



Integration Sport Activities  
with Basic Skills and  
Communication Training

## IMPLEMENTATION CONCEPTS AND STRATEGIES

“How to raise interest through an adequate communication and  
how to put “Golden Goal Plus” materials into mainstreaming  
learning practices in target countries.”



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#### **GOLDEN GOAL PLUS**

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## IMPLEMENTATION CONCEPTS AND STRATEGIES

**“How to raise interest through an adequate communication and how to put “Golden Goal Plus” materials into mainstreaming learning practices in target countries.”**

### Preface

In many European countries a considerable share of the adult population does not have the reading and writing skills necessary to function in society, and early school leavers are particularly at risk (study: the International Adult Literacy Survey). Additionally lifelong learning activities are not equally attended by different groups of adults. The less educated people have notably lower participation rates.

Young adults form a “hard to reach” group that does not tend to take part in adult education or lifelong learning initiatives, because “traditional” training measures very often do not match their interests and capacities and, in the worst case, strengthen the negative self-image of the target group. All these lead to barriers: reduced participation in a wider society, reduced chances on the labour market.

Important role in the process of learning are also social aspects; educational disadvantage is very often combination of personal, social, cultural and economic circumstances and needs to be tackled in cooperation with other sectors.

The previous GOLDEN GOAL project has therefore developed a curriculum for basic skills and social skills training in combination with sporting activities and a toolbox containing materials and methods. This combination of basic skills education and sports has served to increase the learners’ interest and motivation for further education.

Based on the experience connected with carrying out the project, it was decided to transfer and adapt its results for three target countries: Poland, Portugal and Germany.

Thus, ‘GOLDEN GOAL PLUS’ was developed, which aims at adapting the GOLDEN GOAL curriculum and training materials to the Polish, Portuguese and German realities and customising the project. Modifying the GOLDEN GOAL contents, not only linguistic aspects have been taken into account but also sociological and cultural aspects in the three target countries.

The ‘Golden Goal Plus’ Implementation Concept provides a structured action plan for the localization and organization of putting the project results into practice. It sets up organizational models, suggests training delivery structures and provides a basis for assessing the potentials to introduce combination of basic skills education and sport into various learning practices. It also suggests possible partnerships for deployment.





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### **B: IMPLEMENTATION STRATEGIES IN TARGET COUNTRIES**

Structured action plans for successful transfers

These plans have been built according to the above concepts and validated from an analysis based on the results of following activities:

- Provision of accurate information through interviews and dissemination meetings
- Specific “adaptation workshops” about the materials: methods, tools...
- Pilot tests and courses with learners
- Evaluations from pedagogical experts and policy makers about:
  - Relevance of methods and tools
  - Potential for using the “Golden Goal Plus” materials and appropriateness for daily use in a local / regional / national context
  - Possibilities of incentives and funding to engage new training actions

### **ANNEX: SPECIFIC CURRICULUM**

#### **Abbreviations:**

CEF Cursos de Educação e Formação

CNO Centros Novas Oportunidades

ICT Internet and communication technologies

NGO Nongovernmental organisation

POPH Programa Operacional do Potencial Humano

RVCC Reconhecimento, Validação e Certificação de Competências

VET Vocational and Education Training

## **A: IMPLEMENTATION CONCEPTS**

### **1: Presentation and communication**

Before starting an implementation strategy and contacting working partners, related organisations or policy makers, we have to choose adequate and attractive ways of presentation and communication about the “Golden Goal Plus” project, in order to create the best conditions for interest and impact to these new educational themes.

We have to be able to deliver an appealing approach of the project and to explain clearly what are the aims and the outcomes:

1. What do we know about the project :
  - Description. “General information – Background - Philosophy”
  - The partnership: who are the partners, their roles and our own role
  - What will be the outcomes: what products have been provided by the previous project and what has been done on this new one (to analyse the benefits, to adapt the products, to prepare an implementation with partners into our local and national context)?
2. Who could be the target groups and final beneficiaries?
3. What expected positive impacts will have the use of the methods and tools on the training practice and the links with work sectors needs?
4. What positive role could have our partners to accomplish the activities and support the implementation of the project?

At this first step, the purpose of the presentation and documents provided could focus on:

#### **Objectives and aims:**

- To raise among adult education providers, social partners and employers their interest to implement the project, to make use of the different products that will be available for free and to incorporate them into their training concepts.
- To demonstrate how to put these learning materials into the mainstream learning practice could bring educational benefits and an added value to the courses.
- To raise among educational policy makers, their motivation to promote such educational concepts to attract widespread publicity for this project in the training-education sector and in the public media.

- To raise curiosity and interest among the trainers and the final target groups about these new methods which reduce difficulties in maintaining motivation and help to overcome resistance towards educational activities.

#### Target groups:

- Adult education and training providers who should implement the products into the courses
- Policy makers and stakeholders to support the implementation of the project and the different methods and tools, including the basic ideas into the policy programs (e.g. by opening funds, organizing events or conferences, giving the possibility of publicity, opening doors)
- Employers and representatives from professional sectors
- Trainers, tutors, educators, advisors, coaches who work with the final beneficiaries with high rates of drop out and difficulties and who really know their needs (through a specific curriculum course)
- All the partners involved in VET courses regarding basic skills provisions and sport-education learning and also partners providing communication and information about education possibilities (support services, job centres)
- Final beneficiaries, young deprived learners who should be encouraged to better participate in learning with “appetizer” elements that enable an enjoyable approach of the activities of the project.

Some people from these groups might become members of the strategic advisory group that would follow the steps of the implementation of the project and analyse the results.

#### Your messages

Your presentation messages have to target at the benefits the selected groups could find in taking part at the implementation of this new project.

#### Examples:

- To policy makers and stakeholders, it could include:
  - possibilities to design new programs attracting the “hard to reach” target groups and aiming at better results.
  - solutions on how to offer new methods on guidance, VET and qualifications courses regarding basic skills and aiming at a better integration into the work market.



- through these programs, you will have the possibility to also focus on soft skills that fit with the behaviours expected on some specific jobs
- To teachers, trainers, tutors, the message could include through a specific curriculum course:
  - you will quickly and easily learn how to overcome difficulties and raise the motivation of young trainees,
  - it will help you to show the trainees how to respect the rules,
  - the project provides good solutions concerning your daily practice in training and the methods and tools are targeted at your specific needs,
  - with these new materials, you will find an appealing way of learning regarding basic skills.
  - you will be able to give a better self esteem to some trainees regarding their behaviour.
- To the beneficiary target group, the message could be:
  - you will have fun and make new friends,
  - you will be able to choose the exercises you like better,
  - you can do it and it will help you to reach your own goal,
  - you will become aware of new skills and abilities.

#### A key of success: a good communication

A successful strategy means significant amounts of communication among team members as well as various co-operation partners and multipliers who will be associated and involved to implement this project.

#### Build a communication plan:

A communication plan created by the members of your team, involved in the implementation strategies, is a useful tool in order to define how you will communicate information during the project - status, meetings, activities, contacts, issues, deliverables access, and design of documents.

A communication plan will help you to:

- think through what kind of communication mechanisms will be needed for a successful implementation: (seminars, press release, interviews, PowerPoint presentation, flyers, posters..),

- to establish expectations of proactive communication between team members cooperation, partners and multipliers,
- to document what activities reporting will be done, (Much information gets exchanged - and decisions made! - in informal settings),
- to provide transparency on what meetings will be held to stay aligned and synchronized,
- how decisions will get documented, who will participate in activities (watch for warning signs related to their participation, such as missing or late deliverables.),
- to identify the stakeholders who need to be involved in the implementation (don't forget potential sport sponsors, outside partners, and cross-functional team members, in addition to core team members.),
- to define the information and communication channels such as emails, voice mails, SMS, informal conversations, virtual meetings, teleconference etc.
- to provide a list of the telephone and email contacts in your targeted area and try to develop individual relationships.

A good communication not only makes it clear how the implementation of the project will work; it also lets people outside the core team know what to expect. It can also document communication that should occur between related activities and other projects.

## **2: Structured action plan for an implementation strategy**

### **a) Integration into educational policies and programs**

It is necessary to have the view and the engagement of the policy makers to plan project perspective for the future.

We organize specific interviews or meetings with these partners.

We identify what are the national, regional or local educational key policies, programs and organisations delivering training opportunities with basic skills learning activities.

We have to know: what is the process to follow to apply for new programs and new funding.

Before starting to contact the adequate service and reach the right policy maker, we have to prepare our main arguments to prompt our contact to take decision:

- our knowledge on programs policies and different educational options, regarding young adults with basic skills difficulties,
- our experience with funding and implementation of different training programs, including programs with sport activities,
- our experience during this project and our level of information about new needs and changing methods,
- our analysis of conditions for motivating “hard to reach” target groups by including sport activities together with basic skills learning.

We have to be able to explain clearly our definition of some key drivers, such as:

- knowledge of individual and collective profiles of young disadvantaged trainees,
- our potential for providing adequate methods to encourage these target groups,
- our involvement with the network of advice and support structures for young adults,
- what are the possible benefits and impacts for a better integration into various work sectors?
- our own analysis about successful conditions for implementation of combined education-sport learning,
- how can we guarantee sustainability after project funding and what are our assessment criteria's and success indicators?
- what will be the role of the National strategic advisory group.



**Remember:** Our main target is to obtain positive opinions from the policy makers who take decisions about possible funding and implementation for the “Golden Goal Plus” project.

## **b) Training delivery: organisational Model**

### **Specific curriculum course. Pilot tests**

We have to think of the organisation and location of putting the project results into practice. Here are ideas for an organisational model for the new training methods of the project, in order to guarantee sustainability of activities and positive outcomes related to its aims.

We have to create the conditions for a successful impact by preparing and assessing some key factors, for ensuring an efficient implementation:

- the structures needed,
- the potentials (administration, staff, budget),
- the obstacles and opportunities,
- the courses organisation and agenda,
- the necessary partnerships,
- the evaluation and communication about the results (report, events).

A specific “curriculum course” (in annex) and different Pilot tests with learners will prepare the training delivery: the purpose is to deliver organisational guidelines to education providers such as: teachers, counsellors, courses designers, trainers, tutors, sport coaches and heads of training organisations, and therefore to give the possibility to answer to the following questions:

#### **Aims:**

- after project funding, what will determine the success of this new program?
- does our action plan fit with the project?
- what indicators we will have to choose to assess the results?
- what benefits are also expected by the policy makers?

#### **Practice:**

- who will be involved to do what, how, and where?
- what conditions are necessary to organise an effective training provision including the new methods (especially financial factors)?
- what will be our analysis and report about the changes provided by this new program?

- how we will improve our education learning methods (train the trainers...)?
- what do we see as threats or barriers to a successful implementation?
- how will we manage the coordination ,administration and evaluation of the different aspects of the project?

**Links:**

- how we will manage the necessary partnerships with sport structures (legal contract, accessibility, costs, materials, flexibility)?
- what will be the links with the learning provided by the other trainers and how will we combine the different courses and assess the pedagogical results?
- how will we communicate and disseminate about the activities? (usual network of partners, National strategic advisory group)

**Towards the trainees:** how we will motivate this disadvantaged target group to participate in this new learning methods:

**Examples:**

- their interests regarding sports and ICT,
- their individual project ,the behaviour and necessary basic skills needed (what they have to improve), and the options to reach their goal. What are the links with jobs profiles?
- their views on how to make basic skills training more interesting to them.

**c) Quality and transferability**

In order to secure the implementation of “Golden Goal Plus” project in the target countries, we have to guarantee the quality and make of the products provided and demonstrate that the project is adequate with the local needs.

We have to be able to assess the following criteria’s and communicate efficiently about our results and perspectives for the future.

Examples of indicators for the evaluation of the different activities and experiences:

**for the trainers, tutors:**

- involvement in this new learning methods in a positive atmosphere,
- clear allocation of roles between the staff members,
- existent lacks of data bases and organisational difficulties,



- improving the rate of failure and drop out by encouraging self esteem and avoiding discrimination,
- better respect of the rules,

**for the trainees:**

- exercises that really fit with their interests,
- easier learning regarding basic skills,
- potential of team work and cooperation,
- identification of useful skills for work,

**for managers:**

- difficulties in the implementation process (ideas for improving),
- does the real practice fit with the aims of the project?
- close collaboration with the administration and network of support services,
- relationship with the sport structures,
- effective coordination of the different modules of the course,
- activities of the National strategic advisory group (meetings, reports),
- dissemination strategy and instruments needed,
- possibilities to share the experience with new partners and plans to offer possibilities of training the trainers in new structures,
- possible adaptations of the existent products,
- what models are replicable and what are the new options to transfer the project (new sectors, new target groups)?





## **B: IMPLEMENTATION STRATEGIES IN TARGET COUNTRIES**

### **Structured action plans for successful transfers**

#### **1) Presentation and communication: Action plans**

##### **Adequate instruments and ways of communication**

###### **Germany:**

A detailed project description has been done in a formal way (PowerPoint). It is adapted for the different groups. A shorter one is used for trainers and teachers. They focus on personal contacts as most important tools.

###### **Poland:**

The tools are chosen depending on different target groups (young mothers, youngsters at risk, ethnic minorities). In this respect, they cooperate with NGOs or associating people working for certain environments. The most common and effective means of communication are personal meetings, use of multimedia presentations during meetings (aims, dates, expected results). Another good tool is presenting good practices during face to face meetings with potentials and users.

###### **Portugal:**

Instruments are adjusted according to the target. Especially helpful is the cooperation which helps to cover a large range of target groups: schools, training centres, CNOs sectors, it gives possibility during individual and group meetings to design an implementation plan that fits the mutual expectations.

###### **All partners:**

The project web site, the newsletter and the specific posters and flyers, translated in national language are used as main supports and instruments of communication.

##### **Presentation to contacts, list of targets, mode of contacts**

###### **Germany:**

Importance of involving not only stakeholders but to work under the rule of "Bottom up": this means from the beginning of the implementation phase to involve trainers and teachers (specific interviews, workshops and meetings) from own and associated training organisations on the local and regional levels.

###### **Poland:**

To form permanent bonds, what helps is organising information exchanges and individual and collective meetings during which the different phases are discussed.

During several dissemination activities, the following targets were examined: NGOs primary and secondary schools, vocational training and sport centres, as well as representatives of Local's Teachers and national education institutions. The experience shows that the longer the implementation phase is, the more difficult it is to ensure the stability of the group. One has to constantly undertake activities that encourage active participation.

**Portugal:**

Main list of targets: 'secondary schools' and Vocational training centres' representatives as well as teachers' centres, NGOs and local and national educational institutions (personal interviews and dissemination meetings).

**Analysis of the experience: added value for the project and necessary adaptations for the products**

**Germany:**

- Well prepared workshops with small groups of participants and especially personal contacts.
- Participation in events and conferences on regional and national level with similar topics, to present the project and the products.

Importance of:

- Detailed knowledge of original and adapted products and previous experiences from tandem partner
- Feed back from our regional advisory group, from trainers and teachers after the workshops and pilot tests

**Poland:**

The practical training of a number of trainers (a couple at least) is necessary (through curriculum, pilot tests), so they become the mark of "Golden Goal Plus", and they will be the representatives of the project in their surroundings. Mainly the internal interest will allow its development and activation to other groups.

Added value:

- Cooperation with representatives of many institutions, related to the assessment of the adapted material and the guidelines for further activities (scientific council).
- Opening the Trainer's environment for innovative forms of training and proving for the process how important is, not only the intellectual condition but also the physical condition.

Several dissemination activities were performed (meeting in educational fair, at Education Inspectorate). Actions aiming active participation and constant exchanges are crucial elements in cooperation.

**Portugal:**

Meetings, curriculum course and Pilot Tests revealed the real interest among target groups, end users and permitted to point out the necessary adaptations.

Meetings with Experts permeated to analysis possible benefits and the added value for the project.

Appropriateness for daily use:

- Very adequate materials for recovery lessons. A list of new materials will be added after evaluation during pilot tests
- Very adequate in CEFs and adult RVCC process
- Not applicable daily in transdisciplinary project work
- Difficulties in the motivation for teachers for an intensive use of the tools (school pressure stresses them and obstruct them to become more open to innovation)

**All the partners:**

To prepare an adequate communication and an implementation strategy that fit with their national, regional or local context, all the partners have prepared a Catalogue of recommendations about the following categories of the project:

- Layout, quality format, logo, size of documents...
- Duration of the courses and exercises (e.g. new modular system)
- Language, structure (e.g. new chapters, contents or focus, different order)
- Didactic methods
- New materials or activities to be added
- Reference to new target groups
- Appropriateness for daily use
- Other issues

**Preparation of a financial examination**

**Germany:**

To analyse possible sources of financing on the regional level, e.g. Labour office, ministry of education. Important aspect of preparation is a constant contact from the beginning of the project.



**Poland:**

Following the contacts and constant exchanges, possibility to finance the undertaking from the specific reserve of the Ministry of National Education or as part of the Structural Funds

**Portugal:**

It is possible to search for the funding for the training in the framework of the Project from the Ministry of National Education and also from the Structural Funds

## 2) Integration into educational policies and programs

### Action plans

#### Contacts: Policy makers, curriculum developers, links with other initiatives

##### Germany:

Invitations: decision makers and lobbying partners. Contacts on regional level with labour office and education associations

Presentations to persons responsible for the Courses design in own organisation and in other training centres.

Link: cooperation with the Bayerische Volkshochschulverband, local association and District Office responsible for education and sport.

##### Poland:

- Cooperation with Ministry of National Education of the Republic of Poland, the Voivodship Centre for teachers' Education and the Board of Education.
- Contacts with curriculum developers and business partners to involve them in the project. Presentation to "Lodz city council" and Regional school Inspectorate and also school inspectorate in Bialystok. Cooperation with institutions focused in realisation.

Political trend: "Orliki-bolisko w kazdej gminie" Regionalisation: In Poland it's necessary to pursue separate policies in 16 Voivodships.

##### Portugal:

- Contacts with Representatives of In-services centers and Universities
- Meetings with regional and National authorities
- National strategic advisory group is familiar with political trends and helped to develop activities of Work package 2.
- Individual meetings processes with experts
- Cooperation with NGOs' trainers within the project areas and with institutions working with low skilled pupils. Presentation in 4 secondary schools.

#### Funding plans for some services of the project

##### Germany:

- Possibility by the Bundesagentur für Arbeit, to integrate parts of the concept into existing and funded courses for young disadvantaged adults.

These courses might be restructured to match needs of various target groups: e.g. low skilled adults 50+, where sport activities are combined with other trainings.

**Poland:**

- The on going different co operations will permit funding plans.

The project products help for the final discussions with Department of Education in Lodz City Council, school Inspectorate in Bialystok, about possible implementation at local level

**Portugal:**

- Negotiations with the National Council for Teachers In-service Training to credit a new course with this thematic
- Possible funding and implementation with the local Teachers' Centre (course approved)
- Views on incentives for private sector to engage in training is not very positive (low interactions, only big companies are aware of the benefits of sports in social competences, initiatives and entrepreneurship).

**Necessary adaptations to fit with funding structures**

**Germany:**

The courses might be restructured to be more successful with specific young adult targets, to fit with the requirements of the supporting programmes provided by labour offices.

**Poland:**

- Following the results of the recommendation categories for changes in the project to fit with the requirements of European social fund and other funding.

**Portugal:**

- Adaptations have been done to fit the requirements of European Social Fund and POPH

**Kind of proposals for some of the services of products**

**Germany:**

The products developed in the project can be introduced / combines with other services offered by the organisation or proposed as "an offer" for the labour office in order to implement new tailored made activities for special target groups.



**Poland:**

Especially the products created from the Golden Goal project can be fully implemented within other projects. Especially interesting for Vocational Educational Centres, support training services with long lasting tradition. Policy makers will be constantly informed about the variety, innovation and attractiveness of “Golden Goal Plus” courses.

**Portugal:**

Products are especially interesting for the Vocational training centres, New Opportunities Centres, Secondary schools with CEFs’ (for those, products are ready to be used and very useful, especially for low levels literacy)

In a further stage: sports will be used like pivot to organize curriculum

**Other possibilities of funding structures:**

**Germany:**

- National programs of the Ministries

**Poland:**

- Next stage: to cooperate with the Ministry of Sports and Tourism. Funding by European Social Fund (local and national level)

**Portugal:**

- European Social Fund and POPH at local and national level
- Local initiatives (City hall that promotes the programme of School Sports Activities)

### **3) Training delivery: organisation model and specific curriculum: Action plans Possibilities of taking over efficiently the functions of the project and put the activities into practice**

#### **Germany:**

The most important: to have a good communication structure. Administration and staff have been informed. Trainers support the concept and are convinced about the advantages of the products, through the specific curriculum course. The products (curriculum and toolbox) can be used in practice according to the curriculum for the specific target group and not influencing on the structure of the regular plans of activities. The validation process has to be implemented constantly.

#### **Poland:**

The administration includes now the concept in new country applications.

- Importance of involving the trainers, through the Curriculum. Implementation decisions are under agreement of the institutions. Validation trainings were performed: with trainers, trainees, consulting trainers and experts

#### **Portugal:**

All members of staff are involved in the implementation and dissemination; products have already been adopted to the daily work and always included in meetings with decision makers.



### **Organisation of courses**

First stage for all the partners: The specific 4 days Curriculum course (see in annex)

Germany:

- Well prepared materials and partnerships: enough time is necessary for trainers to familiarize with aims of the course and the products. Meetings have to restrict maximum to 2 or 3 hours and be very concrete and practical.

Poland:

- Meetings, workshops and the Curriculum course prepare the trainers. Some of them have previous similar experiences. "Golden Goal Plus" products will be adopted in the daily work

Portugal:

- Validation trainings: curriculum course, workshops, consulting trainers, experts

### **Adequate partnerships, contacts and ways of communication**

Germany:

- Easy to involve partners, as they are part of a lot of networks at local, national and European level

Poland:

Partners from Labour office, sports organisations have been convinced by the serious concept of the project and informed through meetings and the newsletter. Communication is based on broad promotion (internet, leaflets, posters). Contacts are maintained as frequent as possible and based on project experiences and results (3 or 4 times half a year)

Portugal:

Important local decision makers are convinced by the project and ready to promote it broadly. Contacts are maintained frequently (broad promotion: emailing posters, leaflets phone calls) together with trainers to follow the results and adapt materials: meetings about 3 times half a year

### **Adopting methods, curriculum and material in regular courses**

Germany:

The trainers and teachers can use the materials in a regular course, because of their modular structure, trainers and teachers can choose some exercises / tools related to



teaching ICT or reading skills. The products offer flexibility in introducing appropriate tools in practice.

**Poland:**

During the dissemination meetings, material has been delivered to trainers from different institutions. So they can use them or mix with existing practices. “Golden Goal Plus” material adopted in AHE’s and BIR’s trainers daily practices

**Portugal:**

As a result of a regular work on curriculum and toolbox in a commune interest, with experts and counselling trainers, most of material has been adopted to classrooms daily work. Flexibility of curricula is indispensable to do an effective training with this target group. It’s easier for trainers involved in VET or CNO’s programs.

## 1) Quality and transferability: Action plans

### Evaluation of products and services

#### Generic or replicable models

##### Germany:

Provision of:

- external evaluations: interviews with policy makers and experts in the fields of key competencies.
- Internal evaluation of the curriculum and toolbox on the basis of pilot tests and questionnaires for trainers and final target group (young disadvantaged adults).

Strong point: Proved quality of teaching materials in previous project Golden Goal and during the pilot tests

Weak point: some of the exercises focus on the typical boys' sports, it is necessary to take into account various needs of the target groups, e.g. young girls, adults, disabled persons. Important: tools are so structured that there are easy to adapt to other sport measures not necessary those for young male learners.

##### Poland:

Strong point: the already existing materials and earlier experiences of countries carrying out Golden Goal, it makes easier the necessary adaptations

Weak point: a very clear association of the project with activities related with football. A more extensive perspective to other sports should be added.

##### Portugal:

Strong sides: Quality of products already available from Golden Goal project and previous experiences, and the possibility to learning activities with different new target groups.

Possibility, to replicate the model, through contacts with professional or semi professional sports institutions

Weak factor: change of partner institution

### Commercial proposals for some of the services or products

##### Germany:

Offering to the Labour Office parts of the concept to include into existing measures

Offering additional courses for public audience as combination of sport with other trainings, e.g. sport + languages, sport + ICT etc.



**Poland:**

The commercial proposals to introduce products into the market (commercialisation of the effects) will be possible after Pilot tests. Especially with professional or semi professional sports institutions.

**Portugal:**

In general, courses are free of charge and to run a course it can be financed by Ministry of Education or EU funding

### **Adaptation of the structure or basis of the project for other possible funding (new sectors, new target groups)**

#### **Germany:**

- The concept could be used with disable groups, long term unemployed, as a first step in integration with labour market and active life in the society.
- Concentrating in the change of learning place, the concept could be used in nearly each target group or kind of course

#### **Poland:**

- Material could be adapted to needs of youngest (kindergarten pupils) as very often the negligence takes place on this stage.
- Fossilised educational methods in Poland: the curriculum is not adjusted to actual children needs (70% of children in kindergartens have basic communication and adaptive problems, according to a research carried out in the country).
- Adaptations to fit with European Social fund (more focused on local aspects)

#### **Portugal:**

- Possibility to adapt the structure to fit with European Social Fund (more focused in teacher training).
- Possibility to adapt material for the purposes of younger target groups. According to a research performed in Portugal, special vocational schools are very concerned with problems of raising motivation to improve basic skills (new tools for the teachers and trainers to face the problem).
- New target groups: Adults in RVVC process and students of CEFs courses.

### **Fitting into standards. Ongoing relevance**

#### **Germany:**

Parts of the concept can be included into existing measures: training activities for learners with migration background, long term unemployed where measures related to the physical and psychological health are to be firstly implemented.

#### **Poland:**

The structure of the project is easy to adapt to fit into standards. Targets: Disable children, migrants (particularly children).

#### **Portugal:**

Country analysis showed that Golden Goal concept fits must of the national standards and programs to improve basic skills.





## **ANNEX: SPECIFIC CURRICULUM**

### **“GOLDEN GOAL PLUS” COURSE**

#### **INTEGRATING SPORT ACTIVITIES WITH BASIC SKILLS AND COMMUNICATION TRAINING**

Thematic field: **Methodology of new methods for training delivery for young people at risk**

#### **CURRICULUM for a 4 DAYS SPECIFIC COURSE**

The course “Golden Goal Plus” is addressed at:

- Trainers, tutors, educators, advisors, coaches who work with young people at risk with high rates of drop out and difficulties and who are (mostly) aware of the deficits and lacks in traditional training methods
- All actors and organisations involved in VET courses regarding basic skills provisions and sports education learning and also stakeholders providing communication and information about education possibilities (support services, job centres)

#### **Main objectives of the course:**

- To put into practice the added value of the outputs of the project by providing to professionals with new tools and solutions adapted to their actual local context.
- To attract curiosity and interest among trainers working with these target groups about new methods that reduce difficulties in maintaining motivation and help them to overcome resistances towards educational activities.
- To prepare a good working team by delivering an organisational training model: as in a quality standard process, all the stages, key drivers and links need to be prepared in advance.

#### **Methodology:**

The pedagogical principles of this course are based upon:

1. A good diagnosis and knowledge of the local context in order to be able to define what are the lacks and the specific needs.
2. A careful and rigorous preparation of the necessary different partnerships to achieve a collaborating teaching team mixing basic skills learning, sports activities, development

of working skills that fit with the job market.

3. A clear definition of the learning concepts: aims, practice, evaluation (Who is in charge? How do we check? What is done? What are the results?)

The course is focused on situated learning, empowerment, possibility of a creative use of the provided materials by an adaptation to the specific needs and a problem solving approach.

The following methods will be applied:

- participation of experts in the process of preparation of collaboration activities in the fields of: European projects, sports, professional sectors, psychology, didactics, guidance etc; this participation could be during the course and through a mentoring support after the course.
- inclusion of the previous experiences of the participants in order to focus on the lacks and improve their results by introducing new methods and techniques.
- interactive discussions, exercises, role plays
- elaboration of an action plan for each participant.



## Programme of the course:

### 1st day: Module 1: Introduction and challenges

- Introduction of the participants and the trainers, “warming up” exercises
- Background of the project: relevant information from previous project concerning similar issues, consideration of the investigations and adaptations to the specific contexts of the new target countries
- Perception about training delivery with young people at risk: participants experience; discussion round, summary
- Presentation of the overall approach and the changes in a new learning environment, new settings, partnerships, ways of collaborations in a working team
- Demonstration of how to put these new learning materials into the mainstream learning practice that could bring educational benefits and an added value to the courses.
- Relevant results from previous experience and work;

### 2nd day: Module 2: Preparing and delivering the new methods and tools: work groups

- Analysis of conditions for motivating our “hard to reach” target groups by including sport activities together with basic skills learning.
- Presentation of the different tools and exercises provided.
- PowerPoint support; feedback and debate
- In work groups, preparing and assessing some key factors, for ensuring an efficient implementation in a local context:
  - the structures needed
  - the potentials (administration, staff, budget)
  - the obstacles and opportunities
  - the courses’ organisation and agenda
  - the necessary partnerships
  - the learning strategies (empowerment, links with professional sectors)
  - the evaluation and communication of the results (report, events)
- Every work group prepares a role play to put in practice the 3<sup>rd</sup> day including an action plan following the above steps
- Debate with the trainers and experts : problem solving approach

### 3rd day: Module 3: From theory into practice: role plays

- Every group shows to trainers and experts how they have prepared and organised for efficient training delivery (by means of a role play)
- Evaluation and debate about:
  - adequate preparation (context, instruments.),
  - difficulties in the process (ideas for improving),
  - does the real practice fit with the aims of the project? (possible answers),
  - relationships with the sport structures and network of support services,
  - possible adaptations of the existent products,
  - involvement in these new learning methods in a positive atmosphere,
  - clear allocation of roles between the staff members,
  - existent lacks of data bases and organisational difficulties.
- Discussion round with the trainers and experts: problem solving approach
- Every participant has to prepare a template with his/her own action plan to present the 4<sup>th</sup> day;

### 4th day: Module 4: Evaluation and study visit

- Participants' achievements:
  - Individual presentation (to trainers and experts) of an action plan, including a short analysis of the key positive factors for a successful training delivery and a process for the organisation
  - Every presentation is followed by a debate and the preparation of a timetable for every local implementation and the means for a mentoring support:
- Evaluation of the course
- Study visit:

Meeting with professionals providing basic skills and/or sports education, or participation in a sports event to guarantee an informal atmosphere at the end of the course





## **GOLDEN GOAL PLUS**

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