

2020

Social Report



»Football is central but we also learn a lot more besides.« – Rahele



Scope of the Report

Scope of the Report

This report describes the services provided by Kicken ohne Grenzen (Football without Borders) and applies the Social Reporting Standard 2014 (SRS) to do so. Unless otherwise stated, the report relates to the period from January to December 2020.

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Note: The Social Reporting Standard (SRS) provides a standardized reporting guideline for initiatives and projects in the non-profit sector.

Awards



#BeInclusive EU Sport Award

Winner, 2019

Found! Programme

Winner, 2019

MigAward: Project of the Year

Finalist, 2019

Helping Hands Winner

2018

One of Poldi's Eleven

2018

Frauen Integrations Award

Winner, 2017

Integration Award for Sports

Recognition Award, 2016

Places of Respect

Nomination, 2016

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Foreword

The past year has made one thing in particular clear: a very dynamic and unforeseeable future awaits us. Competences such as adaptability, decision-making ability and critical thinking will increasingly determine whether children and young people find their feet in the world of the future, whether professionally or in everyday life.

Traditional education often provides children and young people with few opportunities to discover these skills for themselves or to develop their strengths. Achievement is still judged in a uniformly standardised way and soft skills find little space in the current curriculum.

Precisely during the Corona pandemic, many children from socio-economically disadvantaged families with no support have been left behind.

Our »Life Goals« project is an attempt to close this gap. Football-based competence-training sessions at schools are intended to train precisely these emotional, mental and social skills that have been neglected during the Corona pandemic but are important for a positive life perspective. The training sessions promote feelings of self-worth and support pupils in the challenges they face when transitioning from school to work.

There's a lot to do.

Alois Gstöttner and Karina Lackner

Vision and Approach

Our vision is a society in which all young people have the same opportunities to discover and develop their skills and potentials.

Vision and Approach



»Football can give you an idea of what society means.«

– Sócrates – Brazil captain 1982

Vision and Approach

Our mission is to use the unifying power of football to support young people from disadvantaged communities to integrate into society – sustainably and equitably. Football serves here as a tool and a common language, which means that the content taught can be put into practice and used in everyday life more easily.

Vision and Approach



»Football has always been a motivation for me. «

– Moshtaba, Player at Kicken ohne Grenzen

Kicken ohne Grenzen is an open education project that enables young people to participate in free, weekly football training sessions where they not only learn how to play football but also train their emotional, mental and social skills. This forms the basis for the programmes we provide to facilitate entry into the school system or work life.

The project takes the young people's individual skills and needs into account, which is far more effective than working on a purely success and performance-related basis, as in conventional education offers.



»As in Vienna, many cultures come together at Kicken ohne Grenzen. Through football, I've learned how to deal with it.«

– Afzal, Player at Kicken ohne Grenzen

An additional focus is the empowerment of young women with a refugee background. The collective sport strengthens the female participants' self-confidence and minimises the risk of gender-specific experiences of violence.

Vision and Approach



»Where does it say that football is only for men?«

– Saleha, Player at Kicken ohne Grenzen

Starting Situation and Solutions

Starting Situation

Around 7% of Austria's 15 to 24-year-olds are neither in education or participating in a labour-market policy education or training measure, nor in work. These young people belong to the »NEET« group (not in education, employment or training). In Austria, this status is often directly linked to the level of education and, as a result, regularly affects young people who have no qualifications beyond their compulsory schooling. In recent years, these »early leavers from education and training« (ELET) have become an increasing focus of labour-market policy.

The NEET phenomenon also has a demographic component to it: among young NEETs, a comparatively higher share of young people and young adults with a migration background can be discerned. Although the national NEET rate is relatively low on a European comparison (around 15 per cent of all young people), in Austria the risk for young people who were born abroad to be without a job and training for a long period of time is overall more than twice as high as that for young people without a migration background.

These statistical findings have complex causes and backgrounds. They cannot be sufficiently described with one-dimensional analyses or changed decisively with one-dimensional solutions. The problems in education or the transition towards training or employment that lead to NEET status are not due to the migration or refugee background per se. Often, they are often associated with the socio-economic status of the family of origin, limited resources for education, or even reduced educational investment in the country of origin. Not all members of the NEET group require external support when entering or returning to the educational or training system. Some of them face multiple disadvantages, however, and are therefore heavily reliant on targeted individual support measures.

Young people with a refugee background mostly belong to the latter group. They suffer in particular from insufficient language skills, a lower level of school education, psychological problems resulting from traumatic experiences and a lack of knowledge about the local education and apprenticeship system as well as labour market requirements. As with other young people with no connection to the education system, this generally leads to a lack of self-confidence, major problems with motivation – exacerbated by unclear prospects regarding their asylum procedure – and finally to a strong sense of disorientation and a lack of perspective.



It is the way in which the project also reaches young people who cannot be easily reached through conventional education measures and who achieve neither equivalent learning outcomes nor an increase in motivation through traditional teaching methods.

This scenario is frequently aggravated by bad or limited experiences in the school system, inadequate assistance in an unknown training and employment market, and the highly selective qualification logic in Austria, due to the exceptionally high importance of formal professional qualifications. This makes it particularly difficult for these people to return to training or employment, and in the long term it can lead to major social and financial insecurity, a tendency for the individuals concerned to withdraw, and to substantial follow-up costs for society.

Starting Situation and Solutions

Previous Solutions

Austria's labour-market policy response to the challenges described above has been to implement compulsory education or training. Since 2018, the aim of the government's »Education until 18« programme has been to offer all young people on-going education or training opportunities after completing their compulsory education. This offer can take the form of an apprenticeship, continued schooling or targeted assistance when re-entering the education or training system. The target group is supervised closely, which aims to ensure that the most disadvantaged groups of young people in society receive better support via an exemplary transition system on an international comparison and are less likely to belong to the NEET group in the future.

Unfortunately, young asylum seekers or young people with subsidiary protection have been explicitly excluded from this compulsory education or training offer from the start, even though it would have meant a key opportunity for them. By contrast, those entitled to asylum are on an equal footing with Austrians. Against this background, and in light of the long duration of asylum procedures, which often take many years, a large proportion of the target group mentioned is not recorded or supported in a targeted way by the regular transition system between school and training/employment, despite the increased need for support. With the exception of the »Start Wien – Youth College« initiative, which has been operating for three years now, previous transition-system services offered to young people with a refugee background have rarely been holistic in nature. Additionally, these services are not always integrated systematically into the comprehensive and differentiated transition system between school and training/employment.

Kicken ohne Grenzen

With its low-threshold offer of vocational guidance and advice, and placement-related work, Kicken ohne Grenzen is an important contact point for a group of the most heavily disadvantaged young people in Austria. Since 2015, the project has been carrying out indispensable integration work in line with labour market, education and social policy in order to close, at least in part, these systemic gaps in the service offer.

There has in fact been a range of projects in Austria since 2015 that use information events, workshops or training ses-

sions to prepare young people with a refugee background for entry/re-entry into the education and training system or the job market. However, according to the most comprehensive survey to date, which covers 75% of all available offers, the focus of these measures has been on orientation, supervision and coaching. Kicken ohne Grenzen's key programme »Job Goals« differs markedly from many comparable offers, since the project relies on voluntary participation and also allows for non-regular participation. A fundamental part of the individual-focused guidance is the establishment of trust. The next step is about dealing with multiple problem areas and it is often only after this stage that low-threshold and competence-based joint undertakings follow that help young people to achieve their goal of integrating/re-integrating into the transition system.

As far as vocational preparation is concerned, work placements and career orientation or guidance are seen as essential for the successful transition of young refugees into working life, which is why »Job Goals« follows the general scientific recommendations for the support and supervision of this target group. Another plus is the initiative's comparatively small number of participants and the in-depth supervision and guidance that this enables, something that many other services for this target group are unable to provide.

Football training is the central element in the Kicken ohne Grenzen concept. It is the way in which the project also reaches young people who cannot be easily reached through conventional education measures and who achieve neither equivalent learning outcomes nor an increase in motivation through traditional teaching methods. Alternative forms of teaching play a key role in Kicken ohne Grenzen's football-based training concept. The football training also uses play-based, low-threshold methods to strengthen social skills that are important as far as career development is concerned and are becoming increasingly so. Situations and challenges that require and provoke specific skills can be simulated in the football training sessions. Football is the common language to illustrate and create awareness of competencies in a practical way. The teaching of important soft skills such as motivational ability, communication, the willingness to learn, or frustration tolerance is unfortunately all too often neglected in conventional frontal tuition. In this respect, Kicken ohne Grenzen's sport education programme closes a gap in the offer for children from socio-economically disadvantaged families in particular.

Starting Situation and Solutions

Future Challenges

The Covid-19 pandemic has created new social and economic challenges or exacerbated existing problems. For a large number of young people experiencing difficulties in the transition from school to training and employment, the outlook only looks optimistic to a certain extent. Conversely, the expectation should rather be that it is precisely people who exhibit multiple disadvantage risk factors who will be confronted with an even more challenging time in the education and training system and job market in the years ahead.

Evidence for this can be seen in the sharp increase in the unemployment figure for the under-25 age group, for example. In the period from January to April 2020, this figure shot up by 73 per cent, a particularly heavy increase compared to other age groups. The slump in apprenticeships in April 2020 with a year-on-year decline of 24 per cent is further evidence that the probability of re-integration into the education/training and job market has become more complicated, and also makes it clear that alternative support and integration offers, such as those available at Kicken ohne Grenzen, are urgently necessary. At the same time, on-the-job training still holds great potential to create openings on the job market for young people with a migration or refugee background. The opportunity to foster skilled, qualified, talented and not least multilingual employees in the future has not yet been seized.

Sources:

- Dornmayr, Helmut; Löffler, Roland (2020): Report on the situation of youth employment and apprenticeship in Austria 2018–2019, research report by ibw Austria – Research and Development in Vocational Education and Training and the Austrian Institute for Vocational Education Research (öibf) on behalf of the Austrian Federal Ministry for Digital and Economic Affairs (BMDW)
- Parliament correspondence no. 829 from 23.07.2020: Corona crisis has had disproportionate impact on youth employment and the apprenticeship market, at: https://www.parlament.gv.at/PAKT/PR/JAHR_2020/PK0829/#XXVII_III_00155, most recent access on 09.11.2020
- Statistics Austria (2019): Migration and Integration. Figures, Data, Indicators 2019
- Steiner, Mario; Pessl, Gabriele; Leitner, Andrea; Davoine, Thomas; Forstner, Susanne; Juen, Isabella; Köpping, Maria; Sticker, Ana; Litschel, Veronika; Löffler, Roland; Petanovitsch, Alexander (2019): Education or Training until 18. Scientific Monitoring of the Implementation of the Compulsory Education or Training Law; study on behalf of the Austrian Federal Ministry of Social Affairs, Health, Care and Consumer Protection (BMASGK), the Austrian Federal Ministry of Education, Science and Research (BMBWF), the Austrian Federal Ministry for Digital and Economic Affairs (BMDW) and the Austrian Federal Chancellery

Case Story

Masuma (14)



Player, Team Birkenwiese

Masuma: »I have a certain role-model function.«

I love football and have been playing since I came to Austria with my family six years ago. In Afghanistan, we only ever watched, as only the boys were allowed to play football. They were always outside and we girls at home.

I came to football via my elder sister. She joined the boys outside, played football with them and then took me along with her. I started by playing street football and played with my cousins. We always played a bit of football with them after their training sessions. Initially back then I didn't have the confidence to play football, which also meant that I couldn't play that well either. On top of that, the boys always said that girls can't play football.

I came to Kicken ohne Grenzen two years ago and I've learnt that women can also play football and also have the confidence to play football. At Kicken ohne Grenzen, I started training properly with a team.

We train hard here and I like that a lot. I'm the goalkeeper in the team and I go training every week. That's important to me, because if lots of people come we can also train properly. We also play regular matches against other teams, which is great fun. Again, I always go because I'm the goalie and there's no substitute. People are relying on me.

I also now play in the school football team at the lower secondary school I go to. I'm in the fourth grade. I'm the only

girl, by which I mean the only girl in the entire school, who plays in the football team. I think the other girls would actually like to play, too, but they're too shy. I try to show them that there's nothing to worry about.

My sister and I have a certain role-model function among the young girls in my neighbourhood. When we're in the park, they always want to play football with me. I train them a bit, show them tricks, practise the right way to shoot with them, or we play a match.

Sport is my favourite activity. I simply enjoy playing football. My goal at Kicken ohne Grenzen is to become team captain. I also want to start boxing soon. Whether other people like that or not is all the same to me, as I know that girls can do the same as boys.

Impact Chain

The impact chain sets out how the impact objectives (outcome – change at the target group level) are achieved through Kicken ohne Grenzen’s solutions.

INPUT

RESOURCES USED

Kicken ohne Grenzen uses financial and material resources (staff and voluntary workers, infrastructure, equipment, expertise and further training programmes) and networks nationally and internationally with co-operation partners, sponsors and supporters.

OUTPUT

SERVICES

In football-based competence-training sessions that are open and project-related, Kicken ohne Grenzen provides target group-specific offers for children, young people and young adults from socio-economically disadvantaged communities. Target groups make use of the football-based competence-training sessions in accordance with their specific needs and are satisfied with the offer.

Projects

Fußball+, Job Goals, Life Goals, #BeASkillCoach

OUTCOME

CHANGE AT THE TARGET GROUP LEVEL

Short-term – target groups strengthen their skills

Participants develop and consolidate key social, mental, emotional and professional competences that are essential for everyday life, school, applications and career success.

Medium-term – target groups change their behaviour

Participants apply the competences attained at school, in the transition from school to work, in dealing with themselves, and in relationships, groups and organisations.

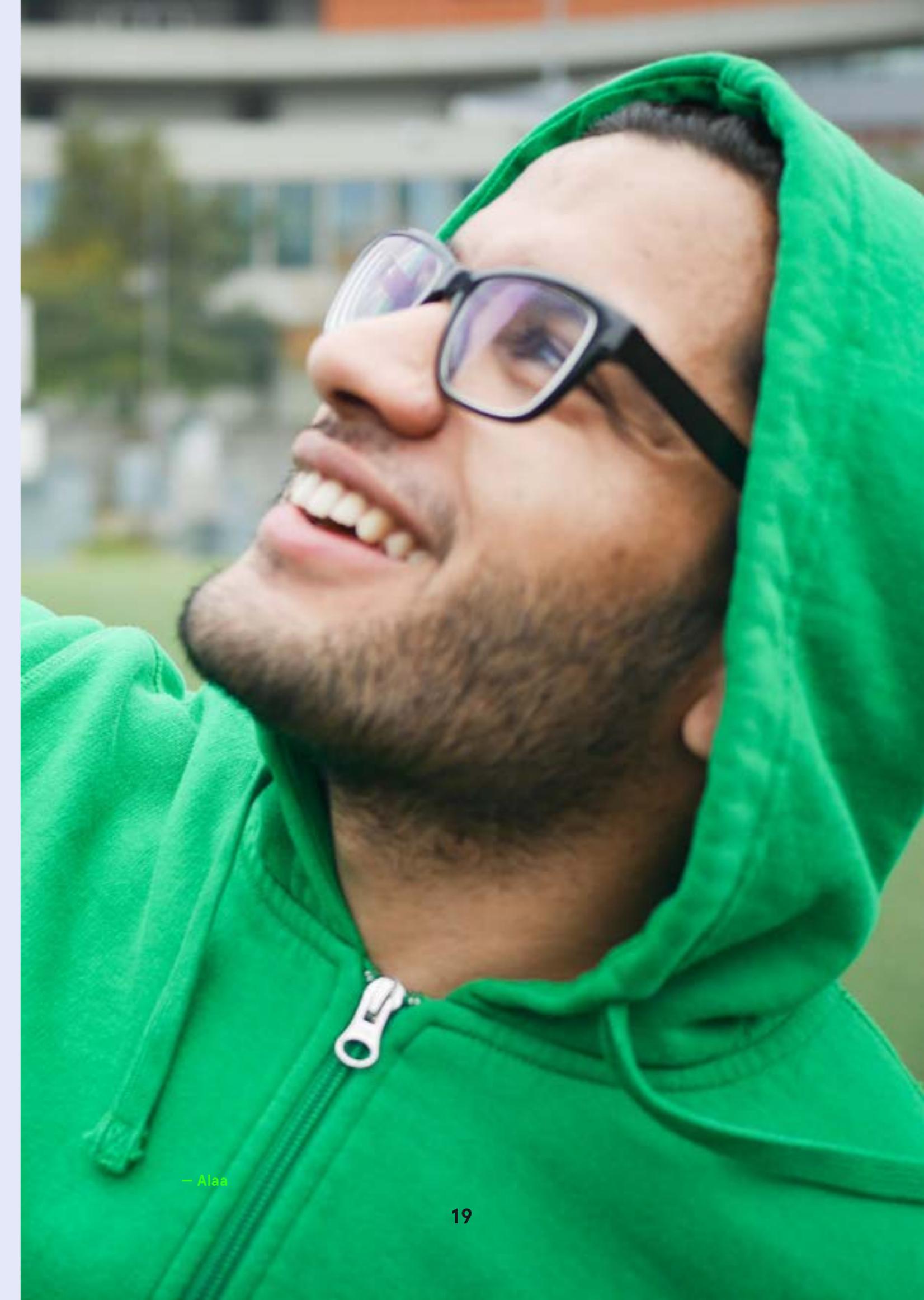
Long-term – life situation of the target groups changes

Participants are strengthened in their personality and life perspectives. The transition from school to work or the entry into work life is successful. Their socio-economic situation improves and sustainable and equitable integration into society is enhanced.

IMPACT

CHANGE AT THE SOCIAL LEVEL

Our vision vision is a society in which all young people have the same opportunities to discover and develop their skills and potentials.



— Alaa

Sustainable Development Goals



In the autumn of 2015, as part of the Agenda 2030 for Sustainable Development, United Nations Member States adopted 17 goals to end poverty, protect the planet and improve the lives and perspectives of all people. The Sustainable Development Goals are intended to promote social, ecological and economic sustainability, and they are a strategy for a fairer world.

Through its various programmes, Kicken ohne Grenzen is making a contribution to achieving the Sustainable Development Goals by 2030 at the national level. The project is supporting the following goals for sustainable development in Austria.



Ensure healthy lives and promote well-being for all at all ages

Physical activity, exercise and sport are an important prerequisite for the healthy development of children and young people. An active lifestyle has a positive impact on both physical (bodily) as well as psychological (mental) health.

In Austria, children and young people from a socio-economically disadvantaged environment exercise less on average. Compared with their contemporaries from higher income families, their health is poorer and they more regularly suffer from psychological problems.

Kicken ohne Grenzen's participants are predominantly children and young people from a socio-economically disadvantaged environment. Since football is the central element in all the activities and projects, Kicken ohne Grenzen promotes regular exercise among the participants and has a positive impact on their individual health and well-being.

Sources

- World Health Organisation (WHO): Global Recommendations on Physical Activity for the Health of Children and Young People Aged between 5 and 17.
- Federal Ministry of Health (2016): Austrian Child and Youth Health Report.

Sustainable Development Goals



Sources

- Initiative for a Non-discriminatory Education System (2018): Discrimination in the Austrian Education System.
- Austrian Integration Fund (2018): Migration and School.
- Melisa Erkurt (2020): Generation Haram.

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Education is the key to development and the basic condition for an inclusive, equitable and sustainable society. Education equips learners with the necessary competencies and values and gives them the ability to continue developing these competencies throughout their entire lives.

In Austria, a few factors in the education system have a negative impact on inclusive, equitable and high-quality education. A performance-based education system is coupled with an inadequate and insufficient range of support services. The ethno-cultural and social segregation of school sites, the separation of 10 to 14-year-olds at school, or even discrimination in the education system (due to religion or world views, ethnicity/skin colour, disability and sexism) are just a few of these factors. Conventional education offers for children and young people thus fail to reach, or to sufficiently reach, families with a low education level, a low social status and a migration or refugee background.

Kicken ohne Grenzen offers a non-performance-based learning environment. The basic position behind the approach is the recognition that there is valuable human potential in all children and young people and that this needs to be recognised, encouraged and exploited. Football-based competence training strengthens this individual potential in combination with important soft skills.



Sources

- European Institute for Gender Equality: Education, Sport.
- Council of Europe (2011): Gender equality in sports. Handbook on good practices.

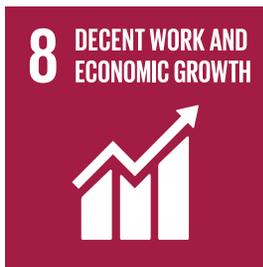
Achieve gender equality and empower all women and girls

Education and sport can promote gender equality. Education can enable girls and woman to exploit their full potential, to overcome discrimination and to assert their rights. Sport also offers a space in which concepts of femininity and masculinity can be renegotiated and stereotypes challenged.

Sport is traditionally associated with »male« characteristics, such as physical strength and resilience, speed, and a competitive spirit. Football is also a traditionally male-dominated sport with numerous obstacles to participation by girls and women. For Muslim girls, there is also the fact that it is often difficult to reconcile the rules, values and practices of their religion and culture with the way in which physical activities and sport are organised.

Kicken ohne Grenzen organises weekly open training sessions for a girls team and a boys team. The girls team is trained by women. The competence-based training sessions also empower the girls on an individual level, for example by fostering self-confidence and leadership skills. Awareness of gender equality is enhanced among the girls and the boys alike.

Sustainable Development Goals



Sources

- European Institute for Gender Equality: Education.
- Institute for Education Research and Economy (2020): Apprenticeship training overview.
- Danube University Krems on behalf of the Austrian Chamber of Labour (2014): Young people with a migration background in apprenticeships.

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Education is one of the strongest drivers of economic growth and prosperity. Education equips individuals to obtain and safeguard fixed, well-paid jobs – and thereby reduce the risks of social exclusion.

There is major regional disparity in Austria's apprenticeship market. The number of apprenticeships offered in Vienna is substantially smaller than the number of apprenticeship seekers (situation in September 2020: 451 earmarked – immediately available – open apprenticeships compared with 3,463 apprenticeship seekers). For young people with deficits in their school education as well as a migration or refugee background, the chances of getting a training position are often smaller, which contributes to a lower employment rate among these young people.

Kicken ohne Grenzen promotes among its participants the basic social and professional competencies that are key for school and work life, and applications. In the Job Goals project, participants also acquire key application and vocational competencies and are supported and supervised in their search for training and employment.



Sources

- Austrian Integration Fund (2018): Migration and School.
- Statistics Austria (2018): Migration and Integration. Figures, Data and Indicators 2018.

Reduce inequality within and among countries

Education is a catalyst for social change and can help reduce income inequality. The better the training, the more that people from disadvantaged groups are in a position to stand up for their rights and needs, and share equitably in prosperity.

In Austria, educational opportunities are unevenly spread. The socio-economic background of school pupils – such as the professional and social status of their parents, or their having a refugee or migration background – is an important factor in Austria that has an impact on participation in education as well as on economic and social achievement. Children and young people from a socio-economically disadvantaged environment do not have the same education and career opportunities and prospects for the future as other children and young people.

Kicken ohne Grenzen strengthens and promotes the participants' key competencies so that they receive the right tools and optimal support to improve their life situation. The aim is equal participation in society.

Case Story

Moshtaba (20)



Player, Team Alte Donau

Moshtaba: »I have a good future ahead of me.«

I started playing football when I came to Austria in 2016. At that time, I really trained a lot, every day in fact, and saw football as my future career. Football has always been a motivation for me. That's still the case, just that the career thing has turned out a bit differently than planned.

In 2019, I began an apprenticeship in retail sales, focusing on telecommunications. But after four months I'd already realised that it wasn't the right thing for me. I'm just not the office type. I need physical work. So I decided to look for something else.

In the spring of 2020, I joined the »Job Goals« project at Kicken ohne Grenzen and received a great deal of support in my search for a job and an apprenticeship. We couldn't meet in person because of the lockdown but we communicated via online platforms.

Tamara from »Job Goals« helped me to improve my application papers for a job at [online shop] Merkur Markt. I started the job but it was only temporary, for two-and-a-half months. So again I was looking for an apprenticeship. I decided on the forestry worker apprenticeship. I received invitations for an interview from both Austrian Federal Forests and Municipal Department 49 – Forestry Office and Urban Agriculture of the City of Vienna.

I wasn't well prepared for interviews and was a bit nervous.

The support I received from »Job Goals« was a great help. We discussed how to best present myself, what I should talk about and how I should express myself. It was precisely the things we'd prepared that came up in the interviews. I was accepted for both apprenticeships and had to choose between them.

I've now been on the apprenticeship at Municipal Department 49 since August 2020 and I've completed the first year of vocational school successfully. I'm very happy still that I've got this job, that I did it. Forestry worker is my dream job. In my view, there's no better workplace than nature. I now have a physical job that is very active and never gets boring. But above all I have a good future ahead of me. I work for the city, not for a private company, and that's a big advantage. I have the best insurance should anything happen at any time. And I can train further in my profession, as a hunter or forester, for example. But let's see – for now I'll continue being a forestry worker.

Monitoring and Evaluation
Overview

130

↑ +8%

PARTICIPANTS

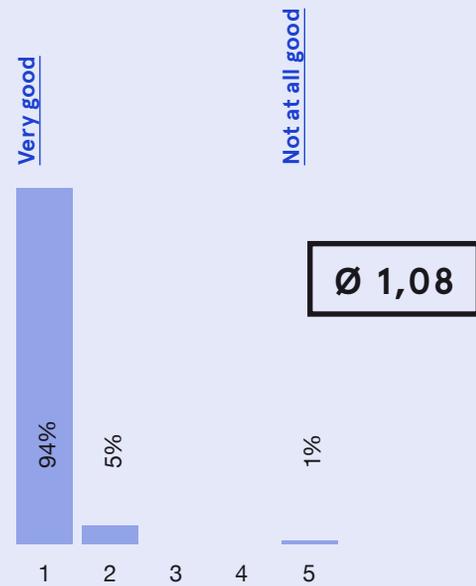
Participants

7-10 Jahre	7
11-14	29
15-18	25
19-24	58
25-99	11
	130
Average age	17,8



»Ich finde dieses Projekt eine tolle Idee, und hat mir wieder einmal gezeigt, dass Fußball Grenzen überwindet. Die Spieler waren total fair und sind auch mit der Niederlage absolut sportlich umgegangen.«

– Anonyme Befragung



94.2%

»How would you rate the Kicken ohne Grenzen project?« 94.2% of the 121 interviewees respond with »Very good« and 5.0% with »Good«.

Monitoring and Evaluation
Overview



OUR SUSTAINABLE DEVELOPMENT GOALS



»It is always wonderful to offer young people prospects, a future and an opportunity to integrate, and to give them an insight into working life.«

– Reinhard Bauer, Glaserei Glasbauer

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PARTICIPANTS, PROJECT FUSSBALL+

10

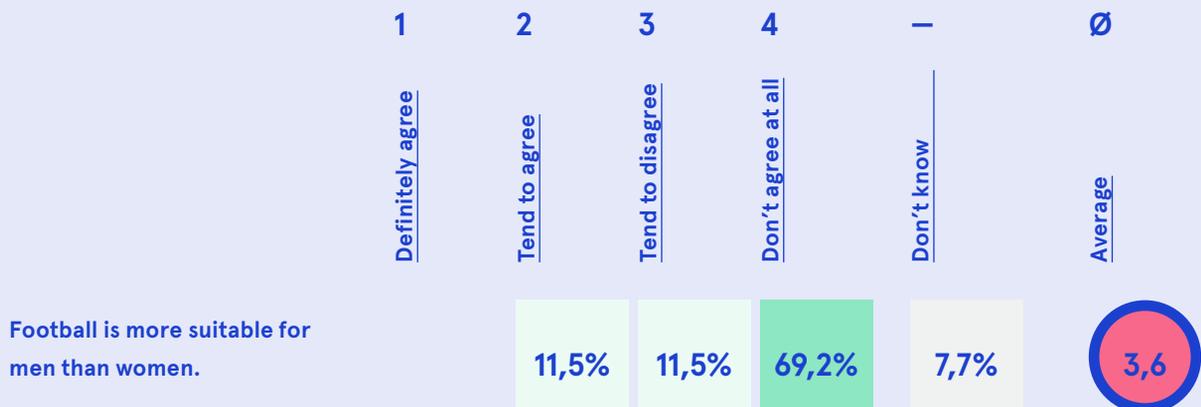
PARTICIPANTS, PROJECT #BEASKILLCOACH

31

PARTICIPANTS, PROJECT »JOB GOALS«

29

PARTICIPANTS, PROJECT »LIFE GOALS«





Fußball+

The basis of our programme is an open, weekly football-training session for young people with the focus on fair play, social interaction and diversity.

Project: Fußball+

The concept

In the Fußball+ programme, the world's most popular sport serves as a door opener to communities that are often difficult to reach via conventional educational offers. Coming together on the football pitch opens up a new space for the young people where they can develop through play and discover their potential. Specific exercises allow the young people to train key competencies at different levels that help them both on the pitch and in everyday life.

The football training sessions also support the development of a trusting relationship between the young people and the project team, making it easier for the latter to mediate between participants and subsequent educational opportunities. In 2020, Kicken ohne Grenzen supervised three teams and around 100 young people and young adults in weekly football training sessions. Interested 15–24-year-olds at all levels can sign up for free at any time during the year.

The impact

Team sport makes it easier to develop social contacts and friendships, and thus promotes socially responsible behaviour. The regular friendly matches and tournaments provide a setting for intercultural dialogue and help to reduce fear of contact. The football training sessions support an active and healthy lifestyle, and enhance the players' physical and psychological wellbeing.

By acquiring various emotional, mental and social skills, the young people increase their chances of obtaining a training place or job. They create for themselves more positive perspectives for the future, which allows them to integrate into society in an equitable and sustainable way.



WHICH SOFT SKILLS ARE IMPORTANT TO US?

SELF-CONFIDENCE

TEAM SKILLS

LEADERSHIP STRENGTHS

FRUSTRATION TOLERANCE

CONFLICT MANAGEMENT

AWARENESS OF GENDER EQUALITY

COMMUNICATION

Project: Fußball+, Monitoring and Evaluation

<u>Participants</u>	<u>Female</u>	<u>Male</u>
11–14 years	2	5
15–18	12	13
19–24	16	42
25–99	5	6
	<u>35</u>	<u>66</u>
	34.7%	65.3%
<u>Average age</u>	<u>19,6</u>	<u>19,7</u>

101

PARTICIPANTS, »FUSSBALL+« PROJECT

39

NEW PARTICIPANTS

10

DIFFERENT COUNTRIES OF ORIGIN



9

TRAINERS

<u>Output</u>	<u>Number</u>
Training sessions	53
Online workouts	10
Friendly matches	7
Tournaments	3
	<u>73</u>

Project: Fußball+
Results of the Participants Survey

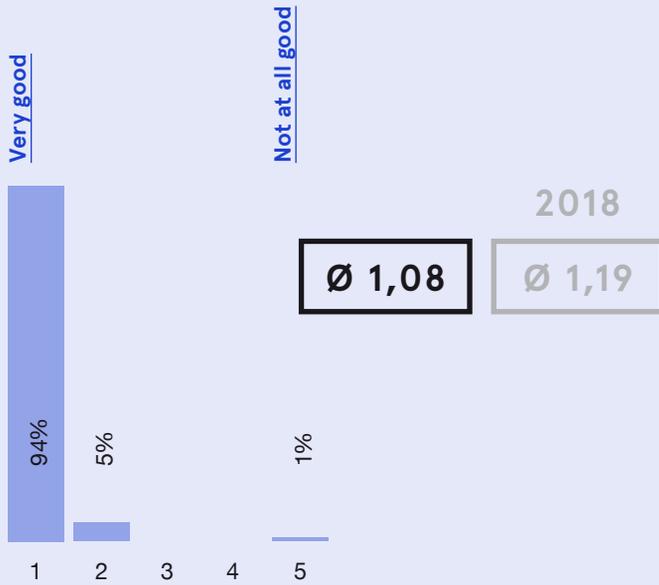
	1	2	3	4	—	∅
	Definitely agree	Tend to agree	Tend to disagree	Don't agree at all	Don't know	Average
SELF-CONFIDENCE	It's fun playing football at Kicken ohne Grenzen!	88,5%	7,7%	3,8%		1,2
	I'm proud to be a footballer!	70,4	22,2%	3,7%	3,7%	1,3
	I'm proud of what I've achieved at Kicken ohne Grenzen.	63,0%	33,3%		3,7%	1,3
TEAM SKILLS	At Kicken ohne Grenzen, I've learnt that we hold together in the team.	66,7%	33,3%			1,3
	At Kicken ohne Grenzen, I've learnt to be respectful on the pitch.	88,9%	11,1%			1,1
	Since being at Kicken ohne Grenzen, I get on better with others.	51,9%	33,3%	11,1%		1,6
LEADERSHIP STRENGTHS	At Kicken ohne Grenzen, I can contribute my own ideas and suggestions.	48,1%	44,4%	3,7%	3,7%	1,5
	When I talk to my team, they listen to me.	66,7%	29,6%	3,7%		1,4
FRUSTRATION TOLERANCE	Losing is part of playing football.	57,7%	26,9%	15,4%		1,6
	I've learnt to be patient and carry on, even if something isn't going well.	55,6%	40,7%	3,7%		1,5

Project: Fußball+
Results of the Participants Survey

	1	2	3	4	—	∅
	Definitely agree	Tend to agree	Tend to disagree	Don't agree at all	Don't know	Average
CONFLICT MANAGEMENT						
I've learnt to talk to each other and find solutions if there's a problem.	63,0%	29,6%	3,7%		3,7%	1,4
AWARENESS OF GENDER EQUALITY						
Football is more suitable for men than women.		11,5%	11,5%	69,2%	7,7%	3,6
It's fun to play in a mixed team with other men and women.	74,1%	22,2%		3,7%		1,3
COMMUNICATION						
I listen if a trainer or someone from the team is speaking.	88,9%	11,1%				1,1
At Kicken ohne Grenzen, I've learnt to be respectful, even in everyday life.	74,1%	18,5%		3,7%	3,7%	1,3
DEVELOPING SOCIAL CONTACTS						
I've made new friends at Kicken ohne Grenzen.	81,5%	11,1%	3,7%		3,7%	1,2
HEALTH						
I feel healthier since I've been training at Kicken ohne Grenzen.	66,7%	25,9%	3,7%		3,7%	1,3
SATISFACTION WITH FUßBALL+						
I get on well with the Kicken ohne Grenzen trainers.	74,1%	22,2%		3,7%		1,3
I'm generally very satisfied with the football training.	81,5%	18,5%				1,2

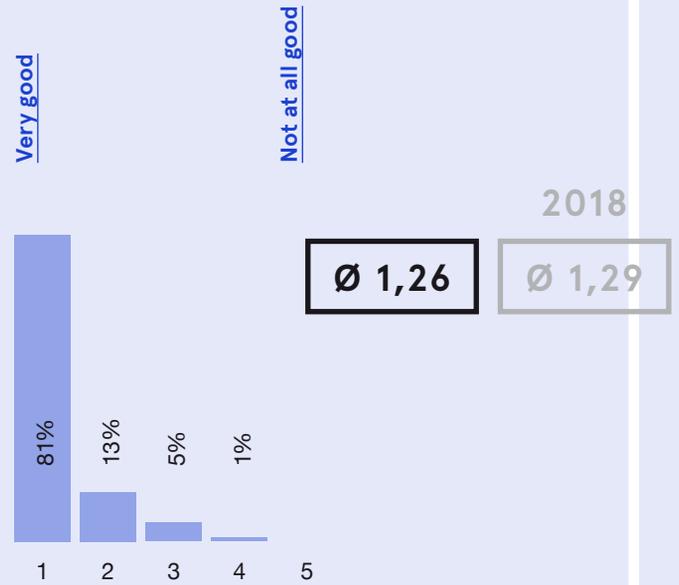
Note: The »Fußball+« project is evaluated once a year. The evaluation is conducted using a standardised quantitative questionnaire. The surveys were conducted anonymously and voluntarily. A total of 27 participants have completed the questionnaire. Due to rounded values, the totals don't always add up to 100 per cent exactly.

Project: Fußball+
Results of the Survey with Opposing Teams



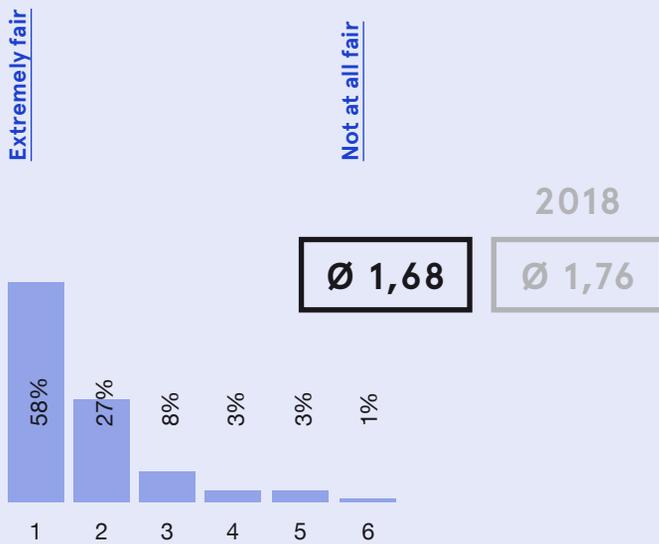
94.2%

»How would you rate the Kicken ohne Grenzen project?«
 94.2% of the 121 interviewees respond with »Very good« and 5.0% with »Good«.



81.0%

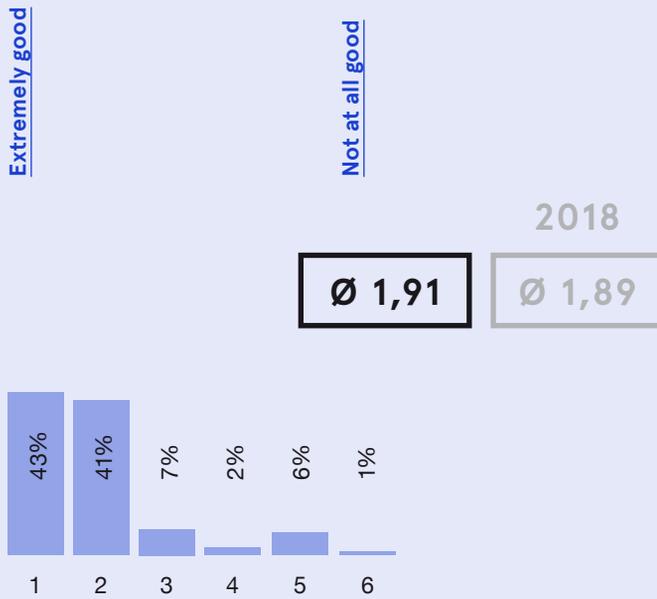
»What is your impression of Kicken ohne Grenzen's trainers?« 81.0% of the 121 interviewees respond with »Very good« and 13.2% with »Good«.



57.9%

»How would you describe the Kicken ohne Grenzen team's behaviour during the match?« 57.9% of the 121 interviewees respond with »Extremely fair« and 27.3% with »Fair«.

Project: Fußball+
Results of the Survey with Opposing Teams



42.6%

»How would you rate the match with Kicken ohne Grenzen overall« 43.0% of the 121 interviewees respond with »Extremely good« and 41.3% with »Good«.



»I find this project a great idea and it has once again shown me that football overcomes borders. The players were completely fair and handled losing with a total sense of fair play.«

– Anonymous questionnaire

Note: Anonymous survey among opposing teams, 121 interviewees. Due to the Covid-19 pandemic, friendly matches were only possible to a limited extent, which is why the results from 2019-2020 were used.



Job Goals

»Job Goals« uses the power of football to help young people enter the education system and start working life.

Project: Job Goals

The concept

»Job Goals« was launched in September 2019 as an innovative sport-education offer: a one-year programme that introduces young people aged between 15 and 24 to a training position or the jobs market in a targeted fashion. Through intensive supervision both on and off the pitch, the participants' skills and interests can be evaluated, training opportunities can be investigated and try-out days arranged.

In the one-to-one consultation sessions, the focus is on the young people's current problem areas. We compile interest profiles, support the young people in their research and applications for training offers, or mediate on their behalf and accompany them to try-out days with co-operating companies. Additional application-related workshops on topics such as CVs, labour law or interviews prepare participants optimally for the next training step.

We have developed a training concept as a supplement to our consultation offer: in a range of workshops, the young people develop emotional, mental and social skills such as motivation, self-confidence, teamwork, resilience and frustration management within a sport-based unit. A subsequent reflection round with the coach helps to transfer the learned content to everyday life. The young people thus have the option of applying the skills they have acquired in the football training sessions in any challenges they face at work or on apprenticeships.

The impact

The sport-based programme activates the participants and strengthens their social and emotional competencies. The supplementary consultation programme provides an overview of further training opportunities and teaches the basic skills that are needed to enter working life. Participation in try-out days gives rise to new intercultural contacts and friendships. After taking part in »Job Goals«, the young people develop an awareness of their own strengths and gain clearer perspectives on their future careers.

Co-operating companies benefit two-fold: they strengthen their employees' social skills and at the same time become actively involved in a sustainable educational project.



»It is always wonderful to offer young people prospects, a future and an opportunity to integrate, and to give them an insight into working life.«

– Reinhard Bauer, Glaserei Glasbauer

Project: Job Goals

OUR TWELVE SOFT SKILLS

01 MOTIVATION

02 INDEPENDENCE

03 DECISION-MAKING ABILITY

04 FRUSTRATION TOLERANCE

05 ADAPTABILITY

06 CRITICAL FACULTIES

07 CONFLICT SKILLS

08 COMMUNICATION

09 TEAMWORK

10 WILLINGNESS TO LEARN

11 ABILITY TO CONCENTRATE

12 PROBLEM-SOLVING COMPETENCE

PROGRAMME OVERVIEW



WEEKLY FOOTBALL TRAINING



FOOTBALL-BASED SOFT SKILLS TRAINING



COMPILATION OF INTEREST PROFILE



INDIVIDUAL CONSULTATIONS (CAREER AND EDUCATION ADVICE)



APPLICATION WORKSHOPS WITH EXTERNAL PARTNERS



ARRANGEMENT OF TRY-OUT DAYS AT CO-OPERATING COMPANIES



ARRANGEMENT OF TRAINING/EDUCATION OPPORTUNITIES OR APPRENTICESHIPS

PROJECT GOALS

VOCATIONAL ORIENTATION FOR 25 TO 30 YOUNG PEOPLE WITH NO EDUCATION AND EMPLOYMENT

DEVELOPMENT AND CONSOLIDATION OF EMOTIONAL, MENTAL AND SOCIAL SKILLS

PRACTICAL WORK EXPERIENCE IN TRY-OUT DAYS

RE-ENTRY INTO THE EDUCATION/TRAINING SYSTEM

Project: Job Goals, Monitoring and Evaluation

<u>Participants</u>	<u>Female</u>	<u>male</u>
15-18 years	2	2
19-24	11	15
25-99	1	—
	<u>14</u>	<u>17</u>
	45,2%	54,8%
<u>Average age</u>	<u>21,1</u>	<u>21,2</u>

211
CONSULTATIONS

31
PARTICIPANTS, »JOB GOALS« PROJECT

6,8
CONSULTATIONS PER PARTICIPANTS

12

93,5% FOOTBALL-BASED SOFT SKILLS TRAINING SESSIONS
SUCCESS RATE (29 OUT OF 31 YOUNG PEOPLE SUCCESSFULLY MEDIATED)

58,1%
TRY-OUT DAYS (18 / 31)

6
APPLICATION WORKSHOPS

38,7%
APPRENTICESHIP STARTS / TRAINING CENTRE ENROLMENTS (12 / 31)

<u>Try-out days</u>	<u>Companies</u>	<u>Young people</u>	<u>Days</u>
Care and health	2	3	9
Retail	2	2	6
Gastronomy and tourism	5	9	23
Handicraft and technology	2	3	8
Facility management	1	1	1
<u>Total</u>	<u>12</u>	<u>18</u>	<u>47</u>

Success rate: Entry into compulsory education, return to the school system, Employment Agency qualification measure, other qualification measure, apprenticeship start / training centre enrolment, entry into work life

Project period: »Job Goals«, 1st round: September 2019 to December 2020



#BeASkillCoach

The aim of the #BeASkillCoach programme is to train young people to become peer mentors and soft-skills coaches in the sports sector.

Project: #BeASkillCoach

The concept

In three cumulative focus modules, we teach sport competencies and soft skills that aim to nurture independence, communication skills, conflict management or organisational talent, for example. These social skills not only help the young people with regard to a possibly upcoming job in the sports sector; they also empower them to deal with challenges in everyday life, making it easier for them to participate in society.

At the end of the further training programme, the young people have the possibility to use their knowledge as a youth coach or peer mentor in partner organisations or in associations or schools.



<u>Graduates</u>	<u>female</u>	<u>male</u>
	<u>4</u> 40.0%	<u>6</u> 60.0%
<u>Engagement as peer mentor</u>	<u>female</u>	<u>male</u>
	<u>2</u> 50.0%	<u>2</u> 50.0%



MODULE 1: SPORTS SKILLS

BASICS OF FOOTBALL TECHNIQUE, TRAINING METHODS AND DEVELOPMENT, AND SAMPLE EXERCISES
TRAINING DESIGN BASED ON AMANDLA'S 'FAIR PLAY' CONCEPT
FOOTBALL3 TRAINING AND FOOTBALL-BASED SOFT SKILL TRAININGS
FIRST AID COURSE (IN CO-OPERATION WITH THE VIENNA RED CROSS)



MODULE 2: LEADERSHIP-TRAINING

COMMUNICATION TRAINING
FAIR PLAY AND ANTI-DISCRIMINATION (IN CO-OPERATION WITH THE »FAIRPLAY« INITIATIVE)
CONFLICT MANAGEMENT
GENDER EQUALITY WORKSHOP



MODULE 3: PRACTICE TRAINING

ASSISTING IN PROJECT GROUPS AT THE ANNUAL TOURNAMENT
REFEREE TRAINING



Life Goals

The Life Goals project is a football-based competence-training programme for pupils from middle and polytechnic schools. It strengthens not only the personalities of the children and young people but also their social, emotional and mental skills.

Project: Life Goals

The starting situation

One of the biggest challenges in the Austrian education system is the intergenerational transmission of education. Children and young people from socio-economically disadvantaged communities – usually with a migration or refugee background – often have fewer educational opportunities. Wide-ranging social pressures and structural challenges mean that these children and young people fall behind those from academic families by up to two-and-a-half years (PISA Study 2019). It can be assumed that this educational shortfall is increasing due to the COVID-19 pandemic.

A consequence of this is not only that only seven per cent of children from non-academic households obtain a higher-education qualification (compared with 57 per cent of children from academic households), but also that there seems to be a gap between school leavers and unfilled apprenticeships. At the end of 2020, more than 4,300 apprenticeship places in Austria were still unfilled, as in the previous year. Job-market services and companies repeatedly complain about weak soft skills and a lack of preference for apprenticeships among applicants. Competencies such as motivation, independence, frustration management or adaptability are thus increasingly determining whether children and young people are able to develop a positive life perspective at the right time when transitioning to the world of work.

Many of these competencies are absent from conventional everyday life and curricula at schools. Children are often judged against uniformly standardised achievement in compulsory subjects. It is often difficult for young people from socio-economically disadvantaged households to fulfil these requirements. Instead, they need to be seen on the basis of their individual potentials and be supported in the development of their personalities. The danger is that many pupils withdraw prematurely from the school system frustrated and disoriented, and become difficult to reach with appropriate educational measures later. According to Statistics Austria, 1,472,000 people in Austria – including 303,000 children and young people aged under 18 – are at risk of exclusion due to poverty. They are thus excluded from many areas of social participation.

The concept

In 12 football-based workshops, participants develop competencies such as motivation, independence or frustration management through play, and put their own approaches to resolving problems to the test. Afterwards, the children and young people share their experiences with each other and thus integrate what they have learned into their everyday lives. The participants learn how to name individual competencies, strengthen their personalities, develop realistic self-images and recognise any areas in themselves where attention is needed. They can use this self-assessment and the valuable competencies obtained in the workshops for guidance when transitioning from school to the workplace and in the further course of their lives.

The impact

The children and young people learn soft skills and are able to name the key competencies. They are also able to handle themselves in an even more constructive way, their efficiency has increased and they behave in a socially competent manner in relationships, groups and organisations, and society at large. They have developed a self-image in relation to concentration and learning ability, decision-making skills (incl. the selection of objectives), motivation (stamina), and frustration management (setbacks in the pursuit of goals, conflict management skills, critical skills). They have also gained an understanding of the need for the skills trained and the ways in which they can be used. The participants also know how to improve themselves in the competencies required if necessary. Their personalities and life perspectives are strengthened. The children and young people thus direct themselves in a more targeted fashion when transitioning from school to work life. This development reduces the risk of becoming unemployed or of losing touch with society. It strengthens social cohesion and reduces the costs of integration measures for young people who are not in training or work after completing their compulsory education.



SOFT SKILLS AT LIFE GOALS

MOTIVATION

GOAL SETTING

SELF ORGANISATION

TEAMWORK

CRITICAL FACULTIES

CONCENTRATION

DECISION MAKING

FRUSTRATION MANAGEMENT

ADAPTABILITY

CONFLICT MANAGEMENT

WILLINGNESS TO LEARN

COMMUNICATION

Project: Life Goals

<u>Participants</u>	<u>Female</u>	<u>Male</u>
10 years	3	4
11 years	3	10
12 years	4	4
13 years	1	0
	<u>11</u>	<u>18</u>
	37.9%	62.1%

29
PARTICIPANTS »LIFE GOALS«

4
COACHES

<u>Output</u>	<u>Amount</u>
Competence trainings	9
Evaluation workshop	1

»Competencies are like feelings: if I don't know them, I can't name them either. Thanks to the workshops, Abdel can talk about his competencies and his drive, and he says sentences such as: Today, I'm really motivated to complete my tasks independently«.

– Ingo Bergmann, Life-Goals Coach

Interview

Ingo Bergmann



Coch

Ingo: »Enthusiasm is fertiliser for the brain«

You have been working for more than three years as a voluntary football and competence trainer at Kicken ohne Grenzen. What motivates you to do it?

I've been playing football for 25 years. For me, standing on the pitch means freedom. I've been working as a teacher for four years and I try to have a positive impact on the life paths of socially disadvantaged children. Education and football are the two big loves of my life and Kicken ohne Grenzen allows me to combine them. Here, football is the platform for intrinsically motivating children and young people, and teaching them social competencies via this fantastic sport. This synergy of football and education is in my view a very powerful and effective way of having a positive influence on life paths.

Your main job is as a teacher in a lower secondary school in Vienna's 16th district. In your opinion, what gaps in the conventional education system does Kicken ohne Grenzen's sports education concept close?

We basically need a fresh understanding of education and to think beyond the boundaries of the rigid education system as we know it. For many children, movement and sport are a natural drive and in most cases they develop an enthusiasm for it. Enthusiasm is fertiliser for the brain whereby children learn subconsciously by playing and interacting with each other.

Kicken ohne Grenzen's sports education concept is far removed from conventional frontal teaching. It entuses children and young people. Furthermore, soft skills are more sought-after than ever and there is practically no space for them in the current school system. But it is precisely at schools in a catchment area of families with a low socio-economic status that fostering these future-oriented competences would be so urgently needed.

What contribution can football make here?

On the football pitch, we speak a common language: football. The football platform is a very low threshold one, in order to familiarise the children with complex content such as competences and the need for them in a playful way. For children and young people from families with a low socio-economic status, there's also the fact that they can often receive only limited support at home and don't have any institutions to catch them. Football becomes their security net. Our competence-based training sessions teach them what they miss out on elsewhere through the lack of school education and support.

Interview

The »Job Goals« project supports young people when starting a job or an apprenticeship. In your opinion, what skills are of equal importance for football and the young people's employability?

The workshops that we've developed are focused on skills such as independence, determination, decision-making competence and motivational ability. These competencies boost the young people's self-confidence and strengthen their mentality: that's enrichment for the football pitch as well as the world of work. Employers often complain that although they receive lots of applications the applicants don't have the »right« competencies. In order to find sustainable employment, young people need these competencies – and that's what our workshops prepare them for.

Can you give a concrete example of how Kicken ohne Grenzen fosters communication competence, say, through specific exercises in the football training sessions?

Language, by which I mean a lack of knowledge of the German language, often becomes a barrier for children and young people with a refugee or migratory background. However, a large part of human communication happens non-verbally. In our workshop, we point out to them that non-verbal communication is very effective and that how they say something is also important. Specifically, it looks like this: two teams play against each other in three halves. In the first half, no speech is allowed, only body language; in the second half, only speech is allowed, no body language; in the third half, the teams are allowed to decide which form of communication they choose. The participants quickly understand that non-verbal communication is always running alongside and that it prevails over the spoken word.

How do the participants benefit from the football-based competence training sessions? Do you have an example?

Abdel, who is 11 years old, has absorbed the vocabulary of the Life Goals workshops and we regularly talk about and his motivation, independence, goals and decisions. Competencies are like feelings: if I don't know them, I can't name them either. Thanks to the workshops, Abdel can talk about his competencies and his drive, and he says sentences such as: »Today, I'm really motivated to complete my tasks independently«.



What is your vision for the future of sports educational concepts in the education system?

My vision is for all sport entities in Austria to pursue a social competence-based training approach. If these training sessions focus on social competencies then informal education is involved at the same time and vocational and sporting achievement will become more likely.

What do you wish for the development of Kicken ohne Grenzen in the coming years?

I wish three things: firstly, that the sport education concept enables the acquisition of competencies for as many children and young people as possible; secondly, that we start a movement that revolutionises both sports teaching and youth work in clubs and associations; and thirdly, that Kicken ohne Grenzen grows sustainably to a point where we can open a football education centre to teach our competence-based training approach to other education and sport providers.



Digital Learning Support

During the Corona Lockdown, we launched a digital learning support service for our participants.

Digital Learning Support

In the home-schooling period, the learning support team provided support in various subjects, such as German, Maths and English. In addition, a weekly online workout helped participants to maintain their physical and mental health in the curfews.

»Die Lernhilfe war für mich sehr gut. Das hat mir viel geholfen. Ich habe Grammatik und neu Wörter gelernt.«

– Fereseth

<u>Output</u>	<u>Amount</u>
Participants	20
Consultations	232
Teacher	4
Weeks	36



Planning and Outlook

Despite the many unpredictable turnarounds in 2020, we have nonetheless been able to achieve our impact goals with just a few small limitations. An overview of our plans for 2021 is given below.

Planning and Outlook

The focus is on increasing our social impact. We'd like to adopt a more in-depth approach to projects that have proved to be particularly effective in recent years. We also launched pilot projects in 2020 that we intend to implement in full in 2021.

Fußball+

- We want to reach even more young people in the coming year with a more intensive networking relationship with the »im Grätzel« open youth work initiative.
- Another mixed team focusing on football3 will be launched in the spring of 2021 with a weekly training session.

Job Goals

- The programme will continue to provide low-threshold support for young people entering education and work life.
- The number of participants will be increased slightly in the coming year.
- We'd like to expand the consultation offer for participating young people.
- We will be continuing the digital learning support initiative, which has been very well received during the Corona lockdown, after the crisis, too.
- We'd like to establish co-operations with even more companies.
- We're endeavouring to implement a mentor programme in co-operation with different companies.
- We'd like to use different concepts to expand and deepen the evaluation of the programme.

#BeASkillCoach academy

- In 2021, the academy will take place in a training week rather than the three-module format of previous years. Our aim here is to contribute to #SkillCoaches teambuilding and promote the sharing of experiences. It is often impossible to reflect on the content of the individual workshop units in isolation, so it makes more sense to offer it in a block format.
- The academy is open to all young people who are interested in football as a medium for social change. It is no longer tied to participation in Fußball+.
- We are redrafting and expanding the evaluation concept for the programme.

Life Goals

- In 2021, we will be offering the programme at several schools and drawing up strategies for a comprehensive school offer.
- We are expanding the programme to include several target groups, such as sports associations and companies, as well as new locations outside of Vienna.
- We want to train multipliers from different sectors in the Life Goals methods and support them when implementing these methods in their organisations and associations.
- We are drawing up or expanding supplementary evaluation concepts.
- Throughout 2021, we will be putting together a handbook (toolkit) to help trainers conduct their own football-based competence-training sessions. The 120-page handbook will include around 36 practical exercises assigned to the individual skills. Reflection guidelines included after each training exercise will help trainers to transfer experiences on the football pitch to the young people's everyday lives.

Organisation and Team

The Kicken ohne Grenzen project was launched in 2015 as a voluntary initiative. The team in 2020 has grown to include seven employees, several voluntary trainers and individual project-related employees for specific areas.

Emre Alan

Peer mentor

Ingo Bergmann

Training management
Project lead »Life Goals«

Shikofa Fayazi

Peer mentor

Alois Gstöttner

Project lead
Programme development

Florian Haderer

Pedagogical support

Ina Haider

Coach

Afzal Hashemi

Peer mentor

Elizabeth Kata

Coach

Florian Kuhn

Community management
»Life Goals« coach

Karina Lackner

Project lead
Programme development

Nicole Nowohradsky

Project lead »Job Goals«

Benjamin Schacherl

Coach

Marlene Scheuer

Coach

Lena Schögl

Team management
Child safeguarding officer

Birgit Strasser

Monitoring and evaluation

Lisa Süß

Coach

Chrisoph Wall

»Life Goals« Coach

Viktoria Watzinger

Pedagogical support

Organisation and Team

Team

Kicken ohne Grenzen has been active as a registered non-profit association since December 2015. The team now consists of seven part-time employees, seven voluntary trainers and individual workers employed on a fee-note basis for specific areas. A voluntary board supports the association in an advisory capacity.

Organisation

In 2017, Kicken ohne Grenzen introduced a Child and Young Person Protection Guideline that has to be signed by all members of the team who work with children and young people. A Child Protection Officer acts as an information point for all trainers, players and employees and can forward the necessary information in cases of abuse or suspected abuse. Since the middle of 2019, Kicken ohne Grenzen has been a member of the Streetfootballworld network and Fare – Football against Racism in Europe.

Kicken ohne Grenzen has received numerous awards in recent years, the most important of which include the #BelInclusive EU Sport Award (2019), the Frauen Integrations Award (2017) and the Integrationspreis Sport (2016).

In 2020, the German Bundesliga trainer Oliver Glasner (VfL Wolfsburg) chose to become involved in Kicken ohne Grenzen via the Common Goal initiative.

Environmental and Social Profile

Organisation Profile

Name

Kicken ohne Grenzen – Verein zur Förderung von benachteiligten Jugendlichen

Head Office

Kranzgasse 18/8, 1150 Vienna, Austria

Founded

2015

Legal Status

Non-Profit Organisation

Contact Details

Kicken ohne Grenzen, Kranzgasse 18/8, A 1150 Vienna, Austria

E-Mail: kontakt@kicken-ohne-grenzen.at

www.kicken-ohne-grenzen.at

Statutes in German

<http://www.kicken-ohne-grenzen.at/files/KoG-Statuten.pdf>

Register of Associations

Since Dec, 5th 2015 Kicken ohne Grenzen is registered in the Austrian Register of Associations under the number 278042669.



Fairplay und Fairtrade

Environmental and Social Profile

In addition to our social engagement, it is also very important to us to make ecologically sound decisions in our work. We therefore seek not only to influence the future paths of our young people through our offer but also to consider our impact on the environment at the same time.

In our offices, we use exclusively eco-electricity from renewable energy sources. We also make sure that we avoid using packaging as far as possible in our everyday office life. Our envelopes are FSC certified; they come from forests that are responsibly managed and are produced in a climate-neutral way. Technical equipment is only ever used and subsequently refurbished. Our footballs bear the Fairtrade seal and are produced under fair working conditions. All our merchandise is produced in a sustainable way using organic materials and bear the GOTS (Global Organic Textile Standard) seal or use recycled paper or cardboard. At our events, we avoid using throwaway products, such as plastic cups or paper plates.

For transports within Vienna, we use the association's own cargo bike that is financed from resources from Eco-Electricity Fund Vienna. For trips abroad, we try to travel by train if possible.

Case Story

Rahele (27)



Player, Team Birkenwiese

Rahele: »Football is central but we also learn a lot more besides«

I came to Austria five years ago in December 2015. It was very difficult for me at the start back then. I was completely alone, had no one and couldn't speak German. A great deal has happened since then. I learnt German as quickly as possible, then I obtained the secondary school qualification and now I've also completed the medical training to become a qualified doctor's surgery assistant. I've been working for a specialist physician for almost a year now.

I came to Kicken ohne Grenzen at the start of 2018 because I love playing football and had already been looking for an opportunity to continue playing in Austria for some time. What's special about Kicken ohne Grenzen is that football is indeed central but we can also learn a lot more besides.

In the workshops, for example. While training to become a qualified doctor's surgery assistant, I also took part in the »Job Goals« project where I learnt a great deal about communication. In my job, I have colleagues and I'm dealing with a lot of patients on a daily basis. Correct, effective and friendly communication, even in difficult situations, is very important. At Kicken ohne Grenzen, we also take part in international tournaments. We were in Geneva a year ago, and before that in Copenhagen. That was really cool. I've been friends with a Greek [female] player since then. It was during these tournaments that I decided to improve my English, so that outside

of Austria I can communicate better with people from other European countries.

If I now look back, I have to say that last five years were very challenging for me. I was always under a double amount of pressure and had to improve my German at the same time as studying for my training courses. But I can now help people because I speak German and Farsi, for example patients in the surgery who don't speak German well and are unable to explain their aches and pains.

I've achieved all the goals that I set for myself: I'm independent, I work full-time, I have a flat, a driver's licence and a car. I can do what's good for me, what's important for me and what's right for me. I now have a lot of new goals. I'm going to start a specialist training course to become an X-ray assistant. I'm continuing to learn German and English to get even better in these languages. The time when I can travel a lot more in Austria and Europe with my friends and with Kicken ohne Grenzen will hopefully come again soon. And of course I want to continue playing football, train regularly and get better. I have to keep learning, keep learning, keep learning...

Partner and Network



Bundesministerium für Kunst, Kultur,
öffentlichen Dienst und Sport



Fare Network – Football against Racism



Fifa Foundation Community Programme



Fondation Roi Baudouin, Common Goal



Laureus – Sport for Good



Mega Bildungs-Privatstiftung



Österreichischer Fußball-Bund



Seed – Hier wachsen Ideen



Streetfootballworld



Sportradar

Partner and Network



The Sol Foundation



Uefa Foundation for Children



Western Union Foundation

»The organisation's commitment to help young people from disadvantaged communities integrate into Austria's society is inspiring. The organisation's holistic approach, using football as its main tool, makes Kicken ohne Grenzen a recognised leader in the field of education through sport.«

– Jürgen Griesbeck, Streetfootballworld Managing Director

Evaluation and Quality Assurance

Which verifiable changes have an impact on Kicken ohne Grenzen's activities in the target groups? Examining this question in depth is a key aspect of project work at Kicken ohne Grenzen. Regular surveys and analyses provide valuable knowledge and ensure quality assurance and optimisation based on concrete data.

Impact evaluation

The basis for impact evaluation is the Kicken ohne Grenzen impact chain (see p. 18), which sets out the changes the project strives to effect at the target group and social level (impact) and highlights the specific solutions that help achieve these objectives (services; Kicken ohne Grenzen programmes).

Methodology behind the impact evaluation

The focus of the impact evaluation is on outputs (services) and outcomes (changes at the target group level).

Socio-demographic information about the participants is used to compile the outputs. In addition, the number of training sessions, the number of participants, the friendly matches organised, the consultations conducted and similar are recorded and documented continuously in the project.

Qualitative and quantitative methods are used to collect and analyse the outcomes.

- Standardised quantitative questionnaires are used to assess the participants' various social, professional, mental and emotional competencies that the programme aims to teach. The analysis identifies both the positive impacts achieved as well as improvement potentials. A year-on-year comparison the following year provides information on the long-term development of Kicken ohne Grenzen participants.
- Regular semi-structured, qualitative Interviews are conducted with participants. These interviews highlight the experiences and estimations that arise from participation in the Kicken ohne Grenzen project and how the participants' individual life paths are changing as a result. These interviews are documented as »Case Stories« in this annual report.
- The perspectives of external participants also play a role: opponents at friendlies as well as partner companies in the »Job Goals« project receive online questionnaires and thus become part of the impact evaluation. Open and closed questions not only reveal experiences and potential learning and reflection processes but also identify improvement potentials.



- In addition, students at various universities and higher-education institutions have evaluated individual sub-aspects of Kicken ohne Grenzen in diploma and degree theses.

Purpose of the impact evaluation

The impact evaluation is used primarily for the purpose of internal quality assurance and optimisation:

- It ensures regular control processes. A more in-depth look at the impact of the work on participants can be used to check whether the desired objectives are being achieved.
- It guarantees regular learning processes. Analysis of the impact evaluation identifies improvement potentials and thus provides a good basis for adapting and optimising processes and procedures. Collating and analysing participants' needs also helps to identify and respond to any gaps in the services offered.

The results of the impact evaluation are also aimed at external parties:

- They can be used by investors, sponsors and supporters at the national, international and EU level as a foundation of information and a decision-making tool.
- They offer readers of this substantiated annual report an interesting and comprehensive insight into Kicken ohne Grenzen's work.

Case Story



Emre (19)

Player, Team Alte Donau

Emre: »If teachers generate interest, that's good for children.«

I've always been curious about other cultures and open towards them. I was born here in Vienna and grew up in a traditional Turkish family. Vienna is multi-cultural, of course, but for a long time I was surrounded by people with the same mindset. All my friends from that time also grew up in Turkish families. My curiosity about other cultures grew as I got older.

At Kicken ohne Grenzen, I can combine my hobby, football, with my wish to get to know people from other cultures. I've enjoyed playing football since childhood. At Kicken ohne Grenzen, in addition to football, the interpersonal element is also very present. The friends that I've made here come from different nations and have different cultural backgrounds. Football and openness towards each other is what connects us. It's this openness that allows you to get to know someone, even if barriers exist, for example a language barrier. Football is one way of circumventing this barrier, as it's also a form of communication.

In order to immerse myself in the theoretical side of things, this year I took part in the #BeASkillCoach Academy, to be trained to be a Skill Coach. The programme taught me a lot of knowledge about communication, conflict management, the role of referee, teamwork and other soft skills. One of my next goals is to become a coach at Kicken ohne Grenzen and train a children's team, for example.

I gathered my first experiences of being a teacher at the Vienna Hobby Lobby. As the second instructor, I gave children's courses in physics and chemistry. The content was very practical – chemistry and physics experiments – so that the children could also do something themselves. It was a great experience, as I saw how enthusiastic the children were, how attentively they listened and got involved.

My experiences at the #BeASkillCoach Academy and the Vienna Hobby Lobby have reinforced my decision to study to be a chemistry and physics teacher. I've noticed that I need to be dealing with people in order to feel satisfied. I'd like to pass on something positive to people and society. I think that a lot depends on the way in which knowledge is communicated. If teachers generate interest, in other words communicate knowledge in interesting ways, then that's good for the children. It allows them to educate themselves further in many different areas. If you manage to get the children's attention then that's something rather great.

As a teacher, I'd also like to be a mentor for the schoolchildren, a contact person if they need something or have questions – even big questions. I'd like to be someone they can come to and who can support them.





Finance and Auditing

Finance

All incoming and outgoing payments are recorded by cost centre and cross-checked with the annual budget while invoices and expenditures are checked for plausibility. The »many eyes principle« is part of the work process in all areas of financial planning and auditing.

Audit by External Accounts

Kicken ohne Grenzen was audited by the external accountancy firm:

Steirer, Mika & Comp – Wirtschaftstreuhandges.m.b.H.
Wirtschaftsprüfungs- und Steuerberatungsgesellschaft
A 1010 Vienna, Franz-Josefs-Kai 53

The audit confirmed proper financial accounting as well as usage of all funding in accordance with the statutes.

Income, 2018–2020



	<u>2018</u>	<u>2019</u>	<u>2020</u>	
Donations				
Private	16.259,32	13.524,03	7.275,23	
Facebook fundraising	1.721,74	3.283,09	7.514,66	
Institutions, organisations, associations	5.961,72	34.908,04	3.553,32	
Annual tournament	644,00	2.047,46		
Merchandising	2.955,00	1.440,00	2.287,00	
	27.541,78	55.202,62	20.630,21	13,3%
Foundations				
The Sol Foundation		23.785,71	25.220,19	
Uefa Foundation for Children		7.200,00	21.600,00	
Fifa Foundation Community Programme		17.861,10	16.754,02	
R2B Mega Bildungs-Privatstiftung			10.000,00	
Mehr ist möglich! – Teach For Austria Alumni			2.219,03	
Western Union Foundation			4.000,00	
		48.846,81	79.793,24	51,5%
Public funds				
Municipal Department 57, Vienna Women's Affairs	4.816,56			
Austrian Football Association (ÖFB)	500,00	2.000,00	3.000,00	
Austrian Federal Ministry, Sport Division			30.000,00	
	5.315,56	2.000,00	33.000,00	21,3%
Project funding	20.734,00		11.264,00	7,3%
Prize money	3.000,00	11.100,00	10.000,00	6,5%
Other	88,20		210,00	0,1%
Total, Income	56.680,54	117.149,43	154.897,45	100%
		+ 106,7%	+ 32,2%	

Notes: All amounts in euro

Expenses, 2018–2020

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	<u>2018</u>	<u>2019</u>	<u>2020</u>	
Administration				
Office supplies, materials	373,42	580,99	421,36	
Account management	85,96	132,79	148,04	
Postage costs	257,90	434,12	475,09	
Association fees		26,00	26,00	
Business meals, meetings, jour fixe	913,05	1.005,16	588,33	
Domain fees, server, website		353,84	120,97	
Print costs	31,14	29,12		
Insurance	71,99	71,99	71,99	
Membership fees		50,00	139,00	
Other	26,75	488,20	110,30	
	1.760,21	3.172,21	2.101,08	1,5%
Teams				
Equipment	3.861,34	4.146,79	4.095,65	
Pitch rental	9.348,90	9.056,76	3.614,23	
Transport costs	895,40	2.029,39	1.190,50	
Catering, snacks	965,36	1.034,64	1.004,29	
	15.071,00	16.257,58	9.904,76	7,2%
Salaries and ancillary costs				
Project management and business management	11.520,00	28.800,00	45.579,76	
Community management			1.617,43	
Team management and socio-educational support	2.175,00	6.295,72	5.995,70	
Project management »Job Goals«		2.613,84	6.421,54	
Project development »Job Goals«			1.511,13	
Project evaluation			1.617,43	
Incidental wage costs, taxes		1.064,24	39.093,47	
Fees, Coaches	2.490,00	4.945,00	5.109,75	
Fees, Educational support	360,00	1.240,00	1.950,00	
	16.545,00	44.958,80	108.896,21	78,9%
Services, external				
Workshops	990,00	950,00	1.600,00	
Other services	169,70	2.316,80	1.873,60	
Personnel accounting		132,00	1.320,00	
Audit		4.115,60	1.428,00	
	1.159,70	7.515,40	6.221,60	4,5%

Expenses, 2018–2020
2/2



	<u>2018</u>	<u>2019</u>	<u>2020</u>	
Further training				
Further training	819,00	1.740,11	184,96	
Travel costs, overnight stays	525,34	981,50	-292,90	
	1.344,34	2.721,61	-107,94	-0,1%
Office rent, infrastructure, equipment				
Office rent	2.688,00	5.760,00	7.680,00	
Technology, infrastructure		941,00	1.263,56	
Equipment	3.021,98	148,70	247,84	
	5.709,98	6.849,70	9.191,40	6,7%
Advertising costs				
Advertising, print costs	546,77	4.054,47	514,40	
Supporter shirt, merchandising	2.011,93	120,84	677,40	
Gifts	294,84	271,28	650,00	
	2.853,54	4.469,59	1.841,80	1,3%
Total, Expenses	44.443,77	85.930,89	138.048,82	100%
		+93,3%	+60,7%	

Notes: All amounts in euro

International Participations

2016–2020

<u>Titel, Event, Topic</u>	<u>City</u>
2016	
Profisport mit Verantwortung – Gemeinsam für Integration, Deutsche Kinder- und Jugendstiftung	Berlin
2017	
Sport Welcomes Refugees – Training Course for Sport Educators, Initiative Fairplay	Rome
Internationaler Jugendaustausch, Erasmus+	Berlin
Team Up for NEETs! – Innovation for Youth Employability, Streetfootballworld/Erasmus+	Brussels
2018	
Scoring for the Future – Increasing Youth Employability through Football, Streetfootballworld/Erasmus+	Berlin
Poldi's Eleven – Social Football Summit, Streetfootballworld/Rheinflanke/DFL-Stiftung	Cologne
Scoring for the Future – Increasing Youth Employability through Football, Streetfootballworld/Erasmus+	Bucharest
Playlab – International Incubation Week	Paris
Scoring for the Future – Increasing Youth Employability through Football, Streetfootballworld/Erasmus+	Brighton
Strengthening Europe through Football, Robert Bosch Stiftung/Spirit of Football	Berlin
2019	
Scoring for the Future – Increasing Youth Employability through Football, Streetfootballworld/Erasmus+	Cologne
20 Years Anniversary, Fare – Football Against Racism in Europe	London
Global Goals Worldcup, Eir Soccer Denmark	Copenhagen
Streetfootballworld Festival, Streetfootballworld/Sport dans la Ville	Lyon
Scoring for the Future – Increasing Youth Employability through Football, Streetfootballworld/Erasmus+	Lyon
#Beinclusive EU Sport Award, Europäische Kommission	Brussels
Female Soccer Empowerment, Discover Football	Berlin
Global Refugee Forum, UNHCR – The UN Refugee Agency	Geneva
2020	
Scoring for the Future – Increasing Youth Employability through Football, Streetfootballworld/Erasmus+	Cologne
Willkommen im Fußball, Workshop: Platz machen – Geflüchtete Mädchen und Frauen im Sport (Online)	Berlin
The Integration of Refugees Through Sport (IRTS) Conference (Online)	Copenhagen



— Emil

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»Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.«

– Ken Robinson, Autor und Bildungsexperte

Education through Football



— Schaib