

Training course “Youth Sports Workers in action”

Novi Sad, Serbia

25th March – 2nd April 2014



Youth
in Action
Programme



SUMMARY:

Training course "Youth Sports Workers in 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 9 countries (Serbia, FYR Macedonia, Kosovo*, Bosnia and Herzegovina, Croatia, Turkey, Italy, Germany and United Kingdom), it lasted 7 days and was held in Novi Sad, Serbia in March/April 2014.

The themes of the project were: Sport for all, NFE and youth work through sports, physical and mental health of youngsters, leadership, planning and management skills of youth sports workers, Sport and health policies and promotion of youth sports work, Erasmus+ programme and European level projects in youth field with using sport/outdoor activities.

Objectives of the project were:

- To exchange realities on sports and youth work in our countries
- To understand difference between sport clubs/organisations and youth clubs/organisations and usage of sports in them
- To analyse personal development on mental and physical level for youngsters through sport and outdoor activities
- To raise competences for coaching and leading youth sport activities
- To raise competences in planning and managing youth sport activities
- To discuss different ways of motivating and engaging youth in youth sports work
- To discuss Sport and health policies in the EU and candidate countries and to promote sport and health enhancing physical activities
- To learn how we can use Erasmus+ programme for promotion of sport and health-enhancing physical activities
- To develop new projects and future European level cooperation among participating organizations

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, Askhali 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. NGO Youth Power (NGO YP), Bosnia and Herzegovina

Facebook: NGO Youth Power

Short description: The objectives of the NGO YP are: to promote tolerance, prevention of violence and discrimination, prevention of alcohol and drug abuse, promoting healthy lifestyles, expanding volunteerism and solidarity among young people, making the general public with new forms of culture and affirmation of young people to empower and strengthen the capacity and resources of youth organizations and informal groups of young people especially in small communities, the development of good relations and solidarity among young people at local, regional, inter-entity, state and international level, improving environmental awareness and initiate and support environmental activities, achievement of other common interests of young people and youth organizations, humanitarian work.

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.

Ferilo'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. Outreach Hannover e.V.i.Gr., Germany

Website: www.outreach-hannover.de

Short description: The purpose of the association is to promote youth work and youth welfare and education. The purpose is achieved in particular through the implementation of education, training and further education for young people and the orientation of bi- and multinational seminars. The intercultural exchange is intended to contribute to the reduction of prejudice, xenophobia and racism. The purpose of the association is also the teaching of the theory and practice of multicultural encounters in seminars for multipliers, where team leaders are able to perform skilled exchanges. In addition, the reflection of the multipliers with each other and the common reflection with representatives from science and research in seminars is sought.

9. 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 25th March 2014 Tuesday	Day 2 26th March 2014 Wednesday	Day 3 27th March 2014 Thursday	Day 4 28th March 2014 Friday	Day 5 29th March 2014 Saturday	Day 6 30th March 2014 Sunday	Day 7 31st March 2014 Monday	Day 8 1st April 2014 Tuesday
	Introduction (participants, team, organisations, project, programme) Expectations, Contributions Group building Youthpass intro	Sport and youth work → Sport for all!	Creativity in developing sport and outdoor methods in non-formal education	Coaching and Leadership skills of Youth Sport Workers	Planning and Management of youth sport activities – concepts and development	Challenges in motivation / participation of youngsters in youth sport work and proposed solutions	"Erasmus PLUS" programme Developing mutual projects with using sports as methods
Arrival of participants	Sharing our realities with the situations about youth work and sport in our communities and countries	Personal development (mental and physical) through sports Non-formal education and sport	Exchanging sport methods and games from our countries	„FREE“ OUTDOOR AFTERNOON	Planning and Management of youth sport activities – in action – participants' practice (sport games and tournament)	Promotion of sport and health enhancing physical activities in our communities	Consultations Youthpass Evaluation and closure
Welcome evening	Intercultural evening	Networking - Our projects and organisations	Sport and Anti- discrimination movie night		Evaluation of the participants' practice		Farewell party

SESSIONS' OUTCOMES:

Participants' expectations from the training course



Sharing our realities with the situations about youth work and sport in our communities and countries



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 that 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.

Small groups' tasks - sport organizations/clubs & youth organizations/clubs(centres):

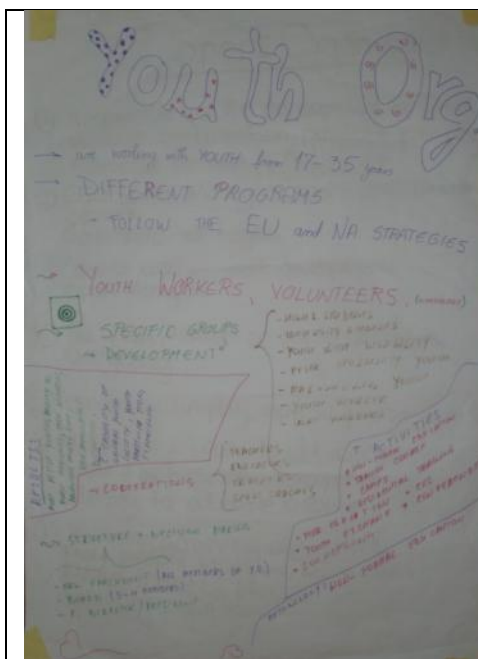
- How are they defined? What do they do?
- What is the structure and decision making like?
- Who are the people working in them?
- Who are the beneficiaries/target group? (Be as specific as possible)
- What are the typical activities?
- What are the results?

<u>Sport Organisations</u> ① Responsible for the development of sport increase participation, promote fair-play. Advocate for rules. A nation of champions. ② CEO, Sports Managers, sport development officers. Government set targets ③ Sports coaches, sport development Sport Managers ④ The youth, members of public, athletes, everybody ⑤ Promoting fair-play, increase participation ⑥ Methods → team building, coaching, new tactics, new ways of winning, training, to educate people in the sport ⑦ Winning, achieving objectives, more people involved, more fans, money, tourists, heroes. Uniting people	<u>Sport Organizations</u> 1. Responsible for the development of sport increase participation, promote fair-play. Advocate for rules. A nation of champions 2. CEO, sports managers, sport development officers. Government set targets 3. Sports coaches, sport development, sport managers 4. The youth members of public, athletes, everybody 5. Promoting fair-play, increase participation 6. Methods- team building, coaching, new tactics, new ways of winning, training, to educate people in the sport 7. Winning, achieving objectives, more people involved, more fans, money, tourists, heroes...Uniting people
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Sport clubs

- Sport clubs are defined as private or public associations organized for the purpose of playing one or more sports. They can be professional or amateur.
- Normally they have pyramidal structure.
- Professionals with different backgrounds appropriate to the organization: coaches, physiotherapists, psychologists, maintenance, sportsmen...
- Target groups: players (professional and amateur), sponsors, club members
- Typical activities: practice, tournaments, matches, trainings, promotion, charity activities (social projects)
- Methodology: professionals transmit knowledge and work with sportsmen to develop their skills and abilities
- Results: economical benefits, good sport results



Youth org.

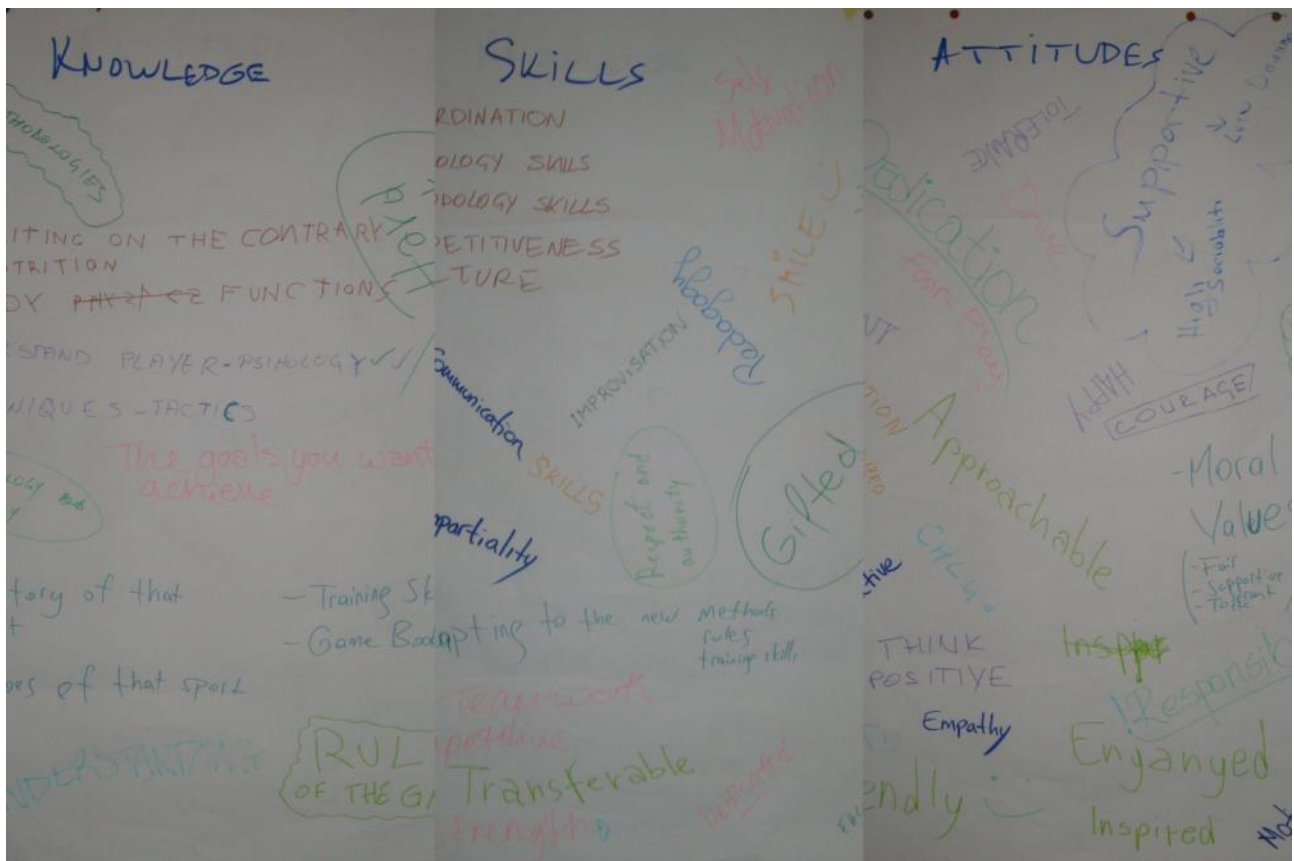
- Are working with youth from 17-35 years old
- Different programs
- Follow the EU and Na. strategies
- Youth workers volunteers, (kinesiology)
- Development: High school students; University students; Youth with disability; Fewer opportunity youth; Youth worker; Sport worker
- Cooperation: Teachers; Educators; Trainers; Sport coaches
- Training activities: Non formal education; Training courses; Camps; Residential training; Peer education * EVS; Youth exchange * conferences; Counselling
- Structure + decision making: Org. parliament (all members of y.o.); Boards (3-4 members); E. director/president
- Methodology: non formal education
- Results: More active youth, ability to make changes, self initiative, promoting healthy life, self improvement, motivation. Strengthening capacity of general youth society, youth participation, experience.



Youth Clubs

- Youth clubs are places that provides opportunities for learning and interaction for young people
- Structure: open/flexible, democratic
- Who work: teachers, mentors, coaches, instructors, lecturer, volunteer
- Who benefit: young people, local communities, society, parents, people with social differences.
- Activities: Sport science, cultural (movie, books), creativity (arts, video making, dancing, music)
- Method: friendly approach, non formal education, task oriented, discussion group, practical workshop, brainstorm.
- Results: Social benefit, better well being, improved mental skills and culture, open mind, to be positive, to get inspiration

Silent brainstorming on defining KSA – knowledge, skills and attitudes that a **sport youth worker** should have:



Knowledge:	Skills:	Attitudes:
• Nutrition • Body functions • Understand player psychology • Hard work • Techniques – tactics • The goal you want to achieve • Training skills • Game book • Rules of the game • History of that sport • Heroes of that sport • Understanding • Methodologies • Kinesiology and psychology	• Coordination • Psychology skills • Methodology skills • Competitiveness • Culture • Good communication • Coaching • Motivation skills • Impartiality • Improvisation • Self motivation • Smile • Respect and authority • Gifted • Friendly coach • Pedagogy • Adopting to the new methods, rules, training skills • Teamwork • Competitive • Strength • Dedicated • Facilitation	• Dedication • Tolerance • Drive • Happy • Patient • Motivation (be energized) • Humble • Active • Positive • Approachable • Calm • Empathy • Friendly • Inspired • Responsible • Moral values (fair, supportive, tolerant) • Supportive • Engaged • Courage • High sociability • Low dominance

Personal development (mental and physical) through sports & Non-formal education and sport

(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.



Short input and discussion about the formal, non-formal and informal learning/education - defining the difference:

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

Informal education: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media.

Non-formal education: any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.



Small groups' work on benefits of sport on personal development on mental and physical level:

Benefits of sport on physical level:

- better breathing
- organism will function better
- you will have better body – you will look better
- prevents sicknesses
- makes you stronger
- good body
- motoric skills, coordination of the body
- motoric abilities
- faster metabolism
- 100% usage of your organism
- testosterone increase
- hard attack prevention
- less stressed
- fit body
- more energy
- healthy lifestyle

Benefits of sport on mental level:

- stronger attitude
- team sports – team work
- more stability
- coordination issues
- healthier attitudes
- happiness
- fare play – fare life
- help quitting addictions
- self confidence and self esteem
- responsibilities for team members and yourself
- self empowerment
- less stress
- self discipline
- mental strength

(Taken from <http://www.tecweb.org/styles/gardner.html>)

Multiple Intelligences

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means."

The learning styles are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

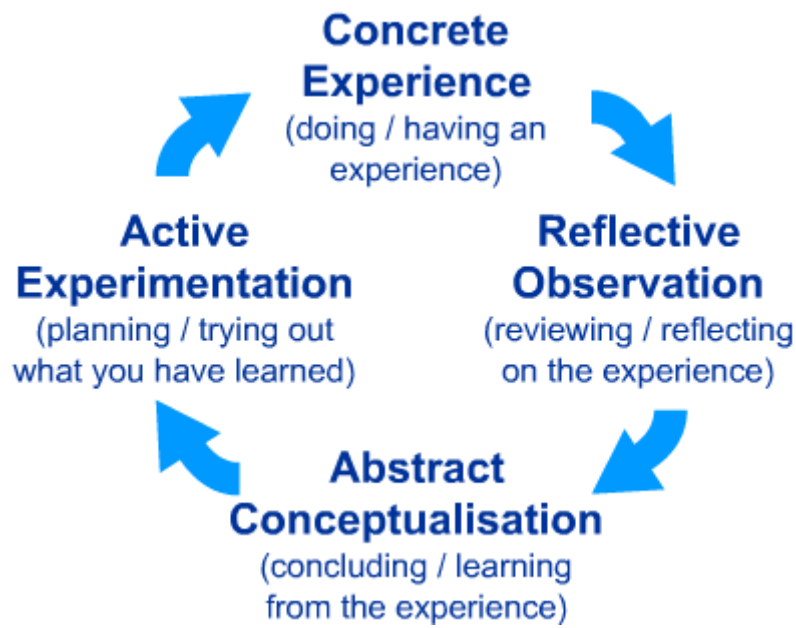
Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical-Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

Experiential learning – Kolb's learning cycle



Conclusion for using creativity in developing sport and outdoor methods in non-formal education: Keep it simple – when preparing and implementing activities for youth make them simple and clear, do not complicate them unnecessary and make sure that they are leading to the achievement of the learning/development objectives that you set for your participants.

FYR MACEDONIA:

TITLE: TOTEM

TIME: it usually takes half an hour for the better organized (or the faster) team to win, but everybody loses their energy after 30-40 minutes because of the physical effort it takes

DESCRIPTION:

- 2 teams (unlimited number of players, equal no in each team)
- 1 totem for each team
- Each team is securing their totem, and meanwhile trying to reach and touch the totem of the others. The strategy of how to attack is developed inside the team, and it is totally negotiable. The players group or go individually to touch the totem of the other team, and if they did, the team with the totem touched loses. The players can be "injured" if a player of the opposite team touches their back. When touched, they need to go back to their totem to heal and attach the other team/totem after.
- *If the players manage to touch the totem in quick time, you increase the distance between the totems or the number of how many times it should be touched.

POSSIBLE PHYSICAL OR MENTAL ABILITY DEVELOPMENT: This activity mainly influences mental development of individuals. It is a team building game, where the players develop strategies how to win, share ideas and reflect during the game on the strategies that didn't work, and create new that should respond better according to the defence of the other teams. Usually some leaders appear after the first unsuccessful try.

UNITED KINGDOM:

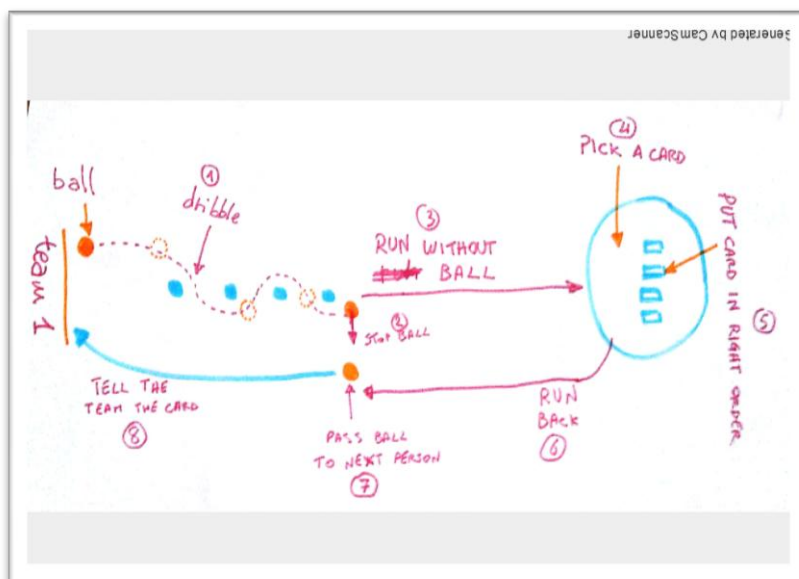
Title: Ace to K is the way!!!

Time: 15 minutes

Resources: Pack of cards; Cones; Balls x 3 or 4 teams

Description:

- Three to four teams – each team has a set of suit
- The game is set as below



- Participants take their turn to go. They must dribble the ball in slalom through cones.
- Stop the ball and run to the pack of cards.
- Pick one card and remember the card and place upside-down.
- Run to the ball and pass to the next person and must share with the team what the card is

The aim of the game: The team needs to find the best strategy to put the cards in the right order from Ace to King, as fast as possible. The team that finishes and completes the challenge, wins.

Rules:

- Turn one card a time;
- Card must be placed back upside-down;
- You can communicate with team verbally only;
- All of the team must stand behind line.

Development:

- Mental: Communication, teamwork, concentration, leadership, listening, decision making.
- Physical: Running with or without the ball, dribbling skills, passing accuracy.
- Exercise can be adapted to specific sport.



CROATIA:

1. HUMAN PYRAMID

Time: 10 to 30 minutes

Resources: soft surface, without shoes or by wish.

Description: Bigger people go on the bottom, all people have to stand on 4 legs-knees and palms. It goes for example 3 on the bottom, 2 people on them, and 1 on those 2. In 3 rows.

Development: Useful for developing group/team work and feeling, balance, strength, patience..

2. DODGEBALL (GRANICAR)

Time: 10 to 20 minutes

Resources: field should be big at least as a volleyball field, and there should be smaller, softer ball.

Description: 2 teams, equal number, one from the team is out of the borders on the opposite of the opponent. Players that are inside of the square/borders have 1 life, but the boarder has 3. Main goal is to hit all members of the opposite team with a ball. PLAYER who is hit with a ball goes out on a side of an opponent's square and also can throw a ball. When all players are hit, inside goes the boarder man, and when he is hit 3 times that team lose.

Development: Useful for developing coordination, precision, reflexes, team work...

3. RELAY RACE WITH BALLS

Time: 8 to 13 minutes

Resources: 3 balls of the middle size

Description: 3 columns/teams with same number of people, wider space between the people in the team. One ball per team and from the end to an end, team should throw a ball, 4 times. The group that do it faster is the winning one.

Development: Useful for developing coordination with balls, catching and throwing a ball, precision, and team work.

GERMANY:

1. TOCO MARRO

Description: Starting: 2 teams, each team in an opposite side of the field touching the wall.

Game: the goal consists on catching the members of the other team. The way for doing it consists on touching the wall before going inside the field and shout "toco marro!", so you can catch all the others again.

Objectives: Big social component in this game, with the need of interact with the members of the group for creating strategies.

2. SCHINKEN

Description: Starting: everybody stays at one side of the field except one (1) that is going to be at the opposite side with an empty bottle that represents the "schinken" (bacon) looking to the wall.

Game: the guy with the schinken (1) is going to shout "green light!" And close eyes or turn around, so the others can start to walk/run in the direction of the schinken, at any moment (1) can shout "red light!" And turn to see who is moving, if anybody is moving is going to the beginning again.

The goal consists in bringing the schinken to the other side of the field on the way that (1) doesn't notice who has it. (1) has the chance to say 2 names of who he/she think has the schinken after each "red light".

3. MATAR CONILLS (KILLING RABBITS)

Description: Starting point: everybody spreads around the court and there is one person with a softball in her his hands.

Game: the person with the ball tries to hit somebody with it. If somebody is touched and the ball fall to the ground, the person that was hit has to sit down. But if that person catches the ball, the person who has thrown it has to sit down. This way, when somebody has the ball has to try to kill as many people as possible. Those who have been killed can go back into the game when the person that killed them is killed. So it is important to remember who killed you so you can go back into the game. Remember, you can also kill somebody by catching the ball in the air when somebody throws it to you.

Time: it is a long game but it can be stopped at any time

Materials: a soft ball

4. NINJA

Description: Starting point: everybody stands in a circle, leaving some room with his her neighbours. Everybody is standing with their arms open (not everybody has to face the same direction)

Game: everybody, in turns, has to try to hit somebody in the arms. That person is allowed to move only once (can jump, step forward, backwards, etc) and can also do only one movement with his her hands. The person who is being attacked can defend her/himself by moving her/his arms, but not the body. When that happens, those to persons have to keep the position, whatever it is, and cannot move. Then, is the next person s turn, the one who has been attacked, to attack somebody, it can be anybody, but usually it will be those closer to her him.

When somebody is hit in the arm, that arm stops playing and goes behind that person s back, so that person keeps playing but just with one arm. When somebody loses both arms, stops playing and goes out of the circle. It is important to keep playing in order and to do it fast.

Time: depends on the group size.

Materials: none



BOSNIA AND HERZEGOVINA:

1. "Confused border guards"

Time: 5 - 15 minutes

Participants: 6 - 30 players

Resources: 4 balls

Description: Split players in two equal teams, split courtyard on two parts. Each team has their part of courtyard and need to be in their part of courtyard. They will play with maximum four balls. Each team must hit opposite player and try to avoid balls (not to be hit with opponent ball). In situation when they are hit with ball they need to sit on the floor. To go back in the game they need to catch ball when opposite player is trying to hit they team member. That is only way to go back in the game.

2. "Tangles - Untangles"

Time: 5- 10 min

Participants: 8 -50 players

Resources: nothing

Description: All players need to be divided in groups (4-7 participants). Each group should stay in their circle with arms in front of them so hands are mix. When facilitator give sign participants with close their eyes and take other hand of their team members (one hand with one hand). Stay with closed eyes until facilitator is going around and check hand shaking (there is no option as free hands or two or more hands with one hand). After checking facilitator will give sign so participants open their eyes but still shaking hands. Each group should try to untangle their arms but still hand shaking with their par in their circle. Winner group will have award winning.

Mental and physical development skills: Coordination, team building, team work, leader, defence, strategy development, etc.

ITALY:

1. Indians vs. Cowboys:

Time: 5 to 15 min

Resources: balls (from 2 to 6)

Description: Indians have to run from point A to point B, on the sides there will be cowboys, trying to stop the Indians by hitting them with a ball (starting with 2 balls, adding more little by little). This game is normally played with football balls but can be implemented for other sports.

Mental development: awareness (need to be focused); decision making; reaction time

Physical development: running, change direction, agility

Skills: accuracy, decision making, agility, pace

2. Football3:

Time: 50 min → 10 of explanation, 35/40 of game, 10/15 evaluation and discussion

Resources: ball, piece of paper

Target: youngsters from primary/secondary school, youth centres...

Description: 2 teams, gender balanced, basic technical football rules (hitting ball with feet, goals). There s no referee but a mediator. All the other rules are decided by dialogue among players before the match starts, for example: the players stop when there s a fault and raise their hand up. Who committed fault must help the opponent back up again. The one who scores must be substituted. And all the other rules: how much is a goal scored by a girl/ from some place on the pitch, goal is valid only if before one was scored by a girl, no/flying/fixed goalkeepers...

Fair play: what to do when there s a fault, how to do substitutions, hand shaking (how and when), exulting rules, any other rule they want to add.

The winner is decided: 1 point to the team which scores more goals, then the teams give points to each other in accordance to their opinion about how much the other team have respected the rules decided by themselves.

Mental level development: inclusion, team work, fair play attitude, respect, rule of law, awareness, conflict resolution, dialogue, self organization

Physical level development: running, coordination skills

3. Blind trust:

Time: 10 to 20 min: each person should experience the game at least 2 times

Target: everybody, especially people with trust issues (difficult emotional situation: broken families)

Description: 2 draws, 1 person with closed eyes, passes through the people corridor. The people indicate him the direction by gently touching him, and making him feel the group trust. It is a nice experience and the more the trust is built the faster the person passes through the corridor.

This game can be implemented with a follow up game: the one where there are 2 people, the one in front let himself/herself fall back and the one behind have to catch him/her.

Mental level development: trust development, strengthen the relationship among the group, self confidence

Physical level development: orientation, the people have to stay focused and act gently



KOSOVO*:

TITLE: EARTH – SEA

Number of Players: 3 or more

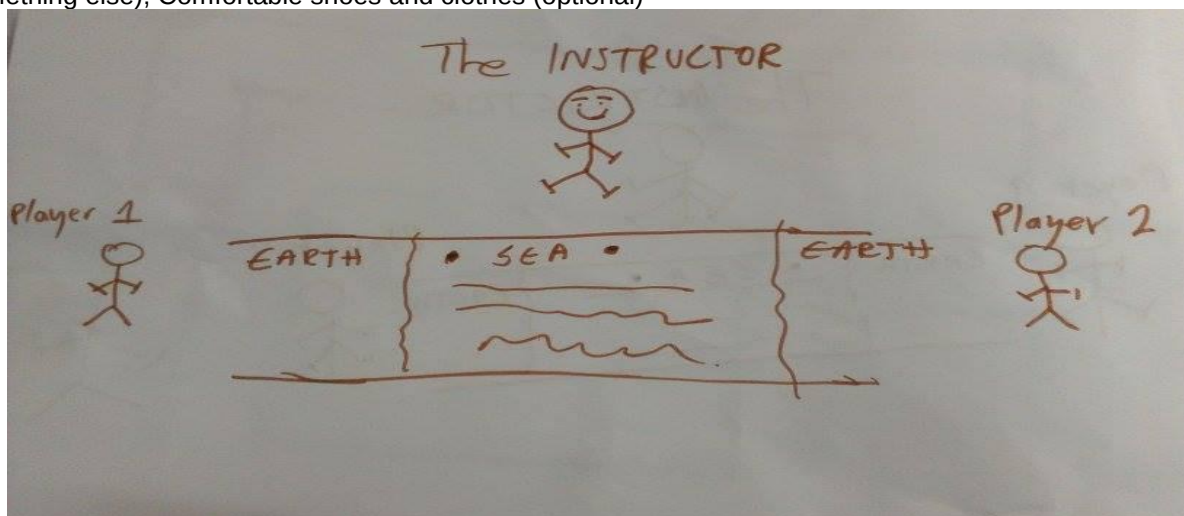
Roles: One instructor and 2 or more players (contestants)

The Game Description: The two players (or more players or teams) are to stand in two different opposite sides – ready and steady! They are considered to be standing on the EARTH and the middle space between two opposite lines is considered SEA! When the instructor calls “SEA”, the players are to jump in the middle and when the instructor calls “EARTH” the players are to jump back to their positions!

Results: The player that fails to follow precisely the instructor orders – (lifts at least one foot or jumps to sea when EARTH” is called or the opposite – goes out of the game”!

Time required: 1 minute and more (depends on the number and quality of players)

Resources: A flat pitch (surface) (Grass, Sand, Concrete etc) Line Marker (Chock, Rope, Paper or something else); Comfortable shoes and clothes (optional)



The Benefits to the players:

- **Mental level:** Develops Focus; Improves Concentration; Increases Reflexes Speed; Improves Coordination of Received information and Action; It's Fun and brings positive emotions
- **Physical level:** Serves as training; It's a physical game that requires action (burning calories)

TURKEY:

1. NINE STONES

How to play: Nine stones is a game which is played with nine stones and two groups. There must be at least 8 – 10 participants. The first group throws the ball to hit the stones one by one. When somebody knocks down at least one stone, the game starts. However, the player who throws the ball should be gentle. Because, the team should knock down as less as possible stones to gather again. While another group tries to hit the first group with ball, the first group tries to gather the stones. When all of the participants are hit, if the all stones aren't gathered, the groups displace. But, if the first group is successful, the groups do not displace and the game starts again in the same way.

Time: There is no exact time. The game continues to complete all the tasks correctly.

Resources: You need one ball and nine stones.

Possible Mental Development: You have to complete some tasks at the same time. So, this game can be helpful to thinking and dividing fast. It develops teamwork and team soul.

Possible Physical Development: You are always in action; so, you can improve your conditional skills and agility. not only one, you are in a team.

2. STOP

How to play: This game is played individually. There are no teams. There will be at least 3 people for a proper game. Make a circle. A random or a chosen one throws the ball up in the air and tell a name from group. While the ball is up, all the others start to run away till "that name" catches the ball. As he/she gets the ball, everybody has to stop. Then he/she says a colour name and starts to run with the ball to hit any gamers with the ball before the gamers find and hold any material that includes that colour. When a gamer finds the material including that colour, that gamer is untouchable. So the person with the ball has to find another person. If she/he catches someone who hasn't found that colour yet, the gamer with ball hits him/her with it. After that the game starts again and who has been hit with ball has to say a colour next time.

Resources: Ball, enough space in outdoor.

Time: 1 round generally takes 2 or 3 minutes. The players decide how many rounds they play.

The physical skills: Medium level- physical activity, it improves agility.

Mental Skills: Observation, Learning Colours (especially for kids), Fast-thinking process

SERBIA:

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.

Resources: The ball and the chalk

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

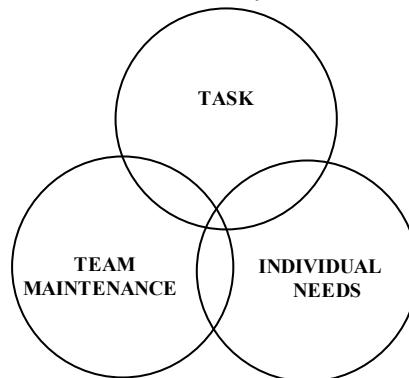


Coaching and Leadership skills of Youth Sport Workers

(Taken from publication of The Management Centre: "The Strategic Leadership Handbook")

JOHN ADAIR'S THREE CIRCLE CONCEPT:

John Adair sees leadership as the result of the *balance* achieved between the three main elements of the leader's job. These are embodied in his *three circle* concept;



The *telling* style will come from a decision that the Task is all important and that the Team and Individual needs are entirely subordinate. *Participating and Delegating* will be used when the manager believes that the task will be achieved more effectively if individual needs are satisfied and the team works well together. At any point in time the leader may be concerned particularly with one aspect, to the partial exclusion of others. Over a period of time attention is paid to all three needs otherwise the leadership will fail.

The leader needs to consider:

The Task - The leader is responsible for achieving the task objectives. She/he needs to:

- be quite clear what the task is
- know how it fits organisational objectives (short and long) plan how to do it
- provide resources of time and authority
- ensure that the structure doesn't hinder the task
- monitor and control progress
- evaluate results

The Team - The leader must pick the best team and get them to work well together. She/he must:

- set and maintain team standards
- involve the team where possible in objective-setting
- encourage new ideas
- keep the team well briefed
- co-ordinate their activities
- build in grievance procedures, but keeping disruptive influences to a minimum.

The Individual - The leader must also understand each member of the team and see that she/he:

- feels a sense of personal commitment and achievement in his job
- gets responsibility to match his capability
- receives adequate recognition for achievement
- feels that she/he is developing.

SITUATIONAL LEADERSHIP

We define *leadership style* as the pattern of behaviours managers use when trying to influence the behaviour of others, as perceived by them.

What's useful about Situational Leadership is that it claims *there is no one right style*. You should choose a leadership style based on the situation and the needs of the person involved.

DIRECTIVE AND SUPPORTIVE LEADER BEHAVIOURS:

Directive behaviour is defined as: *the extent to which the leader engages in one-way communication, spells out the staff member's role, clearly tells the staff member what to do, where to do it, how to do it, when to do it, and closely supervises performance.* **Directive Behaviour = structure, control, supervise.**

Supportive behaviour is defined as: *the extent to which the leader engages in two-way communication, listens, provides support and encouragement, facilitates interaction, and involves staff members in decision making.* **Supportive Behaviour = praise, listen, and facilitate**

THE FOUR LEADERSHIP STYLES: While in some situations leaders use a predominantly directive or supportive behaviour, in other situations they use a combination of these behaviours. They proposed that these varying

combinations of supportive and directive behaviour produce four predominant leadership styles identified in the Situational Leadership approach. These styles vary in:

- the amount of *direction* the leader provides
- the amount of *support* and *encouragement* the leader provides
- the amount of staff member *involvement* in decision-making

SUPPORTIVE BEHAVIOUR (HIGH)	High Supportive Low Directive Behaviour S3 (Supporting)	High Directive High Supportive Behaviour S2 (Coaching)
	Low Supportive Low Directive Behaviour S4 (Delegating)	High Directive Low Supportive Behaviour S1 (Directing)
(LOW)	(LOW)	(HIGH)

DIRECTIVE BEHAVIOUR

Style (S1) Directing: Where a leader is high on directive behaviour and low on supportive behaviour this is known as *Directing* (S1). Directing is characterised by one-way communication. The leader provides specific instructions about roles and goals and then closely supervises performance.

Style (S2) Coaching: Where a leader is high on directive behaviour and high on supportive behaviour this is known as *Coaching* (S2). When a leader is using a Coaching or S2 style, two-way communication is increased.

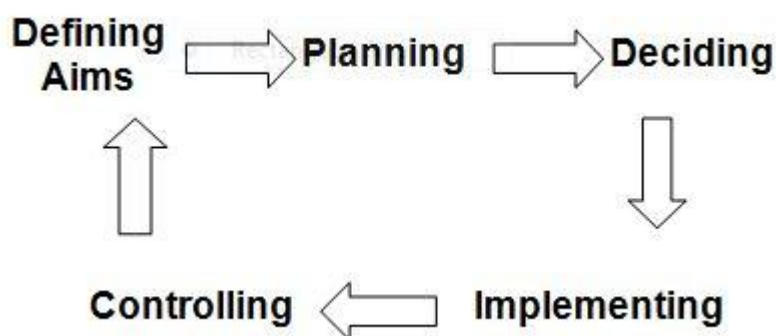
Style (S3) Supporting: Where a leader is low on directive behaviour and high on supportive behaviour this is known as *Supporting* (S3). Decision making authority has moved from the leader to their staff.

Style (S4) Delegating: Where a leader is low on directive behaviour and low on supportive behaviour this is known as *Delegating* (S4).





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)

Games proposals for the afternoon Planning and managing – practise:

1. Version of handball

Need: team building, enjoyment,

2. Treasure hunt

Team work, coordination, navigation, sense of direction

4-5 groups accomplish 4-5 tasks – receive one part of pizza

3. OGM (Olympic Games Modified)

- we closed eyes and touch and recognised other people in the group
- treasure hunt
- basketball with one hand
- table tennis with opposite hands

4. Orientation in the nature

- team work, education, orientation in the space
- each group has to solve same tasks and puzzles, group who finishes first and fulfils all tasks is the winning

Planning and Management of youth sport activities – in action – participants' practice (*sport games and tournament*)





Challenges in motivation / participation of youngsters in youth sport work and proposed solutions



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

BARRIERS TO SPORT:

Obviously, the list of the positive effects and benefits of sport is extensive. Yet in spite of all these benefits, more and more young people seem to be **turning their back** on sport. Why? There seem to be very real **obstacles** which either impede the young people's access to sports or else negatively affect their view of sport in general. Such obstacles can take quite different forms:

- **A general lack of interest and motivation** – some youngsters may be more interested in passive hobbies like computer games and watching T.V. than in sport. They may not have positive role models who can demonstrate that sport can be fun. In extreme cases, young people can see sport as a hassle, a disturbance or a threat to their regular rhythm of life.
- **A lack of alternatives** – some young people may enjoy sport in principle, but they are demotivated by factors like too much competitiveness or a lack of democracy within the structures. It is also often the case that young people grow tired of "traditional" sports, but they do not know of any other alternatives.
- **A lack of accessibility** – some young people may be blocked from taking part in sport by a lack of transportation, facilities, money, equipment, and so on. Some youngsters may also be discouraged from taking part in sport by their family or their culture.
- **A lack of recognition of real needs** – many of those involved in facilitating sports activities have no background in working with young people in the fewer-opportunity group. As such, they are unprepared to cope with their needs and do not know what steps to take to assist them.

Obstacles such as these are considerable and are not easily overcome. Faced with such barriers as well as a general disinterest among young people, how can youth workers persuade their youngsters of the **value of sport activities**?

Youth workers need to **actively demonstrate** how participating in sport will help a young person's learning process. Youngsters need to concretely see how a sport method can help them improve their skills, become socially "fit" and move forward in their lives. Below, one can find a list of **benefits of sports** that can inspire youth workers for getting young people on board.

The learning process does not begin simply because a young person starts riding a bike or going jogging. A sport method has to directly relate to an individual's long term goals as well as to their learning needs.

Therefore it is necessary to link between a young person's *social learning processes* with the *social learning elements* present in sports activities.

BENEFITS OF SPORT:

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 individual's **personal development** can also be profound.

Sport can benefit youngsters (in the fewer-opportunity target group) by:

- **Encouraging a healthy lifestyle** – sport teaches youngsters to respect their bodies and to work to preserve their physical and mental health. It establishes positive patterns which can be followed for a lifetime.
- **Offering a positive way to spend free time** – youngsters in the fewer-opportunity group often lack positive outlets for their energy and positive environments where they can enjoy themselves and have fun. Sport offers a fun alternative to inactivity, boredom, and, in more extreme cases, to filling in time through negative anti-social activities (e.g. substance abuse, criminal activity, etc.)
- **Breaking through social isolation** – sport provides a context where young people can be together, spend time with friends and meet new people. Sport can function as an icebreaker – a non-threatening way to bring people into direct contact with one another. This can be expanded to making contact with people from other groups and cultures and thereby working against racism and xenophobia.
- **Creating a sense of personal identity** – participation in sport allows youngsters to become more aware of their talents, strengths and weaknesses. It also allows them to experiment and challenge their own borders. All of this contributes to the beginning of a sense of value and knowing who they are.
- **Creating a sense of belonging** – by taking part in sports, young people create their own subculture (on group level, team level, etc). Sport gives them a chance to share experiences which in turn develops helps youngsters share common ground. This can give them feeling that they are truly a part of the group and develop a sense of community.
- **Changing thinking patterns from “me” to “we”** – sport often puts young people into situations where they can see how their actions affect others and how the actions of others affect them. This is an important part of the socialization process, teaching values like team work, co-operation and respect as well as demonstrating the importance of leadership. This can stimulate youngsters to become more responsible and help them shift their attention from themselves to other people around them.
- **Helping to learn to deal with emotions** - sport offers an environment where young people can learn to safely release their emotions (aggressions, frustrations, etc.) and in its place teaches better self-control and self-discipline.
- **Providing structure** – even the simplest sport activity is defined by some kind of framework or rules. Sport activities help young people learn to follow procedures, obey rules and to deal with authority.
- **Teaching not to fear the “new”**- Sport encourages play and play encourages experimentation. Sport actively shows young people that learning, trying new things, encountering new people, and stepping into new situations can be fun rather than a threat.
- **Teaching to embrace challenge and accept limitation** – sport urges young people to move out of their comfort zone, to take on challenges and confront their own borders. This in turn can increase their self-confidence and self-esteem. At the same time, sport is a good means of demonstrating that everyone has their own limitations. Recognizing limits is an important aspect of building personal identity.
- **Experiencing winning AND losing** – sport provides an opportunity for young people to excel and succeed outside the more formal structure of school. This form of affirmation and recognition can be extremely valuable, especially for those who have had limited successes in their lives. Sport also teaches valuable lessons about losing. It is not possible to succeed at everything in life, so young people must know how to learn from losing and use that knowledge to improve in future.
- **Positively reinforcing specific values** – there are no secret elixirs or magic potions in the world of sport. If you want to reach a goal, you have to work for it. Sport reinforces values like commitment, perseverance, patience, and discipline.

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.

Promotion of sport and health enhancing physical activities in our 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

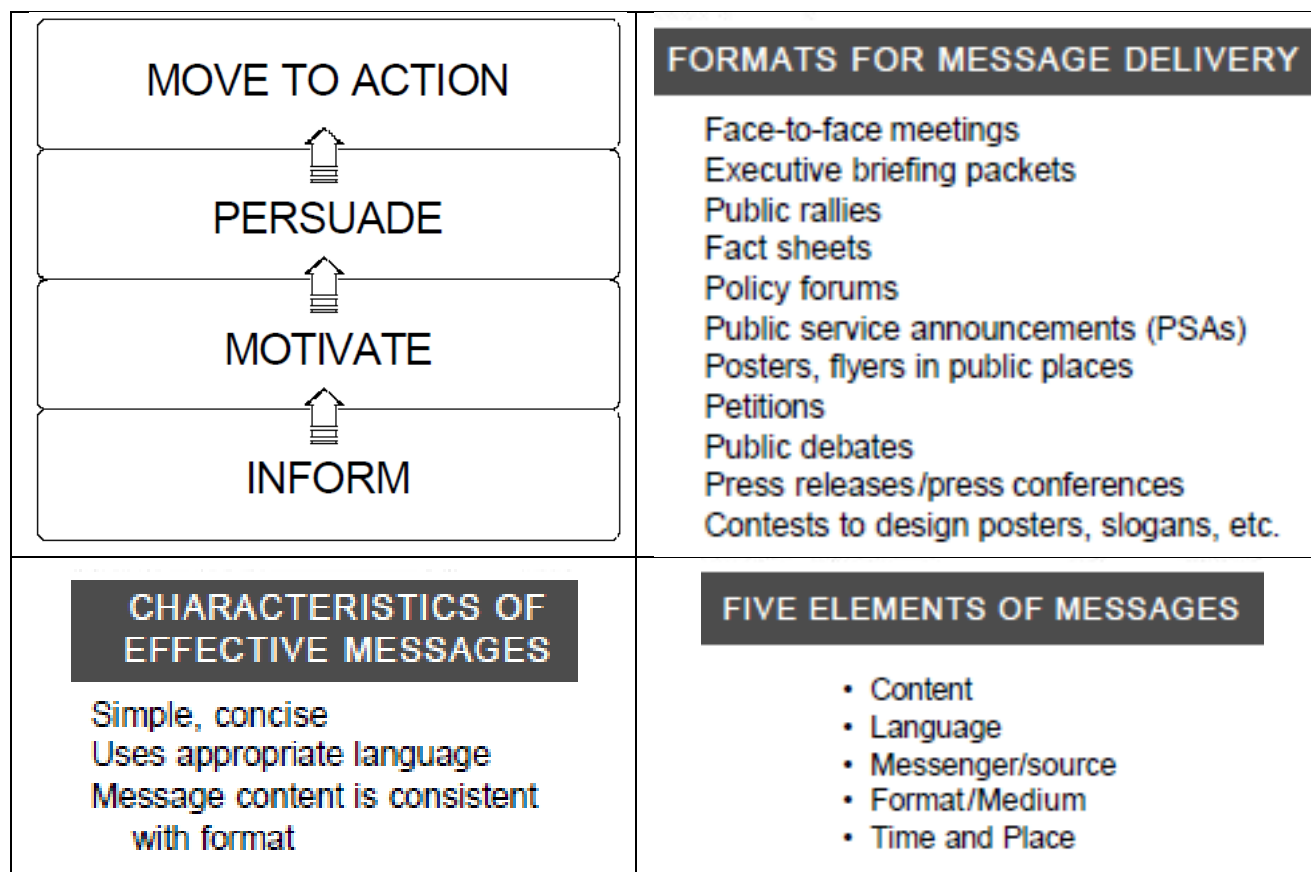
try to influence or change legislation that affects it.”

—International Planned Parenthood Federation: IPPF Advocacy Guide 1995

STEPS IN THE ADVOCACY PROCESS:



STRATEGIC COMMUNICATION MODEL:



(Taken from Erasmus+ Programme Guide 2014)

The Erasmus+ Programme builds on the achievements of more than 25 years of European programmes in the fields of education, training and youth, covering both an intra-European as well as an international cooperation dimension. Erasmus+ is the result of the integration of the following European programmes implemented by the Commission during the period 2007-2013: The Lifelong Learning Programme; The Youth in Action Programme; The Erasmus Mundus Programme; Tempus; Alfa; Edulink; Programmes of cooperation with industrialised countries in the field of higher education.

YOUTH (Non-formal and informal learning opportunities in the youth field)

The following sections "Key Action 1", "Key Action 2" and "Key Action 3" present concrete Actions that are designed to achieve the Programme objectives in the field of youth. Among these Actions, the ones mainly - but not exclusively - connected with the field of youth (non-formal and informal learning) are:

- Mobility projects for young people (Youth Exchanges and European Voluntary Service) and youth workers;
- Large-scale European Voluntary Service events;
- Strategic Partnerships;
- Capacity Building in the field of youth;
- Meetings between young people and decision-makers in the field of youth.

The specific objectives pursued by the Erasmus+ Programme in the field of youth are to:

- improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market;
- foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders;
- complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people in complementarity with the European Union's external action, in particular through the promotion of mobility and cooperation between stakeholders from Programme and Partner Countries and international organisations and through targeted capacity building in Partner Countries.

Within this framework, in line with the annual Work Programme adopted by the Commission, the following policy priorities will be pursued:

- promoting young people's social inclusion and well-being, notably through projects tackling the issue of youth unemployment (as well as projects aimed at stimulating unemployed young people's participation in the Programme);
- promoting healthy behaviours, in particular through the promotion of the practice of outdoor activities and grassroots sports, as means to promote healthy lifestyles as well as to foster social inclusion and the active participation of young people in society;
- raising awareness about EU Citizenship and the rights that go with it or stimulating the active participation of young people in EU policy-making; a particular focus will be put on projects aimed at encouraging participation in the 2014 European elections, thus enabling young people to behave as active, informed citizens;
- developing basic and transversal skills, such as entrepreneurship, digital skills and multilingualism in the field of youth, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods based on learning outcomes;
- enhancing ICT (Information and Communication Technologies) uptake in youth work and non-formal learning, through the support of learning and access to open educational resources (OER) in the youth field, supporting ICT-based training and assessment practices and by promoting the transparency of rights and obligations of users and producers of digitised content;
- promoting stronger coherence between different EU and national transparency and recognition tools, so as to ensure that skills and qualifications can be easily recognised across borders.

Initial project ideas by participants:

- **“Let’s play sport”**
 - target group: young that have problem with weight
 - objectives: through different and interesting activites try to “open mind” of youth to think positive and play sport
- **“Trip makes school” – alternative school exchange**
 - needs/problems: intercultural exchange
- **“The return of the hula-hoops”**
 - needs/problems: obesity among youngsters
 - methods: doing exercises by using hula-hoops
- **“Maths and sport”**
 - objectives: improve math skills; favouring sport activities; promoting well-being in youth; need to make math/science interesting
 - methods: going to school to promote several activities involving basic math and challenging sport activities; involve local communities and local schools
- **“Creating and Inspiring Young Sports Leaders”**
 - for: young sports leaders & coaches who currently coach for new organisation in the community sports clubs
 - needs/problems: lack of couches/less sport opportunities / less development
 - objectives: learn educational values and also enable more sports delivery in the community
- **“Exchange your ideas”**
 - needs/problems: qualifications, experience
 - objectives: to create something new and useful in sport; education more people about existing methods of sports
 - methods: presenting some new unusual sports, developing of the existing sports
- **“Breaking borders”**
 - needs/problems: lack of sport activities for people with physical disabilities
 - objectives: promoting sport of people with physical disabilities; creating sports methods to use with young with physical disabilities
- **“Today – TO Develop Active Youth”**
 - inactive youth – lack of sport
 - to tackle the question for EU citizenship and get to know better themselves through outdoor activities
- **“Involve young people in Modern Pentathlon”**
 - needs/problems: lack of any knowledge about Modern Pentathlon
- **“Folklore from all Balkans!”**
 - needs/problems: lack of information about other countries’ folklore and customs
- **“Cultural decontamination”**
 - needs/problems: cultural intolerance, language barrier
 - objectives: build tolerance through cultural diversity in Europe



Afterwards, the participants who had similar ideas joined together in smaller groups and worked on further development of their project ideas. These are the outcomes:

Group 1 - “Maths and Sports”

- Every activity has a mathematical question. Aim of the game is to improve mathematical skills whilst participating in sport & in a fun environment.
- **Activity no.1:** Participant has to run 50 m whilst the other participant has to time by counting how many seconds the runner takes. The “physiologist” must then calculate the speed (mps) applying the following formula: $\text{distance/time}=\text{speed}$
- **Activity no.2:** Basketball Hoop - 3 different areas to shoot. Participants have 4 shots each and have to calculate the score by applying basic mathematical skills such as adding and multiplying.

Group 2 – “Youth camp”

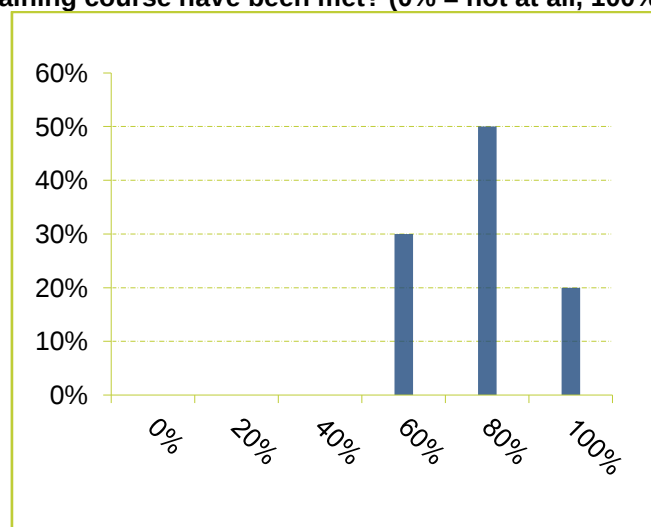
- Target group: youth from 13 till 19 years old
- Problems and needs: lack of physical activities realised in nature; increase obesity among youngsters; need for marking the existing hiking trails
- Objectives:
 - o to organise three day camping (on a local mountain)
 - o to mark hiking trails that can be used by everyone
 - o to inspire the youngsters to spend more of their time in nature, doing physical activities
- Activities: 3 day camp on a mountain Plaškovica with youngsters during which we will have many activities and games. Also with the help of youngsters we will mark hiking trails.



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:

- The training course was very good. I expected to learn many things about sport, youth work, and motivation. And I expected to learn more about the Erasmus+. It was good. In general, I had fun and I enjoyed this training course.
- It was difficult to have some expectations about "sport training", because all trainings I've heard about were about other thematic. I am satisfied because I liked the contents and the way of exposing them.
- Overall, I am quite satisfied with the participation on this training course. Things were explained with enthusiasm and there were enough occasions to interact with the trainers. My expectations were pretty much matched.
- This was my first experience with the subject of sport in Youth in Action. My expectations were accomplished. I got all information and new ideas which I can use in next projects and in youth sport work.
- I thoroughly enjoyed the course, but I was expecting the course to have more sport involvement. More practical games, better sporting facilities would have been better. And also maybe trainers who are from a sporting organisation.
- I give this course a 100%, as I feel that I have fully improved my competences in everything that were learning objectives of this training course.
- I'm generally satisfied with methods, trainers, workshops and the schedule. Trainers have knowledge and experience. The methods and the workshops were related. There were some moments and things that I actually didn't like at all, but all in all it was cool and fun.
- I didn't have any expectations, because I have never been in this kind of a training course before. Now I am very satisfied with the trainers, methods of work and learning, and with other participants' contribution.
- I think that the training course overall was very good from each point of view. In some moments there were few things that could have been organised better, but it is normal in a training course like this one to have such moments. Overall, everything was very good.
- I have expected even more sport activities. I liked especially the tasks of sharing sport games and organising and managing youth sport work activities.

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

- Respect for people; knowledge about games, sport and NGOs involved in youth activities; tolerance and punctuality; focusing skills; fun games.
- Realities in other countries about youth and sport (public and private); new European programmes (Erasmus+) and the opportunities it offers; clarification of European organisations that work with sport and how they work; I got deeper in some contents I was not well informed (advocacy, feedbacks, structure in a project,...)
- New non-formal training methods; "sandwich theory" of criticising/suggesting; the different ways people learn; words from different languages; different and lots of information during the informal exchanges with friends.

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

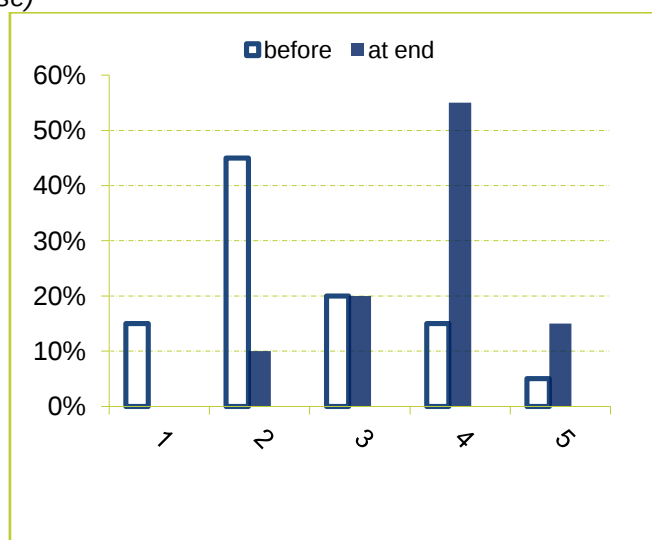


Question	before (%)	at end (%)
1	4%	0%
2	70%	5%
3	20%	5%
4	0%	75%
5	4%	15%

Some comments:

- Before I didn't know much about realities on sport and youth work across European countries, but now I do. I met new friends and they told me many things about their countries.
- During the training course I saw that the problems are similar.
- Before I just knew about my own country and the one that I'm living in. Thanks to people from different nationalities the realities were visible not just during the training course activities, but also in the free time.
- My knowledge about realities in other countries has developed thanks to the activities such as presentations and countries' posters.
- Before I did not know as much of what sport and youth work that goes on in other European countries. I did feel that a lot of participants weren't from a sport organisation at all.
- Thanks to this training course I have achieved many ideas about intercultural programmes, training courses and seminars, etc. Moreover, I have learned other European countries' sport realities and activities.
- Before I had info about professional sports/games. I mean I had a narrower point of view about sports. Now I have more knowledge and experience, especially how to implement sports in youth work.
- Now I know more about the sport and youth work in other countries, because of sharing happening during this training course among participants.
- Before I came here I was just playing volleyball and I wasn't interested in other European countries' sports. But, I have learned a lot of new things here.

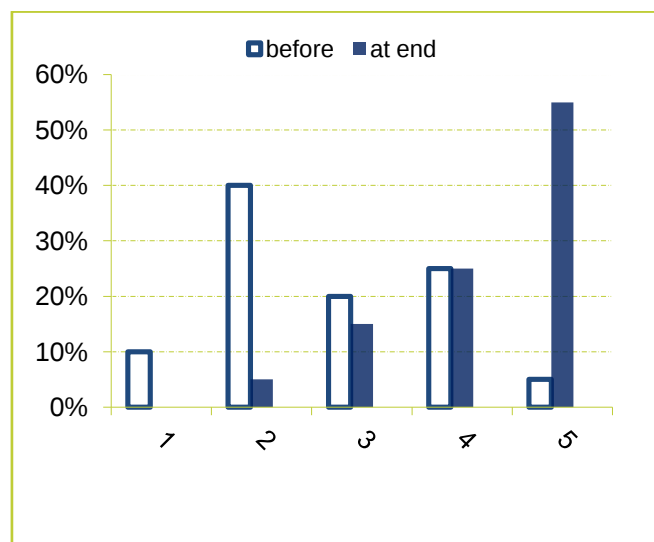
4. How would you rate your knowledge about “sports for all” and personal development of individuals through youth sport work activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- A little, but important step forward, thanks to the activities and other participants.
- My knowledge about “sports for all” was not good enough before, but after this training course I can say that I really learnt a lot more about this.
- I didn't have much info on how to organise sport activities, nor what sport activities are. I only had general knowledge. Now I feel I know a lot.
- The course helped me to gain knowledge in the field of “sport for all”.
- I didn't learn much that I didn't know already. UK seems to be in a much better situation than a lot of other countries in Europe that had representatives here.
- Before the course, I didn't have many ideas about sport clubs/organisations and youth clubs/organisations. However, this training course helped me about these issues, so I got some new knowledge about it.
- Before, workshops and methods which are including sport activities weren't very common in my youth work, but thanks to this training course I have developed some skills and understanding about it.
- I didn't know much about that before, but now after the course and through listening to other participants I have learned a bit more and I feel I have benefitted in this topic/field.
- Before this training course I really didn't know anything, but here I have learned how can I do and organise “sports for all” activities, how can I apply what I have learned here into the youth work, thanks to the trainers.

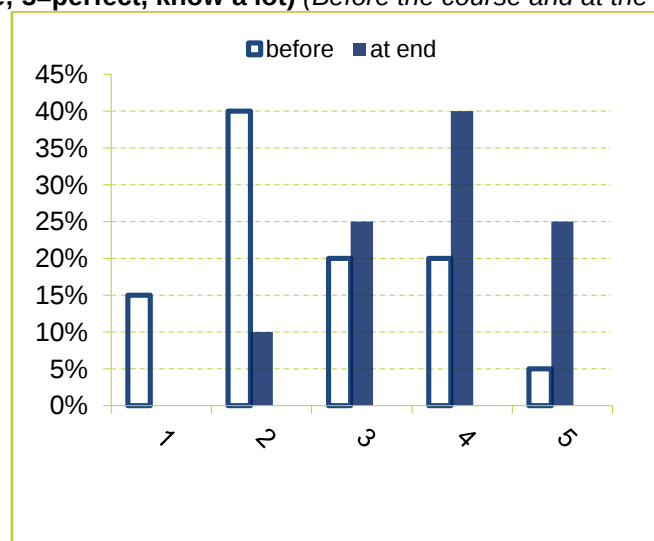
5. How would you rate your knowledge about different sport games and methods and skills to use them in your youth work? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I learnt very good methods, skills that I can use with youth.
- I've studied science of sports and some courses of leisure time, that's why most of them I heard about before, but it was good to "refresh" my knowledge about it during this training course.
- The activities used during the course and those presented by other participants will help me in developing and using other methods.
- I gained lots of ideas to take home.
- We all shared different games from our different countries and thanks to these activities I have learned other countries' games. Additionally, the games which were shared by trainers were helpful for warming-up and having fun.
- I was interested in sports as an amateur, so I had basic knowledge of sport rules, history, etc. I used to be using sports by my own instincts and I didn't know a lot of methods before. Now I feel I know a lot more.
- After the course I know more about different sport games and how to use them in youth work.
- Before the course I knew very little games, but now I know a lot of them, for which I'm very thankful.
- I've already knew a lot of games, but now I know even more.

6. How would you rate your knowledge about and competences for coaching/leading youth sport work activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)

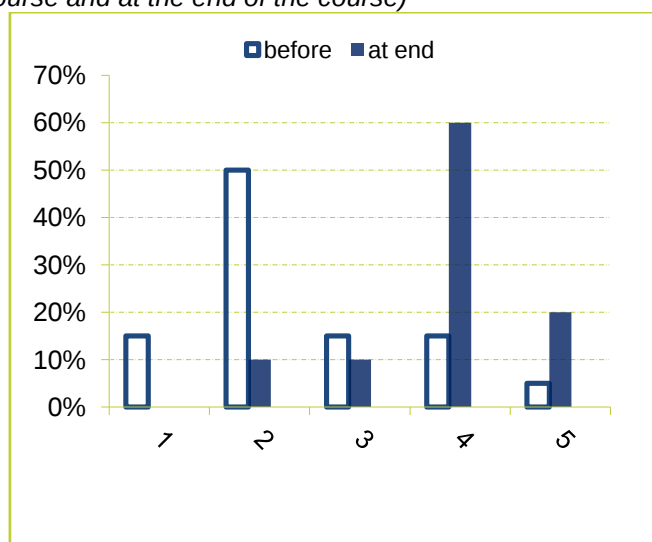


Some comments:

- I will try to learn more about coaching/leading youth sport work activities. I learnt little, but it isn't enough.
- After the course I clearly know what are my good sides and bad ones, and what I need to know better.
- I had some knowledge previously on coaching and leading, but not specifically for youth sport work and now I feel I have enhanced these skills.

- This is my first training course experience. Before the course I had little knowledge about how can I be a leader. Now I have some more ideas about leadership and in the future I will improve my ideas.
- Now I know a bit more about leading youth sport work activities, because some of the participants have more experience in that and they have shared it with the rest of the group.
- I learned a lot about leading especially, a bit from sessions and mostly from our own engagement as participants. I used my own experience while we tried to organise games and respecting the trainers' instructions.
- Now I know more about the needed things, rules to make and lead youth sport work activities. But there is still a lot to learn.

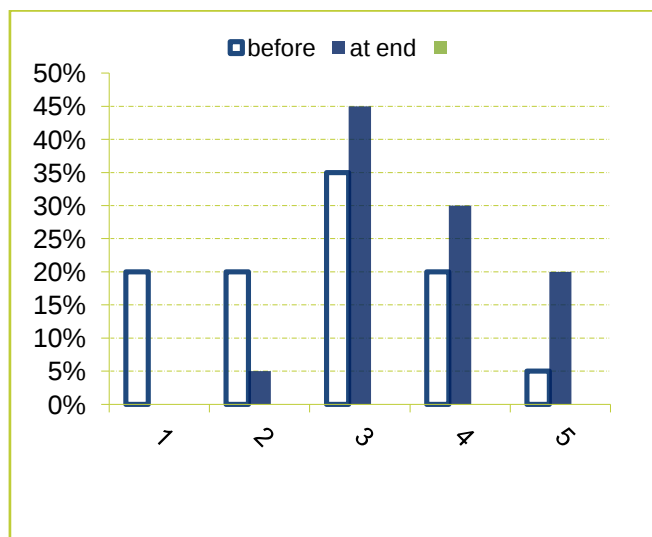
7. How would you rate your knowledge about efficient project cycle management and your competences in planning and managing different youth sport work activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I knew about the project cycle management from my faculty with details, but now I learnt how to use that on other way.
- I really had no experience in planning and managing youth sport activities. I learned a lot during this training course.
- I already had a lot of experience in this field; still it was nice to share ideas, management skills.
- Thanks to these group activities, I have gained some experience about how can we manage some sport activities.
- I had some info and experience, but less than what I have now thanks to this training course.
- I know more about that now, as we did some activities which include planning and managing youth sport work activities.
- This experience made me quite better in managing and planning.

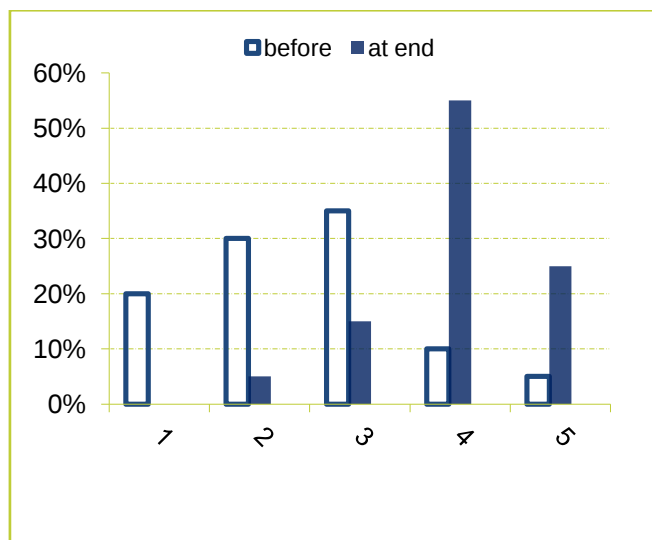
8. How would you rate your knowledge of dealing with challenges in motivation/participation of youngsters in youth sport work? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I learnt some methods how to motivate youngsters in youth sport work.
- I didn't think about that before the course, but I got new ideas through the work and this course.
- I didn't have any experience on this topic earlier, but now I feel more competent.
- I didn't get any new information considering motivation of youth who don't want to participate in sport activities.
- I have had training in motivation before. It was interesting during this very training course to hear about the methods used across Europe.
- In this point I can say that I didn't learn something unusual or more extraordinary, but still thanks to this training course I am surer and more self-confident in this topic.
- I think that I learned a few things about it that I didn't know before.

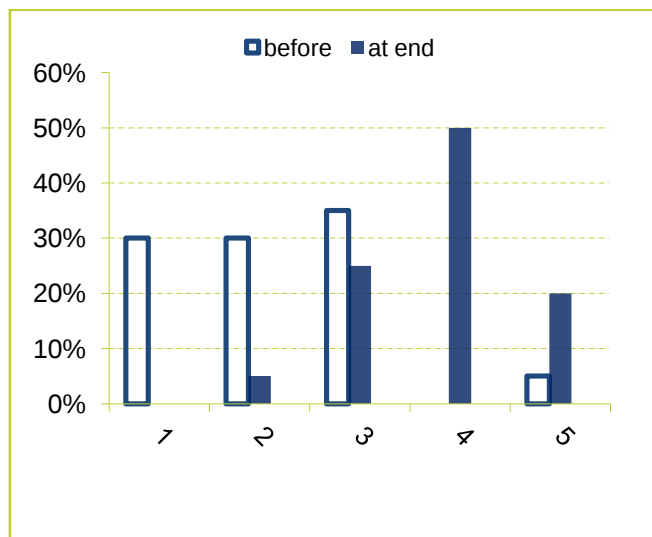
9. How would you rate your competences for advocacy and further promotion of sport and health-enhancing physical activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- Before my competences for advocacy were very low, but now I'm better in it.
- The training course and the group gave me better ideas for promotion of sports in future.
- I learned a lot on advocacy. Thanks a lot!
- The course helped me to clarify some concepts about advocacy and promotion of campaign.
- I almost had no idea about this before this training course, and now I feel I know quite some.
- I learned how important is collecting facts and arguments and building rapport in process of advocacy.
- I learned more about that, especially from others' examples.
- Now I am more self-confident because I know that it is not so hard to do advocacy, but I felt that my competences are still the same.

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



- I didn't know much about Erasmus+ and EU possibilities and policies for young people before. During the training course I have improved my knowledge in it, and I hope to continue learning.
- This was really helpful. The trainers and other participants explained a lot.
- Explanation of EU possibilities was not clear enough. However, this course gave me the possibility to find good resources from which I can get useful information.
- I didn't know anything before coming on the course, but I have now learnt what the opportunities are and looked into them further.
- I had some ideas before the course about the Erasmus+ programme, but thanks to this course, the trainers contributed to the improvement of my knowledge in the field.
- Before this training course I didn't know almost anything about Erasmus+ and other mentioned programmes. Now I am richer in this context.
- Still there is a lot to learn, but we went through these things during the training course and I learned new things.
- I didn't know anything about Erasmus+ programme. Now I know more and for sure I'll tell something about it to the others.

How would you use what you learnt in the course back home? (Some answers)

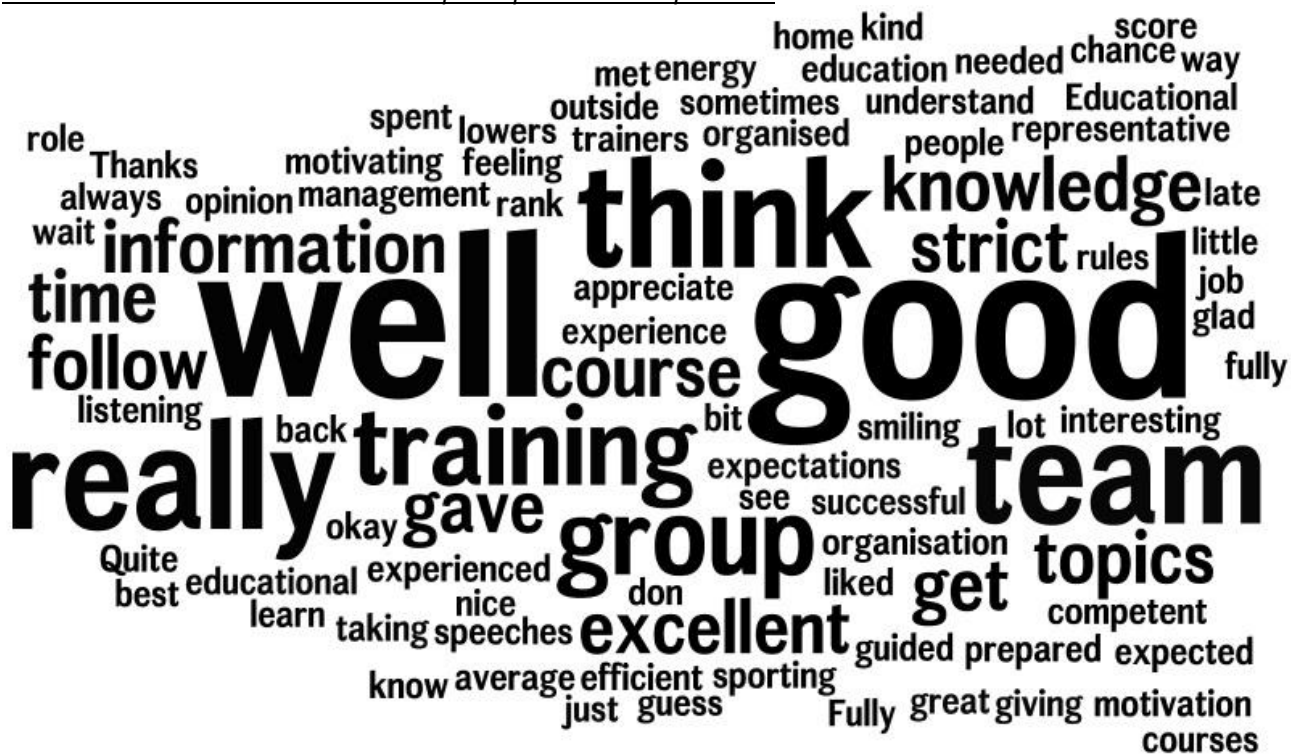
- It was good experience and I guess that my experience about the training course will continue. I'm going to do more activities related to it when I get back home.
- Everything I will use for project, especially for sport, personal development and new ideas in the future.
- Sure. Because, although I'm working in formal education it has a big component of non-formal education due to the alternative pedagogics.
- My organisation's focus is "youth". Therefore, I am planning to share everything from this training course with them. I am planning to use more sport activities in our projects and probably organise some extra project to promote sport in youth work.
- I will write project for sport and promote youth sport activities.
- Yes, implement the new games and methods I learned here into the local projects my organisation is running.
- Yes. All the new things that I have learnt here can be very useful in my future youth work. I will definitely share my experiences with my colleagues and my friends back home.
- I'm thinking about such international projects with my supervisors in my organisation because this training course encouraged me so much. So, when I come back home, I'm sure I'll be much more active in my organisation.
- For sure, yes. Our organisation doesn't have a department for "sports for youth" or something like that. We can add a new field or adapt these methods, workshops, games, energisers to any related fields in our youth work.
- I can already envisage activities that my organisation is running as a follow-up of this training course. I have new partners now and the concept for the new project.
- It will. I will organise projects and camps even better in the future. It will help to make my work more colourful and useful!
- Yes, it will. For sure I will use some games and I hope that we'll try to organise some project.

[illegible]

12. How well did the educational team fulfill their role? (Some answers)

- They were always kind, efficient, smiling and competent.
- Thanks to trainers! I spent good time here and I get motivation from them to do more when I'm back home and to follow up more training courses.
- The feeling from outside was really good, as if you had a lot of information about the topics and in a really nice way for giving it to us.
- The education team fully met my expectations.
- Educational team gave me all information and knowledge that I needed and expected.
- They did an excellent job; they are very good at motivating us to learn. I would have liked to see an experienced representative from a sporting organisation taking on the role, as well.
- Very well! They were just great! ☺
- In my opinion, the educational team was very successful. I'm really glad to have had a chance to be here and get to know them.
- They were well prepared and organised. They had knowledge and experience about the training course topics and I am okay with them.
- I think they were very good and it was interesting to listening to their speeches and they were a little bit strict, but I understand that because we have to follow the group rules of the training course.
- I think they were too strict sometimes with the time management. I don't think that as a group we should wait for people who are late. It lowers the group's energy.
- I think that they gave their best, which I really appreciate.

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



13. How well did the organizational/technical team fulfill their role? (Some answers)

- They were always kind, efficient, smiling and competent.
- They did their job well.
- Very very good.
- From 1 to 10 I would rate them 9. They were supportive, professional and efficient.
- Perfectly. Accommodation and educational content were effective and consistent. Logistic worked efficiently.
- Excellent.
- They were also very good. Great job!
- The organisation was efficient about all of the issues.
- Timely, organised.
- No pens at all, only markers. They were quite absent during the whole training course.
- Good organisation. Thanks for everything!
- It was good job and good organisation.
- Very well.
- Good work. Congratulations!

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

