Survey design
Subject areas and question design
Data collection
Sample
Result presentation

Youth Leadership
Youth Leader as active co-creators
Living together in diversity on a global scale
Overview means of subject areas

Youth Leader Future Vision Forum in KICKFAIR
About the KICKFAIR Youth Leader Future Vision Forum
The main project activities to achieve the goals
About the KICKFAIR educational concept
About the project related impact measurement

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“We are here to shape our society. So to say - try to solve problems like social disadvantage and integration. We need to take care of our society, that people won’t be divided....”
(Salim, 18, Youth Leader)
The qualitative interviews were conducted during the whole project process, most of them between April and November 2018.

1.3 Sample

All Youth Leader actively involved in the core group and the KICKFAIR Youth Leader Innovative Future Vision Forum were invited to the survey (123). The response rate was 94.9%.

1.4 Result presentation

The result presentation chosen for this report shows the allocation of the approvals to the respective answer possibilities in percent as well as a mean representation from all given answers.

Based on the gradation (1 = “not at all”, 2 = “rather not”, 3 = “rather”, 4 = “fully”) the mean can have a minimum value of 1 and a maximum value of 4 and describes a positive (>2.5) or negative (<2.5) tendency of each specific item.

Total number of participants and gender:

- Male: 55%
- Female: 45%

Survey design

1.1 Subject areas and question design

The main focus of the project “Youth Leader Future Vision Forum” was to provide a framework for young people, to take over responsibility for the future development of KICKFAIR and thereby to actively co-create and contribute to social change. That is why the evaluation activities focussed on the youngsters’ perspectives on how they see the process and how they rate their role in the project.

To find out what the Youth Leader have learned so far, a quantitative survey was conducted in December 2017. In order to find out more about expectations that affect their role in the process, qualitative interviews were carried out during and after the national future vision workshops in May and June 2017 (specific results of the M&E activities 2017 have been presented in the interim report).

Based on the project application “Youth Leader Future Vision Forum” for the period January 1st 2017 – December 31st 2018, the topics for the survey 2018 were defined during the first project year 2017.

For both the quantitative self-assessment questionnaires and the qualitative interviews with Youth Leader and local implementation partners (e.g. teachers, social workers) we focussed on three main topics:

- Youth Leadership
- Youth Leader as active co-creators
- Living together in diversity on a global scale

The online survey measured the extent to which participating Youth Leader agree with submitted statements using a four-level Likert scale (gradation: 1 = “not at all”, 2 = “rather not”, 3 = “rather”, 4 = “fully”).

1.2 Data collection

In 2018, two standardized, quantitative surveys have been conducted. One with the Youth Leader core group at the end of May and one with participating Youth Leader after the KICKFAIR Youth Leader Innovative Future Vision Forum in September. In addition to that, several qualitative interviews have been conducted with Youth Leader (from KICKFAIR and the international partner organizations) as well as implementation partners in Germany (e.g. teachers, social workers) during 2018. All data was stored in a database on a KICKFAIR server and analysed and evaluated in December 2018.

The data collection took place anonymously and voluntarily. It covered in retrospect the project years 2017 and 2018. No payment was made to respondents.

1.552

0% divers

55%
2.0 Results

2.1 Youth Leadership

Statement 1: As a Youth Leader at KICKFAIR, I take over responsibility for myself and others.

Statement 2: As a Youth Leader at KICKFAIR, I pass on my knowledge and experiences to younger ones.

Statement 3: As a Youth Leader at KICKFAIR, I have an important role model function for younger ones.

Statement 4: At KICKFAIR I can learn from others and others from me.

Statement 5: Due to the nationwide exchange with other Youth Leaders, my motivation to work with KICKFAIR increases.

Statement 6: Through the nationwide exchange with other Youth Leaders, I learn things from others, which I can also use in my work.
Statement 7: Through the nationwide exchange with other Youth Leaders, the work in our local project has evolved in content.

Statement 8: Through the nationwide exchange with other Youth Leaders, we have implemented new ideas in our work.

My wish for the future: “...that people meet each other on an eye-to-eye level.”

Aydel, 21, Youth Leader

https://vimeo.com/321679352/8dabfdoe92
Youth Leader have another, closer relationship to the students. This is very motivating and the younger ones want to be just like them. Youth Leader are important role models.” (Nils, teacher in Hannover)

2.2 Youth Leader as active co-creators

Statement 9: With KICKFAIR I stand for a fair and peaceful coexistence and a cosmopolitan attitude.

Statement 10: At KICKFAIR I have the opportunity to help shape social developments.

Statement 11: As a Youth Leader, I can actively shape the future of KICKFAIR.

Statement 12: At KICKFAIR I can contribute myself and my ideas.

Statement 13: At KICKFAIR I deal with topics that I would rather not deal with otherwise.
2.3 Living together in diversity on a global scale

Statement 14: Through the network Football-Learning-Global (FLG), I am always getting to know people whom I would rather not meet otherwise.

Statement 15: Through the network Football-Learning-Global (FLG), I gain insight into other realities of life and thereby change my view of things.

Statement 16: As a Youth Leader within the network Football-Learning-Global (FLG) I have learned that we are strong as a team because we are different.

Statement 17: Within the network Football-Learning-Global (FLG) I can be the way I am and I am respected by the others.

Statement 18: As a Youth Leader within the network Football-Learning-Global (FLG), I’ve learned that whatever the differences we have, there are always things that connect us.

Statement 19: As a Youth Leader within the network Football-Learning-Global (FLG) I have learned to approach people who are foreign to me.

Statement 20: As a Youth Leader within the network Football-Learning-Global (FLG), I have learned to respect diversity.
As a Youth Leader within the network Football-Learning-Global (FLG), I’ve learned to be more open towards other cultures.

“For me, the concept of having different players in one team is one step towards diversity - that’s what we need!” (Karol, 27, Brazil)
2.4 Overview mean of subject areas

Subject area 1
Youth Leadership
Ø 3.49 (2017-18)

Subject area 2
Youth Leader as active co-creators
Ø 3.48 (2017-18)

Subject area 3
Living together in diversity on a global scale
Ø 3.66 (2017-18)

My wish for the future: “...that we can live together in diversity and the look doesn’t matter but the inner values!”
(Yusra, 24, Youth Leader)
Output

Chart 1
Participants local/international future vision preparation workshop days total

Chart 2
Participants national future vision preparation workshop days total

Chart 3
Participants International Youth Leader Future Vision Forum Germany/India total

Chart 4
WS days 2017-2018 total

3.0

128 Germany

188 India

35 local preparation WS days
9 WS days Youth Leader Future Vision Forum (India)
5 WS days Youth Leader Future Vision Forum (Germany)

Youth Leadership and the development of Youth Leader in the local KICKFAIR project bases has always been a core pillar and crosscutting task of all KICKFAIR work. Meanwhile KICKFAIR has a Youth Leader community where more than 100 young adults at the age between 16 and 25 years are responsibly engaged in their local projects but also in KICKFAIR development processes beyond.

Within “Football-Learning-Global”, our international learning collaboration with like-minded organizations in Brazil, Chile, Paraguay, Rwanda, Kenya, Israel, India, Pakistan and Cambodia, we have created a framework for Youth Leader to exchange, learn and develop common projects in a global dimension.

The KICKFAIR Youth Leader Innovative Future Vision Forum was the next step in the KICKFAIR Youth Leader community development integrating the local, national and international aspects of KICKFAIR Youth Leadership. 150 Youth Leader from all across Germany together with Youth Leader delegates from all across the world prepared (2017) and met (2018) to discuss, to shape and to path the future vision of KICKFAIR and the society, they would want to live in.

1) Local Youth Leader future vision preparation workshop days: involving almost 1,000 youngsters in the future vision process, discussing societal needs and challenges.

2) National Youth Leader future vision preparation workshop days: bringing together the local views and perspectives.

3) International Youth Leader future vision preparation workshop days: bringing the discussion on a global scale and involving the perspectives of Youth Leader from KICKFAIR’s international partner organizations.

4) KICKFAIR Youth Leader Innovative Future Vision Forum, September 2018 in Ostfildern/Stuttgart, Germany: Youth Leader from all over Germany were finalizing their vision of living together in diversity and describing concrete steps how the Youth Leader themselves and KICKFAIR as an organization can contribute to that. Besides that, they organized a street football tournament for 150 girls and young women from India.

5) International “Football-Learning-Global” Festival, November 2018 in Rurka Kalan, India: 38 Youth Leader from the international learning collaboration “Football-Learning-Global” met in Rurka Kalan, India sharing the idea of a Youth Leader future vision forum, defining the development of diversity as a common future task.

KICKFAIR has developed a holistic educational concept, that takes into account the neurobiological findings of learning. It combines physical, emotional and cognitive learning and offers a rich spectrum of different learning opportunities. The educational concept uses the learning potential through street football and combines discovering potentials, collecting experiences in various roles and personal development in different educational modules. It follows the understanding that focuses on the person with his or her strengths, and creates a framework in which learning processes are moderated, rather than knowledge imparted.

The main objective with this, the promotion of general competencies. With this KICKFAIR subsumes the skills and competences that young people need in order to find their place in society and to build up positive life perspectives (see chart 3, page 24). KICKFAIR is guided by a fundamental ethical dimension.

The KICKFAIR educational concept is based on scientific findings and has been tried out and tested in practice. The impact of this concept has been proven by various evaluations. A central evaluation was the comprehensive qualitative analysis of the KICKFAIR overall concept in cooperation with the Eberhard Karls University Tübingen under the overall direction of Prof. Ansgar Thiel. In a multilayer evaluation process, the concept was reviewed for its sustainability, as well as success factors, requirements and prerequisites identified (see chart 3, page 25).
4.4 About the project related impact measurement

Quality assurance and quality development are firmly anchored at KICKFAIR as a crosscutting task in the sense of impact oriented work. Based on the evaluations of the KICKFAIR educational concept, KICKFAIR has implemented annual, project-related impact measurements, in which the present survey is included (all other impact reports are publicly available at www.kickfair.org - “Qualität sichern und entwickeln”).

In its impact measurement KICKFAIR combines quantitative surveys conducted via standardized questionnaires with qualitative interviews. The interviews are used to get individual statements and free assessments from project participants and local implementation partners such as teachers, headmasters and social workers.

All quantitative surveys use a four-level Likert scale. KICKFAIR uses means to describe positive (≥2.5) or negative (<2.5) tendencies for each project activity.

### General Social Competences

<table>
<thead>
<tr>
<th>Various Areas of Competence</th>
<th>Personal skills</th>
<th>Social skills</th>
<th>Strategic skills</th>
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<tr>
<th>Various Sub-Skills</th>
<th>Self-confidence</th>
<th>Self-efficacy</th>
<th>Self-awareness</th>
<th>Confrontational skills</th>
<th>Critical thinking</th>
<th>Ability to cooperate</th>
<th>Team playing</th>
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<tr>
<th>Basic Social Dimensions</th>
<th>Values, norms and behavioral principles which aim at socially responsible behavior</th>
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</thead>
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#### KICKFAIR’s educational approach offers diverse opportunities for development

- The approach supports young people in taking responsibility for themselves and others.
- The approach promotes confidence building in personal skills, thereby providing positive changes to educational and professional paths.
- The approach promotes fair and respectful behaviour and facilitates this behaviour in daily life.
- The approach encourages the development of important skills, such as social and personal skills, and strategic actions.
- The approach provides new opportunities for learning to young people who are particularly educationally disadvantaged.

#### The local and the global are key elements

- Local project work is always embedded within a global context through the international network of partners.
- This global dimension gives a positive boost to motivation and identification with local projects.
- In this way, local opportunities for education can form global connections.
- Projects enable both learning from and with each other, as well as an international exchange of experiences and knowledge.
- Project work contributes to the development of global skills.
- A combination of local and global networking creates learning opportunities in which diversity is experienced as enrichment.

#### Global learning as entitlement

- The approach is particularly suited to creating awareness of global interdependence.
- Global learning opportunities enable the breaking down of stereotypes and level the playing field for international exchanges.
- The approach encourages both reflection on individual actions and responsibility in a global society.
- Global learning provides opportunities to recognize similarities and to practice a constructive understanding of foreignness, difference, and diversity.

#### Factors and requirements for success

- KICKFAIR’s educational approach is a central prerequisite for successful project work.
- Teachers and supervisors must become supporters in learning.
- Projects produce positive results if there is freedom for self-determined action.
- A requirement of successful project work is regular reflection on the learning experiences of participants.
- A challenge is the prevention of feelings of stress or participants feeling overwhelmed.
- Sustainable projects and educational work require long periods of time.
The biggest societal challenge: "...prejudices!" (Ummahan, 18, Youth Leader)