSION PROCESS

1

## SESSION FACILITATOR OR COACH

We have now come to the stage focused on the practical delivery of the Welcome through Football sessions. The facilitator or coach delivering the session should be a person who is able to effectively communicate with all members of the group and create a safe environment where the sessions are structured, enjoyable and fun with a friendly atmosphere!

2

## PLAYER ARRIVAL

It is important to set standards from the beginning of the session, regarding meeting and greeting all your participants. Introducing new players to returning players or 'regulars' is a considerate action that creates a warm welcome and positive environment. Considering the needs of the participants, creating a fun and welcoming atmosphere is tremendously important for the success of the programme.

3

## WARM-UP

A warm-up routine is essential for any form of physical activity. By including games and icebreakers in the warm-up you can enhance the positive atmosphere and will help the participants get to know each other.



4

## DEMONSTRATIONS

A great way to lead by example as a coach or facilitator is performing demonstrations for warm-ups and drills. That will be helpful for participants who are struggling to keep up with new drills, be it because of communication problems or being inexperienced.

5

## SKILLS & DRILLS

Once the warm-up is completed, sessions conducted by the coach or facilitator then usually moves to some basic drills and skills. This can include passing, dribbling, shooting, ball control or footwork drills for example. Try to include drills that are related to the Welcome through Football methodology in order to fulfil the overall purpose of the programme.

6

## POST-PRACTICE

After the training session, it is advised to reserve some time for evaluation. This evaluation can be conducted in a small discussion group with participants. The themes to discuss about are for example the aim and value of the session, the general satisfaction of the participants and coaches. Also, feedback regarding suggested improvements and wishes.





**Welcome**  
through football

# EXAMPLE SESSION PLANS

IN THIS SECTION, WE HAVE SELECTED  
SOME EXAMPLE SESSIONS PLANS  
FROM OUR VARIOUS  
WELCOME THROUGH FOOTBALL PARTNERS  
FOR YOU TO USE.



## KAA GENT FOUNDATION – ZIGZAG THE BALL THROUGH GATES AND SCORE

### GROUP SIZE

Variable

### OBJECTIVES

Passing, Communication, getting to know each other, accepting each other's strengths and flaws

### EQUIPMENT

12 cones, 1 ball per team, 1 mini football goal

### DESCRIPTION

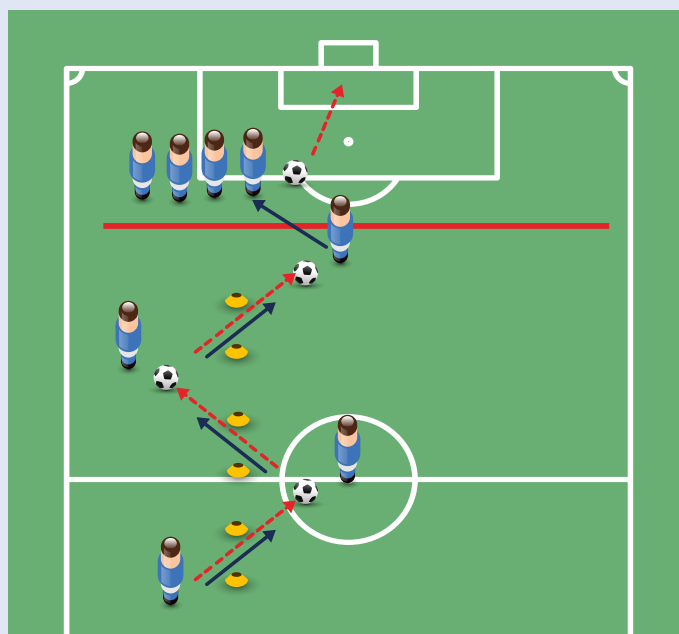
The players must zigzag the ball through all gates whereby each player can only play one consecutive touch. After doing this, the entire team must cross the line before they get an attempt to score. If they miss the goal someone must retrieve the ball and they get a second attempt, the moment everyone is again behind the line.

### IMPLEMENTATION RULES

- Zigzag through the ball through all gates
- One consecutive touch
- If the goal is missed, retrieve the ball and start second attempt
- Second attempt starts when all players are back behind the line

### ASSESSMENT

- Players must pass the ball precisely
- Good communication within the team
- React fast if it comes to a second attempt



### VARIATION

- Put a timer on the entire exercise so that teams can beat each other time
- Changing the amount of touches
- Changing the direction in which the ball must cross the gate
- Changing the distance between the line and goal





## EVERTON IN THE COMMUNITY - DIAMOND PASSING DRILLS

### GROUP SIZE

8 - 16

### OBJECTIVES

Passing, communication, orientation

### EQUIPMENT

6 cones, 1 - 2 balls

### DESCRIPTION

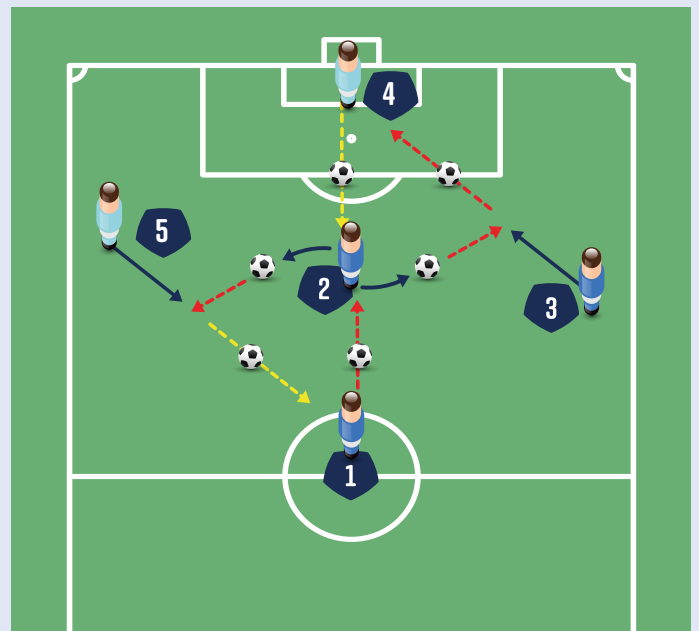
Player 1 passes the ball to player 2. Player 2 turns to the left and passes the ball to player 3 who has already started moving in the free space ahead of him. Player 3 receives the ball and passes to player 4. Player 4 passes the ball to Player 2 and the exercise routine will be repeated on the other side of the square. After passing the ball, every player must man the cone of the player he passed to.

### IMPLEMENTATION RULES

- Two touches
- Passing the ball below knee level
- Choose the right cone to man after the pass
- Appropriate pace of the passes

### ASSESSMENT

- Players must be focused while passing the ball
- Players must communicate with each other: call out the name of the player you pass to
- Having a good orientation in order to know where to pass and run to



### VARIATION

- The amount of touches
- Perform the exercise with 2 balls
- Change the number of players at the cones to adjust the pace



## APOLLON LIMASOL – VALUES AND LIFE LESSON SQUARE

### GROUP SIZE

Variable

### OBJECTIVES

Teaching values and life lessons to the participants in a fun manner

### EQUIPMENT

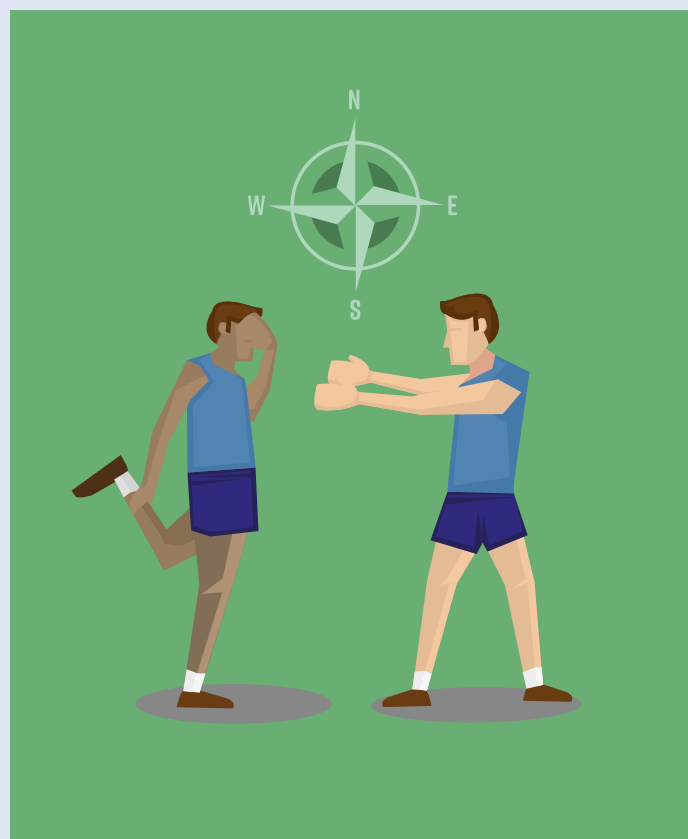
At least 4 cones to build a big square, obstacles (boxes, poles, bibs.....)

### DESCRIPTION

The participants must imitate and act like other people in order to understand their struggles and lifestyle by walking on one leg, cover one of their eyes and/or both of their eyes and perform everyday activities. Other variation: The children learn greetings in different languages and then run or dribble through the square and each time they face an other player, they have to greet each other in the language just learned. After that, every participant except one gets blindfolded, they line up and the one not blindfolded has to navigate the group through the pitch of obstacles to find their way to the end.

### ASSESSMENT

- Participants must cope with circumstances they are not used to
- Learning new languages and being creative
- Working and relying on each other







## WERDER BREMEN – KEEPY-UPPY TEAM CHALLENGE

### GROUP SIZE

Variable

### OBJECTIVES

Juggle the ball in a team, communication, teamwork, teambuilding

### EQUIPMENT

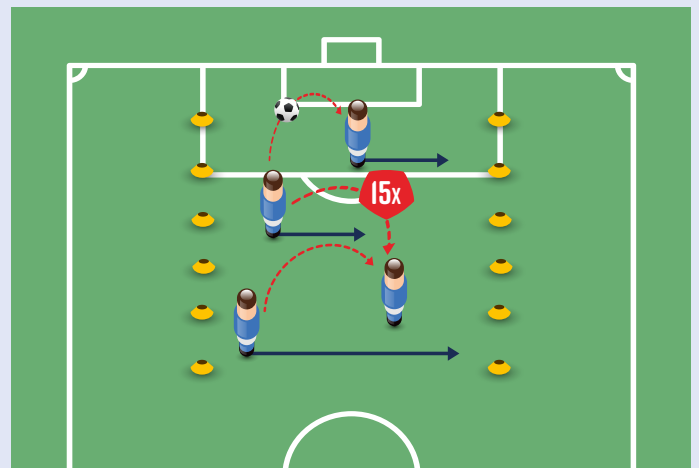
Balls related to the number of small groups, 4 cones

### DESCRIPTION

The group will be divided into small groups of 3, 4 or 5 players and two lines will be set up with the cones (you could also use the lines of the box or the outlines of the football pitch). The group starts to juggle the ball behind the first line, and they must reach the second line. During the shifting, the participants must pass the ball 15 times between each other without letting the ball drop on the ground. Every player can touch the ball as much as they want but just the passes between the team members count. If the ball falls on the ground, they must start from the beginning again.

### IMPLEMENTATION RULES

- Juggle the ball in the air within the group
- Ball is not allowed to touch the ground
- 15 passes within the group
- They must shift from one line to the second line



### ASSESSMENT

- Growing as a team
- Good teamwork and communication
- High level of concentration

### VARIATION

- Raise the goal up to 20 or 25 passes
- Change the direction
- They have the same line to start and end
- Groups start from different sides
- Form a square and let 4 small groups start from each line to finish on opposite side



## WERDER BREMEN – TECHNICAL BASICS

### GROUP SIZE

Variable

### OBJECTIVES

Learning the foreign language, teamwork, communication, weaker participants can experience successes

### EQUIPMENT

One ball for each participant, 8 cones (4 different colours, each 2) and bibs for the modifications.

### DESCRIPTION

A square (size depends on the number of participants) must be set up. Every participant should dribble with his ball inside the square and should not touch the other. The coach gives different commands like “just dribble with the right foot” or “just dribble with the inside of both feet”. Additionally, you can use coloured cones to create the square and divide the participants in smaller groups by using the bibs as modifications. The coach is still giving commands, as mentioned before and in between such commands he must raise one of the coloured cones. Now the players must dribble as fast as they can towards that presented coloured cone and the last participant’s team gets a point. You can play 5 to 10 rounds and the team with the least points win.

### IMPLEMENTATION RULES

- Dribble the ball according to the coach’s commands
- Try to not get in each other’s ways
- Reach as fast as possible to the presented coloured cone. Last participant’s team gets a point
- Team with the least points win

### ASSESSMENT

- Cognitive stress due to focusing on many things at the same time
- Learning the foreign language
- Promotes group structure, communication and role definitions
- Weaker participants experience easier successes

### VARIATION

- Vary the speed of the exercise (e.g. 1st gear: walking, 2nd gear: jogging, 3rd: easy running, 4th: fast running)
- Change the position of the coach while giving the commands and presenting the cones
- Do the exercise just with the coloured cones with technical commands





**Welcome**  
through football

# WORKSHOPS



**KAA GENT**  
— STAMNUMMER 7 —

## KAA GENT FOUNDATION – BUILD A GOAL

### GROUP SIZE

Variable (smaller group)

### OBJECTIVES

Getting to know each other, working together to achieve a common goal, creating a new football pitch in the neighbourhood

### EQUIPMENT

Material to build a goal

### DESCRIPTION

In addition to playing soccer, the KAA Gent programme created goals in collaboration with another organisation called 'Campus Atelier'. The goals were used to create a new, basic pitch in the middle of the neighbourhood. The collaborative organisation can assist with choosing the materials, concept of the goals, planning etc. and you should run that workshop with participants who show interest in that project, that way everybody will be productive. To promote the new pitch, a tournament was hosted and players from the first team helped in promoting.

### ASSESSMENT

- Work as a team
- Creating ownership
- Having a new football pitch







## APOLLON LIMASOL - WHO AM I?

### GROUP SIZE

Variable

### OBJECTIVES

Establish the framework of the project (rules etc.), get to know each other, explain the importance of such sessions

### EQUIPMENT

Pens and paper

### DESCRIPTION

This workshop should be scheduled on the first (or one of the first) sessions of the program. This workshop contains 4 themes regarding the activities:

#### 1) Icebreaker

**Name and Adjectives:** Participants think of an adjective describing how they are or feeling. The adjective must start with the same letter as their name (I'm Henry and I'm happy). The participant must mime an action according his adjective and the group must guess it.

**Good contract:** The participants must gather and tell about their best group situation they have ever been in. The facilitator asks questions about how they need to work together in order to make it successful. The facilitator then creates a rulebook based on the answers and participants has to sign it to make it valid.

Let's get to know each other

#### 2) Who am I?

Each child draws a figure of themselves on the paper and adds a drawing or text about:

- Characteristics of their personality
- Preferences e.g. their favourite game, song or colour
- Talents
- Future

The children then pair up, exchange the drawing, discuss them and afterwards present the information of their partner to the group. If the partner wants to add information, he/she might do so.

#### 3) Game

The group must be divided in pairs again and the partners need to stand with their backs touching. In addition, they should follow a path until they reach the end without detaching their backs by cooperation. The pair that finishes first will win the game.

#### 4) Evaluation

Children's opinions on the first session.

They should give feedback on:

- What have you done?
- What worked well?
- What presented difficulties?
- What did you learn?
- How could we improve the session?  
How would you do it differently?
- How could we include anyone who was left out or remained inactive or bored?

### ASSESSMENT

- Participants know about the framework for the following session
- Learn more about each other
- Work in teams and cooperate
- Make them feel an important part of the programme

# FURTHER WAYS

## TO IMPLEMENT THE WELCOME THROUGH FOOTBALL METHODOLOGY IN YOUR PROGRAMME



### WERDER BREMEN – DAERAH

#### DESCRIPTION

Each group and session starts with a circle. Because not every participant understands the native language, the boys and girls translate circle into Arabic “daerah”. By shouting out this word everybody understands the command and that they should circle up for a short discussion. You can use the time for an introduction round, talk about the training topics and what might happen besides the training (tournaments, friendly games, stadium visits, etc.)



### FC EMMEN – INTERNSHIP

#### DESCRIPTION

Some of the participants of the Welcome through Football programme got the possibility to do an internship at the club-owned youth academy. This will have a positive influence on the motivation of other participants.





**Welcome**  
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# CASE STUDIES

THIS SECTION WILL ILLUSTRATE THE POSITIVE OUTCOME OF THOSE PROGRAMMES BY PROVIDING 3 UNIQUE CASE STUDIES OF PARTICIPANTS.



## WERDER BREMEN – SPIELRAUM PROGRAMME

**This case is about Dany (40) from Syria who started in our SPIELRAUM programme in 2015 and how he became a role model for the kids he is working with.**

“We have to take care of these two even if the project ‘Welcome through Football’ ends!” Dany says. He talks about two participants of his training group of ‘Welcome through Football’ who just started with a one-week education program to prepare themselves to become coaches. “We have to find groups for them to keep them active and gather experience standing in front of a group.”

Dany knows what he is talking about. In 2015, he came to bring his kids to our training offer. One of the coaches invited his son and daughter to the training and he was very grateful about it because he was new in Bremen and did not know much about Germany and what to do. During the training sessions, he stayed because he also loved football and after a short while, he helped the coaches in delivering the training sessions. In 2016, he teamed up with Khalil to support Khalil in training sessions for young refugees as his assistant. Day after day he improved his language skills and became more self-confident. Since summer 2017, he is coaching one group by himself and now, he has an assistant by his side who learns from him. During the ‘Welcome through Football’ project he spotted the helpfulness and interest in being a coach in two participants. “We are very lucky that we have a strong network and low-threshold offers to support young interested refugees by doing the next steps without overwhelming them” Dany says confidently.

Elmedin and Arash are willing to do the next steps and even made their first experiences visiting training groups in different neighbourhoods. “If we keep them stay on the ball, they will walk their way because they are passionate for the kids and football – same as me!” knowing that he reached another level in his coaching and mentoring skills as a coach at Werder Bremen CSR.

**“IF WE KEEP THEM STAY ON THE BALL,  
THEY WILL WALK THEIR WAY BECAUSE  
THEY ARE PASSIONATE FOR THE KIDS  
AND FOOTBALL – SAME AS ME!”**

– Dany, participant SPIELRAUM programme in 2015 –





## WERDER BREMEN – SPIELRAUM PROGRAMME

**This second case study is about Arash (19) from Afghanistan who came unaccompanied to Bremen 2,5 years ago. The case study is about his improvement during the ‘Welcome through Football’ project and what he wants to do after the project.**

Arash came to Bremen as an unaccompanied underaged refugee. He had troubles finding his way in a totally new world. The system had troubles, too, integrating him into school, giving him the chance to learn the German language and dealing with his residence status. “For a long time, there was not much in my week than playing Football on a local pitch in the neighbourhood. And that was where I met someone inviting me to Werder Bremen.”

”

**“IT REALLY HELPED TO IMPROVE MY LANGUAGE SKILLS”**

– Arash, participant SPIELRAUM programme –

He started playing at one of the Werder Bremen SPIELRAUM trainings for refugees even though he had to ride the bike for more than one hour each way to the training and back home.

“That was worth the effort!” Arash says with a grin. In the open training session, he was invited to the ‘Welcome through Football’ project. It was very helpful for him that one of the coaches could speak Farsi even though that the language on the pitch is German. “It really helped to improve my language skills because nobody on the pitch was a native speaker not even the coaches. And everybody was so friendly. That motivated me to come every week and learn Football, language and much more.”

One of the coaches, Dany (40) from Syria, saw what happened with the community of participants and especially with Arash during the project cycle. Arash sometimes came earlier to help the coaches wanting to give something back. He also asked to learn more about coaching and how to prepare a training session. Now he started as a trainee in the SPIELRAUM programme in his neighbourhood to learn from the community football coaches. “I want to have fun playing football with the kids from the neighbourhood because this is how I started as well. As I met people who helped me, I want to help them. And I do not have to ride the bike for one hour each way to come here. I just live around the block.”





## KAA GENT FOUNDATION

**Emmanuel is a twelve-year-old boy. He was born in Ghana, then moved to Holland for a few months with his father, then moved to Spain for a few years with his mother, and finally arrived in Belgium with his uncle (whom he calls his 'father').**

In the beginning of the programme, he was rather shy, was lonely, had a hard time communicating with others, and showed his emotions and frustrations strong.

During the programme we started working with Emmanuel. We immediately saw that he was a skilled player with a great left foot. His football skills also made sure that the other players in the group started to admire his skills and wanted to be friends with him. This way they started making appointments to meet and play football beyond the programme sessions as well.

This way Emmanuel could canalise his frustrations in a far better way than he did before...AND made friends with youngsters from the neighbourhood

he lives in. It also made it easier for him to blend in with his peers (outside of the project) by others introducing him.

Since I thought Emmanuel to be a skilled player, I invited Olivier (Youth coordinator of grassroots club HT Zwijnaarde) to come watch him. After that Emmanuel could start playing for them and made a lot of friends there as well.







**Questions?  
In need of further information?**

**Please contact us by phone or email:**



**Welcome  
through football**



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