

Consideration of Goalkeeper Education in Various Countries
And
How Such Good Practices Can Impact the Development and
Consolidation of Goalkeeper Education In Malta

by

Charles Sciberras

Dissertation submitted in part fulfilment of the requirements

For the UEFA PRO Diploma 2015-2017

In the Malta Football Association, Technical Centre



Tutor:

MR. STEPHEN GRIMA

Table of Contents

Table of Contents	ii
Tables	iii
Table of Figures	iii
Abstract	iv
Acknowledgements	v
Dedication	vii
Introductory Quote	viii
Chapter 1 - Introduction and Literature Review	1
Chapter 2 - The Comparative Outlook	5
Chapter 3 - The Local Situation.....	9
3.1. The Profile of the Goalkeeper Coach at Different Levels	9
3.2. Ideas of Learning	12
3.3. A Body of Knowledge for Goalkeeper Coach Education.....	13
3.4. A Goalkeeper Coaching Pathway.....	16
3.5. Goalkeeper Coaching through the Integrated Approach.....	19
3.6. The Goalkeeper Coaching Course Level 1	20
3.6.1 Proposed Topics	20
3.6.2 Aims	20
3.6.3 Outcomes.....	20
3.7. The Goalkeeper Coaching Course Level 2.....	22
3.7.1 Proposed topics	22
3.7.2 Aim.....	22
3.7.2 Outcomes.....	22
3.8. The Goalkeeper Coaching Course UEFA 'A'	25
3.8.1 Proposed topics	25
3.8.2 Principles of the course:.....	25
3.8.3 Course Content and Timelines.....	25
Chapter 4 - Conclusion	29
4.1 Additional Recommendations	30
Chapter 5 Appendix – Synopsis of Some of the Interviews.....	31
5.1 Portugal	31
5.2 Denmark.....	32
Bibliography	34

Tables

Table 1: - Profile template	4
Table 2:- UEFA Coaching Convention	7
Table 3:- Approved UEFA 'A' Goalkeeper Courses	8
Table 4:- Profile for Selection of The Topics for Each Course.....	11
Table 5:- Goalkeeper Coaching Courses Pathway	16
Table 6:- The Involvement of Goalkeeping in Outfield Coaching Course	18
Table 7:- Goalkeepers course level 1 (National Level).....	21
Table 8:- Goalkeepers course level 2 (National Level).....	24
Table 9:- UEFA 'A' Goalkeeping	25
Table 10:- Contents in UEFA 'A' Goalkeeping Course	26
Table 11:- Residential practice modules	27
Table 12:- Work Experience modules	27
Table 13:- Final Assessments	28
Table 14:- Goalkeepers coaching courses in Denmark.....	32

Table of Figures

Figure 1: - Kolb's experiential learning cycle	12
Figure 2:- The Spiral Curriculum for Goalkeeper Coaches Learning Levels.	15
Figure 3:- Integrated Approach	19

Abstract

Through the course of this thesis, the author proposes to investigate and outline the prevalent tendencies in overseas goalkeeping coaching education and to apply the findings to the Maltese scenario. Summarily, this will take the shape of the introduction of more advanced levels of goalkeeper coaching courses, namely the Goalkeeper Coaching Course Level 2 and the UEFA 'A' Goalkeeping.

The author will be drawing from foreign experience, as recorded through interviews to identify the European trend. A review of the sport coaching literature is presented, followed by an overview of the obtaining goalkeeper coaching courses. Thereafter, this thesis suggests recommendations for modernising goalkeeper coaching in Malta, in an effort to increase goalkeeper coaching standards. A synopsis of the interviews carried out is presented in Appendix One.

The crux of this thesis is to highlight the importance of integrative goalkeeper training, mirroring the match scenario. The idea is that training should not be distinct from the match, and goalkeepers should only seldom be trained in isolation. The Maltese mentality of neglecting the goalkeeper and the goalkeeping coach is directly targeted by this thesis, which is geared towards imposing a qualification structure recognised under the auspices of the Malta Football Association.

Acknowledgements

Special thanks are due to Mr. Stephen Grima, Mr. Packie Bonner, Mr. Frank K. Ludolph and the tutor of the UEFA PRO Course, Mr. Danny Rzyer for their invaluable guidance and assistance which made this study possible.

I would like to show gratitude to Mr. Packie Bonner, Mr. Frank K. Ludolph Head of Football Education Services, Mr. Ola Flo Zachariassen the Croatian Football Association, UEFA, Mr. Robert Gatt Maltese Technical Director and Mr. Stephen Grima Maltese Director of Coaching and the Malta Football Association for inviting, lecturing and enabling me to observe the UEFA Goalkeeper A Course and Tutor Education Workshop held in Croatia in January 2016.

Finally, I would like to thank Mr. Patrick Foletti from the Switzerland Football Association, Mr. Edmond Claus from the Holland football association, Ms Sanna Pirhonen from the Finland football association, Mr Claudio Rapacioli from the Italy goalkeepers coaches Association (APPORT), Ms Tanja Kostic from Spain Football Association, Mr Dean May from Australia Football Association, Mr Francisco Silveira Ramos from the Portugal Football Association, Mr Marc Van Geersom from the Belgium Football Association , Mr Mart Poom from the Estonia Football Association, Mr Martin Thomas from the England Football Association, Mr Dusan Fitzel from the Czech Republic Football Association, Mr Paul Mathers from the Scottish Football Association, Mr Greig Paterson from the Ireland Football Association, Mr Peter Rudbæk from the Denmark Football Association, Mr Erik Stinessen from the Norway Football association, for their contribution in the compilation of information in furtherance of this thesis.

Dedicated to my wife Diane, Ryan and Owen
and to better Maltese goalkeeping.

“Let the self-confidence grow of goalkeepers, they’re normal human beings. Only gloves on hands. The rest is normal.”

Jürgen Klopp - April, 2016

Chapter 1 - Introduction and Literature Review

The history of the goalkeeper coaching concept took off in Italy in the 1970s, where the previous status quo saw the coach sending the goalkeepers to train alone. Eventually, ex-goalkeepers or the most experienced goalkeepers started to train the goalkeepers basing on their experience. Back then, the goalkeeper's role was limited to guarding the post and only occasionally going out for a cross or receiving a back-pass.

With the evolution of football along the years, the goalkeeper's role included also shaping the team more and organizing an airtight defense. This extensive role was illuminated by events such as when the Hungarian goalkeeper, Gyula Grosics, astounded the Wembley crowd by volleying a clearance from the edge of his box back in 1953, showing that an adventurous keeper could become an extra defender, giving the defending team a groundbreaking advantage.¹ Two decades later in Holland between 1972 and 1974, there was the introduction of the goalkeeper as the *libero*, being invoked to receive a back-pass in his own half and the goalkeeper thereby gained this quasi-player function. Ajax, Feyenoord and also the National team of Holland featured goalkeepers such as Piet Schrijvers, Jan Jongbloed and Heinz Stuy which had these *libero* characteristics of the then modern goalkeeper.

Before the 1990s, on receiving a back-pass, the goalkeeper could pick the ball up with his/her hands. This was changed in 1992 since in the world cup of 1990, the Republic of Ireland's goalkeeper, Packie Bonner, in the game against Egypt, triggered the reasonable back-pass rule. Rather than holding the ball for six straight minutes, Bonner retained possession by dribbling the ball around and only picked it up when a player approached.

"A general rethink about the laws of the game had been promoted by the negativity of the 1990 World Cup and, in particular one passage of play in the group match between the Republic of Ireland and Egypt in which the Irish keeper Packie Bonner held the ball for almost six minutes without releasing it."²

More than ever before, the goalkeeper needed competence with his feet. After the regulatory change, emerged Edwin Van Der Sar, a skilled keeper who arose to meet the unprecedented needs of a new era. These features serve to depict the dynamic nature of the goalkeeper which

¹ <https://whatahowler.com/fourteen-ways-of-looking-at-a-goalkeeper-76fd5d18879#.h9epupyz4>

² <http://www.sportskeeda.com/football/why-introduced-back-pass-rule-football-how-exploited-today>

must be mirrored by evolution in the coaching mentality and, consequently, in goalkeeper coaching education.

The main drive of this thesis is to illustrate the basics of the goalkeeper's role and therefore, the everyday job of goalkeeper coaches, who are gradually being recognised for their instrumental role. The starting point is to identify the major questions that concern goalkeeper coaching. Another key initiative of this thesis is to exhibit the difference in development between different age groups and levels. The author shall attempt to decipher the most crucial elements of goalkeeper education, here portrayed as the crux of a pyramid composed of technical, tactical, mental and physical vertices of development of the football goalkeeper.

This is enveloped in an attempt to equip future coaches with an effective system of education and network of knowledge. The rationale behind the establishment of an edifice of goalkeeper coaching courses is to provide participants with pragmatic material which would permeate the country to increase the standard. Due to its worldwide popularity, football is rich in diversification and has long to make sense of its diversity. But by adopting a comparative method, this thesis proposes to pave the path towards the next step in Maltese goalkeeping.

The engine in any football match comprises of each and every constituent of a football club or association, from the president to the casual supporter. But its heart is occupied by none other than the goalkeeper, who physically and mentally guards its ultimate goal and guides the entire team courtesy of his/her bird's eye view. Hence, particular attention must be paid to this special department of football and its mechanics, by adequate information, education and preparation as is here proposed.

Allen and Broadbent (2008) state that the goalkeeper's role in the team is not necessarily different from any other member of the team, but due to his/her relatively fixed and encompassing position, s/he is responsible for directing, organising and leading his/her team mates. Furthermore, as above stated, by virtue of the back-pass rule inhibiting the receipt of the back-pass with hands, the goalkeeper necessarily has to exceed his/her comfort zone, becoming more active and involved during matches and, logically, during team training. Moreover, tactical development has created new challenges for the modern goalkeeper. While the goalkeeper's position is still in charge of preventing opponents from scoring, the position has gained a participative dimension even in the attacking aspect of the game, by fuelling counter-attacks and conducting the players.

Traditionally, managers, head coaches and coaches would recruit former goalkeepers as their goalkeeper coaches. Most of these ex-goalkeepers did possess technical knowledge and awareness of the goalkeeper's necessities, but they lacked general coaching skills. Today, the

specialised goalkeeper coach is responsible for the training and coaching of the goalkeepers, under the direction of the managers, head coaches and coaches and in cooperation with the other coaching staff members. The goalkeeper coach should focus on improving the goalkeepers' performance in various team functions. Moreover, s/he should observe and guide the goalkeepers during training with the whole team.

To enhance the prevalent situation in Malta, the author will be presenting guidelines to improve the goalkeeping courses structure which are proposed as the nursery of goalkeeper coaches. The bottom line of this project is the establishment of a Maltese goalkeeper coaching structure that satisfies the demands of the modern game, primarily through the coach education and certification. Although this might not necessarily move in line with common goalkeeping coaching practice which is mostly influenced by intuition, tradition and emulation rather than on empirical evidence³. The objective of the proposed goalkeeper coaching courses is to attribute goalkeeper coaches with recognition and credibility as fully integrated, accepted members of the coaching staff.

The background is that the job of the goalkeeper coach should start off by observing the goalkeepers s/he will be training, in matches as well as during team and individual training. This is ideally documented by drafting a profile on each goalkeeper in the club, academy/nursery, possibly through a considered template.

³ Williams A.M, Hodges N.J, (2005) Practice, Instruction and skill acquisition in soccer: challenging tradition. Journal of sports science.23.(6):637-50

TABLE 1: - PROFILE

Name and Surname: _____ Height _____ DOB: _____						
1- Hardly observed (ex 1-2/10)		2- Observed at times (ex 3-4/10)				
3- Normally observed (ex 5-6/10)		4- Often observed (ex 7-8/10)				
5- Always observed (ex 9-10/10)						
Score sheet		1	2	3	4	5
Tactical Intelligence	Positions himself for a back pass					
	Selects most appropriate team mate to whom to pass					
	Narrowing the angle to deal with shots					
	Organizes team mates' positions in a defensive situation (open play)					
	Organizes team mates' positions in a defensive situation (set plays)					
	Moves with the flow of play					
	Stays on his feet until the right time to intervene					
	Narrows the angle for a 1v1					
Technical Ability	Distribution the ball with the hand					
	Distribution the ball with the feet					
	Receiving and controls the back-pass					
	Takes stance for a 1vs1 (5-point block)					
	Takes stance for dealing with a shot					
	Assumes stance & footwork for dealing with a cross					
	Deals with shots from the front					
	Dives low – medium and high right side					
	Dives low – medium and high left side					
	Assess the flight and timing of the ball for high crosses					
	Deals with low crosses (Cut backs)					
	Catches high balls					
	Punches-deflects high balls					
Mental strengths	Display positive attitude					
	Display self confidence					
	Manifest leadership					
	Manifest bravery (Courage)					
	Taken decision					
	Manifest attention					
	Manifest self-control					
	Regulated arousal					
	Performs imagery					
	Performs goal setting					
	Manifest drive and motivated					
Physical	Manifest power					
	Manifest speed of movement (running, gliding, cross over running)					
	Manifest balance and coordination					
	Manifest reflex and agility					
Remarks:						

Chapter 2 - The Comparative Outlook

A comparative viewpoint of the situation in foreign countries was mainly examined by way of Skype interviews, academic research and email correspondence. It resulted that most of the other countries in Europe and also beyond, hold three to four different stages of courses from the first level to the UEFA 'A' Goalkeeping Course and from Coaching Young Goalkeepers to Senior Pro, with varying nomenclature for each country.

Nonetheless, there is general consensus that the goalkeeper is the most important player in the field of play, with a wide-ranging and ever-increasing function. As West Germany's Helmut Schön, national team head coach from 1964-1978, put it in 1972:

“There will come a day when the goalkeeper will play a key role as an extra attacker, instigating moves that result in goals. Do not think I am exaggerating when I suggest that in the future this will be an important tactic.”⁴

As to specific goalkeeper coaching courses, from the investigated countries only one country, Portugal, does not hold, or plan to hold, a specific goalkeeper coaching course. It argues that this would have the side effect of downgrading and marginalising the goalkeeping coach and consequently the goalkeeper. Quite similarly, Ireland does not yet have a developed system of goalkeeper coaching and has indicated that it will be adopting a reality based approach to goalkeeper coach education, extending its method by analogy from the other coaching courses, as of yet through a '*bottom up*' approach.

Some of the Associations in other countries, such as Italy and Finland, focus on a basic first level (hereafter 'Level 1') course for goalkeeper coaching and teach the goalkeeper coaches the basic individual techniques on shot stopping, attacking high balls, receiving back-passes and distribution of the ball with hands and feet. At Level 1, these countries concentrate on the individualistic aspects, with some ingredients of integration in the team. Subsequently, the second level course (hereafter 'Level 2'), in these two instances the UEFA 'A' Goalkeeping, entails integration with the team as detailed in the UEFA Course Guidelines, with integrated training sessions reflected in the session objectives and guidelines, involving mainly 5vs5 and 8vs8 situations. The admission criteria for the goalkeeper coaching course Level 1 course include the National C licence and recognisable experience as a goalkeeper.

⁴ Ruiz L, '*The Spanish Goalkeeping Bible*', 2002, Reedswain Publishing, Page 18

Italy's modus operandi entails eighty hours of theoretical, lecturing and practical teaching followed by forty-eight hours of hands-on practice with a professional team, followed by the UEFA 'B' and is in the process of introducing the UEFA 'A' Goalkeeping. Similarly, Finland and Estonia hold the said Goalkeeping 'C' (Level 1), then proceed with the UEFA 'B' for outfield players and finally the UEFA 'A' Goalkeeping (Level 2).

Conversely, the majority of countries interviewed hold three or four levels of specific goalkeeper coach education, namely Denmark, Scotland, England, Spain, Norway, Czech Republic, Belgium, Switzerland and Holland in the following sequence: Goalkeeping Level 1, UEFA 'C' (this may alternate as a pre-requisite for the Level 1 in some countries), Goalkeeping Level 2, UEFA 'B', Goalkeeping Level 3, UEFA 'A' Goalkeeping. (certain countries combine Level 3 and the UEFA 'A' Goalkeeping).

Spain encompasses sixteen tutors dedicated to specific areas of the goalkeeper education system. Switzerland's admission criteria for the UEFA 'A' Goalkeeping Course entails a physical test, which examines the candidates for basic physical competence such as shooting ability. For entry to Level 1, Belgium requires the UEFA 'C' and goalkeeping experience at professional level. All of these admission criteria cannot be easily extended to the Maltese scenario due to the smaller magnitude, but should be taken into consideration in light of their basic necessity. Australia follows this popular European model with three sets of courses. At Level 2 they emphasise the details and more basic techniques as well as game situations ranging from 8vs8 to 11vs11. General theory, physiology, psychology and fitness training are catered for. Candidates are taught to evaluate the performance of goalkeepers during matches. Individual, fitness and mental training of the basics and integration in a group session to familiarise with team tactics when in possession and when out of possession and set plays.

Level 3 or the UEFA 'A' Goalkeeper follows the UEFA Course Guidelines which expounds in great detail on training of top goalkeepers, with emphasis on integration. UEFA 'B' is generally a prerequisite for admission. In observing the UEFA 'A' Goalkeeper, the salient features noted were the integration of the goalkeeping coach as an equal member of the coaching staff, the importance of football general knowledge for goalkeeping coaches, professionalism, group and individual assignments, involvement in match analysis and training session planning, tactical tasks and dedicated software. In the observed instance, both the tutor and the candidate appeared under-prepared which caused pressure on themselves. Hence preparation prior to, and between, each session should be encouraged by assigning preparatory tasks and advice, such as asking the candidates to contemplate certain issues or to observe given scenarios.

Certain countries such as France and Germany, either did not respond or provided obsolete literature and data. This is an avenue for improvement in future undertakings of enhancing the findings of this thesis, possibly once stronger correspondence avenues arise.

Currently, there are nine approved UEFA 'A' Goalkeeper Courses as illustrated in Table 1 and Table 2 which could serve as models for the Maltese pathway.

TABLE 2:- UEFA COACHING CONVENTION	
UEFA COACHING CONVENTION: GOALKEEPER 'A' DIPLOMA	
9 Approved UEFA 'A' Goalkeeper Courses	
Association	Comments
Belgium	Approved Jira Panel meeting 28th April 2016
Denmark	Second Course Underway
Greece	Approved Jira Panel meeting 28th April 2016
Netherlands	Third Course underway (Re-evaluation)
Norway	Second Course Underway
Poland	Approved Jira Panel meeting 28th April 2016
Scotland	Second Course proposed to start May 2016)
Serbia	Involved in current Balkan tutor course
Spain	Approved Jira Panel meeting 28th April 2016
28 Federations participating currently	
As at May 2016	

TABLE 3:- APPROVED UEFA 'A' GOALKEEPER COURSES				
	Level 1	Level 2	Level 3	UEFA 'A' GK
Australia	Yes	Yes	Yes	Not applicable
Belgium	Yes	Yes	Yes	Yes
Czech Rep	Yes	Yes	Yes	
Denmark	Yes	Yes	Yes	Yes
England	Yes	Yes	Yes	Yes
Estonia	Yes			
Finland	Yes			
Holland	Yes	Yes		Yes
Ireland	Does not yet have a developed system of goalkeeper coaching			
Italy	Yes			
Malta	Yes	In Process		
Norway	Yes	Yes	Yes	Yes
Portugal	Integrated within the core courses			
Scotland	Yes	Yes	Yes	Yes
Spain	Yes	Yes	Yes	Yes
Switzerland	Yes	Yes	Yes	

Chapter 3 - The Local Situation

This thesis envisages a new kind of goalkeeper coach, taking full responsibility for his/her candidates and supporting higher standards in goalkeeping and in Maltese football. The local challenge is to increase the quantity and quality of qualified goalkeeping coaches, by means of higher qualifications and, eventually, the ultimate UEFA 'A' Goalkeeping Course, in an effort to augment the goalkeeper coach's esteem. These proposals shall be directly addressing the observed low level of goalkeeper coaching in Malta, by suggesting impetus for improvement, assimilated from foreign baselines.

As the governing force in Maltese football, the Malta Football Association (hereafter 'the MFA') is the predominant avenue of teaching and generating the practice of football coaching while improving the quality of standards. Nevertheless, in goalkeeping terms, only one level of goalkeeper coaching courses is currently held by the MFA. This thesis shall propose the introduction of the second level to pave the way for the UEFA 'A' Goalkeeping.

3.1. The Profile of the Goalkeeper Coach at Different Levels

Goalkeepers have always trained in a specific way, differentiated from the rest of the team and often subjected to unstructured goalkeeping training sessions. Yet, the truth is, that this was quite common until recently. Nowadays, it is difficult to find goalkeepers that do not receive specific training from an early age. Nonetheless, Malta still has a long way to go to be able to offer sufficiently high quality training that would allow the maximisation of the potential of those children that show a disposition to becoming goalkeepers. This illustrates the need of structuring the whole goalkeeper coaching system and mentality, even though since 2010 goalkeeping modules in coach education have been engrained in a reality based learning perspective.

Maltese goalkeeper coaches need to have a profile to work with different age groups. For the purposes of this thesis, the profile shall be categorised as follows: between 10 and 13, 14 to Amateur and from Amateur to Professional.

The job of the goalkeeper coach should start off by observing the goalkeepers he will be training, in matches as well as during team and individual training. This is documented by drafting a profile on each goalkeeper in the club, academy/nursery, possibly through a considered template.

The goalkeeper coach engaged with goalkeepers aged ten to thirteen must possess the UEFA 'C' and the goalkeeper level 1 course, and eventually the level 2 course, which prepares the coach to train goalkeepers up to amateur level. This would be followed by the specialised UEFA 'A' Goalkeeping with UEFA 'B' as an entry requirement and equips the coach with the knowledge to train at professional level.

Until players reach the age of ten, it is suggested that players take turns as to who plays in goal, rotating positions in line with multilateral development. So this delicate role will start to receive particular attention as at age ten.

Goalkeepers aged ten to thirteen years: The goalkeeping coach must work with goalkeepers on individual technique through games and also through isolated techniques so that these goalkeepers will have a good base of goalkeeping. Also, it may be recommended that these goalkeepers should play three games in goal and one game as an outfield player so as to gather the intuition of football, familiarising their feet and understanding their team-mates.

Goalkeepers aged fourteen to amateur: Goalkeeper coaches need to work more particularly on specific topics; for example, on receiving back-passes but they also need to work with the goalkeepers during the games which they play during their training routine.

Goalkeeper coaches in charge of top professional goalkeepers need to be able to train the goalkeepers individually, covering the whole spectrum of techniques and game eventualities and also with the whole squad, both during games and also during practices.

Table 3 draws the profile of the goalkeeper and will be used as a vehicle to structure Maltese goalkeeping courses.

For goalkeeping coaches, of

Level 1: 10-13 (Youth grassroots)

Level 2: 11-17 Elite and 14 to Amateur (Grassroots)

UEFA 'A' Goalkeeping Elite to Pro level.

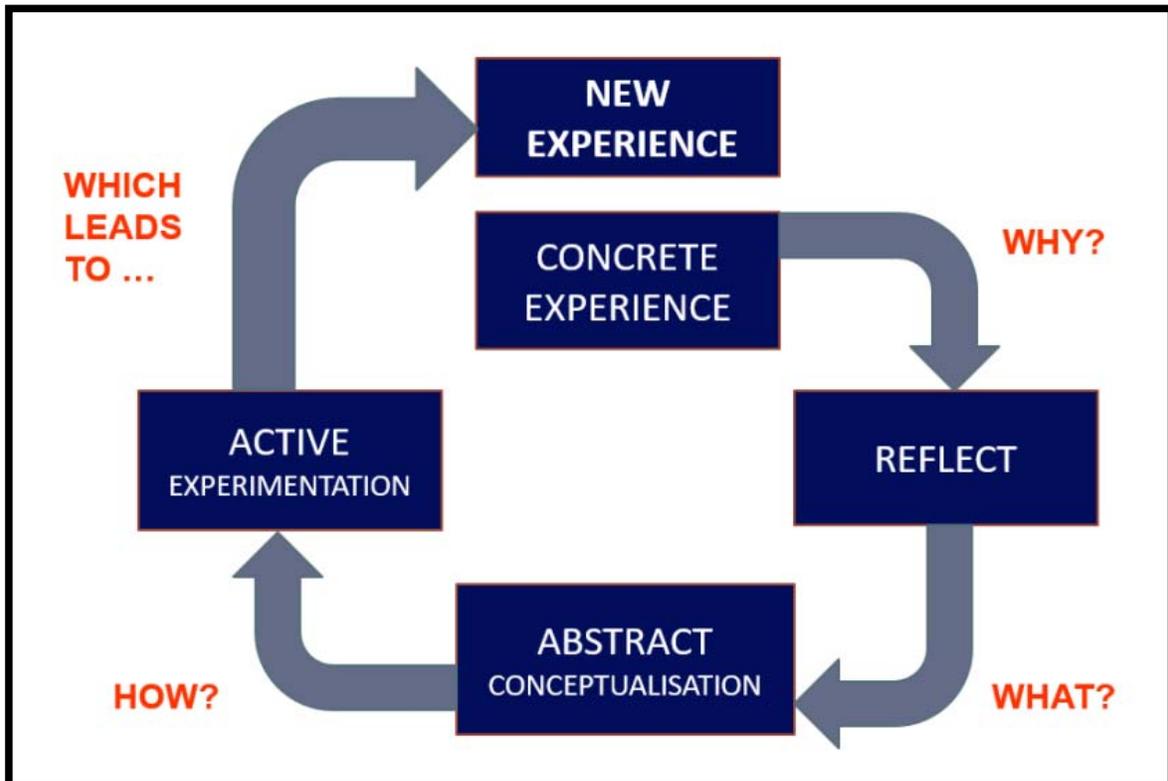
TABLE 4:- PROFILE FOR SELECTION OF THE TOPICS FOR EACH COURSE

Profile for selection of the topics for each course		Level 1	Level 2	UEFA 'A' GK
Tactical Intelligence	Positions himself for a back-pass			
	Selects most appropriate team mate to whom to pass			
	Narrows the angle to deal with shots			
	Organizes team mates' positions in a defensive situation (open play)			
	Organizes team mates' positions in a defensive situation (set plays)			
	Moves with the flow of play			
	Stays on his feet until the right time to intervene			
	Narrows the angle for a 1 vs 1			
Technical Ability	Distributes the ball with the hand			
	Distributes the ball with the feet			
	Receives and controls the back-pass			
	Takes stance for a 1 vs 1 (5-point block)			
	Takes stance for dealing with a shot			
	Assumes stance & footwork for dealing with a cross			
	Deals with shots from the front			
	Dives low – medium and high right side			
	Dives low – medium and high left side			
	Assess the flight and timing of the ball for high crosses			
	Deals with low crosses (Cut backs)			
	Catches high balls			
	Punches – deflects high balls			
Mental strengths	Display positive attitude			
	Display self confidence			
	Manifest leadership			
	Manifest bravery (Courage)			
	Taken decisions			
	Manifest attention			
	Manifest self-control			
	Regulated arousal			
	Performs imagery			
	Performs goal setting			
Manifest drive and motivation				
Physical	Manifest power			
	Manifest speed of movement (running, gliding, cross over running)			
	Manifest balance and coordination			
	Manifest reflex and agility			

3.2. Ideas of Learning

Kolb believes that “learning is the process whereby knowledge is created through the transformation of experience” (1984).⁵ This theory can be reflected in a cyclical model of learning, consisting of four stages as shown below.

FIGURE 1: - KOLB’S EXPERIENTIAL LEARNING CYCLE



One may begin at any stage, but must follow the others in this particular sequence:

1. Concrete Experience: The first stage, concrete experience, is where the learner actively experiences an activity, such as a game.
2. Observation and reflection: The second stage, reflective observation, is when the learner consciously reflects back on that experience such as during practice.
3. Abstract Concepts: The third stage, abstract conceptualisation, is where the learner attempts to conceptualise a theory or model of what is observed, (in this case, the same model) during previous practice and is transformed during the game.
4. Active Experimentation: The fourth stage active experimentation, is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

⁵<https://www.learning-theories.com/experiential-learning-kolb.html>

Kolb states that it is advisable to start by drawing from the experience of the player so that the player becomes more motivated and is able to see his current level. This facilitates accepting own shortcomings and encourages commitment to improve. The situation should be built around lessons from training and games. The goalkeepers' coach should draw out a plan to enable the goalkeeper to improve on his shortcomings and to reinforce his/her strengths. So, this cycle is repeated in each and every training session and hopefully as in Figure 1 the goalkeepers is able to jump to a higher level. The goalkeeper is allowed to extract lessons from training and exercises done with the goalkeeper coach and time should be given for goalkeepers to absorb concepts that s/he is training.

3.3. A Body of Knowledge for Goalkeeper Coach Education

National and international football organisations are increasingly developing programs with the objectives of creating a training curriculum that is capable of producing qualified goalkeeping coaches with professional recognition equal to other football professionals. This could be recreated in the local context with the introduction of the Level 2 Goalkeeper Coaching Course to facilitate the process and helping goalkeeper coaches undertaking the UEFA 'B' and finally the UEFA 'A' Goalkeeping. Level 1 remains fundamental in familiarising with goalkeeping technique, still within a holistic approach. Level 2 has to be more detailed entering into the detail of how to work with the team and also individually. This should focus on preparing a profile of each goalkeeper, preparing weekly training sessions physically, mentally, technically and tactically under the coordination of the head coach. Finally, in tailoring the UEFA 'A' Goalkeeping, the UEFA program has to be followed and adopted to the local needs.

This presuppose that topics will be revisited as they are become increasingly more complex Bruner (1960) argues, that a child of any age is capable of understanding complex information:

'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development'.⁶

He expounds that this occurs through the concept of a spiral curriculum. This entails the structuring of information so that complicated ideas are first simplified and taught to the candidates and eventually reverted to once a higher overall level is reached. Therefore, the difficulty is increased gradually in a spiral shape, allowing the learners to anticipate and develop their autonomous ideas.

⁶ Bruner J, *The Process of Education*, 1960 Page 33

Bruner (1961) holds that students develop their own knowledge by organising information in their own “coding system”. The most effective coding system is that configured by the same student, tailored personally, rather than drafted generically by the instructor. The concept of discovery learning means that subjects assemble their own knowledge personally. In the *Process of Education*,⁷ Bruner published the results of a ten-day conference between scientists, scholars, and educators, discussing how scientific education may be enhanced. Four themes characterise the book:⁸

1. Structure in learning – “The teaching and learning of structure, rather than simply the mastery of facts and techniques, is at the centre of the problem of transfer.”⁹
2. Readiness for learning – “schools may be wasting precious years by postponing the teaching of many important subjects on the ground that they are too difficult [...] the foundations of any subject may be taught to anybody at any age in some form.”¹⁰
3. Intuition – “The shrewd guess, the fertile hypothesis, the courageous leap to a tentative conclusion—these are the most valuable coin of the thinker at work, whatever his line of work.”¹¹
4. Desire to learn – “Ideally, interest in the material to be learned is the best stimulus to learning, rather than such external goals as grades or later competitive advantage.”¹²

The first three are adopted by analogy between the intellectual activity of a learner and the intellectual activity of a coach working at the frontier of knowledge. Intellectual activity operates on the same line. Hence these techniques can be adopted for a goalkeeper coaching protocol. The operation of the mind is of the same order in seeking understanding. The difference is in degree, not in kind. The goalkeeper learning the game of football is a team player and it is easier for him to behave as a team player than doing something else, such as training exclusively by himself. So, while the goalkeeper needs to learn the skills and techniques that pertain to a goalkeeper, he should do so within the realms of the team’s game model or style of play. And this is structured with incrementing difficulty and specification. Figure 5 exhibits the spiral curriculum for goalkeeper coaches learning levels.

⁷ Ibid Page vii – xvi

⁸ Ibid Page 11-16

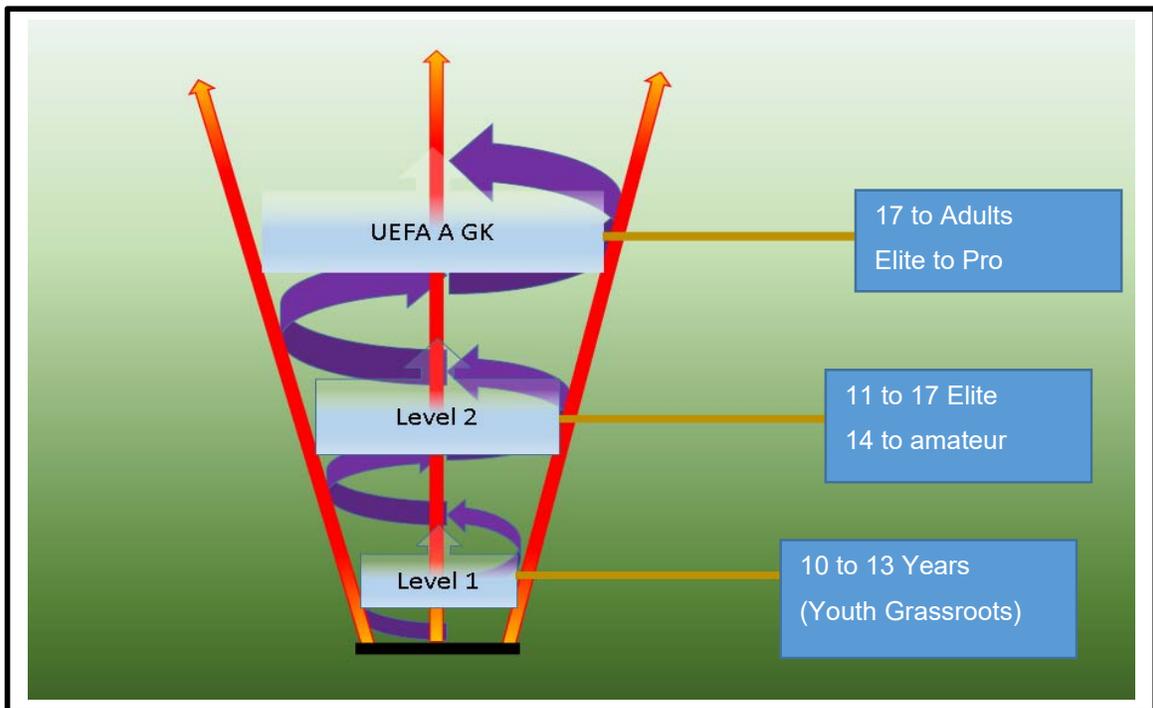
⁹ Ibid Page 12

¹⁰ Ibid Page 12

¹¹ Ibid Page 13-14

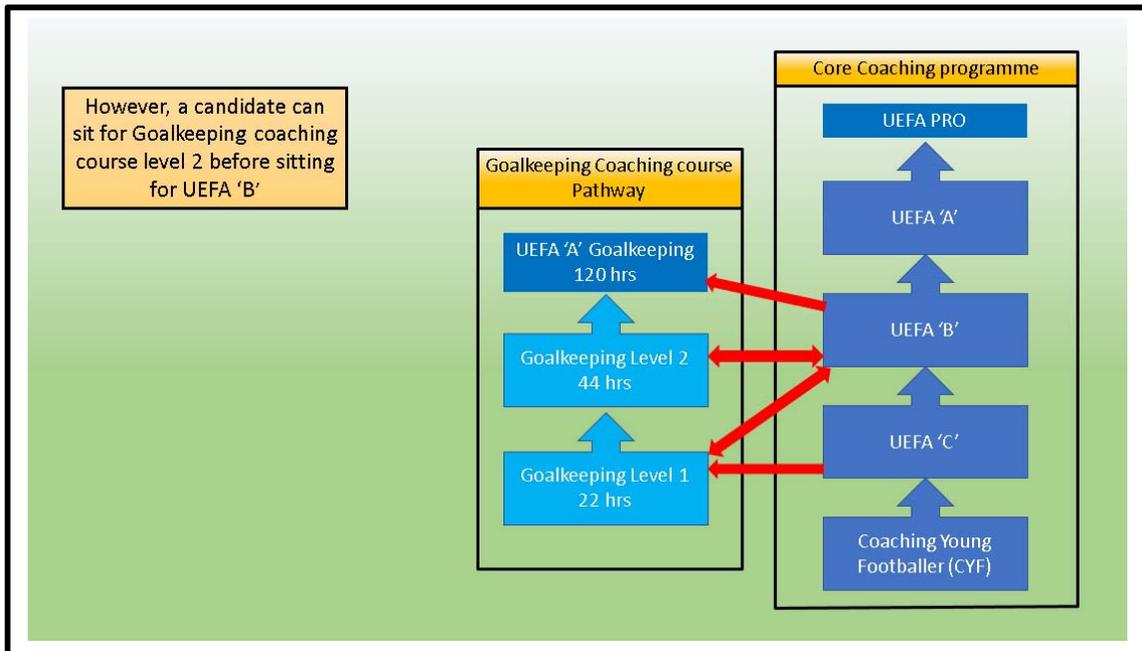
¹² Ibid Page 14

FIGURE 2:- THE SPIRAL CURRICULUM FOR GOALKEEPER COACHES LEARNING LEVELS.



3.4. A Goalkeeper Coaching Pathway

TABLE 5:- GOALKEEPER COACHING COURSES PATHWAY



The courses should be structured in accordance with table 6, focusing on helping goalkeeper coaches to work through the game model training sessions instead of only practice training. This would augment the credibility and respect enjoyed by goalkeeper coaches especially from their head coach or else they will shy away from this kind of training session. As goalkeeping sessions are included in the core coaching programme as in table 6, the coaches gain a more holistic approach and develop the required competence to deal with the goalkeeper in a more integrated approach. This should yield its dividends in at least three areas.

Training

- * Positive creation of the position of the goalkeeping coach
- * Development of all the goalkeeper's qualities
- * Individual preparation plan for each goalkeeper needs
- * Training adapted to the player's age and performance level

Technical aspects

- * Goalkeeping techniques
- * The back-pass and distribution
- * Playing as part of the defensive line
- * The first line of attack

Tactical Preparation

- * Organising the defence
- * Active part in attacking play

Instructing is not simply a matter of getting the student to dedicate him/herself to the results. Rather, it is the induction into the process that enables the obtainment of knowledge. Subjects are taught, not with the aim of forming human encyclopaedias, but rather to generate goalkeepers or goalkeeper coaches capable of thinking and performing autonomously, as they will be alone in reading the game and adapting to the faced circumstances. This can only be directly engaged through this knowledge-forming protocol and hence why '[knowing is a process not a product]'.¹³

This calls for course that are in line with the pedagogy adopted by the M.F.A. whereby courses do not merely provide content but give the required tools to the candidate so that s/he can develop the expected competences. The quest for more knowledge should prevail as much after the course as in so much during the course. So, the course acts as a trigger to construct own knowledge while this co-construction is propagated with the first team coach within the club structure.

¹³ <http://infed.org/mobi/jerome-bruner-and-the-process-of-education/> 1966: 72

TABLE 6:- THE INVOLVEMENT OF GOALKEEPING IN OUTFIELD COACHING COURSE

Course	Time	Age	Topics	
CYF	2hrs	8-9 yrs.	Basic Goalkeeping	2 hrs Basic handling and distribution [Practice]
UEFA 'C'	4hrs	9 till 12 yrs.	Getting in goal	1hr 30min Crosses / Shot stopping [Practice] 30 min [Theory]
				1hr 30 min Build up [Practice] 30 min [Theory]
				1hr 30 min Crosses [Practice] 30min [Theory]
UEFA 'B'	6hrs	13+ Senior Amateurs Basic level	Getting in goal	1hr 30 min Shot stopping - Narrowing the angle [Practice] 30 min [Theory]
				1hr 30 min Build up [Practice] 30 min [Theory]
				2hrs Set plays defending [Theory]
UEFA 'A'	6hrs	Senior Amateurs Advanced level	Goalkeeping	1hr 30 min Distribution [Practice] 30 min [Theory]
				1hr 30 min Defending in Numerical Disadvantage [Practice] 30 min [Theory]
UEFA Elite	2hrs	till 19 yrs.	Periodization	2hrs Goalkeeping periodization [Theory]
				3hrs Periodization for goalkeeping [Theory]
UEFA Pro	9hrs	Goalkeeping senior Pro		2hrs Management of sessions [Theory]
				2hrs the integration of Gk coach with the technical staff & How to deal with the GK's [Theory]
				1hr 30 min Dealing with Space in high pressing [Practice] 30 min [Theory]

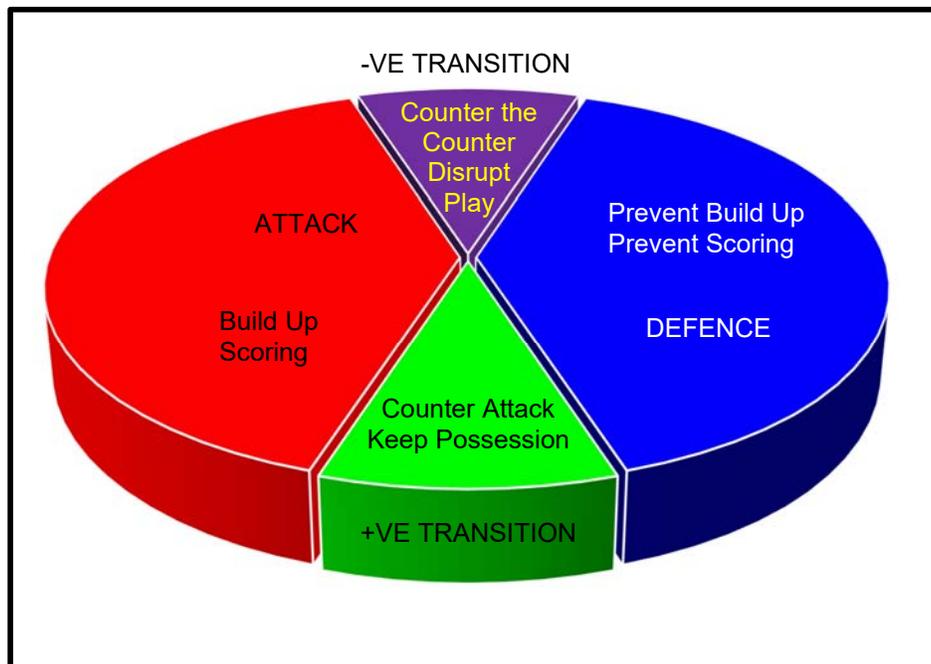
3.5. Goalkeeper Coaching through the Integrated Approach

The concept of coaching ought to revolve around integrated training sessions and reality based learning. As per Figure 3, the reader can obtain a clear picture of what is sought from typical goalkeepers. This method, the Integration Approach, apportions concentration so that goalkeeping coaches can work with the goalkeepers individually but also in the integrated form with the whole team to help the goalkeeper in decision making during matches.

By integrating the goalkeeper into team training session, s/he will improve in terms of team chemistry, the cohesion between the goalkeeper and outfield is strengthened and the defence is trained to concede fewer goals. The goalkeeper's match performance will dramatically improve by being provided with the opportunity to prepare and practice for the variety of situations that can occur in a game, rather than just shot stopping. An eye must be kept on team shape, which must flow from the earned leadership skills and role within the team.

Basically, the two main responsibilities of the goalkeeper are to prevent opponents from scoring and to contribute to help his/her own team to score. This means that the goalkeeper has some tasks relating to defence and others relating to offence. The goalkeeper is also part of the team, a teammate and this should be reflected in his/her training as well. This means that the goalkeeper needs general football skills at par with the outfield players. These tasks may be broken down by suitable choice of actions as indicated in Figure 3x.

FIGURE 3:- INTEGRATED APPROACH



3.6. The Goalkeeper Coaching Course Level 1

3.6.1 Proposed Topics

This course is structured for goalkeeper coaches seeking to train goalkeepers from the age of ten to thirteen years (Youth Grassroots). The basic aim of this course is to teach the prospective coaches the foundational goalkeeping techniques and establishing a dedicated mentality in coaches which favours a holistic approach. Compound exercises should be focused upon, incorporating various skills and techniques, as opposed to isolation, as the young goalkeepers are still unprepared to dissect their role in the game.

3.6.2 Aims

After completing this course, the participants will become familiar with the most important responsibilities of the goalkeeper's individual techniques. The participants shall gain experience in sensible activities for children in the relevant age group, with games and playful activities. They shall gain competence in rendering appropriate guidance and instruction. It is important that the participants themselves take part and undergo actual induction for some of the exercises especially does who never played in goal.

3.6.3 Outcomes

Candidates will be endowed with competence in, and an understanding of, the following factors:

1. Plan and structure a training session for goalkeepers.
2. Explain the right technique in detail.
3. Manifest flow in the training session from global to analytical phases.
4. Reduce the available size of the goalpost by closing the angle.
5. Form a profile for each goalkeeper
6. Prepare a training session

TABLE 7:- GOALKEEPERS COURSE LEVEL 1 (NATIONAL LEVEL)

Goalkeepers Course level 1 (National level)		
1. Theoretical		
Psychology: goal setting		2hrs
Goalkeeper on defence: Ready position, handling the ball, diving technique, 1 vs 1 situations		3hrs
Goalkeeper on attack: receiving back-pass, ball distribution.		3hrs
LTPD and Coordination		2hrs
2. Practical demonstration of exercises and activities		
Goalkeeping on defence: Ready position, handling the ball, diving technique, 1 vs 1 situations		6hrs
Goalkeeping on attack: receiving back-pass, ball distribution, build up from the back.		6hrs
Total: - 22 hrs	Practice: - 12hrs	Theory: - 10hrs

The backbone of this course is the emphasis on offering these young goalkeepers a holistic training experience by adequately focusing on the management of these children. These children must be given the opportunity to experience a football game according to their own development level. It may be suitable to provide more rigorous instruction, specially tailored for children who are eager to improve their football skills. It is noteworthy that all varieties of small-sided games are good tools for goalkeepers to improve and these provide the best avenue for the development of these rudimentary skills. The level 1 has no formal assessment, however all candidates are expected to perform a training session on a given topic and formative feedback is given.

Upon successful completion of this certificate, coaches can progress to further training at higher levels by virtue of the Goalkeeper Coaching Course Level 2.

3.7. The Goalkeeper Coaching Course Level 2

3.7.1 Proposed topics

This course is currently being structured and will serve to bridge the gap with the UEFA 'A' Goalkeeping which is envisaged to be held in the near future. This embellishes the system with a sense of continuity and progression. This course focuses on goalkeeper training for the age group of eleven to seventeen (Elite) and fourteen to Amateur (grassroots). This course is also concerned with the individual requirements of the goalkeeper. Therefore, a review of the technical and tactical aspects of goalkeeping is called for, be they relating to defence or offence.

3.7.2 Aim

Participants shall, through theoretical and practical exercises, gain understanding of how they can organise suitable and quality goalkeeper training. It is instrumental that the participants engage in practical exercises to empathise with their future trainees and to experience themselves experiential learning. Now the goalkeeping coach can understand the distinction between the choice of an action or another within the parameters of football tactics and skills.

3.7.2 Outcomes

Candidates will be equipped with the required competences, and are expected to exhibit there, in the following factors:

1. Learn the goalkeeper's technical and tactical components.
2. Gain insight into the requirements of the goalkeeper during the game and training.
3. Perform, match analysis from game to game.
4. Prepare the goalkeeper for the following match by catering for possible eventualities and preparation aspects.
5. Vary, with appropriate method, the training session from global to analytical phase.
6. Form a comprehensive template profile and it for each goalkeeper.
7. Prepare an integrated training session in update conjunction with the first team.

This course is designed to offer goalkeeper coaches looking to train goalkeepers aged eleven to seventeen years of age (Elite) and fourteen to Amateurs (Grassroots), with emphasis on preparing the goalkeeper to higher levels. In this particular course, the main focus is on technical and tactical skills in both theory and practice. The goalkeeper often co-operates with one or more teammates. The game model influences the goalkeeper choices and actions, as

does its relationship to the opponents. All varieties of small-sided games are good tools for goalkeepers to improve. It is through games that they best develop skills.

Upon successful completion of this certificate, coaches can progress to further training through the UEFA 'B' (for outfield players) thereafter, they can sit for the UEFA 'A' Goalkeeping.

The course will be based on three modules, the first one lasting 15 hours and the subsequent two lasting thirteen hours each. At the end of each module, candidates will be given specific assignments whereby they will receive formative and summative feedbacks as per the normal procedure in coach education.

Other assessments include the keeping of log book for a minimum of ten sessions, and practiced sessions in own clubs working under the guidance of a head coach with their goalkeepers. This should include both individual and integrated team training. Each candidate will be assessed for a minimum of three hours.

TABLE 8:- GOALKEEPERS COURSE LEVEL 2 (NATIONAL LEVEL)

Goalkeeping Course Level 2	Topic	Theory / Practice
Football Knowledge	Profiling the club goalkeepers	Theory 2hrs
	Analysis of the goalkeepers' role with in the game	Theory/Practice 2hrs
Leadership management	Profiling the goalkeeper coach	Theory 2hrs
	The role of the goalkeepers' coach	Theory 2hrs
Psychology	Goal setting	Theory 2hrs
	Mental preparation	Theory 2hrs
Physiology	Periodization plan: conditioning, training, competition and recovery	Theory 2hrs
Physiology: Football fitness	Fitness testing for goalkeepers	Theory/practice 2hrs
	Conditioning for goalkeepers	Theory/practice 2hrs
Teaching methods	Cooperation with other members of the coaching staff	Theory/practice 2hrs
	Use of modern technology	Theory 2hrs
Technical - tactical	Set plays, Warm up, dealing with 1 vs 1, dealing with crosses, dealing with shot stopping, distribution and receiving back-passes.	Practice 14hrs
Teaching practice	Coaching in relation to the game: reality based training	Practice 2 hrs
Work experience	Club based experience	5hrs
	Research assignment on goalkeeping topic	5hrs
Final assessments	Presentation of club reality based technical and tactical	Theory 1hrs
	Reality based technical and tactical	Practice 2 hrs
Log book	Scouting report + Periodization plan (meso cycle) for goalkeepers +	
	Self-evaluation	
Total: - 44hrs	Practice: - 22hrs	Theory: - 19hrs

* Each candidate will be assessed for a minimum of three hours.

3.8. The Goalkeeper Coaching Course UEFA 'A'

3.8.1 Proposed topics

The objective of this course is to provide the candidates with the UEFA coaching qualification for goalkeeper coaches working at professional level and to give goalkeeper coaches recognition and credibility as fully integrated and accepted members of the coaching staff.

3.8.2 Principles of the course:

1. This course is intended for goalkeeper coaches working in the professional ambit.
2. Participants must possess the UEFA 'B' licence as well as a national goalkeeper coaching certificate.
3. A maximum of 16 participants will be selected for each course.
4. A minimum of two tutors will be involved in each course.
5. The participants will carry out their assignments and tasks during the course.
6. As assessment process, will be conducted.

3.8.3 Course Content and Timelines

The course content has been outlined in the profiles for the goalkeeper and the goalkeeper coach. Content is broken into four distinct areas:

Theoretical, Modules, Practical modules, Work experience at clubs and assessment.

TABLE 9:- UEFA 'A' GOALKEEPING¹⁴

UEFA 'A' Goalkeeping	
Minimum hours of Education in total	120
Minimum hours of theory units off the pitch	36
Minimum hours of practical units on the pitch including work experience and study visits	84
Minimum hours of assessments (in addition to hours of education)	5

¹⁴ As per UEFA coaching convention 2015

TABLE 10:- CONTENTS IN UEFA 'A' GOALKEEPING COURSE

GOALKEEPING A LICENCE: Semi-professional / professional level
Interactive theory
1. Football knowledge
Current trends in goalkeeping
Profiling the goalkeeper
Analysis of the goalkeeper's role within the game
Player identification / scouting
2. Leadership / management
Profiling the goalkeeper coach
The role of the professional coach's environment
Managing the goalkeeper coach's environment
3. Physiology
Periodization plan: conditioning, training, competition and recovery
Advanced physical preparation for goalkeepers
4. Psychology
Individual and team planning: goal setting
Mental preparation for goalkeepers: focus and concentration
Stress management for goalkeepers
5. Teaching methods
Cooperation with other members of the coaching staff
Methodology and coaching styles (developing decision making)
Use of modern technology

TABLE 11:- RESIDENTIAL PRACTICE MODULES

Residential practice modules
1. Technical /tactical training (tutor led)
Advanced situational training
Developing the goalkeeper's role in attack, defence and transition
Set plays
2. Physiology: football fitness
Fitness testing for goalkeepers
Conditioning for goalkeepers
Speed and agility
3. Teaching practice (coach led)
Exploring coaching methods: tactical training sessions
Coaching in relation to the game: reality-based training

TABLE 12:- WORK EXPERIENCE MODULES

Work experience modules
Club-based group work: on the job in a club environment
Assignments based on residential theory modules
Research assignment on a goalkeeping topic

TABLE 13:- FINAL ASSESSMENTS

Final assessments
1. Final practical assessment (club-based)
Presentation of an analytical and planning-related task
Reality-based technical and tactical training session
Reflection on planning and final practical coaching session
2. Log book assessment
<p>Assessment of log book (submitted before final practical assessment)</p> <p>The log book is a record of the goalkeeper coach's work and should contain:</p> <ul style="list-style-type: none"> • Profile of course participant; • Outline of structure of club's coaching staff; • Record of participant's club-based work during course; • Copy of notes regarding club-based group work; • Copy of residential work/notes/session plans, etc.; • Copy of match analysis tasks; • Copy of diary and draft periodization plan (mesocycle) for goalkeepers; • Copy of development plan and final outcomes for goalkeepers; • Copy of scouting system; • Copy of research assignment; • Copy of self-evaluation.

Chapter 4 - Conclusion

The key aim of this thesis is to serve as the constitution of a goalkeeper coaching education system. This effort is geared towards providing the M.F.A with a clear representation of principles and criteria that is in furtherance of the realisation of a goalkeeper coaching courses structure.

In a sense, the goalkeeper is the loneliest person in the team and that is why s/he has to train with the team to dissolve any such barriers. A football team necessitates that the goalkeeper trains with the rest of the team as a single unit, which depends on the goalkeeper not only to lead from the back but to inspire confidence and give direction from the bird's eye perspective. A fortiori, the goalkeeper and the goalkeepers' coach must foster a direct relationship on a different level from that of the field players and their respective coach.

Goalkeeping requires a strong partnership between the goalkeeper and the coach. The goalkeeping coach's role partakes of a trainer, teacher, critic, psychologist and friend. That is why it is essential that the goalkeepers coach share his experience coaching during team training sessions, embracing the dynamic role of the goalkeeper as here postulated. To say it with Hodgson,

“[goalkeepers are part of a defence, but the word is the wrong one.
In reality they are attacked]”¹⁵

The head coach is responsible for the training and planning of the team's practice schedule. But it is especially important that the planning of practical sessions must include also the goalkeeper coach and there should be close co-operation between head coach and goalkeepers coach. Most head coaches have never played as goalkeepers and this might be one reason why goalkeeper training is often perceived as a necessary evil. But still, everyone can profit from the team having the best possible goalkeeper technically and tactically.

To accomplish this purpose, the head coach must surround himself with qualified and proactive staff as this will ensure that there is continuous and needed improvement in training quality and will increase the chance for management and team success. This will be facilitated if the goalkeeping coach is qualified and familiar with coaching concepts.

¹⁵ <https://whatahowler.com/fourteen-ways-of-looking-at-a-goalkeeper-76fd5d18879#.h9epupyz4>

Hodgson F, *Only The Goalkeeper To Beat*, Macmillan (1998)

If heed is taken of the proposals contained herein, the first layer of ice inhibiting specialised goalkeeper training will be penetrated and the respect attributable to goalkeeper coaches will be enhanced. This, coupled with a professional approach and mannerism, should permit prospective goalkeeper coaches to realise their potential and bring their contribution to the coaching table.

Hopefully, an increased level in this ambit would trigger a domino effect, whereby Maltese goalkeepers increase in quality, with players having to either ameliorate to score or leave goalkeepers with clean sheets. But at least players will hereby be guided by higher quality goalkeepers. Ultimately, an adequate goalkeeper coaching education system will inevitably lead to an upgrade of Maltese football.

UEFA can help a lot. Current goalkeeping practices is still stuck in isolated drills whereby the goalkeepers coach trains alone. It is suggested that more best examples of reality based learning incorporating goalkeeping sessions within the whole team training is promoted. This has already been done in the UEFA “Art of goalkeeping 2” DVD. Yet it can be extended to UEFA’s technical ground sector whereby more sustained and frequent ideas are presented to deconstruct the unrealistic way of goalkeepers’ training.

4.1 Additional Recommendations

A further elaborated synopsis of the recommendations is here provided:

1. The following recommendation in the local scenario will help to improve the local game of Goalkeeper Coaching Courses Level 2 and UEFA ‘A’ Goalkeeping
2. Encourage goalkeeper coaches to sit for the UEFA ‘B’ possibly a course is held for them.
3. Develop the required competence for goalkeeper coaches to work with and under the guidance of the head coach while they understand the game better.
4. Furthermore, we must encourage head coaches to include the goalkeeper more in their team training by supplementing the range of courses with goalkeeping ingredients, and particularly showing first team coaches how to collaborate in a comprehensive coaching team during the outfield courses.

Chapter 5 Appendix – Synopsis of Some of the Interviews

5.1 Portugal

One of the technical directors whom the author interviewed was the Portuguese director, Mr. Francisco Silveira Ramos. At the time of the interview,¹⁶ the Portuguese model employed no goalkeeping course structure, but catered for goalkeeper coaching by encapsulating specific content related to goalkeeping within the ordinary line of courses. All Portuguese goalkeeper coaches are integral coaches of courses from the first to the fourth level of the UEFA Pro. This entails that they do not have a special career in the academy education and that they undertake the same education as the other coaches and then some of them would opt to specialise. Portuguese mentality is inclined against having a specialised coach working only with one player, as this is perceived as inhibiting the particular coach's career opportunities.

Coaching is addressed in an integral manner and, in Portugal, it is considered essential for coaches to experience the entire universe of coaching. In fact, we can observe great Portuguese coaches across Europe.¹⁷ The Portuguese model believes in open education and holistic consumption thereof, with due regard to *a posteriori* specialisation. This since specialisation ensues after each candidate has successfully gathered the whole range of theoretical and practical knowledge one must have to be a good general coach. It is deemed more important that they know the steps involved in working with children, youths and adults.

Exclusive emphasis on goalkeeping is not stressed, as the Portuguese system does not dedicate excessive importance to individual, specific tasks and functions. This is a perception which does not address training in cross-section, but which interprets football as teams operating in a single unit and not as multiple, distinct units converging as a team. This interpretation pervades the entire methodology used in football coaching. Nonetheless, the goalkeeper does enjoy the special attention required as the person covering the post, which constitutes the opponent's ultimate objective. All the contents during the courses must include the goalkeeper and cater for all the specification necessary about his knowledge, function, skills and other special factors.

¹⁶ Interviewed on the 16/10/2015

¹⁷ https://en.wikipedia.org/wiki/Category:Portuguese_football_managers

5.2 Denmark

Another technical director who was interviewed by the author the Danish technical director, Mr. Peter Rudbæk. At the time of the interview,¹⁸ Denmark was holding the UEFA Goalkeeper Coaching Course after obtaining approval from UEFA.

The very first level was coined the Course M0 Coach, running for 6 hours. Thereafter, Denmark provided two other domestic courses M1 Coach and M2 Coach, with a duration of 2 to 3 days and 4 to 5 days respectively. On obtaining these three courses, the goalkeeping coach candidate would undertake the UEFA 'B' licence, before proceeding to the UEFA 'A' Goalkeeping.

TABLE 14:- GOALKEEPERS COACHING COURSES IN DENMARK

<i>Level</i>	<i>Hours</i>	<i>Admission requirements</i>
M0 Coach	6 hours	None (offered by local union)
M1 Coach	14 hours (2 Days)	M0 coach or B1 coach*
M2 Coach	40 hours (2 periods)	M1 coach ** and B1 coach
UEFA 'B'		
UEFA 'A' Goalkeeping	215 hours (Study)	M2 trainer and B license

* Players / coaches in League, 1.Div., 2. Div. and 3F league level can skip M0 coach of.

** Goalkeepers who have played in the league, 1st Div. and 3 F league (min 50 matches) can skip M1 coach of.

The M0 Coach Course on goalkeeping is promoted to all coaches. It is being recommended that this is undertaken more and more from now on, possibly by all coaches, advertising the basic course as addressing only the basic technical and tactical factors in goalkeeping and concentrating on the individual skills (handling, body positioning, angle play, distribution) and then focusing on advanced tactics and technique during the 40-hour course. So, the emphasis is on the relation to the player.

Director Rudbæk opines that the goalkeeper is the specialist with a very special role as the only player who can use his hands. However, he thinks it is important to change the restrictive mindset because a lot of footwork skills are involved in cooperation with the other players. It is important to be in tune with team tactics but specialist coaching is still necessary.

When Denmark introduced the UEFA 'A' Goalkeeping, they invited Mr. Packie Bonner to visit the Pro license opening to set the theme of involvement of the goalkeeper into the team. This

¹⁸ Interviewed on the 25/11/2015

was the first step at changing the mindset of head coaches and coaches with the Pro license to involve the goalkeeper coach in the coaching staff as a partner member. We need to invest in this as I think it is useful step in this journey. Rudbæk believes that coach education empowers the goalkeeper coach and strengthens the attributed respect. At the Danish FA, the goalkeeper coaches for the U21, U19 and U17 are instructors in the course system, which develops strong links in the structure.

Speaking from his experience, Rudbæk considers that goalkeeper coaches are much better when equipped with the UEFA 'B' or A licences. This stimulates coaches out of their comfort zone when they have to integrate with the entire team. Goalkeeping coaches should start to familiarise with the team. Hence the importance of being versed in coaching the whole team.

In Denmark, they employed the club licensing system in the top league and in the best U17 and U19 clubs. From the year 2016/7, these goalkeeper coaches must have the Goalkeeper 'A' licence. This may require some enforcement by the Danish Football Association. From there on, the wheel will start turning autonomously once goalkeeper coaches are out of their comfort zone. An issue which is anticipated is that other countries do not abide by this club licensing system.

But the need for a starting point is felt and the motivation and the plan are in place in Denmark – club cooperation is definitely required to improve the role of the goalkeeper coach and eventually, the goalkeepers themselves. The goalkeeper coach has to exhibit his interest and dedication. If he is incompetent, these are useless, and that is why he must be educated. Interest is felt with candidates applying for the 'A' course to further their education and establish high standards and meaningful competition.

Bibliography

- <https://whatahowler.com/fourteen-ways-of-looking-at-a-goalkeeper-76fd5d18879#.h9epupyz4>
- <http://www.sportskeeda.com/football/why-introduced-back-pass-rule-football-how-exploited-today>
- Williams A.M, Hodges N.J, (2005) Practice, Instruction and skill acquisition in soccer: challenging tradition. *Journal of sports science*.23.(6):637-50
- Ruiz L, '*The Spanish Goalkeeping Bible*', 2002, Reedswain Publishing, Page 18
- <https://www.learning-theories.com/experiential-learning-kolb.html>
- Bruner J, *The Process of Education*, 1960 Page 33
- <http://infed.org/mobi/jerome-bruner-and-the-process-of-education/> 1966: 72
- As per UEFA coaching convention 2015
- <https://whatahowler.com/fourteen-ways-of-looking-at-a-goalkeeper-76fd5d18879#.h9epupyz4>
- Hodgson F, *Only The Goalkeeper To Beat*, Macmillan (1998)
- Mr. Francisco Silveira Ramos Interviewed on the 16/10/2015
- https://en.wikipedia.org/wiki/Category:Portuguese_football_managers
- Mr. Peter Rudbæk Interviewed on the 25/11/2015