Co-funded by the Erasmus+ Programme of the European Union

SIDFOOT

Community Football Drivers for Social Change

EDUCATIVE PROGRAM
SIDFOOT
"Community Football Drivers for social inclusion in deprived districts"

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1. The SIDFOOT Educational Program

Within the SIDFOOT global project, one of its most important outcomes is the design and realization of the E-Learning Training Program, addressed to CFD coming from some project partners' countries. It was distributed among all the partners to build-up for each one following the same structure.

This program has among its main features: (a) provide a modular program, which is simple, but with a good technical level, self-evaluating for all institutions and interested people; (b) it can be integrated and used in more formal educational programs for coaches; (c) it can be personalized, adapted and temporalized to the characteristics of the different users (clubs, federations, etc.), and (d) an online tool can be provided - in different languages of the European Union, and flexible enough to adapt to the participant's schedules.

Designed by the University of Balearic Islands, also two face-to-face follow-up sessions are initially planned; a session to present the tool and its use, and on the other hand a final face-to-face session and evaluate its usefulness.

The programmed Courses schedule was as follows:

- One Face-to-face session at the beginning of the course.
- Development of the sessions during the months of, June, July September and October (2022).
- July 6, in the Classroom of the FFIB Trainers' School, the Diplomas of the SIDFOOT European project were awarded, in which the GICAFE of the UIB and the FFIB participate, to the participants in the program, monitors of the IME and the FFIB.
- November (2022) Collection of all Sidfoot data for their analysis (educational indicators).



CFD WORKING GUIDELINES



The PRESIDENT of the football federation of the Balearic Islands signing the SIDFOOT project training agreement

- Tested pilot phase October-November web app SIDFOOT

- Sidfoot courses consisted of a package of 10 self-contained lessons. The topics of the lessons were (following the findings coming out during the research phase, see The Best Practices Guide).

- M1: Introduction.

- M2: Emotional Education. Values.

- M3: Team Work.

- M4: Communication Style and Social Skills.

- M5: Training Methodology.

- M6: Sports Planning.

- M7: Child Protection.

- M8: Management: Projects, Accounting and Administrative.

- M9: Labor Market Integration.

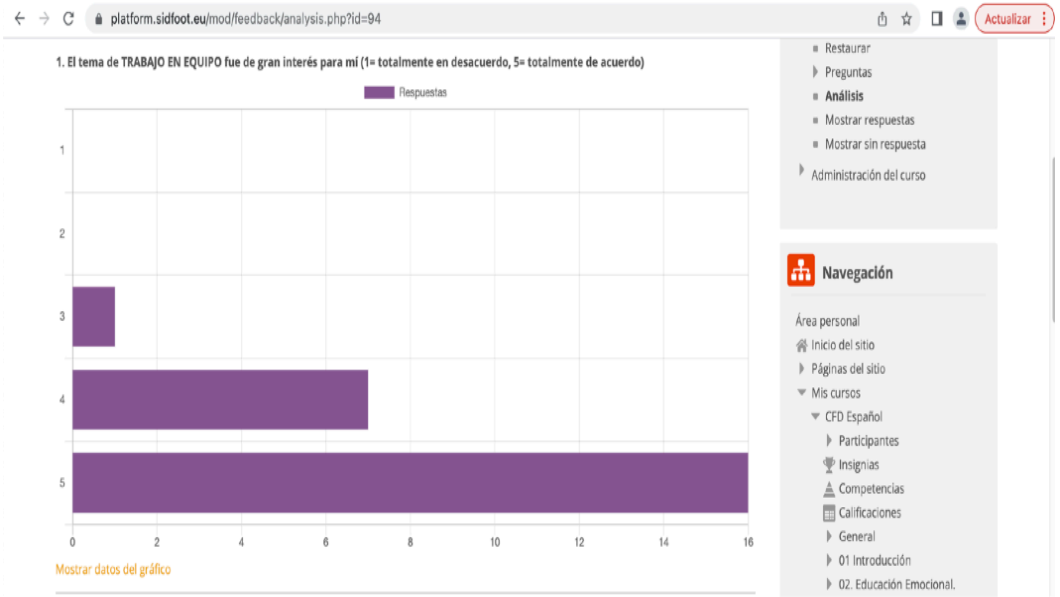
- M10: Healthy Lifestyle Habits, Health Protocols and Covid-19.

- These courses have been built including different sections: the learning objectives of the lesson; the readings and resources intended to improve learning, such as videos and a PowerPoint presentation on the subject of the course.

- There is also a test about the lesson's contents and a satisfaction survey with the lesson and its materials.



MODULE LESSON



PARTICIPANTS' DEGREE OF SATISFACTION WITH THE MODULE

- In order to take the courses, you must first enter the "Sidfoot" platform, later, to be able to enter the courses you must press "Login", and you will be sent to another page where the username should be written and password. Once the requested data has been entered, you will be on the platform where you can take the courses.

- The online training module platform Sidfoot consists of different sections, which contain: the personal area, the courses that have recently been accessed, as well as the overview of the course.

- My courses, where the modules to be completed are shown. In each of the courses you can find different sections, such as: the learning objectives of the lesson, the readings and resources intended for the improvement of learning, such as videos and presentations, as well as a PowerPoint about the subject of the course.

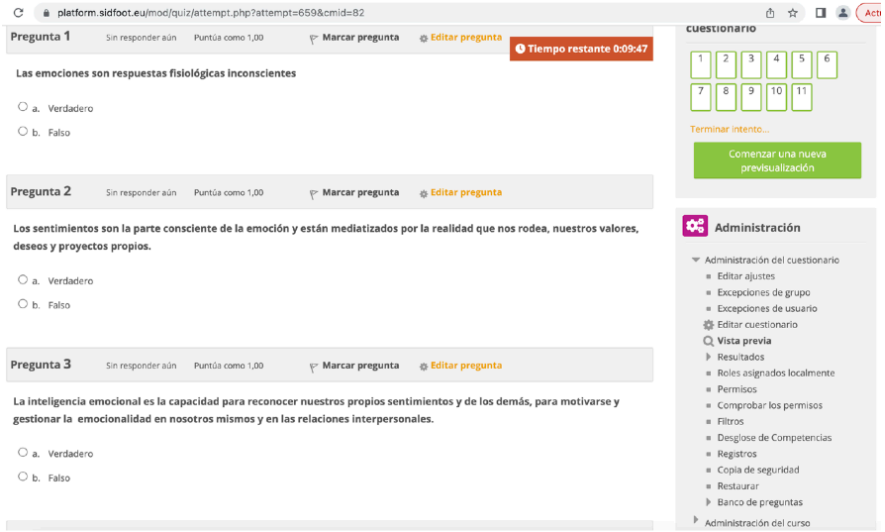
- There is also a test about the lesson and later a satisfaction survey with the lesson. This platform is user-friendly, has a practical design and, in addition, the contents are relevant.



TRAINING COURSE SIDFOOT



TRAINING COURSE SIDFOOT



EVALUATION

2. Participants

The sample was formed by a total of 60, following the different classifications and inclusion criteria coming from each partner's country.

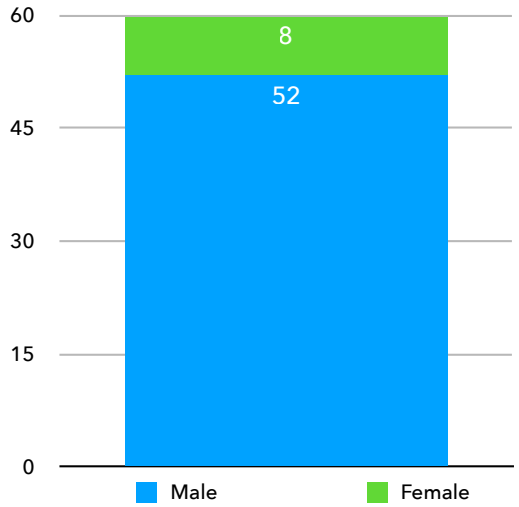
As we can observe in Figure 1, the sample included 33 participants from Spain; 14 from Brasov (Romania); 7 from Austria; 6 Denmark. This participant sample included 8 females and 52 males.

It is obvious to us that this different composition of the sample may not represent the totality of the partner's situation, affecting also their level of generalization.
This data also reflect differences among athletes' adherence and compliance related to the different motivational climates surrounding the educational program.

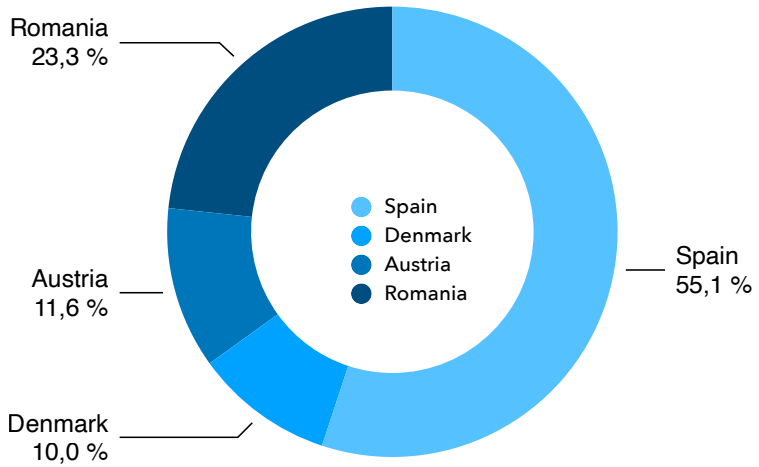
The final sample of CFDs who completed and passed the course was 54 participants. These data also reflect good adherence to the CFD course in the educational program. In the final sample, only 6 participants did not complete the course, 10% of the total sample.

As the last comment in this regard, the situation of the COVID-19 pandemic could have affected the reduction in the number of participants who completed the course in its entirety.

Figure 1. Participants by gender



Graphic 1. Percentages participants by countries

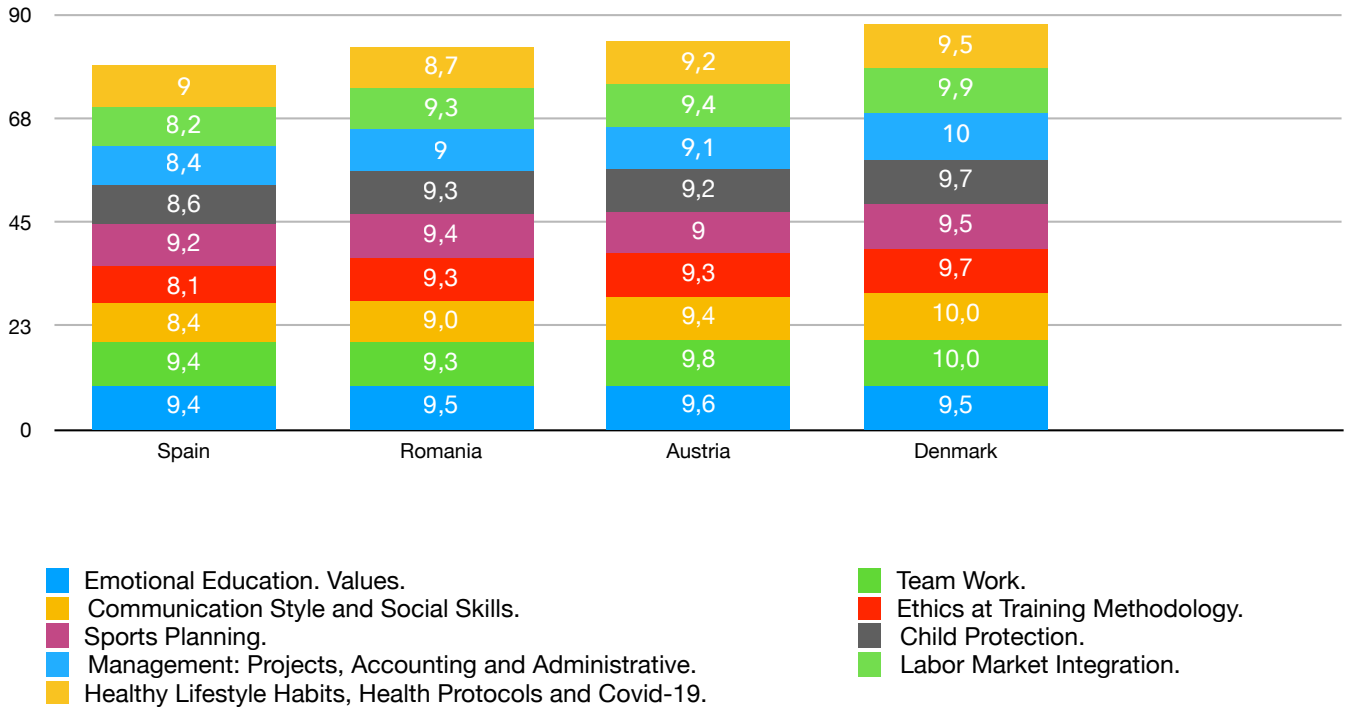


3. Global Mean Grade scoring of M2,M3,M4,M5, M6, M7,M8,M9,M10 by countries. (0-10)

We can observe in Figure 2, as we can see in the tables, the scores obtained by the participants in all the modules are between 8.2 and 10, very satisfactory values. Being a good sign about the design and implementation of the online e-learning system.

However, there have been some verbal complaints about the courses (expressed at the end of the course). For example: "This is very good, but I think it would be interesting to illustrate it with examples from the day-to-day of athletes"; "More online courses", and "More video content instead of written content".

Figure 2. Global Mean grades scoring modules M2,M3,M4,M5, M6, M7,M8,M9,M10 by countries



4. Global notes CFD course by countries

We can observe in Figure 3 the global mean Grades by country and in Figure 4, the global mean of 9,25.

Figure 3. Global grades CFD course by countries

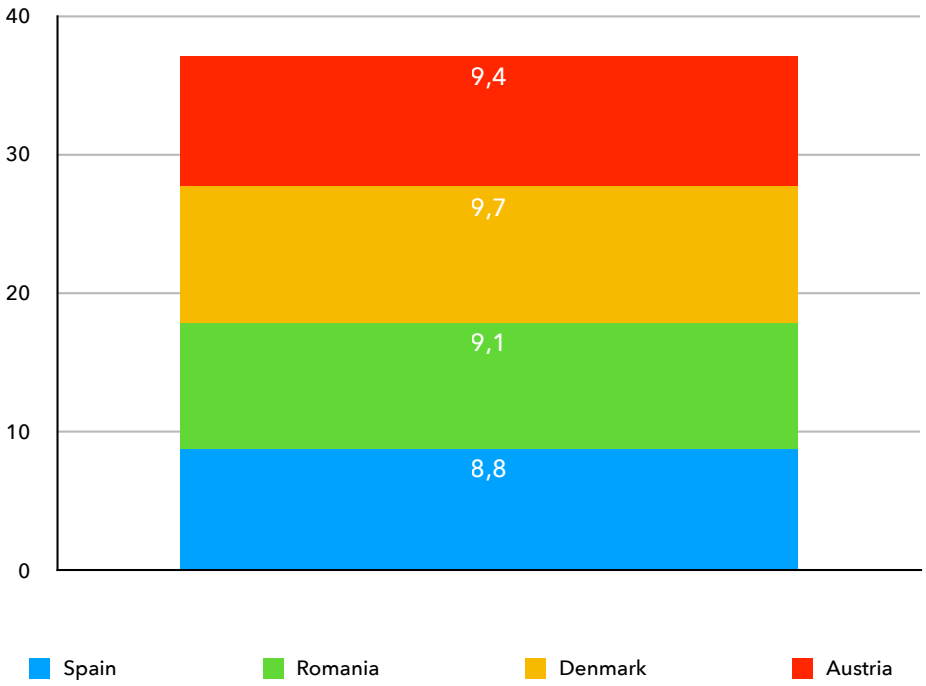
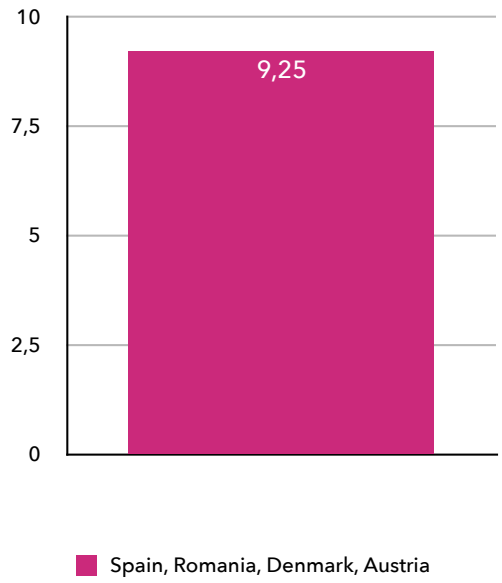


Figure 4. Mean Global course CFD

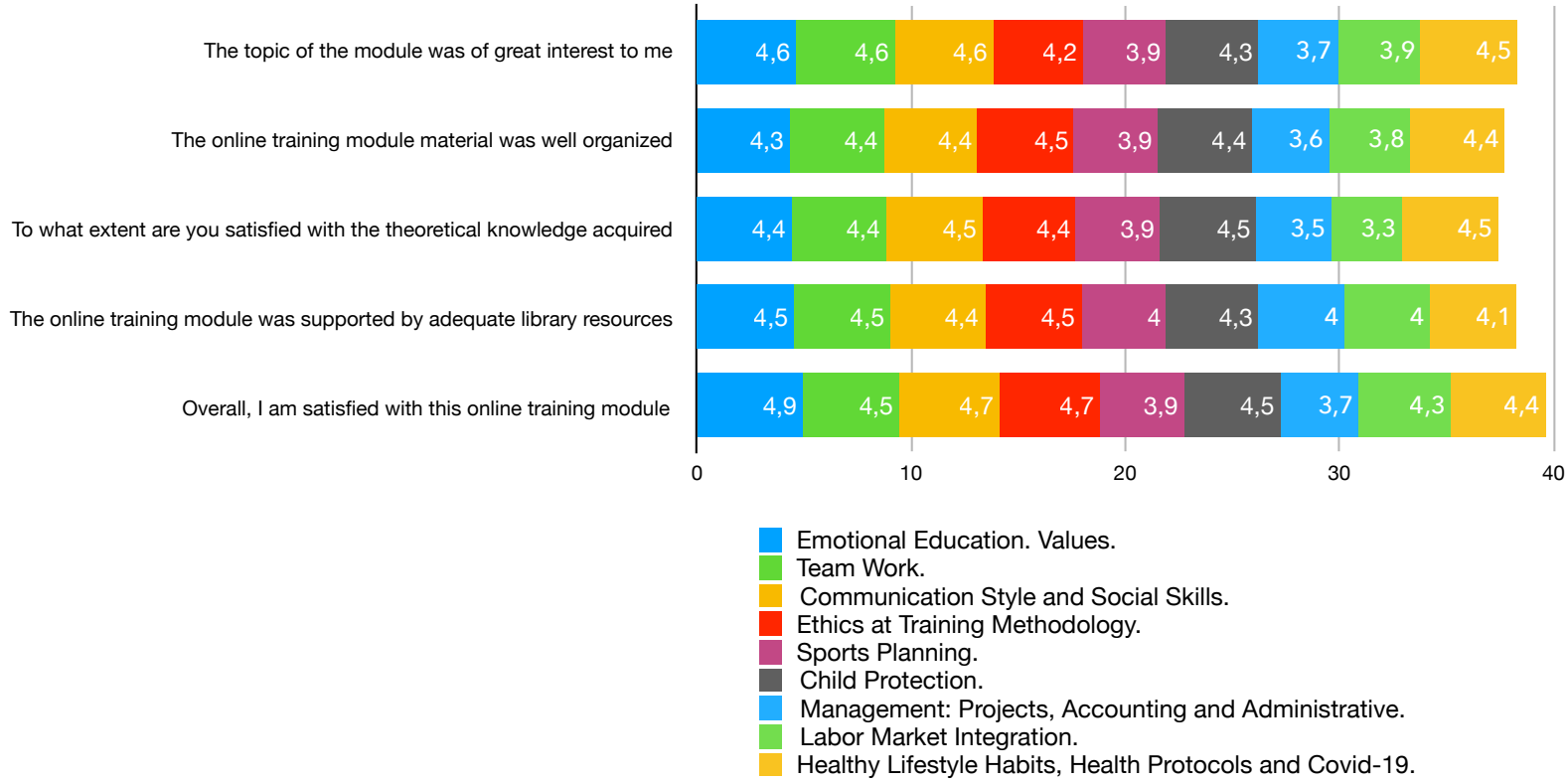


5. Grades obtained and Satisfaction Survey with the lessons from the participants by country: Spain

We can observe in Figure 5 the participant's degree of satisfaction with the lessons divided by countries and lessons- of the topics covered in the course. The lowest score in the Spanish course is 3.5 out of 5 and the highest is 4.9.

We can also observe the participant's degree of satisfaction with the lessons divided by countries and lessons of the topics covered in the course. Finally, speaking about the scientific analysis of the obtained data, the differences observed among countries or lessons never reached statistical significance. In addition, once sent this report and feedback to the partners, it should be of use to them in order to redefine or enhance some lessons or their contained items (regarding future courses on the same or similar topics).

Figure 5. Degree of participants satisfaction with lessons Spain (1-5)

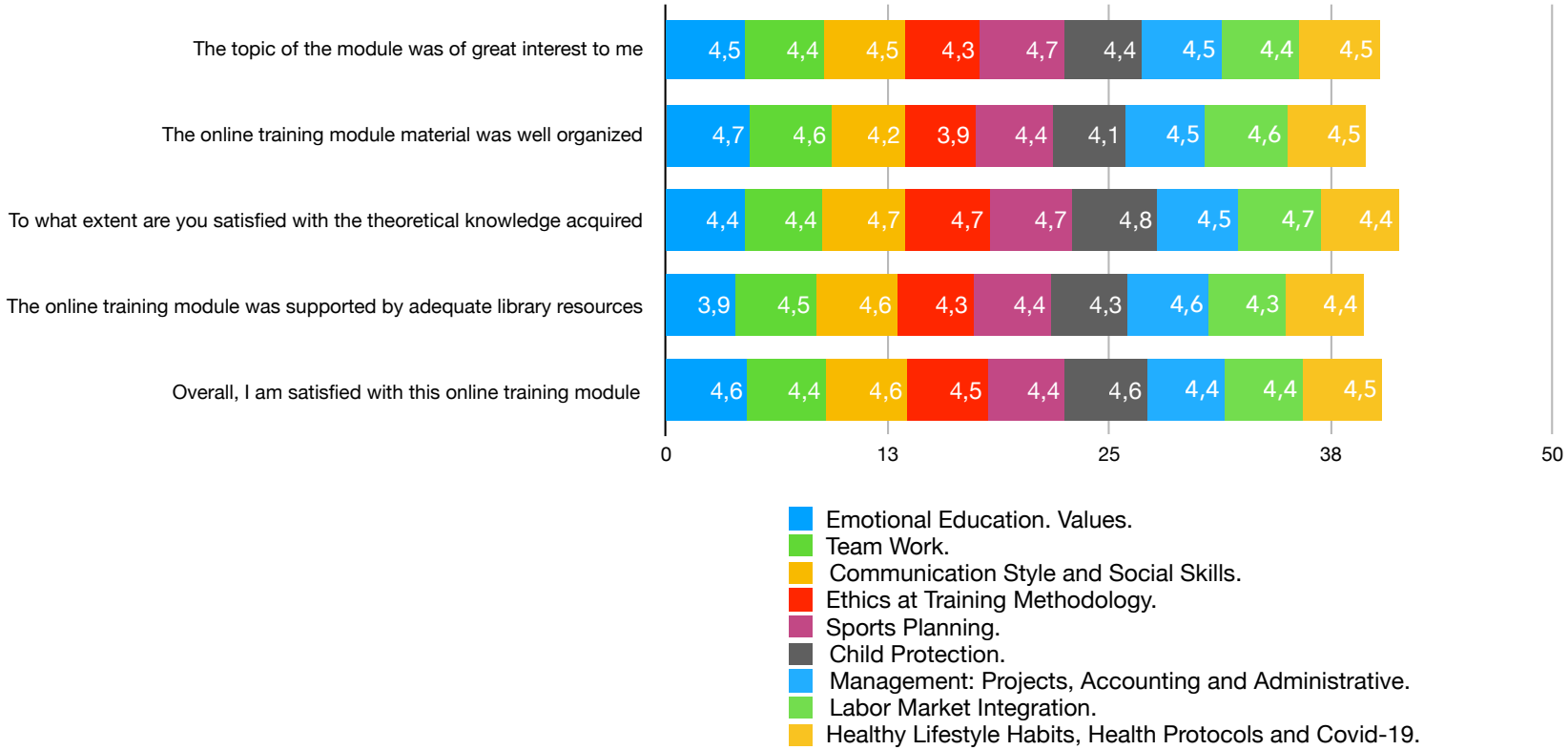


6. Grades obtained and Satisfaction Questionnaire with the lessons from the participants: Romania.

We can observe in Figure 6, the participant's degree of satisfaction with the lessons divided by countries and lessons of the topics covered in the course. The lowest score in the Romanian course is 3.9 out of 5 and the highest is 4.8.

We can also observe the participant's degree of satisfaction with the lessons divided by countries and lessons of the topics covered in the course. Finally, speaking about the scientific analysis of the obtained data, the differences observed among countries or lessons never reached statistical significance. In addition, once sent this report and feedback to the partners, it should be of use to them in order to redefine or enhance some lessons or their contained items (regarding future courses on the same or similar topics).

Figure 6. Degree of participants satisfaction with lessons Romania(1-5)

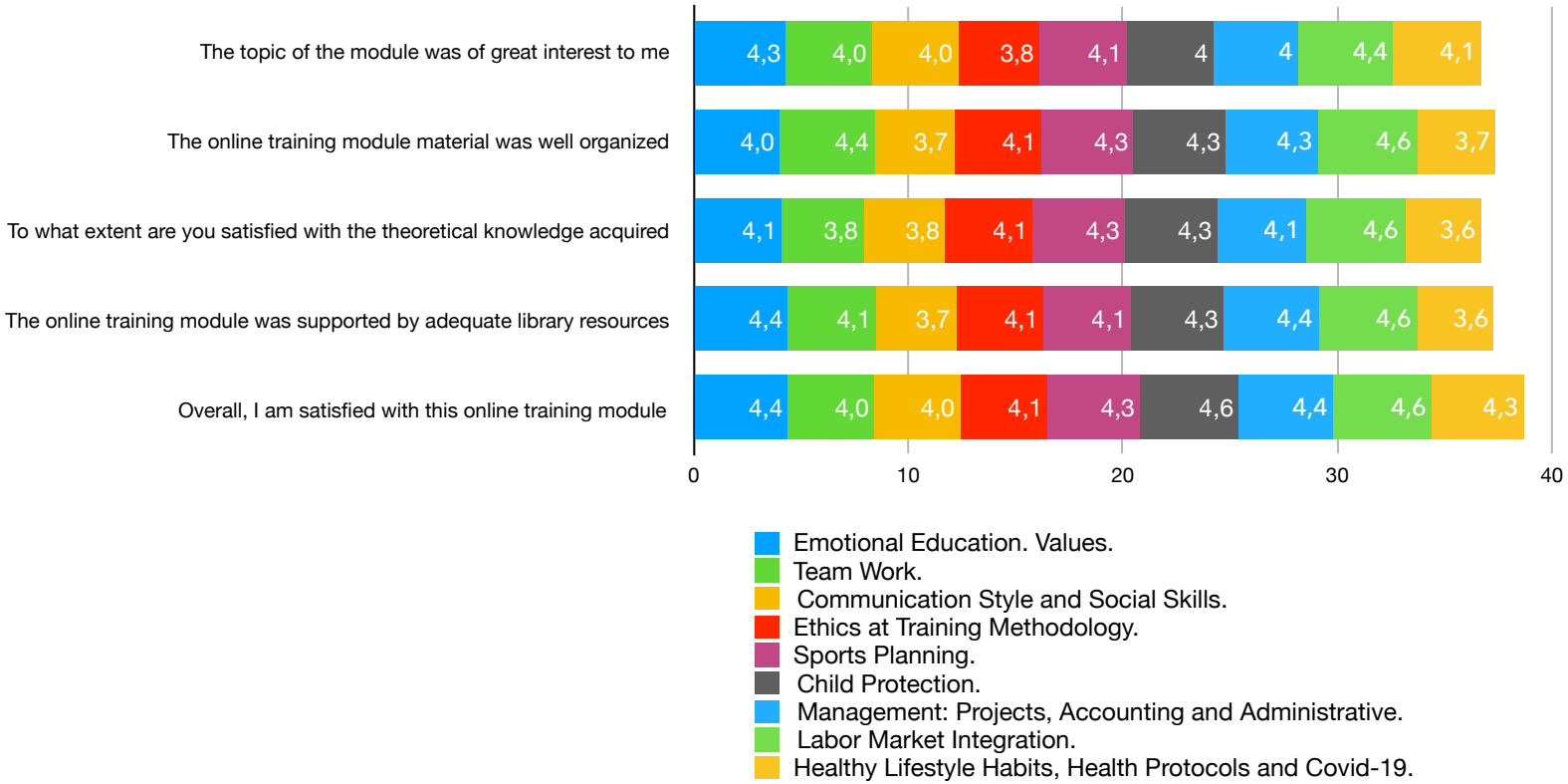


7. Grades obtained and Satisfaction Questionnaire with the lessons from the participants. Austria.

We can observe in Figures 7, the participant's degree of satisfaction with the lessons divided by countries and lessons of the topics covered in the course.
The lowest score in the Austrian course is 3.6 out of 5 and the highest is 4.6.

We can also observe the participant's degree of satisfaction with the lessons divided by countries and lessons of the topics covered in the course. Finally, speaking about the scientific analysis of the obtained data, the differences observed among countries or lessons never reached statistical significance. In addition, once sent this report and feedback to the partners, it should be of use to them in order to redefine or enhance some lessons or their contained items (regarding future courses on the same or similar topics).

Figure 7. Degree of participants satisfaction with lessons Austria (1-5)

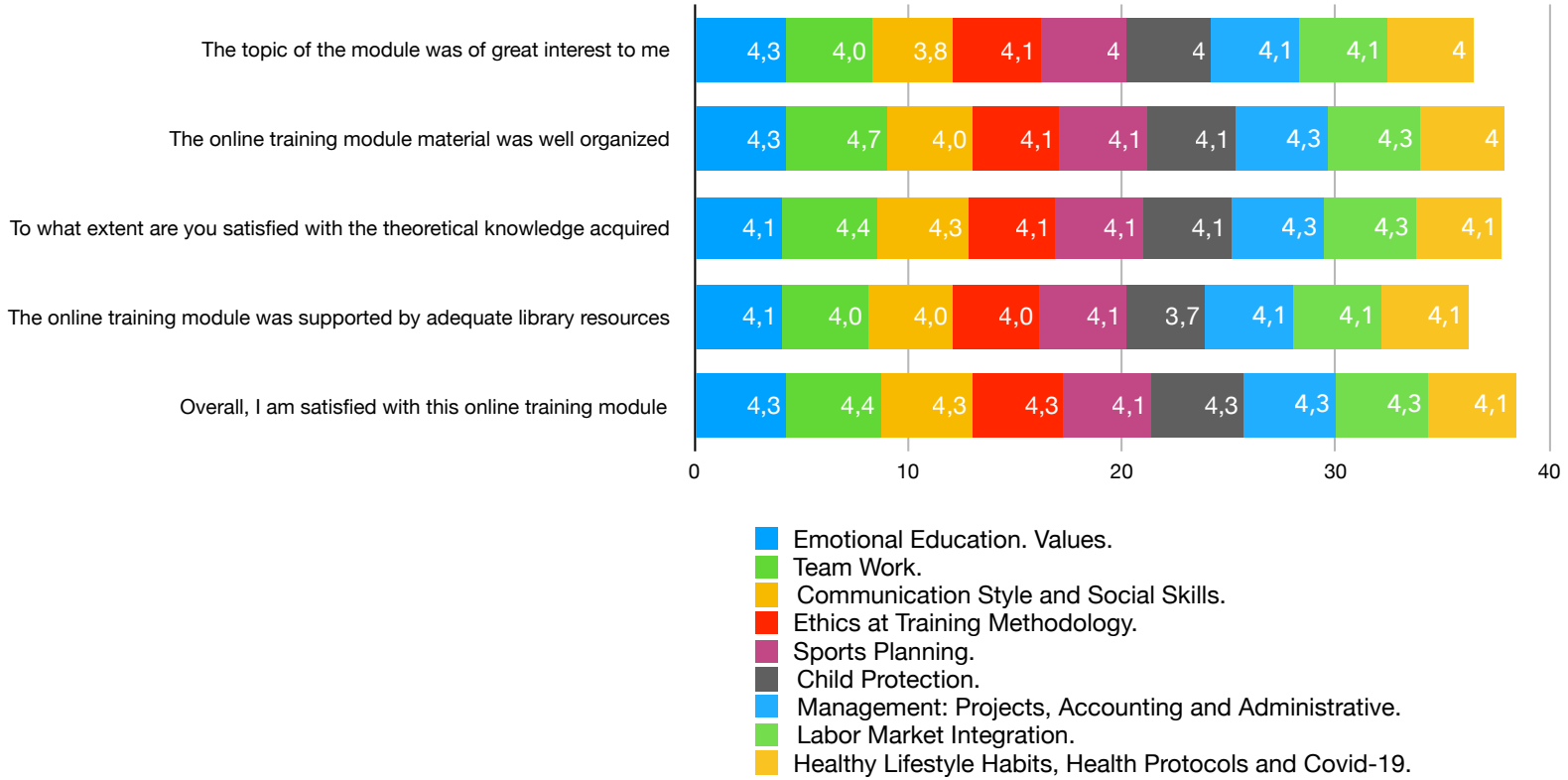


8. Grades obtained and Satisfaction Questionnaire with the lessons from the participants. Denmark.

We can observe in Figure 8, the participant's degree of satisfaction with the lessons divided by countries and lessons- of the topics covered in the course.
The lowest score in the Denmark course is 3.8 out of 5 and the highest is 4.7.

We can also observe the participant's degree of satisfaction with the lessons divided by countries and lessons of the topics covered in the course. Finally, speaking about the scientific analysis of the obtained data, the differences observed among countries or lessons never reached statistical significance. In addition, once sent this report and feedback to the partners, it should be of use to them in order to redefine or enhance some lessons or their contained items (regarding future courses on the same or similar topics).

Figure 8. Degree of participants satisfaction with lessons. Denmark (1-5)



9. General Comments

The satisfaction rates of the athletes with the courses have been VERY positive, as well as the evaluations that reflect their use of the material delivered.

The adherence rate has been good –although with variations according to the participating countries.

Overall, and as a summary, considering the future of the project and its circumstances, we can say that the educational program has fulfilled its function correctly and adequately.

Likewise, it is considered that this program can be "exportable", to different cultures using sport as a working tool in the most disadvantaged neighborhoods and populations.

The impact of the courses –at this precise level- is on a cognitive level (as usual in this kind of psychoeducative e-learning courses)

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11. Annex; Diploma

Co-funded by the Erasmus+ Programme of the European Union

FFIB FEDERACIÓ DE FUTBOL DE LES ILLES BALEARS

SiDfoot COMMUNITY FOOTBALL DRIVERS

COMMUNITY FOOTBALL DRIVERS FOR SOCIAL CHANGE

SE CERTIFICA QUE:

MANUEL ENRI

Ha completado satisfactoriamente los requisitos del programa

Sidfoot Partners UIB
Javier Ponseti/Alex García

President FFBI
Miquel Bestard

President Fundació
Real Betis Balompié
Rafael Gordillo

SIDFOOT TRAINING COURSE DIPLOMA













DELIVERY OF DIPLOMAS OF SIDFOOT TRAINING COURSE

1. Annex







