

Training course “Youth in healthy action!”

Novi Sad, Serbia

27th October – 4th November 2013



SUMMARY:

Training course "Youth in healthy action!" aimed to empower our youth workers willing to develop and organise sport and health-enhancing physical activities with youngsters in their communities. It gathered 27 participants from 8 countries (Serbia, FYR Macedonia, Kosovo*, Montenegro, Croatia, Turkey, Italy and United Kingdom), it lasted 7 days and was held in Novi Sad, Serbia in October/November 2013.

The themes of the project were: Sport and health policies in the EU and candidate countries, education and youth work through sport methods, physical and mental health of youngsters, new EU youth programme from 2014 (Erasmus+) and European level projects in youth field with using sport and health-enhancing physical activity.

Objectives:

- Sharing realities about sport, exercise and nutrition of youngsters in our communities
- Exploring connection between physical (in)activity and health
- Discussing different Sport and health policies in the EU and candidate countries
- Promoting and exploring concepts "sports for all" and "healthy lifestyle" in relation with youth work
- Sharing different sport methods useful for every day youth work with youngsters
- Encouraging further promotion of sport and health-enhancing physical activities in our communities and discussing policy base for it in EU and our countries
- Defining quality "sport for all" activities
- Understanding challenges in implementation of quality sport and health-enhancing physical activities
- Recommending how to plan goals and targets of participation in sport and health-enhancing physical activities.
- Learning how to use new EU youth programme for promotion of sport and health-enhancing physical activities and developing new projects and European level cooperation

Training course was based on approach and principles of non-formal education (NFE) with regular NFE methods and some sport activities.

ORGANISER AND PARTNER ORGANISATIONS IN THE PROJECT:

1. Active youth in happy Europe / Aktivni mladi u srećnoj Evropi (AMUSE), Serbia - organiser

E-mail: amuse.pancevo@gmail.com

Short description: Active youth in happy Europe is young youth non-profit non-governmental organisation that aims following:

- Promoting healthy life style and development of skills needed for it and encouraging youth to regular physical activity through promoting the idea of "sport for all"
- Improving opportunities for quality leisure (free) time of youth
- Encouraging young people to tolerance and coexistence through non-formal education, intercultural dialogue and the life according to the values and principles of European citizenship.

Our members and founders have been active with different youth work areas and sports and have extensive experiences in organising and leading volunteer projects, facilitating workshops in high schools, initiating different projects for quality leisure time of youth and promoting intercultural dialogue and acceptance on international level, but also in local communities where they come from with different ethnical and cultural minorities and marginalised groups.

2. Center for Intercultural Dialogue (CID), FYR Macedonia

Website: www.cid.mk

Short description: CID is a supporter of UNITED for intercultural action, a member of Youth for Exchange and Understanding and Service Civil International. The organization actively cooperates with the Council of Europe (Directorate for Youth) and the European Commission (programme Citizenship and Youth in Action) and has implemented several projects within the programs. CID is an European Voluntary Service hosting and sending organization in the past 3 years. Apart from the active involvement in the Youth in Action programme of the European Commission, the CID organized several local projects in the framework of the European Year of Intercultural Dialogue in cooperation with OSCE mission to Skopje. CID actively cooperate with the UN agencies in Macedonia in implementing activities within the joint-UN programme "Enhancing inter-ethnic dialogue and cooperation".

3. GAIA

Website: <http://gaiakosovo.wordpress.com/>

Short description: GAIA is peace organization working in a field of peace promotion, understanding and solidarity between people, social justice, sustainable development and respect of environment. GAIA is also promoting cultural diversity and works on education and integration of marginalized and minority group in society, especially Roma, Ashkali and Egyptian.

The main activities of GAIA are coordination of volunteer exchange, organization of non-formal educational programs, cooperation with other local and international organizations, organization of festivals, promotion of volunteering and volunteer work, peace promotion, international understanding and solidarity in region of Balkans and promotion of freedom of movement and youth mobility. Gaia works in implementing work camps around Kosovo and building a network with other local, regional and international NGOs, developing the idea of local volunteers' service and building capacity for youth workers.

4. Association for Democratic Prosperity – Zid (ADP – Zid), Montenegro

Website: www.zid.org.me

Short description: Association for Democratic Prosperity - Zid is a nongovernmental organization established in 1996 based in Podgorica, Montenegro. ADP - Zid has an independent Assembly and the Board of Directors that are managing bodies of the organization. Executive bodies of the organization are Executive Director and Program Committee. Number of employees in the organization depends on the possibilities of support for the programs, and ranges between 6 and 10 persons. A large number of volunteers is actively involved in project activities of the organization and very often some of those activities are initiated by themselves.

ADP - Zid working on different projects and activities within the following programs:

- Voluntary Service of Montenegro;
- Community Development;
- Social responsibility of enterprises;
- Youth and active citizenship;
- International cooperation and EU integration;
- Legislation and civil society development.

5. Association for improvement of modern living skills "Realization", Croatia

Website: www.udruga-ostvarenje.hr

Short description: Association for improvement of modern living skills "Realization" aims at and works on:

- encouraging personal development,
- strengthening youth initiatives,
- promotion of non-formal education and lifelong learning of all layers of society,
- promotion of European awareness and European citizenship based on interculturality, democracy, knowledge and dialogue.

Association "Realization" organises regular workshops and trainings of mainly unemployed and youth on local level and on European level as a partner or coordinator. Till now, the Association was involved in different projects in the field of non-formal education, global education, volunteerism, social inclusion, intercultural learning and dialogue and (youth) unemployment and entrepreneurship.

Association "Realization" is a member of the formal European network "Youth for Exchange and Understanding" and of an informal European network on social volunteering as tool for inclusion.

6. Omerli Kalkınma ve İnisiyatif Derneği, Turkey

Short description: Aim of OKID – developing and implementing cultural, artistic and educational activities aiming at community development and also contributing to social and personal development of its main target group – youngsters from rural and urban areas, youngsters with fewer opportunities and isolated communities – providing capacity building support.

Objectives:

- Providing humanitarian help for children and youngsters with special needs.
- Creating and providing better conditions for youngsters, children with special social needs or challenged youngsters.
- Social and school reinsertion for youngsters and children coming from difficult socio-economic background.
- Information and support guaranteeing human rights and social protection for groups in need.
- Promoting and supporting equal opportunities concept and active communitarian participation.
- Developing and implementing programmes for youngsters with special needs.
- Supporting adults in their professional reinsertion process.

7. Ferfilo' Associazione Culturale, Italy

Website: www.ferfilo.com

Short description: Ferfilo' works mainly in fields connected to the world of teenagers and young people: since 2009 Ferfilo' has been the only link between the local institutions and the young people of Cento, organising and managing cultural activities and events with their precious help.

Thanks to agreement with local institutions, Ferfilo' has managed to enter local schools and conduct a cycle of focus groups aimed to stimulate the students to propose and plan together activities and events that they find interesting.

Thanks to these focus groups, Ferfilo' has built really good network of relationships with young people and carried out many initiatives such as musical summer contest of new bands, various musical events with help of young people directly involved in the organization, art exhibitions and film festivals.

Ferfilo's activities also involve language classes, educational projects with themes such as citizen journalism and media-education and monitoring the social status of local's teenagers.

8. FIAYC (Fifi's International African Youth Club)

Address: Shipcote Terrace - Saint Marks Methodist church; NE8 4AA Gateshead; United Kingdom

Website: www.fiayc4youth.btck.co.uk

Short description: FIAYC youth club (<http://fiayc4youth.btck.co.uk/>) is a non-profit intercultural organisation and has been running for over 2 years, and was developed to Advance and relieve the needs of young people under 25 years of age in particular but not exclusively of ethnic minorities through:

- The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

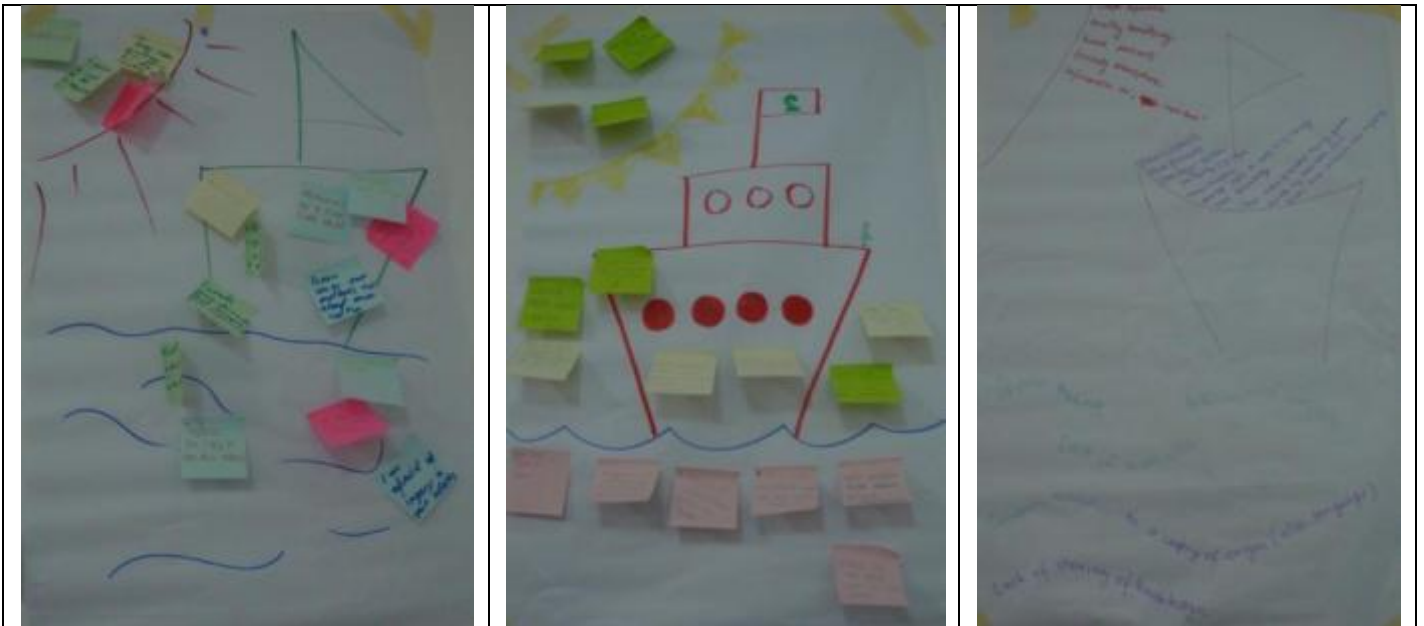
We work alongside with volunteers who encourage children and young people to take part in artistic activities in their spare time through music, dance, drama, drumming, educational trips, healthy life style activities, art and craft etc....

PROGRAMME OF THE TRAINING COURSE:

Day 1 27th October 2013 Sunday	Day 2 28th October 2013 Monday	Day 3 29th October 2013 Tuesday	Day 4 30th October 2013 Wednesday	Day 5 31st October 2013 Thursday	Day 6 1st November 2013 Friday	Day 7 2nd November 2013 Saturday	Day 8 3rd November 2013 Sunday
	Introduction (participants, team, organisations, project, programme) Expectations, Contributions Group building Youthpass intro	Sport and youth work → Sport for all!	Sport and health policies in the EU and candidate countries	Promotion of sport and health-enhancing physical activity in EU and our countries and local communities	Criteria and indicators of quality sport and health-enhancing physical activities	Recommendations for developing (goals and targets) participative sport and health-enhancing physical activities	Developing mutual projects within the Erasmus+with using sports as methods and promoting health
Arrival of participants	Sharing our realities with the situations about sport, exercise and nutrition of youngsters in our communities and different youth work programmes working on it	Physical activity and health Mental and physical development of individual through sports	Exchanging sport methods and games from our countries	„FREE“ OUTDOOR AFTERNOON	Challenges in implementation of quality sport and health-enhancing physical activities	Erasmus PLUS programme - Objectives and priorities, institutions, participants, features, actions.	Consultations Youthpass Evaluation and closure
Welcome evening	Intercultural evening	NGO fair		Exploring the city	Sport and Anti-discrimination movie night		Farewell party

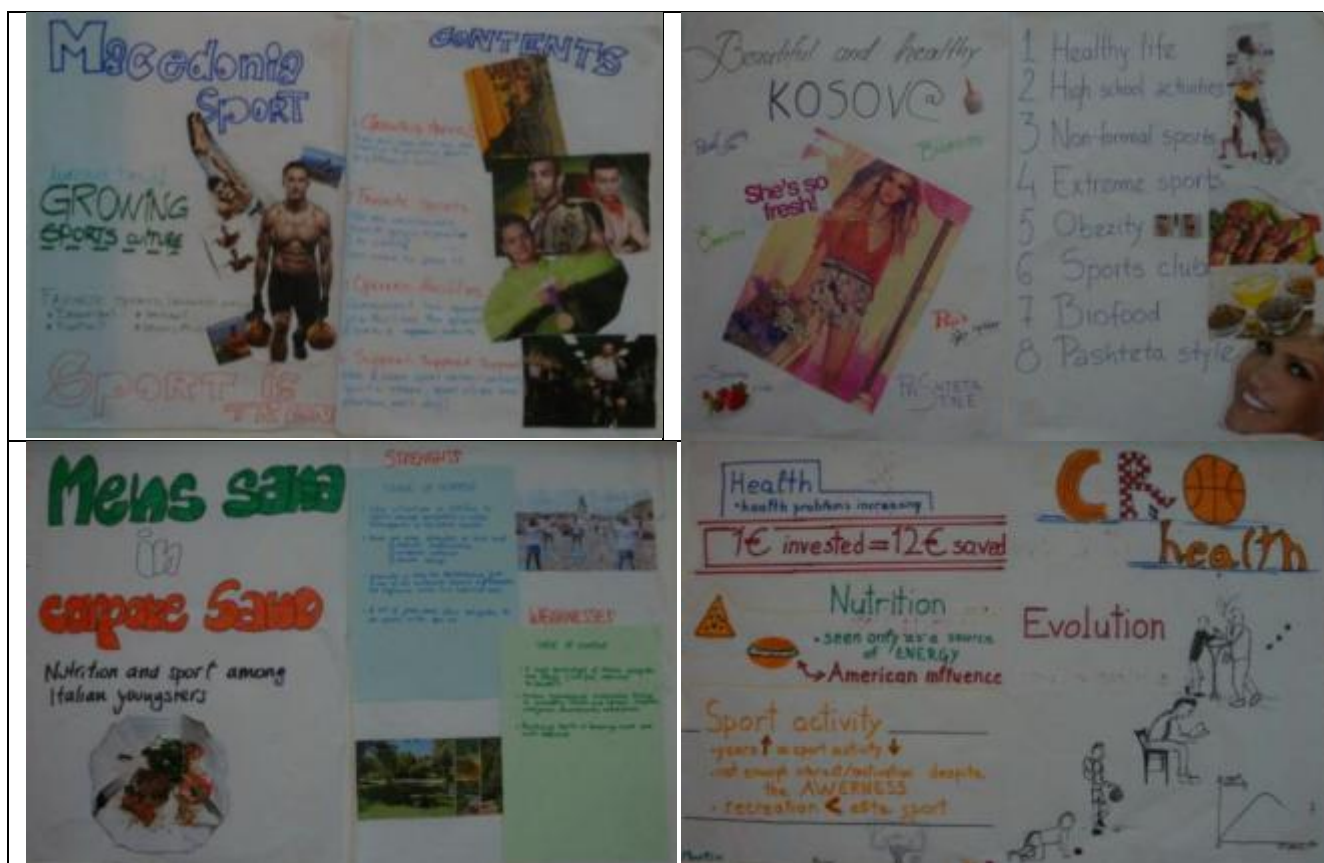
SESSIONS' OUTCOMES:

Participants' expectations from the training course



Sharing our realities with the situations about sport, exercise and nutrition of youngsters in our communities





Sport and youth work → Sport for all!

(Taken from publication of SALTO Inclusion RC "Fit for life")

At first glance, the worlds of Sport and Youth Work may appear completely unrelated. A **"typical" sports club** might consist of groups of young athletes running laps around the track, pumping weights in the fitness room or listening to a pep talk from the coach. A **"typical" youth club**, on the other hand, might be made up of groups of youngsters doing homework, taking part in graffiti art workshops, surfing the Internet and listening to the latest hip-hop music. These stereotypical images are so different from one another - is there any relationship between the two?

Organisations working with youth usually tend to define themselves as belonging to **one camp or the other** – either they consider themselves as a sports organisation or as a youth organisation.

This **split** can often be seen among young people as well as. Youngsters who attend youth clubs are usually not attracted by the activities offered by sport organisations while young people who are heavily involved in sports are usually not interested in the activities of local youth organisations.

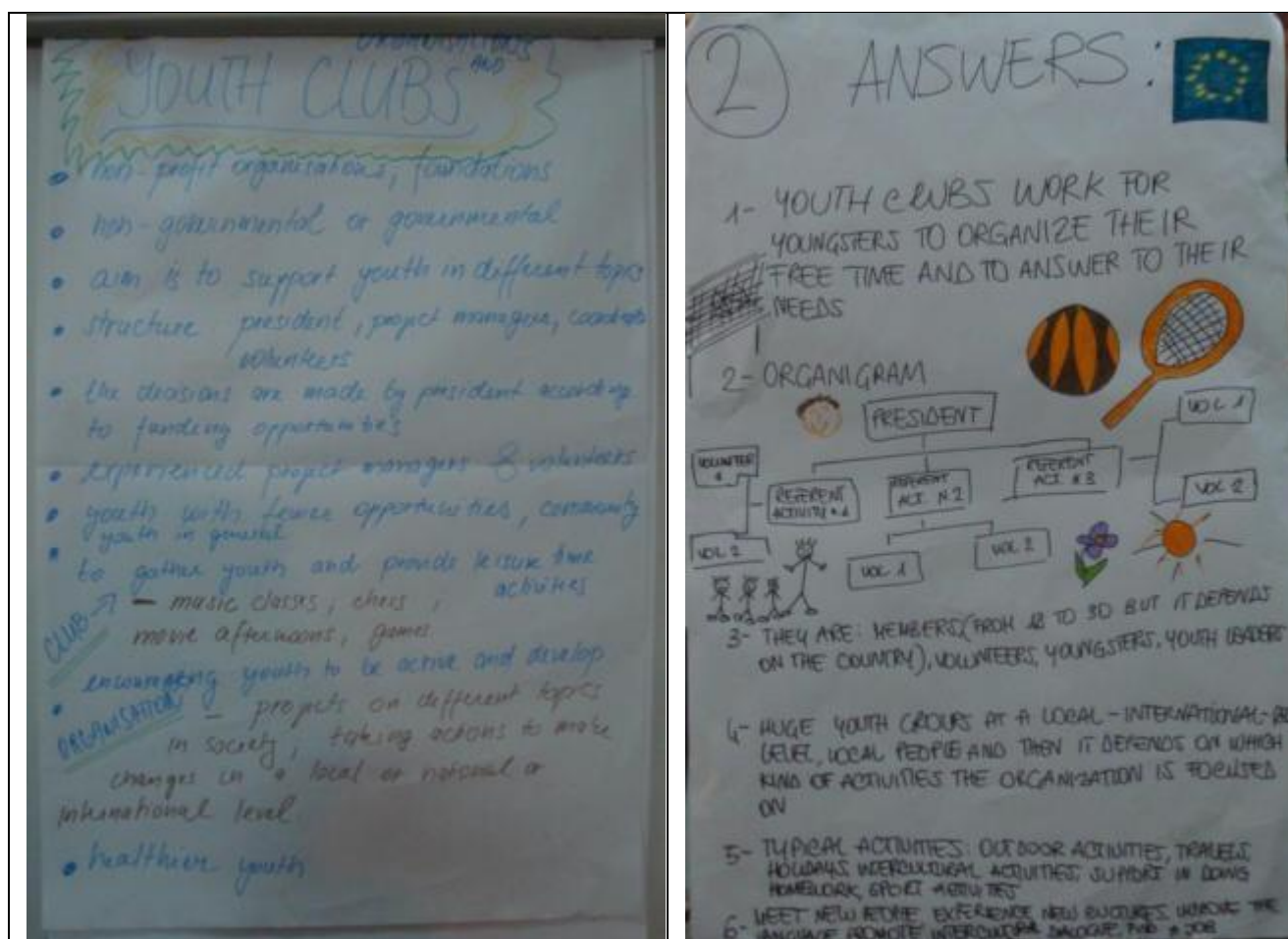
In reality these two worlds have much more in common than first meets the eye. Sport and youth organisations share many of the **same basic philosophical aims**. For example, each side encourages the health, general well-being and personal development of young people. They both strive to reinforce positive values like health, discipline, honesty, fair play, solidarity, etc. Each of them provides a space for young people to meet and interact; the social element in both worlds is very strong.

The **distinction** becomes even more blurred when one stops to consider how many youth organisations include sport and outdoor activities as part of their regular programmes. In some youth organisations such activities can form as much as 70-80% of their regular programme. But does this make them a sports organisation?

Sport as an aim... or a method?

With so many **philosophical and practical similarities**, it would be easy to conclude that there are few real differences between Sport and Youth Work. In many ways, they are two branches of the same tree. However, the most important difference between them lies in their specific objectives and the methods they use to reach them.

A sport organisation exists to pursue and promote sport for its own sake. In this example, the swim club exists for swimming. Their specific objective is to help young people gain skills and improve their proficiency in swimming in order to win competitions. Sport is the means as well as the goal. By contrast, a youth work organisation uses a much wider range of methods which might include sport but is by no means limited to sport. The local youth club in this example offers swimming as one of many activities. Swimming is one part of a larger programme designed to improve the quality of life for youth in the neighbourhood. In this case sport is the means but not the goal.



Youth clubs / organizations

Small group A:

- Youth clubs work for youngsters to organize their free time and to answer to their needs.
- Organigram on the photo above
- They are: members (from 18 to 30 but it depends on the country), volunteers, youngsters, youth leaders
- Huge youth groups at a local-international-regional level, local people and then it depends on which kind of activities the organization is focused on
- Typical activities; outdoor activities, travels, holidays, intercultural activities, support in doing homework, sport activities
- Meet new people, experience new cultures, improve the language, promote intercultural dialogue, find a job.

Small group B:

- Non-profit organizations; foundations
- Non-governmental or governmental
- Aim is to support youth in different topics
- Structure: president, project managers, coordinator, volunteers
- The decisions are made by president according to funding opportunities
- Experienced project managers & volunteers
- Youth with fewer opportunities, community youth in general
- Club -> to gather youth and provide leisure time activities. Music classes; chess; movie afternoons; games;
- Organization -> encouraging youth to be active and develop. Projects on different topics in society; taking actions to make changes in a local or national or international level.
- Healthier youth.



Sport clubs/organisations

Small group C:	club	organization
definition	Focused on one or certain group of sports. Pro level. Mainly obligatory. Can progress.	Different sports. Amateur based. Not obligatory. Mostly recreational.
people	Focused on developing sports career. Professional. Competitive mind doing it regularly (per day). Health/ doping checkups (mandatory) age limits.	Focused on recreational level. Recreationally. No ambition in competing. Doing it per occasion. Socialization. No age limits.
activities	Mandatory practices. Competitions. Professionally based.	No competitions or maybe small amateur ones. Mainly for promotion of sports, healthy and active living.
results	Winning. Titles, leagues championships. Producing sport careers.	Staying fit increase of quality of life. Improving social skills.

Small group D:

- Sport clubs-> professional level, competition.
- Organization -> raising awareness, national level.
- Sport clubs-> presidents, board, stakeholders, government. Croatia->board, managers(all countries)
- Athletes, young people, community/ target group.
- Training, rugby, football, basketball
- Ranking, expectation, publicity, advertisement



Physical activity and health / Mental and physical development of individual through sports

(Taken from publication of SALTO Inclusion RC "Fit for life")

"Sport" means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels. - Revised European Sports Charter (2001)

This definition demonstrates that "sport" is a far-reaching **inclusive concept**. Sport embraces both the **physical and mental dimension** of activities. Its structure can be formal or informal. Sport gives equal recognition to the importance of both the competitive and social elements.

It is safe to say that sport can benefit all young people, no matter what their situation or background. The **health benefits** of sport are obvious, but the impact of sport on an individual's **personal development** can also be profound.

Sport can benefit youngsters by:

- Encouraging a healthy lifestyle
- Offering a positive way to spend free time
- Breaking through social isolation
- Creating a sense of personal identity
- Creating a sense of belonging
- Changing thinking patterns from "me" to "we"
- Helping to learn to deal with emotions
- Providing structure
- Teaching not to fear the "new"
- Teaching to embrace challenge and accept limitation
- Experiencing winning AND losing
- Positively reinforcing specific values

One positive effect of sports stands out from all the others. Along with all the positive aspects for a person's personal development, **sport provides young people with a way to have fun**. This element is often underestimated, but it is certain that if an individual is not having fun and enjoying themselves in sport, they will search for a better alternative. Sport is a way to de-stress from daily life. It offers an escape, even if only for a short period of time. Sport allows young people to temporarily forget problems, put their worries to the side and just... enjoy.



Youth club/organisation → personal development on MENTAL level

Positive aspects	Negative aspects
- Free time management-when you have many commitments per day, you learn how to manage all of them. - Improving social skills- improving the self confidence and help in forming personal opinions. - Raising awareness- raising awareness as general skill. Human rights. - Intercultural open mindedness - participating of young people facing different realities makes them more open minded - General knowledge/ personal skills- when you participate in more projects or activities with youth club you gain different knowledge, like to learn new cultures, new people, also to share your experience. - Learning from each other experience- We face different problems and organizing events. Would help youngsters to share experiences and talk more about that and doing it.	- Intentional/ unintentional discrimination- too many rules are against the many purposes of clubs. - Lack of feedbacks- if youth organisations don't reflect feedback after events/orgs they will still organize with some missing parts/ wrong things. It brings lack of interest of youth to participants. - Institutionalisation- the risk that can be run is that the club or organization tends to organize all the aspects of one's life. - Intercultural closeness - however, intercultural open mindedness can go totally worse and return into negative effect. After you face different reality you don't like it and you stay on the same level of mind.

Youth club/organisation → personal development on PHYSICAL level

indoor	both	outdoor
pool	football	snowboarding
Table tennis	basketball	Skate boarding
Table football	netball	Urban altitude
darts		Mountain climbing
Skate boarding		canoeing
Dance/zumba		Rock climbing
cooking		caving
		Carting
		Bouncy castle

Cardio vasculine, hand eye coordination, fine motor skills, grass motor skills, balancing, stress relief, positive self esteem/ self image. Nutrician-> positive impact on diet. Improving physical and mental health. Better life chances/ interaction.

Youth Club/org
Personal development
on Physical Level.

INDOOR

- Pool
- table tennis
- table football
- darts
- skate boarding
- dance/zumba
- cooking

OUTDOOR

- Football
- Basketball
- Netball
- snow boarding
- skate boarding
- urban airsoft
- ice skating
- mountain climbing
- canoeing
- rock climbing
- caving
- carting
- bouncy castle

Improving physical and mental health.
 better life chances/
 interaction.

Cardio vasculine
 hand eye coordination
 fine motor skills
 gross motor skills
 balancing
 stress relief
 positive self esteem/self image
 Nutrition → positive impact on diet

CAUSES

1. Inactivity, bad eating, lack of knowledge, can't perform properly, don't know what's potentially
2. Release of lactic acid can lead to nervous muscle injury
3. Inactivity
4. Can cause injury or trauma
5. Can cause physical problems when old
6. Can cause dyspraxia in the end

Sport club/organisation → personal development on PHYSICAL level

Positive	Negative
Raises work ability Activates different areas in the brain Makes the body stronger Improves the function of all body (organ) systems. Release hormones with positive effects Prevents various diseases Improves sexual life Helps detoxicating Weight management	Overtraining, bad coaching, lack of knowledge can prevent proper development while puberty Release of lactic acid can lead to serious muscle injury Addiction Can cause injury or death Can cause physical problems when old Can cause disproportions on the body.



Sport club/organisation → personal development on MENTAL level

Discipline, team working skills, tolerance, preventing mental illness (stress relief, depression), socializing with others, helps in managing anger, helps to clean your mind, improve cognitive skills, negative feeling of competition in our society, becoming over ambitious, abusing the skills learnt from a certain sport (for e.g. Martial arts), adrenalin rushes.



The Council of Europe and Sport:

- a history in brief (http://www.coe.int/t/dg4/epas/about/history_en.asp)
- Sports for all (<http://hub.coe.int/en/what-we-do/education-and-sports/sport-for-all/>)
- The European Sport Charter (http://www.coe.int/t/dg4/epas/resources/charter_en.asp)
- Studies and Reports (http://www.coe.int/t/dg4/epas/resources/studiesandreports_en.asp)

European Union and Sport:

- European Commission and sport (<http://ec.europa.eu/sport/>)
- EU sport policy (<http://ec.europa.eu/competition/sectors/sports/policy.html>)
- Danish EU Conference: Sport for all has a positive effect on a great many areas in society (<http://eu2012.dk/en/NewsList/Marts/Uge-12/post-sportvision>)

Council of Europe (CoE)

- The "European Sport for All Charter" was launched in 1975 by the European Sports Ministers. It was officially adopted on 24th September 1976. From that date, sport policies in Europe were endowed with a common programme based on the conviction that the values of sport would contribute to the fulfilment of the ideals of the Council of Europe.
- Building upon the principles of the "European Sport for All Charter", the European Sport Charter was adopted in 1992 and revised in 2001 in order to provide a common set of principles for all Europe.
- The Charter provides the framework for sports policy to which all European countries have to put their name.
- The Code of Sports Ethics acts as a complement to the Charter. It is based on the principle that "ethical considerations leading to fair play are integral, and not optional elements, of all sports activity, sports policy and management, and apply to all levels of ability and commitment, including recreational as well as competitive sport".
- In these documents, governments have committed themselves to provide their citizens with opportunities to practice sport under well-defined conditions. Sport must be:
 - accessible to everybody
 - available for children and young people in particular
 - healthy and safe, fair and tolerant, building on high ethical values
 - capable of fostering personal self-fulfilment at all levels
 - respectful of the environment
 - protective of human dignity
 - against any kind of exploitation of those engaged in sport

Achievements

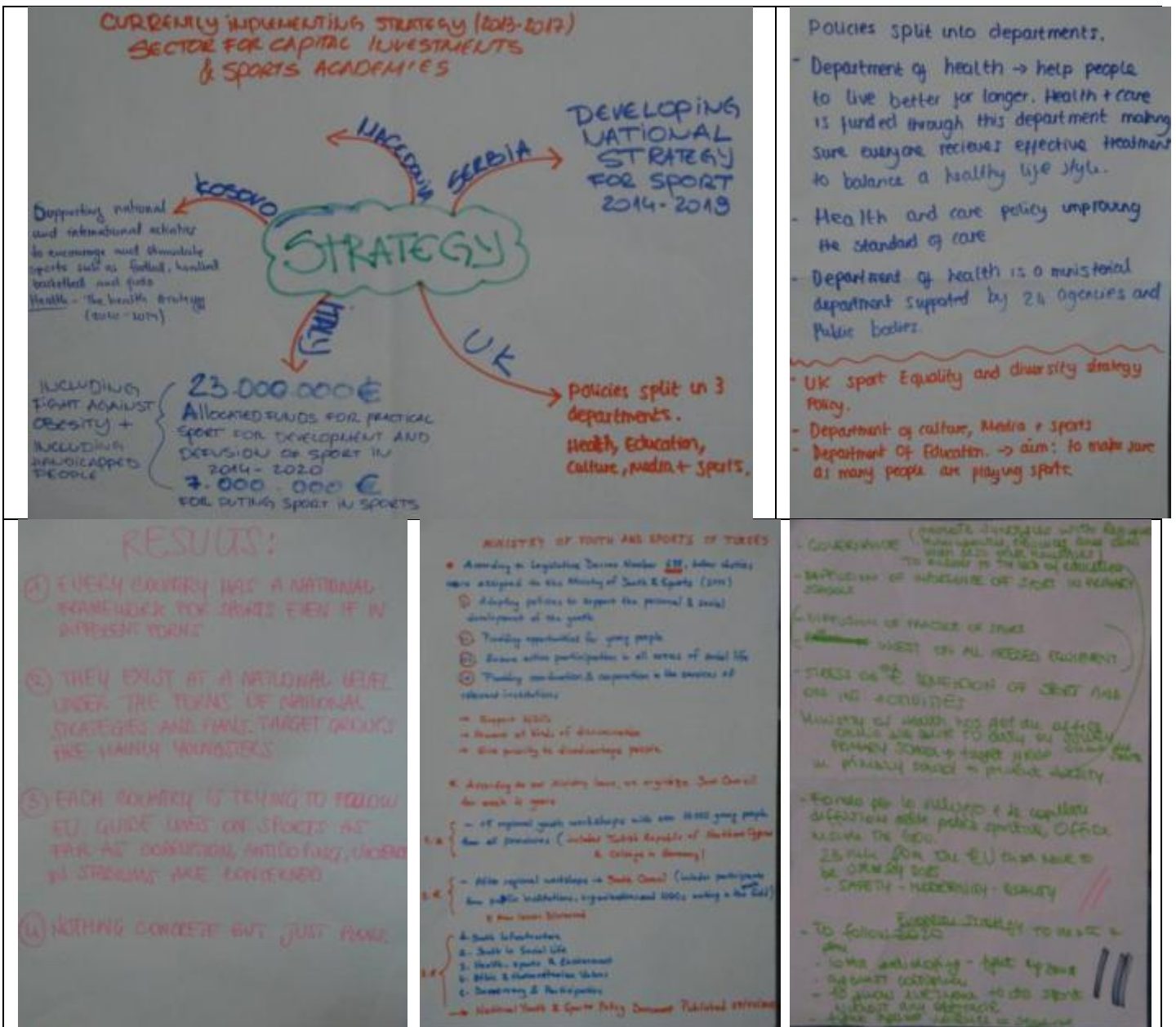
Governments have certain clear overall responsibilities in the field of sport, and the European Sports Charter has achieved three essential prerequisites:

- To lay down stable parameters within which sports policies can develop
- To lay down common framework and basic principles for national sports policies
- To provide the necessary balance between governmental and non-governmental action and to ensure the complementarity of responsibilities between them.

European Union (EU)

- Following the entry into force of the Lisbon Treaty on 1 December 2009, the EU is starting major preparations to successfully implement Europe's new competence on sport and develop the bloc's first sports programme, to be launched in 2012.
- The European Commission's July 2007 White Paper on Sport was the first 'comprehensive initiative' on sport in the EU. The document proposes a number of measures to be implemented and supported by the Commission in three areas:
 - o **Societal role of sport:** Enhancing public health through physical activity, fighting doping, enhancing the role of sport in education, volunteer activities, social inclusion, fighting racism, sport as a tool for development.
 - o **Economic dimension of sport:** Collection of comparable data, ensuring financial support for grassroots sports organisations;
 - o **Organisation of sport:** The specific nature of sport, free movement, player transfers, players' agents, protection of minors, corruption and money laundering, licensing system for clubs, media rights.
- **Danish EU Conference: Sport for all has a positive effect on a great many areas in society:** On 19-20 March 2012, a total of 375 decision-makers and experts from a number of EU Member States convened for the SportVision2012 conference in Copenhagen.
- The **conclusion** is clear: Sport for all has the potential to play a significant role as a dynamo in a number of societal areas that go beyond sport in a narrow sense.

- Recognising that sport for all – based on the competence development that voluntary association activities have the potential to offer citizens throughout Europe – can contribute to realising important societal goals, including a sustainable economy.





TURKEY:

- **FISH FISH, THE FISHERMEN COME**

One person is standing opposite to all other game makers and says - Fish, fish the fishermen come. After that all the people standing opposite try to run towards that person without letting him or her catch and arrive to the opposite site. If they are caught they will become a fisherman and try to catch other fish.

- **BLIND MAN'S BUFF ("KÖR EBE")**

Blind man's buff is played in a spacious area, such as outdoors or in a large room, in which one player, designated as "It", is blindfolded and gropes around attempting to touch the other players without being able to see them, while the other players scatter and try to avoid the person who is "it", hiding in plain sight and sometimes teasing them to make them change direction.

Blind man's buff is ideally played in an area free of dangerous obstructions so that the "It" player will not suffer injury from tripping over or hitting something.

- **TURNING GAME**

The players stand in a circle holding hands. One side of the circle is open. The children then sing the words below to a simple rhyme and pass through each other. The child who goes between the arms of the children, folds his hands and turns to face outside the circle. The other children follow suit.

The words are: Box box pliers; Let him eat the apple; Let my friend Ayşe; Turn her back



ITALY:

TITLE: UNO, DUE, TRE STELLA – ONE, TWO, THREE STAR

Description: one person standing in front of the wall counts 1, 2, 3 Star. All the Others are behind him at 200 meters. the people behind that person need to get him/her as fast as possible, when the person finishes to count and turns around all the Others have to freeze. Whoever is moving needs to go back to the starting point and start all over.

Time: 10 minutes

Resource: Only People

Skills developed: sense of balance, strategy, quickness



FYR MACEDONIA:

TITLE: WATER BUCKET CHALLENGE

TIME: 5mins preparation and division of teams – 2 (or 3) minutes execution

RESOURCES: 4x 5-10 liter buckets. Two of them filled up to half with water. Ruler and a stopwatch.\

DESCRIPTION: 2 Teams of up to 6 people (not less than 4) will be standing in line with two buckets placed on either end of the line. The teams will face each other. One of the buckets will be filled with water up half measure and the other one on the opposite side of the team will be completely empty. On given mark by a facilitator – the first member of the team standing next to the half-full bucket will try to get as much possible water in the palms of his hands and then try to pass it on to the next team member. The line continues like that and the last team member will pour whatever remained in the hands into the empty bucket. The teams are given time of 2-3 minutes to do that, but it can vary in accordance to group or event. The team who filled the bucket the most has won the challenge.

POSSIBLE PHYSICAL OR MENTAL ABILITY DEVELOPMENT: This activity may develop team skills, hand to eye coordination, logic and working under pressure with no feeling of control.



TITLE: WATER BUCKET TWIST

TIME: 5mins preparation and division of teams – 5 minutes execution

RESOURCES: 4x 5-10 liter buckets. Two of them filled up to half with water. Ruler, stopwatch and regular plastic (250ml) cups for each participant.

DESCRIPTION: 2 Teams of up to 10 people (not less than 4) will be standing in line, with one participant behind another, with the lines facing same direction. On the field there are two buckets placed, one in front of the teams which is full with water and another bucket which is placed 15-20 meters away in the same direction in which are the teams facing. The object will be to pick up water with the plastic cup, run to the empty bucket and pour the water in and run back. One participant doesn't go until the previous one has came back. The twist of this game is that every participant on given mark has to grab the both ears with their hands (left ear-right hand and vice versa), lean forward with the body and turn in circles around themselves counting exactly ten circles. There would be judges that will take care that this rule is followed properly. After the circling – the participant picks up water from the bucket, runs to the end of the field, pours it in the empty one and comes back – when the next participants starts circling. The game might end when every team member has gone at least twice or in timely manner – 5-7 minutes.

POSSIBLE PHYSICAL OR MENTAL ABILITY DEVELOPMENT: This activity may develop team skills, hand to eye coordination, logic, working under pressure with no feeling of control, general coordination in space while feeling dizzy.

**SERBIA / MONTENEGRO:****TITLE: KOCKICE**

Description: Outdoor game played with ball among 2 or 4 participants. Peace of surface is marked by chalk into 2 or 4 fields equal in size. Game is played only by feat. Rules of the game are: 1) The ball can touch participant's side of the field only once and then bounced back into opponents field; 2) If the ball falls down twice the opponent is getting one point; 3) The game is played until 11 or 21 points.

Possible personal development: It improves coordination, socialization, competitive spirit

Resources: The ball and the chalk



UNITED KINGDOM:

Aim of the game is to get all your group members to stand on the bench before the other team. This game requires two benches and one ball . One person from each team will stand on the bench. Participants will bounce the ball or throw the ball to their team members, and try to throw it to the person standing on the bench from their team. Once they have thrown the ball to the first person standing on the bench, the person that threw the ball stands on the bench and so on.

Possible personal development: Like most games this game also encourages team work and enhances communication skills.

Resources required for this game : 2x bench, bibs for each team, ball .



CROATIA:

CHASE AND BEAT

Make two circles, one inside of another one, facing inside

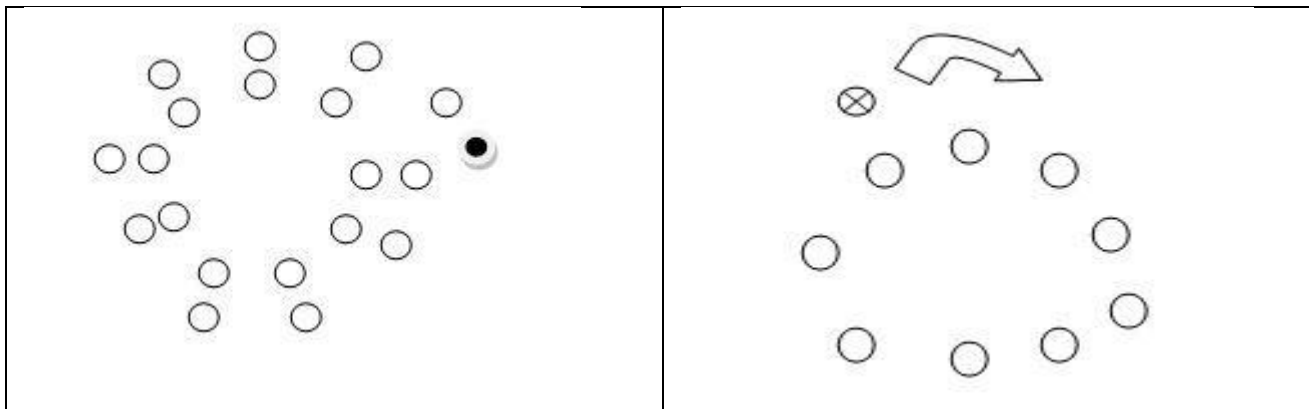
Two persons are outside of a circle, one of them has a soft stick and chases the other person

If the other person wants to save him/herself, he/she should stand in front of one person in a circle, than the person behind becomes a runner

If a chaser wants to switch he/she should pass a stick to a person from the outer circle

All the persons from the outer circle should hold their hands behind their back, so they can receive the stick

Time – 10min



“BALKAN BEATING”

Make one circle; one man is outside of the circle with a soft stick. That man passes the stick to somebody and goes to his place while that person starts to hit the person on the right while he is trying to run from him in the direction of the circle and he/she runs one circle and returns to his place. The person with the stick can pass the stick to whoever and whenever.

Time - 10min



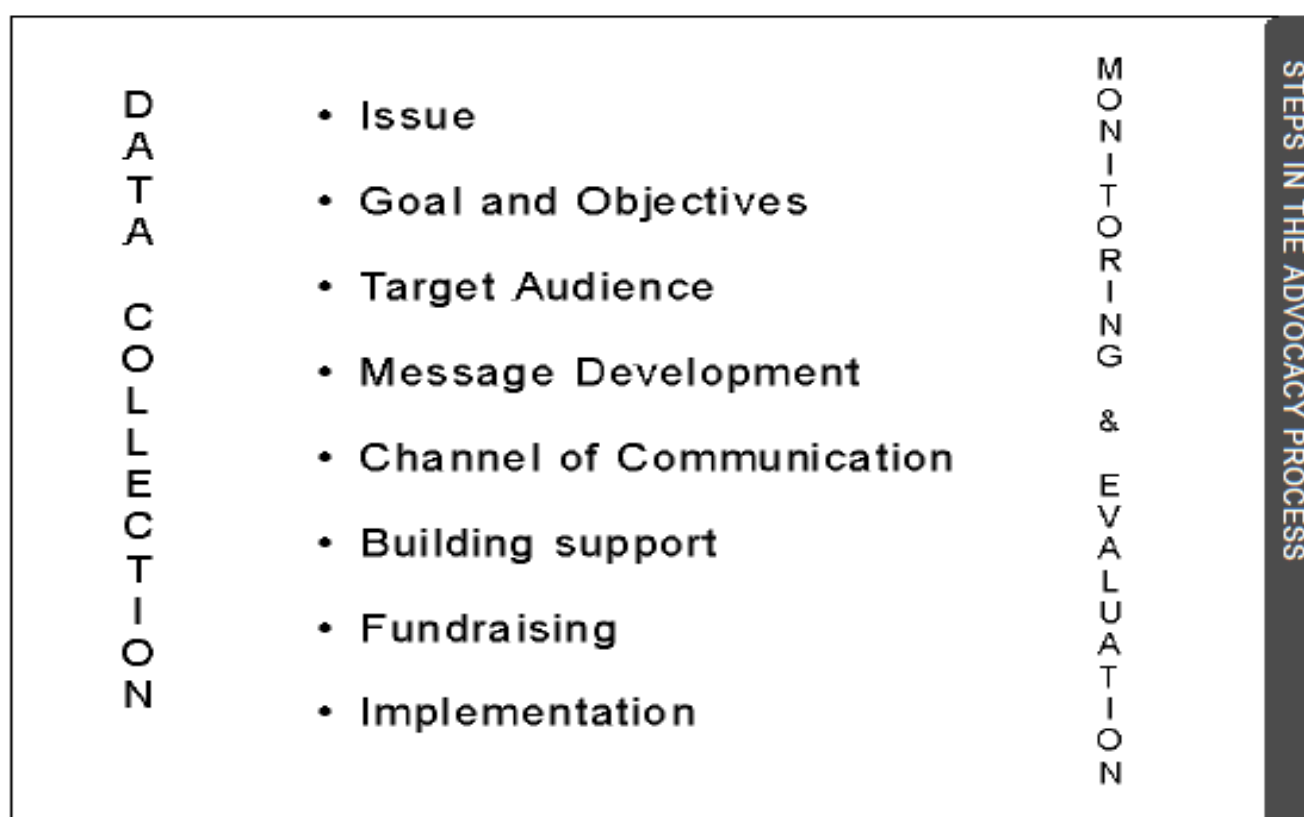
Promotion of sport and health-enhancing physical activity in EU and our countries and local communities

(Taken from publication of CEDPA “Advocacy Building Skills for NGO Leaders”)

“Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:

- build support for that cause or issue;
- influence others to support it; or
- try to influence or change legislation that affects it.”

—International Planned Parenthood Federation: IPPF Advocacy Guide 1995



GROUP 1:

Audience analysis form

- **Target audience:** directors/teachers of primary-middle schools
- **Advocacy issue:** to fight against obesity
- **Evaluate the target audience's:**
 - o Level of familiarity with your network/organization = 4
 - o Level of knowledge about your advocacy issue = 3
 - o Level of agreement with your position on the issue = 4
 - o Level of previous demonstrated support for your issue = 2
- **Identify your target audience's:**
 - o **Potential interests/benefits related to the issue:**
 - to have a healthy generation of students
 - increase students efficiency and productivity
 - decrease in spending money on junk food
 - o **Influentials: (secondary audiences who can exert influences over your target audience):**
 - parents
 - local society
 - sport clubs

Message development worksheet

- **Target audience:** school directors and teachers
- **Action you want audience to take:** to spend more time in promoting physical activity and arise awareness on the importance of sport and a healthy lifestyle
- **Message content:** movement and healthy nutrition are essential to feel good and live longer and healthier
- **Format(s):** training courses for teachers – directors, activities for children
- **Messengers:** professional and famous people – Nemanja Vidic
- **Time and place of delivery:** schools and public spaces during and after school

GROUP 2:

Audience analysis form

- **Target audience:** teachers in primary schools
- **Advocacy issue:** connection between teachers/parents to educate them about the importance of physical education for a child's development
- **Evaluate the target audience's :**
 - o Level of familiarity with your network/organization = 5
 - o Level of knowledge about your advocacy issue = 5
 - o Level of agreement with your position on the issue = 5
 - o Level of previous demonstrated support for your issue = 2
- **Identify your target audience's:**
 - o **Potential interests/benefits related to the issue:**
 - raising awareness in relation to the importance of sports
 - creating the idea that the sport can be a recreational/leisure activity rather than doing sport on a professional level
 - creating the idea that sport is something normal rather than obligatory
 - creating the culture of doing outdoor/indoor activities
 - raising awareness that sport for all is something you are entitled to
 - o **Influentials: (secondary audiences who can exert influences over your target audience):**
 - community
 - government – ministries
 - economy
 - pupils

Message development worksheet

- **Target audience:** teachers in primary schools
- **Action you want audience to take:** parents to take bigger interest in their children physical education
- **Message content:** mens sana in corpora sana
- **Format(s):** trainings ,workshops ,conferences
- **Messengers:** educated trainers who will spread the idea of importance of p.e. ,ex-sportsmen with their children
- **Time and place of delivery:** 1 year, primary schools

GROUP 3:

Audience analysis form

- **Target audience:** primary school children
- **Advocacy issue:** promoting sports
- **Evaluate the target audience's:**
 - o Level of familiarity with your network/organization = 1
 - o Level of knowledge about your advocacy issue = 1
 - o Level of agreement with your position on the issue = 5
 - o Level of previous demonstrated support for your issue = 1
- **Identify your target audience's:**
 - o **Potential interests/benefits related to the issue:**
 - healthy environment
 - socialisation
 - raising awareness about how much sports are important
 - lot of sports, so the children may have the chance to choose what is suitable for them
 - personal development (mental and physical development)
 - o **Influentials: (secondary audiences who can exert influences over your target audience):**
 - famous sports people who can give talks to the participants
 - teachers in primary school
 - family members

Message development worksheet

- **Target audience:** primary school children
- **Action you want audience to take:** to sign up for summer camps and spread the experiences
- **Message content:** promotion of healthy lifestyle ,and importance of active life that continues throughout generations
- **Format(s):** meetings with teachers and parents ,social media ,videos
- **Messengers:** highly qualified sportsmen who promote healthy lifestyle
- **Time and place of delivery:** the beginning of school year

GROUP 4:

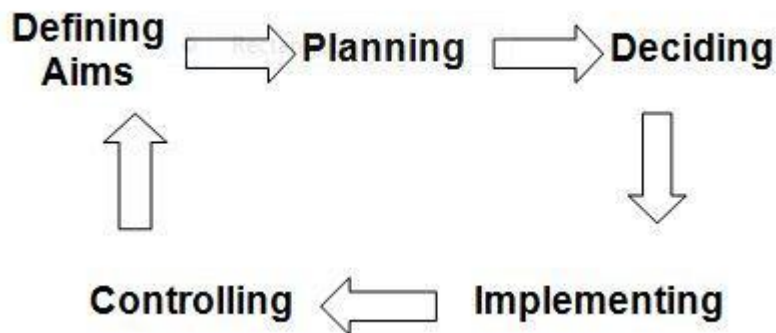
Audience analysis form

- **Target audience:** Nuclear families
- **Advocacy issue:** promotion sports for all
- **Evaluate the target audience's:**
 - o Level of familiarity with your network/organization = 1
 - o Level of knowledge about your advocacy issue = 1
 - o Level of agreement with your position on the issue = 1
 - o Level of previous demonstrated support for your issue = 3
- **Identify your target audience's:**
 - o **Potential interests/benefits related to the issue:**
 - promoting sport activities in youth
 - sense of communications
 - child/parent – social interaction
 - health of individuals
 - active leisure time
 - cost limitations
 - o **Influentials: (secondary audiences who can exert influences over your target audience):**
 - other NGO's /partners
 - schools/teachers
 - local sport clubs, local youth organisations
 - family centres, children centres
 - town communities, inspirational figure
 - ministry of sports, religious institutions

Message development worksheet

- **Target audience:** nuclear families / parents ,teachers ,children
- **Action you want audience to take:** informal and modified sports
- **Message content:** sport helps to promote family companionship and social inclusion through fun
- **Format(s):** social media ,social networks billboards ,role models ,word of mouth ,radio ,local newspaper
- **Messengers:** teachers ,volunteers/centres, NGO's ,schools sport clubs, inspirational figures
- **Time and place of delivery:** 6 months/once a week ,indoor/outdoor depending on activity and sport

Effective Project Cycle Management



DEFINING:

Assessing problems and needs
 Setting the objectives
 Defining partners
 Putting project in the framework of the overall organization and our capacities

PLANNING:

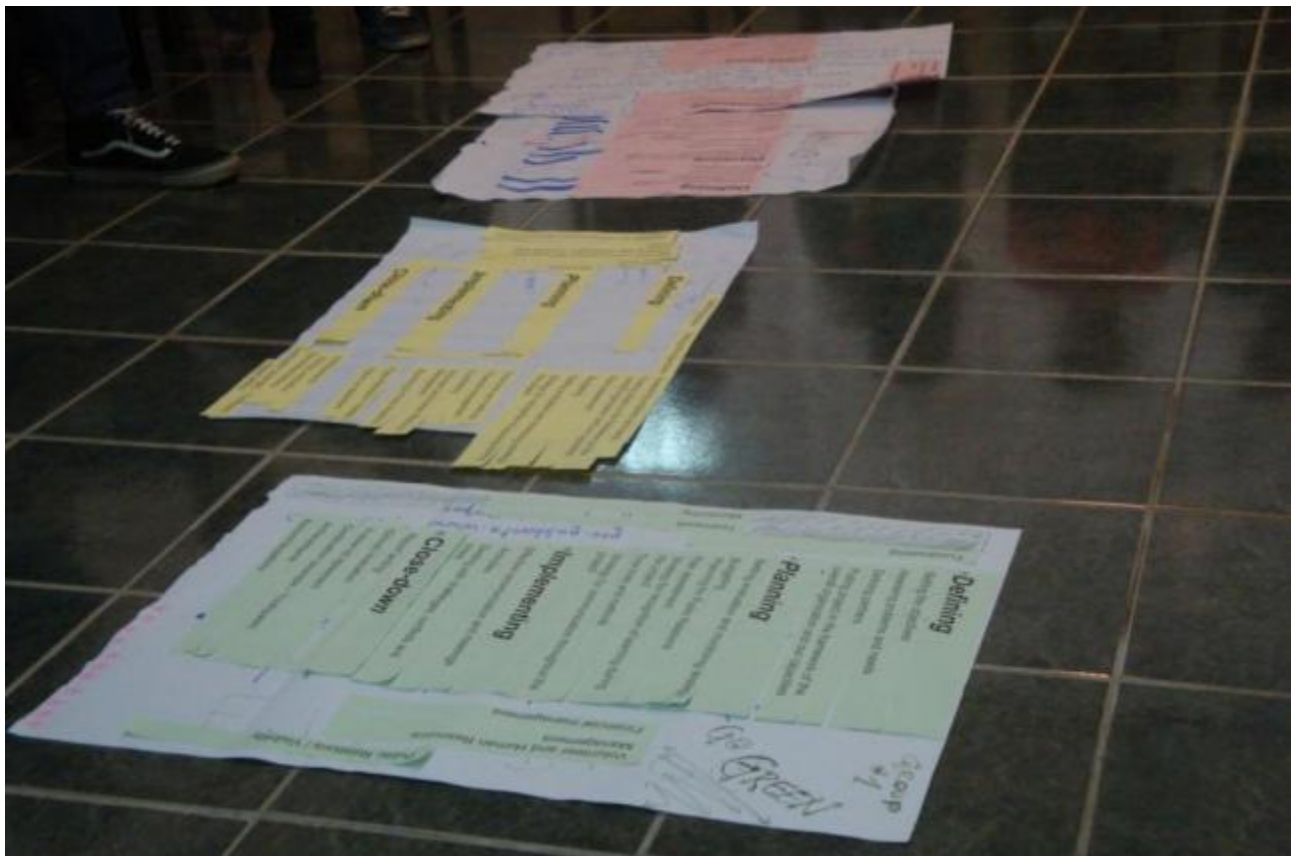
Time lines and methods
 Budgeting
 Setting evaluation and monitoring strategy
 Fundraising
 Planning for Public Relations
 Strategy for communication throughout the project
 Risk assessment
 Strategy for recognition of learning during the project

IMPLEMENTING:

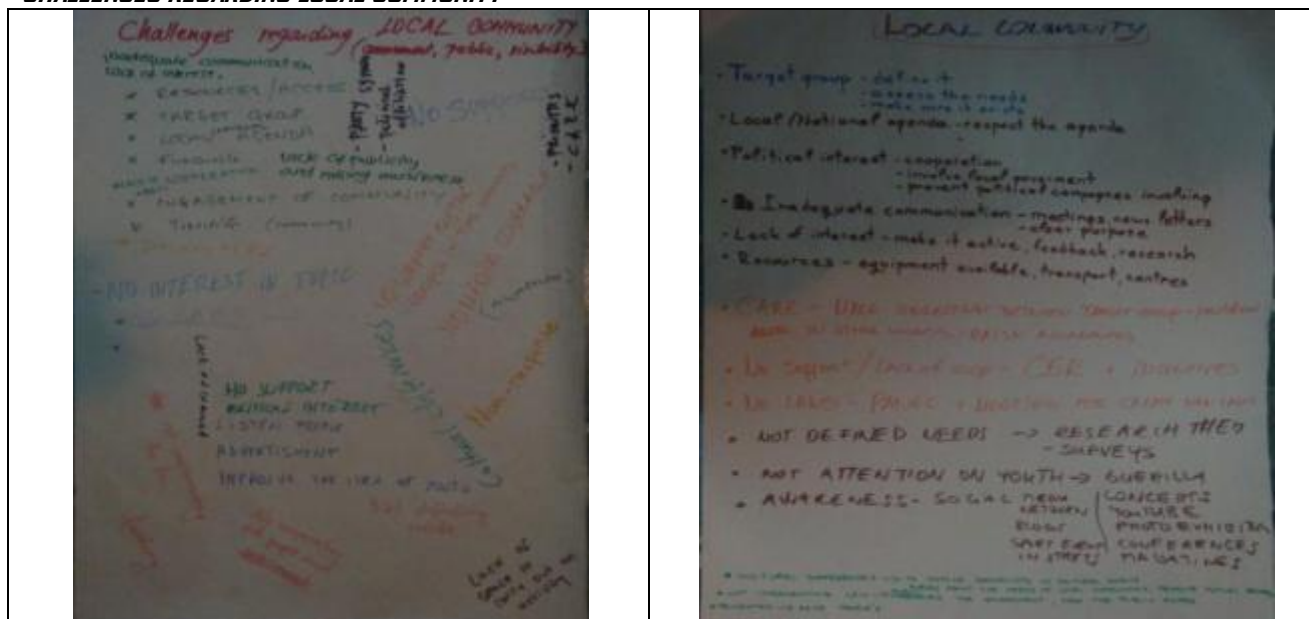
Teamwork
 Financial management
 Public Relations / Visibility
 Dealing with challenges, conflicts and crises
 Activities
 Effective communication and meetings
 Monitoring
 Volunteer and Human Resource Management

CLOSE-DOWN:

Recommendations
 (Group) evaluation
 Achievements
 Report writing
 Follow-up agreement
 Certification (example – Youthpass)



CHALLENGES REGARDING LOCAL COMMUNITY



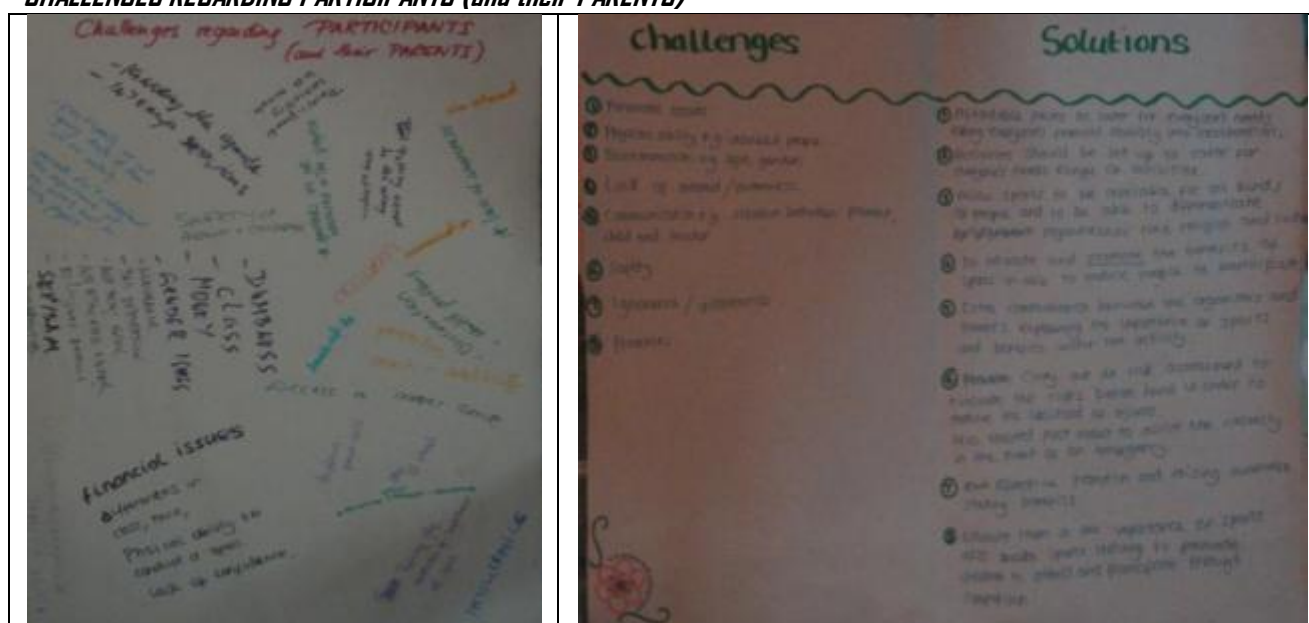
1. Target group - define it, assess the needs, make sure it exists
2. Local/national agenda - respect the agenda
3. Political interest - cooperation, involve local government, prevent political campaigns involving.
4. Inadequate communication - meetings, new letters, clear purpose.
5. Lack of interest - make it active, feedback, research.
6. Resources - equipment available, transport, centres.
7. Care - make connection between target group- problem in other words- raise awareness.
8. No support/ lack of cooperation - CSR + incentives.
9. No laws - panel+ meeting for create new laws.
10. Not defined needs -> research them, surveys.
11. Not attention on youth-> guerrilla.
12. Awareness - Social media, networks, blogs, sport event in streets, concerts, YouTube, photo exhibition, conferences, and magazines.
13. Cultural differences -> to involve specialists in cultural topics, survey about the needs of local communities, promote mutual respect.
14. Not implementing law -> public pressure the government, make the public aware.
15. Priorities -> raise people's awareness of benefits of projects by involving the media. Make the public know in which ways they can help to contribute

CHALLENGES REGARDING PARTNERS



Lack of interest	Lost of focus Pulling out of the project. Feeling of ownership over the project Regular follow-up meetings	Additional meetings with rethinking positive effects of project on partners and society. Changing the partners for the sake of success of project.
Communication	Inadequate communication Large organizations and partners	Strategy for communication throughout the project. Dealing with conflicts and crisis.
Financial dispute	Lack of support Costs	Transparency. Budgeting together. Cutting the activities.
Teamwork	Lack of corporation, Ego, Rivalry, Trust issues	Team building activities. Choice of appropriate partners.
Lack of experience	Small or new organizations	Training courses. Monitoring.
Failing to agree on certain issues	Aims	Serious approach in defining period.

CHALLENGES REGARDING PARTICIPANTS (and their PARENTS)



Challenges	Solutions
Financial issues	Affordable prices to cater for everyone's needs, taking everyone's financial stability into consideration
Physical ability e.g. disabled people	Activities should be setup to cater for everyone's needs. Range of activities.
Discrimination e.g. age, gender	Allow sports to be available for all kinds of people and to be able to differentiate regardless race, religion and cultures
Lack of interest/ awareness	To educate and promote the benefits of sports in able to enduce people to participate
Communication e.g. relation between parent, child and teacher	Extra communication between the organizers and parents explaining the importance of sports and benefits within the activity.
Safety	Carry out and risk assessments to evaluate the risk before hand in order to reduce the likelihood of injuries. Also trained first aiders to assist the casualty in the event of an emergency.
Ignorance/ intolerance	Effective promotion and raising awareness stating benefits
Priorities	Educate them in the importance of sports. Also make sports thriving to persuade children to attend and participate through competition.

CHALLENGES REGARDING ACTIVITIES AND METHODS

Challenges	Prevention	Solutions
Lack of resources	Good financial strategy	Sponsors/ improvisation
Not age appropriate	Study good your target group	Implement alternative method
Too complicated	Consult professional team	Consult professional team
Not stimulative	Consult professional team	Consult professional team
Communication skills	Test trainers	Substitution of trainers
Inclusion of social reality	Consultation of stakeholder	Involment after
Discriminative methods	Consult professional team	Don't be silly!
Not appropriate conditions about activity	Verify conditions step by step	Adjust activity to real conditions
Lack of coherence	Try to follow the logical framework of the project	Left resources to plan alternative plan
Conflicts among organizerrrs	Set specific rules for activity	arbitrator
injuries	Safe activity in safe condition	Medical staff

Challenges	Prevention	Solution
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Not age appropriate	Study good your target group	Implement alternative method
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Recommendations for developing (goals and targets) participative sport and health-enhancing physical activities

Target group: Age 3-7

Target group: Age 8-13

Target group: Age 14-18

1. Needs of theirs and Objectives in regards to their personal development on mental and physical level
2. Activities that can be used for achieving the set objectives
3. Recommendations:
 - What to do for quality recruitment of participants (and their parents)
 - What to do in the preparation phase
 - What characteristics and abilities should have project leader and experts, working with this group?
 - What to do when choosing and developing an activity for this age group
 - What to do concerning safety and security of participants
 - Give other general recommendations

TARGET GROUP: AGE 3-7



- Motoric skills - Coordination-hand eye - Mark making - Balance	- Recognition of material and social awareness. - Self image/ concept. - Creativity. - Socialisation. - Breaking attachment/ with primary care giver. - Special awareness. - Emotional control. - Self esteem. - Discipline.
- Polygon/obstacle relay. - Egg/ spoon race. - Swimming. - Treasure hunt/ orienteering.	- Jigsaws - Building blocks/ sand castle. - Role play. - Singing and dancing.
	- Role play-> imitation of animals. -> everyday life styles, doctor.

Activity Example 1: Treasure hunt obstacle.

The treasure hunt obstacle relay is a stimulating activity that involves young children aged 6-7 in a number of enticing physical activities. The aim of the activity is to gather children into small groups of 4-6. The young children are expected to work communicatively to accomplish each obstacle in order to gather the treasure. This activity can be initiated both indoor and outdoor. Through this activity children learn to work as part of a team and to take responsibility to achieve the good. Treasure hunt can build up an individual special awareness whilst improving motoric fine and gross motor skills. The activity helps children to develop their emotional control and creativity.

Activity Example 2: Swimming and diving.

This activity encourages young children to learn how to swim whilst promoting swimming in a stimulating manner through pool equipment, e.g. balls, ducks etc. The aim of activity is to gather children into groups of 12-15. The young children are expected to use water equipment to enhance their ability to swim. Children can use the water equipment to play games in groups to further develop this life skill. This activity is an indoor activity carried out in large swimming pool. Through this activity, children learn to enhance and develop skills such as: balance, coordination, lung capacity, motoric skills. Through the water games, children learn to develop socialization skills and emotional skills such as trust. Creativity can also be developed as children are exempt to free choice of diving into the pool.

Activity Example 3: Gymnastic obstacles

This activity encourages young children aged 3-7 to learn how to use their body in order to develop their coordination, balance, strength, flexibility and agility. The aim of the activity is to achieve and using apparatus (i.e. equipment). Children are expected to undertake a number of activities. E.g. jumping, rolling and climbing. This activity can be initiated both indoor and outdoor.

Recommendations:

- Preschool settings/ kindergarten from health care centres.
- To find suitable location
- Knowledge in sport field. Knowledge + understanding of child development
- Risk assessment. Carer for specific need. I.E. dietary
- Risk assessment. Register. Health insurance.
- Free play

TARGET GROUP: AGE 8-13



Mental level: Responsibility, self-control, goal orientation, discipline, teamwork, critical thinking, kills, creativity, self-awareness → understanding the difference between the body and environment around, time management, learning skills, socialization, persistence, routine and stereotypes, fair play, stress relief, mental balance.

Physical level: Coordination, motoric skills, development of muscles and bones, building a foundation for healthy long living and stamina.

Activities: DANCE ACTIVITY, DODGEBALL, HIDE AND SEEK, SUMMER/WINTER CAMPS (SCHOOL IN NATURE), "LITTLE OLYMPICS" - running, jumping, swimming, parcour running, tracking, in-line skating

Activity Example 1: BIKE/SKATE LEARNING COURSE

Target group: kids from 8 to 13 that have fewer opportunities (children without parents or with strict financial conditions).

- Campaign to educate and inform parents, children and teachers about the activities plan, benefits of action
- Find and make an agreement with companies that could provide the necessary equipment and resources
- Plan activities and methods (7 days course)
- Recruit professional trainers
- Experience in working with children, know basics of first aid, know how to teach
- To plan a good strategy plan, to think about cultural and class differences. Different people have different needs, so to provide different methods for different children
- Safe location to provide all the equipment necessary for the first aid. Additional equipment for a safe learning (helmets...)
- Therapists, mediators would come in hand. Organize competitions at the end of the course.
- Release a certification and provide bikes/skates as an award

Activity Example 2: Village life

8-13: kids from big cities, 5 per group, 4 group – 20 people total

Time: one week in summer

Goal: to teach the village life production process of all vegetables and fruits

Activities: in the mornings waking up early and taking care of the animals, taking them out with a professional Sheppard; Walking in the nature in the fresh air; After lunch playing games and learning folk dances that belong to that region; Basics of dancing skills; Playing local games; Watering plants in the farm and their daily maintenance; Basics of environmental protection: On the third day activity about climbing local mountains with experienced guide; Working in small groups and lecture in surviving in nature; On the 4th day pony riding and active resting day; 5th day an athletic afternoon with races in running; 6th day free day afternoon; 7th day picnic with local people/families closing party.

Recommendations:

1. Clarify the project to parents and kids
2. Meeting with presentation of the details of the project
3. Must like kids and have experience. A good decision maker. Knows the environment in the location of activities and also city life
4. Risks and safety, benefits, duration, future effects and needs of the group and individuals
5. Establish rules and routines
6. Good outdoor clothes and shoes, emergency contact numbers. Emergency transportation, special insurance

Activity Example 3: School in movement

Target Group: Scholars from age 8 – 13

Recruitment: Meeting with teachers and parents to explain the activity plan of the summer camp and talk about benefits of it (responsibility, discipline, teamwork, socialization, creativity, fair play)

Preparation phase:

- Choose an attractive and appropriate destination,
- Organize workshops of acting, singing, dancing, cooking classes, journalism classes and organise sport activities like "little Olympics" with a lot of different games that are awake team spirit and keep their interest (bag race, bench ball, bucket challenge, dodge ball...)
- Recruit volunteers from faculty of sport to facilitate the sport activities and trainers for workshops

Project leader and experts need to show good balance of authority and animating skills and also understanding of target group needs

Main goal when choosing and developing activities for this age Group is to be aware that they get easily bored so diversity of activities is obligatory as the safety during activities, also.

To secure safety of participants it is good to talk about and give examples of fair play among popular sportsmen and to have medical help all the time; activities should be organized in safety environment like parks or any other soft surface

General recommendations: Promoting sports among scholars with local or national sportsman coming as a guests; Certificates for workshops and sport activities held during project; Newspapers written by participants of journalism course as a report of the project.

TARGET GROUP: AGE 14-18



NEEDS AND INFLUENCES ON PHYSICAL AND MENTAL LEVEL TO CHILDREN 14-18 YRS

1. Self-confidence
2. Motivation
3. Personal management
4. To be aware of the importance of healthy life
5. Responsibility
6. Mentoring/coaching/psychologist
7. Team work
8. Knowledge of personal limits/injury prevention
9. Quality options for sports and physical activities
10. Knowledge for nutrition
11. Positive peer pressure

ACTIVITIES:

- FORUM THEATER -
- MARSHMELLOW CHALLENGE – it's a team work activity, time management, crisis management
- SPORT CAMPS – labyrinth, , obstacle courses
- BRAIN EXERCISES – lateral thinking puzzles (man using elevator to the 13th floor), puzzle, human chess, battle ships
- MUSIC MIXER 1, 2 – participants take some alternative instruments and play with it.

RECOMMENDATIONS regarding these activities

1. QUALITY RECRUITMENT – what to do?
 - Children with lots of free time, high school students with or without some background in sports.
1. WHAT TO DO IN THE PREPARATION PHASE? - SWOT ANALYSIS involving all beneficiaries, target groups, trainers, facilitators, volunteers, discussing about equipment and facilities, small scale simulations if possible. Risk assessment
2. WHAT CHARACTERISTICS AND ABILITIES SHOULD HAVE PROJECT LEADER AND EXPERTS WORKING WITH THIS GROUP? – experience, patience, determination, expertise, good communication skills, first aid knowledge, charisma, entertaining
3. WHAT TO DO WHEN CHOOSING AND DEVELOPING AN ACTIVITY FOR THIS AGE GROUP? –
4. ADJUST and modify according to age group, make sure that it is not discriminative, activities should be found simple and short.
5. What to do concerning safety and security of participants? Trainers, coaches, facilitators, must know how to conduct the activities safe; to recognize the ability of participants and not just accordingly. Make sure that the environment is safe and appropriate to your activity.



PROJECT TEAM 1: Sports across boundaries

Issue: University students don't do sports. Some face to social exclusion because of social and economic differences

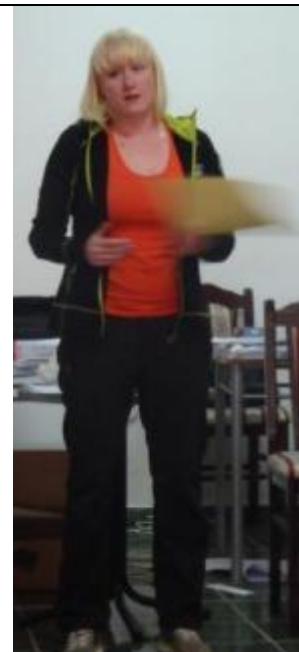
Objectives:

- To support social inclusion through sports and outdoor activities.
- To raise awareness about healthy life style and nutrition.
- To promote sports as a social activity on a regular basis

Target group: University students coming from endangered groups and from different social and economical backgrounds.

Activities and methods:

- Recruit sports ambassadors from sport clubs and universities;
- organize conferences and seminars at Universities;
- organize outdoor sport camps;
- organize ram games and establishing sport clubs/organizations
- Sport summer camps
- international training courses
- workshops, trainings



PROJECT TEAM 2: Youth exchange for people with disabilities

Target group: people with physical, mental and visual impairment, deaf, students of physiotherapy, sport science, psychology

Objectives:

- To increase physical fitness of people with disabilities,
- To raise their awareness about physical activities and healthy lifestyle that they can still have,
- To increase their motivation and teach them how to deal with problems and depression,
- To experience the benefits of sport and to implement it in their communities.
- For students to gain experience in working with people with disabilities in their field.
- To raise the awareness about people with disabilities in general

Background: people with different kinds of disabilities don't have equal opportunities in the society, there are not enough adapted facilities, they are marginalized by the community. We feel that there is no chance for them to progress if this continues... Discrimination of this population is still present, as well as the prejudice.

Partners: NGO's that are working with people with disabilities rehabilitation centers universities, ministry of health and sport.

Activities: sports that are adopted and/or Paralympics sports, physical activities, psychology workshops, physiotherapy (e.g. Massage).

- The activities can be held indoors (sport complex) or outdoors (courts, parks).
- Concrete activities: wheelchair basketball, relay games, swimming, dancing, running, or wheelchair races, Pilates, yoga, etc.
- Final activity: public competition and presentation of sports for people with disabilities, free barbecue
- Resources: students that are volunteering, people with disabilities, sport complex that is adopted for PwD (hotel, courts, gyms, sport equipment) office materials, doctors.
- Finances: from EU grants, municipalities, sponsors, government corporate stake holders
- Obstacles : not enough facilities lack of interest from the community, injuries

Partners and participants: EU and non-EU countries (equally represented)

- Sport camp can last 7 days, 3 times per year, in a different country
- Each camp can include cca 20 people with disabilities and 10 students
- The project will last 3 years and each time the camp is held in a different country



PROJECT TEAM 3:

Title of the project - unknown

Problem: lack of options for socialization, travel and intercultural exchange for children without parents

Target group: 8-14 years old without parents living in orphanages, in Serbia, Macedonia and Croatia

Needs: need for socialization (meeting new people, sharing stories, experience) intercultural learning, developing skills

Specification of target group: children without parents lacking opportunities for developing crucial social skills

Objectives:

- To create connections between peers with same background,
- To learn about cultural difference and similarities,
- To develop social skills: tolerance, self-awareness, self-confidence, overcoming prejudices, etc...

If the project succeed it will bring:

- to us and the other group – recognition in society and support for future projects (sponsors)
- to young people in our reality – awareness of the problems that are the target groups facing
- to your local reality in general – future promoters from kids from same group background

MAIN AIM – Physical and mental development of children without parents (8-14 years old) throughout sports camps, workshops and sightseeing

Final activity – promotion of the knowledge they gained from this project through disseminating results of the project (theater show, sport activity, discussions)

PROJECT TEAM 4: International Recruitment Opportunities

The idea has been initiated from the reality that we are facing in today's society.

The aim of this project is to increase the active participation of the young in labour market. This is because we think that this is an important factor to contribute to their society.

If our project succeeds and has an effective turn out, our target group will benefit from this as it will allow them to improve their life prospects. On a further note, they will have more knowledge and skills to contribute to their local communities.

Other Young people from the same local community will also benefit from this project succeeding as they may see this as a motivational tool and also it would inspire them to do the same by working in an active manner.

The younger the working force the more Productivity gained from the workers.

The aim of the project is to lower the rate of youngsters unemployment in society.

Objectives:

- To create opportunities for Young people in order for them to withhold a career path.
- To develop a working relationship between international countries and people.

The target group for this project is people 18-28

Activities:

- Exchange of Experiences
- Internship chances volunteer
- Voluntary work
- Training course
- Workshops: about CV, cover letter
- Counseling

Partners: Italy, Kosovo, U.K

PROJECT TEAM 5:**Title of the project – long boarding/skateboarding girls camp**

Problem: girls not having equal opportunities as far as extreme sports are concerned, not taken too serious when they show interest in such an activity, to break the myth that long boarding and skateboarding is a male only sport

Target group: 8-14 years old girls

Needs: need for socialization (meeting new people, sharing stories, experience) intercultural learning, developing skills

Specification of target group: 8-14 years old girls children without parents lacking opportunities for developing crucial social skills

Objectives:

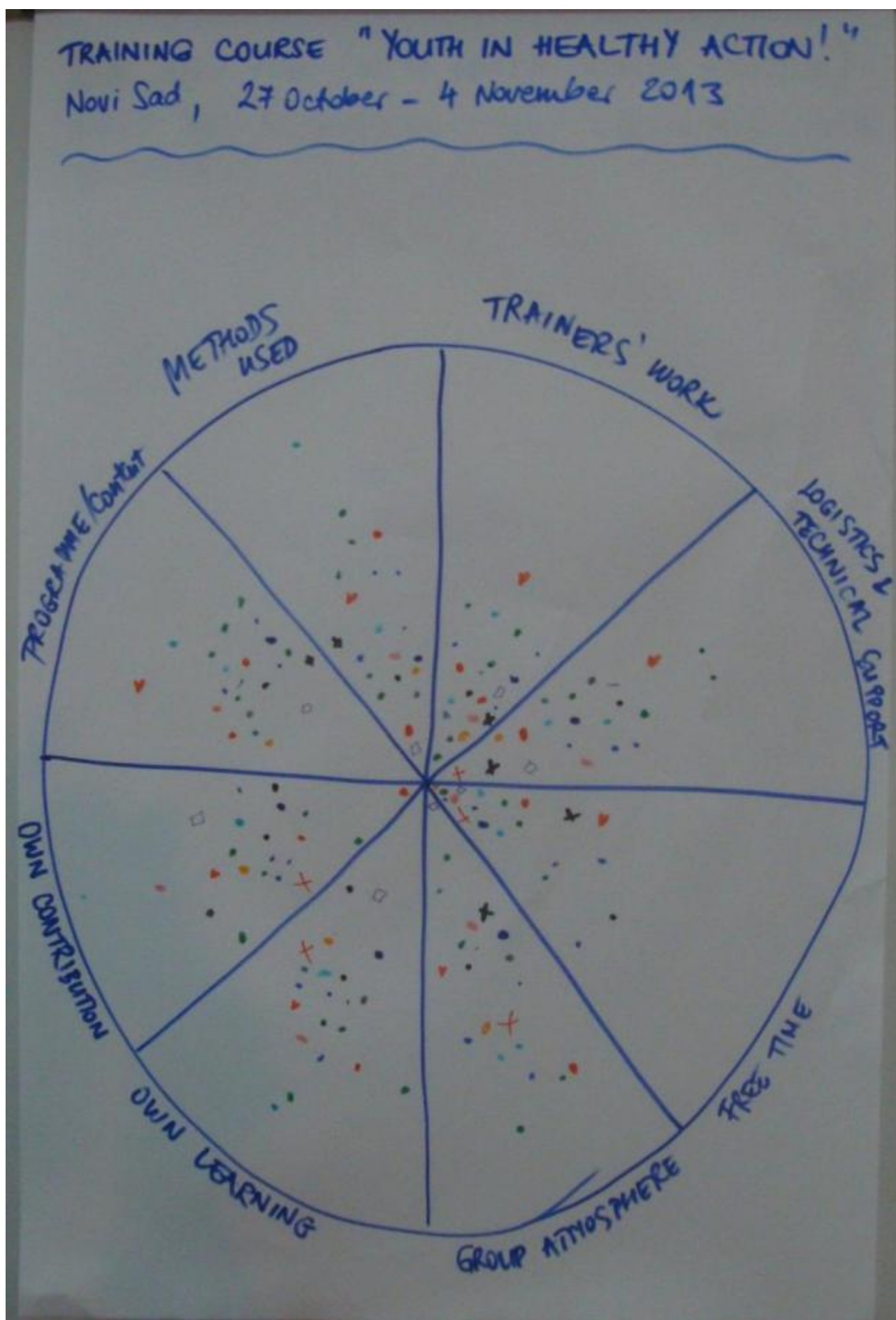
- Breaking gender barriers, create connections between peers coming from different countries,
- Teach young girls how to skate safely,
- To promote a green, healthy and alternative way of life,
- To develop social skills: tolerance, self-awareness, self-confidence, overcoming prejudices,
- To open a skate/long board club that will allow them to proceed with this activity once the camp ends.

Partners: sponsors, local municipalities and regions, local skate shops (providing gear), skateboard and long board companies.

Activities: indoor/outdoor skate classes, outdoor long board classes, theoretical classes with provided books on the subject of the history indo board classes (to improve balance and reflexes), leisure activities like slack line, adrenaline park, workshops for filming and editing skate movies, skate movie nights ...

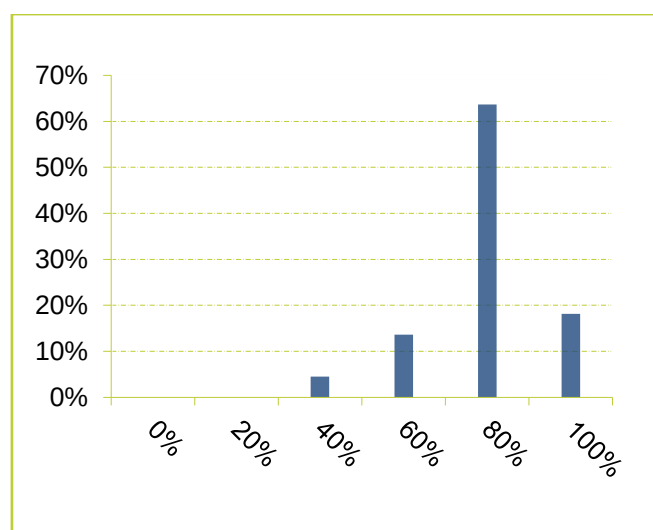
Risk assessment: at least one medical/ER unit per 5 participants

PARTICIPANTS' LEARNING OUTCOMES AND EVALUATION OF THE TRAINING COURSE



Summary analysis of evaluation forms of participants

1. How would you rate overall satisfaction level from the course in general? How far your expectations from the training course have been met? (0% = not at all, 100% =Fully)



Some comments:

- I think we could use time efficiently in order to get some knowledge about sports activities and projects. (Training was too long and it could be better organised by using time.)
- Was expecting a bit more sports in the programme itself, but it was fine like it was, as the sports were not the main point.
- My expectations were to learn more about nutrition food, sport and medical aspects of being healthy, in order that we could use this knowledge once we get back home. But, I learned about writing projects, challenges and this stuff which I found useful and this brings the balance at 80% satisfaction.
- Most of my expectations have been met, but I would like if we talked more about nutrition. All the rest was perfect.
- All areas were covered in great detail explaining and making points clear when needed.
- I was expecting a boring course. I had fun but I also learned a lot not only from the course but also from the differences among participants.
- I'm very satisfied from the whole training course. I learned a lot of new, useful things connected with sport and health activities in the European countries.
- I am really satisfied and also I had a great time. Also, a lot of things that I will find useful in the future I had the chance to learn.
- I didn't really know what to expect from this course given the fact that I'm inexperienced in the sports/health sector. Overall I learnt a lot of new stuff, to be honest much more than I expected.
- I am satisfied with the course, but I think more time could have been invested in discussing the methods we can use, in presenting some examples that were done on this topic.
- Successful guidance of my mind into assessing the youth work not just sports field but in general.
- A wonderful experience.
- The work of trainers was very good but the participants were not experienced so much in sports field in youth work. It was difficult to share experience.
- Main expectation was detailed explanation of project writing, so also might happen that I had too high expectations.

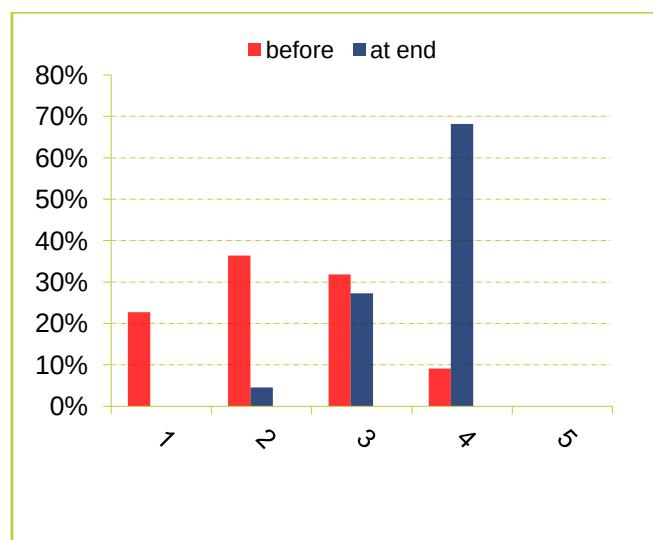
2. What are 5 most important things you learnt in this training course? *(Some answers)*

- Different sports activities and games; different perspectives on youth and sports projects; youth policies of different countries; knowing Balkan culture and people; creating a project in certain short time.
- New sport games; realities from the other countries present on the course; how National Agencies work; Erasmus PLUS; SALTO toolbox (Project management tool).
- TOLERANCE! Project management; Cultural differences; examples from other countries; Promotion of sport!!!
- Law and legislations in the other countries; New sport games; Erasmus+; Learned how other NGOs work in other countries; CoE.

- Wordle made from all the answers of participants to this question:



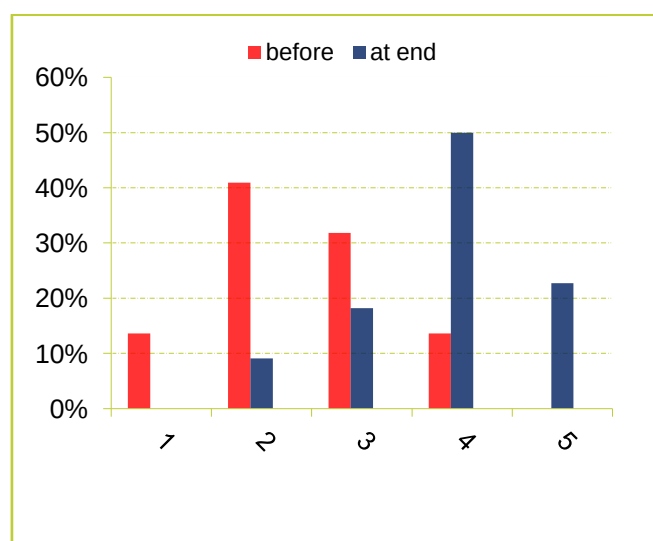
3. How would you rate your knowledge about realities on sport, exercise and nutrition of youth in our different European countries? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- What I mostly learned was about how to write a project and that stuff. At the exhibition night presenting style I learned somehow something but it was just a small presentation, there was need for more discussion.
- Balkan countries have issues that are known and UK and Italy are far more developed that Balkans, so no news there!
- I actually had few information about sports, but not too much, while during those times I learned from others, and also I read on internet.
- England information was a surprise and also inspiring.
- Before this TC I was aware about this situation in Czech Republic and Turkey. Now I am aware about similarities and differences in participating countries. This is useful for future projects and cooperation on international level.

4. How would you rate your knowledge about “sports for all” and personal development of individuals through youth sport work activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)

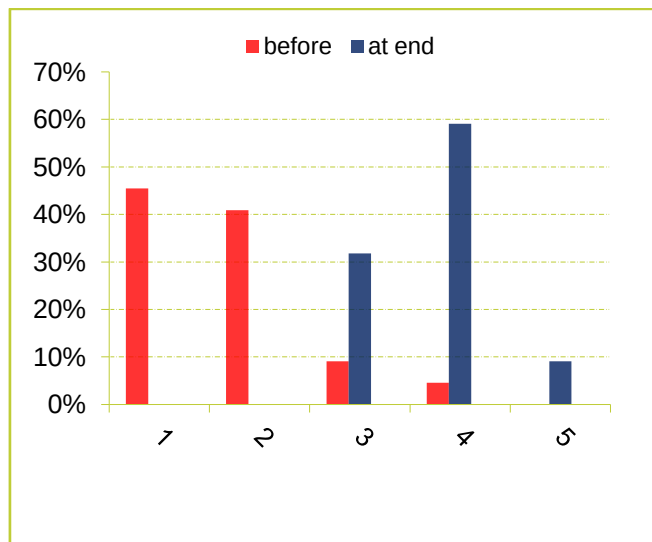


Some comments:

- In this aspect I had not so much knowledge and I learned more here. We went through writing different projects and we came with new ideas where I saw potential and need as well for “sport for all” concept to be in practice.
- I came here with really small knowledge about it. Now I know so many new information about IDEA of “Sports for all”.
- I knew the concept “sport for all” and benefits, but after the course I know more.
- I learned new things on this topic which is very useful. I will definitely explore this topic more.

- Coming from Kosovo this concept is untouchable, invisible and almost unreachable (which sounds challenging 😊)
- We did about this topic only one session and it was not enough for me only to share ideas with other participants. I would gain more if we were provided by some official documents and studies before or after the project. The information should be structured and more detailed for me.

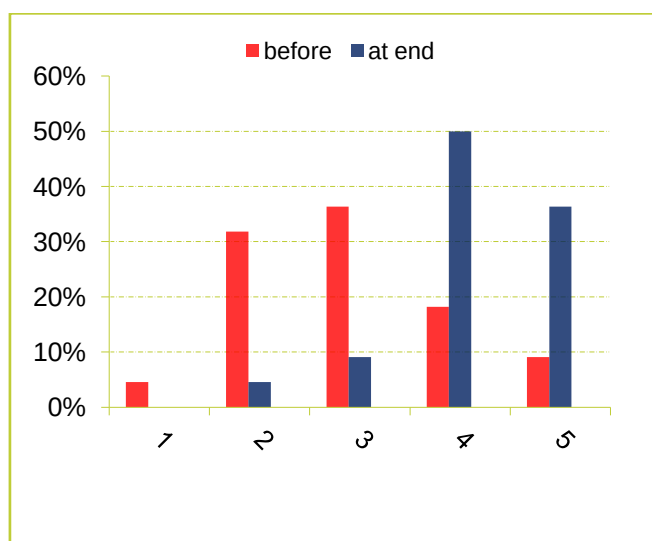
5. How would you rate your knowledge about Sport and health policies in the EU and our (EU and candidate) countries? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- Due to my education, no new things learned, as I knew all the things already.
- It was minimum, now I know where and how can I find the documents.
- Before the course, I was not very familiar with these sport and health policies in the EU, but now I have some knowledge for that.
- I learned a lot for health policies and sport policies that before I did not know.
- I didn't have much knowledge about it before, and I got useful information that I can work with and explore more.
- It was great to search on the web for this document. We learned that in some countries it is missing and also for the ones that have it we gained (or me) information on possibilities and future plans. Very useful.

6. How would you rate your knowledge about different sport games and methods and skills to use them in your youth work? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)

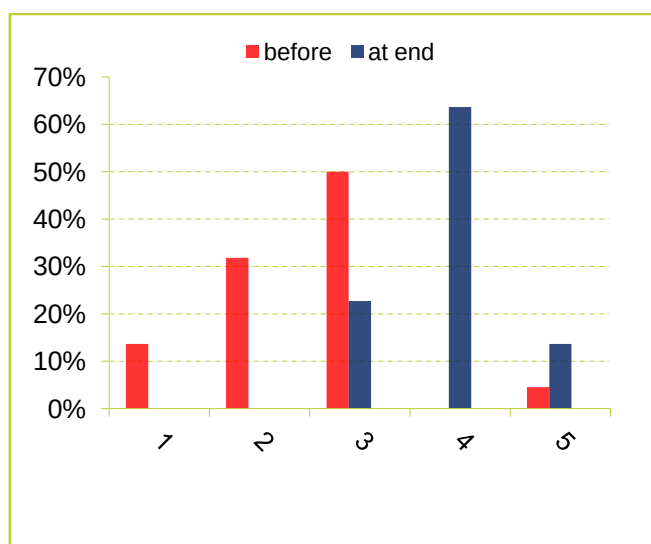


Some comments:

- I really am happy that I found out so many different ways to do sports, since my knowledge was pretty limited before.
- We shared the games from all countries and learned and found out a lot of new games.

- Also a range of sport games from different countries.
- The energisers can be implemented with children and young people.
- I have a lot of knowledge about it, but you can always learn more. I think it would be useful to predict more time for this topic.
- I can see clearer connection and use of sport activities into social inclusion activities in NGO where I work.
- Unfortunately me personally – I didn't practically learn any professional method here, not because I was not open to learn, but because I didn't find useful what was provided in exchange.

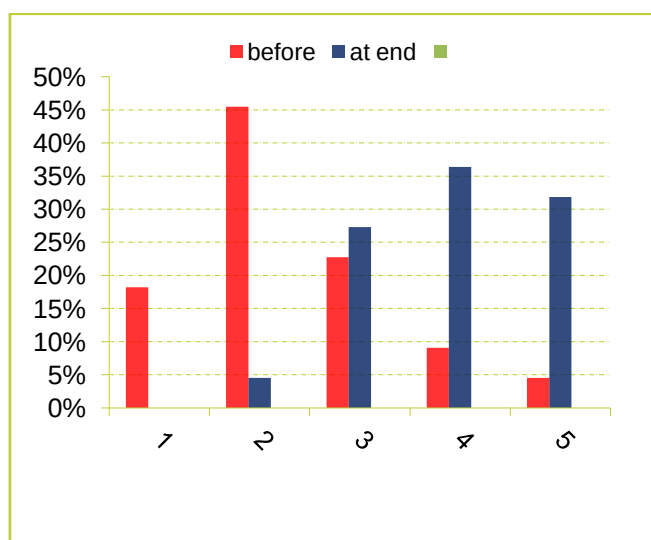
7. How would you rate your competences for advocacy and further promotion of sport and health-enhancing physical activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I even expected that I will learn something about advocacy, and now after I would say that I think that I have knowledge on advocacy field enough to be competent. Of course I need to check, read and study more.
- They really opened up a whole new way of supporting the issue. Taught me new tools.
- Now I have the basic information.
- The knowledge I gained was useful.
- NGO that I am part of has no sports as regular method and as activities, but we do have capacity and wish for it.
- Thanks to a manual for promotion I increased this competence.

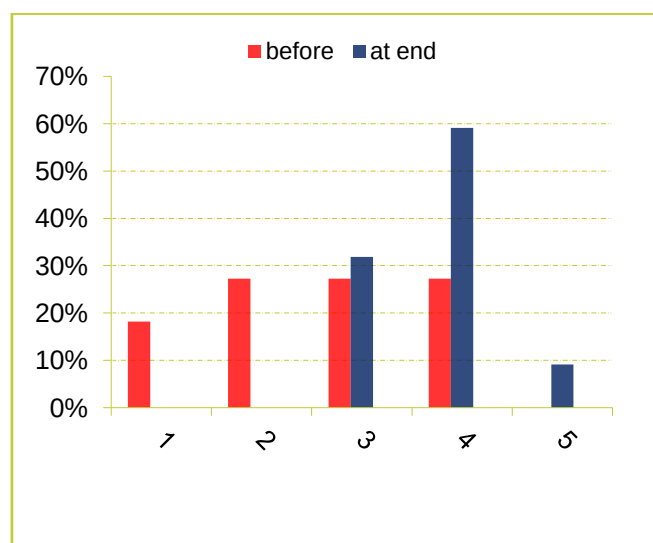
8. How would you rate your knowledge about efficient project cycle management and dealing with challenges during the youth sport work projects? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- Almost finishing a degree (bachelors) in management, and have been working with project management for the past few years – so this training course came as a fine refreshment of knowledge and also some different practices.
- Programme made me notice to possible difficulties that could be faced.
- Before I had just general knowledge about how to make a project, and here I have learned in more details.
- Before the course I had barely knew few things but not as much as after the course.
- Before I didn't have much knowledge about it, or better to say "experience with it", so it was useful.
- I feel that I have progressed the most in the field of project management, and now I think I have the right tools to turn them to sport and aim for it.
- I practised the things I already knew and also discussed about different options which was useful.

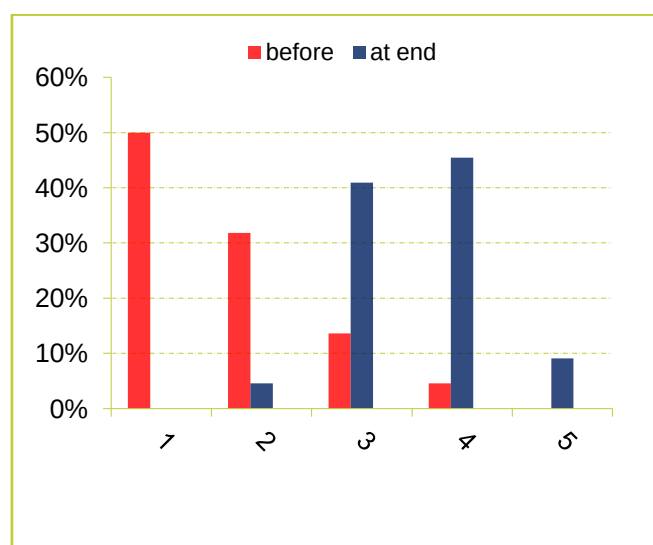
9. How would you rate your competences to reflect on and integrate characteristics and criteria of quality sport and health-enhancing physical activities in your youth work? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- This training helped me realise the possible connection of quality sport and health enhancing physical activities in projects and my future work.
- Not a big change now, but hopefully inspiration for future work.

10. How would you rate your knowledge about EU possibilities for young people and Erasmus Plus programme? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)

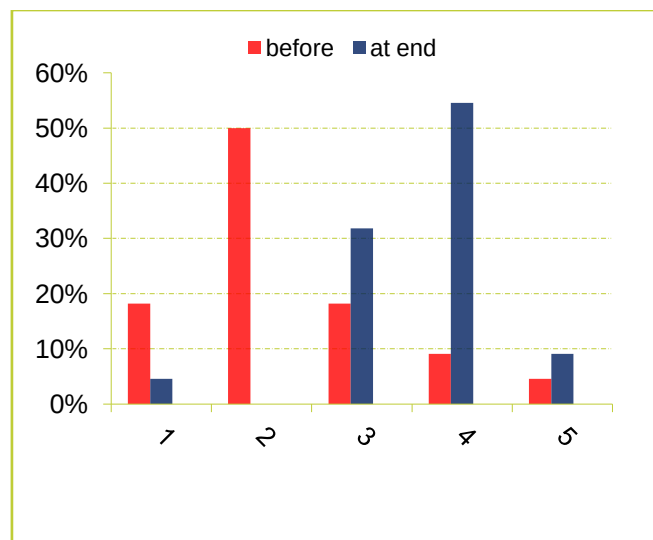


Some comments:

- I actually have much more information now that I did, especially for Erasmus PLUS and the changes.
- The presentation of Erasmus PLUS was great, and has inspired me to do some new projects.
- As Kosovo is still a neighbouring country we have no full rights to apply for all actions and I'm really glad to see that in Erasmus PLUS we might have.

- Great. We knew at least what is being discussed now and what is the direction of Erasmus PLUS.

11. How would you rate your understanding of current challenges and opportunities in Europe, issues of European integration, priorities in youth and sport policies in Europe? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- As for Macedonia which is a bit far away from Europe, I didn't really feel the connection with the pressing issues in EU. But, that's a knowledge which will serve as quality control for future projects that my NGO will develop.
- Again, due to my studies, I had a lot of knowledge.
- This part was also useful and I improved my understanding of it.
- Experiencing Balkans was something totally new for me and especially challenges in this area. So useful and educating.

12. Will your participation in this training course be useful for your organization and colleagues? How would you use what you learnt in the course back home? (Some answers)

- Yes it will be very useful – especially my 5 learning points. Will definitely use the SALTO toolbox more often, as well as the publications.
- Yes, it will be very useful, since we learned different things and experience gained here is always good and useful to me on our making projects. So, I will use it by working on different projects and probably by expanding our field of work with youth.
- It all depends on the project. I think it will be useful. But, I guess I will have to put forward myself more now, that I know how to run a project.
- I will apply at calls for applications from EU funds.
- To share knowledge on effective management.
- I hope so, I will keep in mind all the things I learnt when writing next projects, with a special attention to the idea of “opportunities for” all, and I will also promote it among other project writers.
- Yes, because I would improve the importance of doing a sport in my group and write some project about sport.
- Well, it might be useful because I learnt a lot of important information regarding organising and developing new ideas and turning them into real projects, what are the steps you need to make in order to create a fairly successful project and what are the things you need to take into consideration before starting to plan one.
- Yes, it will be very useful because I can apply the knowledge I gained. It will be useful for developing future projects, and in my future work with youth.
- As I said before, use methodology that I learned here and put more accents on sport and healthy activities in our projects and as well life.
- I will use this knowledge for our local work with youth and hopefully international projects as well. I will inform my colleagues about opportunities and work to do.
- Participation in training course for my organisation could be beneficial because of new contacts I made. Sport activities could be used in course back home.

Wordle made from all the answers of participants to this question:

- I felt like they worked behind the scenes, everything that I wanted and/or needed was there so I am very satisfied.
- Also very professional and very friendly.
- They also fulfilled their role and they were very friendly.
- Very good level.
- Good – showed and guided us to right/appropriate information.
- Logistics was really efficient.
- The organisational team fulfilled their role/job very successfully.
- Very good, because is no easy to manage a lot number of people.
- It was pretty well, I am really satisfied.
- Great job.
- I think they did extremely well.
- Very open, very helpful to people who need answers.
- The job was done good enough but I guess there is more space for improvement.

Wordle made from all the answers of participants to this question:

