

Training course “Coordinating large-scale youth sport work events for inclusion”

Novi Sad, Serbia
24 November – 2nd December 2015



CONTENT:

- 1. SUMMARY**
- 2. ORGANISER AND PARTNER ORGANISATIONS IN THE PROJECT**
- 3. PROGRAMME OF THE TRAINING COURSE**
- 4. SESSIONS' CONTENT OUTCOMES**
- 5. PARTICIPANTS' LEARNING OUTCOMES AND EVALUATION OF THE TRAINING COURSE**



SUMMARY:

Training course "Coordinating large-scale youth sport work events for inclusion" aimed to empower our youth workers willing to develop and organise large-scale events with sport and health-enhancing physical activities with youngsters with fewer opportunities in their communities. It gathered 32 participants, trainers and staff from 11 countries (Serbia, Albania, Bosnia and Herzegovina, Montenegro, FYR Macedonia, Turkey, Croatia, Slovenia, Italy, Cyprus and Spain), it lasted 8 days and was held in Novi Sad, Serbia in November/December 2015.

Objectives of the project were:

- Exchange realities on sports and youth work for inclusion
- Promote the concept "Sports for all" and personal development through sports
- Exchange sport methods and games
- Define target groups of youth with fewer opportunities and discuss how sport can lead to inclusion
- Discuss benefits of and barriers to sport for these target groups
- Achieve common understanding of Large-scale youth sport work events and agree upon quality criteria and standards for organising those
- Raise competences in managing such events
- Envision and start developing ideas for specific large-scale youth sport work events with youngsters with fewer opportunities in our communities
- Learn how we can use the E+ YiA for promotion of sport and health-enhancing physical activities in youth work for inclusion
- Develop new projects and future European level cooperation

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

List of partner organisations

Partner no	PIC	Role	Organisation Name	City	Country
P1	943243521	Applicant	Active Youth in Happy Europe	Pančevo	Serbia
P2	948265890	Associated partner	Beyond Barriers	Tirana	Albania
P3	944378518	Associated partner	Udrzenje SNAGA MLADIH YOUTH POWER	Mostar	Bosnia and Herzegovina
P4	948410571	Associated partner	SOS telephone for women and children victims of violence - Pod	Podgorica	Montenegro
P5	948234031	Associated partner	ASSOCIATION CENTER FOR RURAL DEVELOPMENT BUJRUM V PROEVCE KUMA	KUMANOVO	Former Yugoslav Republic of Macedonia
P6	948210503	Associated partner	Adana Bilim ve Teknoloji Universitesi	Adana	Turkey
P7	944527219	Associated partner	Association for improvement of modern living skills "Realizati	Zagreb	Croatia
P8	948182330	Associated partner	Drustvo za kulturo inkluzije	Ljubljana	Slovenia
P9	988538792	Associated partner	CITTA DI TORINO	TORINO	Italy
P10	949011238	Associated partner	YouNet	BOLOGNA	Italy
P11	948661122	Associated partner	ROOFTOP THEATER LIMITED	Nicosia	Cyprus
P12	937217396	Associated partner	CULTURAL ASSOCIATION NOSTOS PISSOURIOU	PISSOURI, LIMASSOL	Cyprus
P13	948552719	Associated partner	Grupo de Desarrollo Rural Valle del Guadalhorce	Pizarra (Málaga)	Spain
P14	948791921	Associated partner	Asociación Mundus - Un Mundo a tus Pies -	Badalona	Spain

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. Beyond Barriers Association (BBA), Albania

Short description: Beyond Barriers Association (BBA), is a national association of young disabled and other disadvantage youngsters, a voluntary, non-profit, non-governmental organization that protects rights and interests of young people. Our final goal is to integrate young people with disadvantage in society; To promote social model for disability vice versa of existent medical model in Albania. For us a social model is an essential step for an equal participation, mainstreaming and equal opportunities for all young disabled regardless of the type or degree of disability. Our working areas include: Human rights, education, professional courses, training, infrastructure, employment, counselling, youth exchanges in and abroad country. BBA is developing projects and programs in local and European level. BBA has created first local volunteer centre in Albania and since 2011 is promoting volunteerism, human rights, participation and active citizenship to youngsters in Tirana. We are active in organizing trainings, youth exchanges, partnership building activities, seminars, EVS projects etc.

Since 2004, BBA has accumulated great experience running civil society projects on local, national and European levels. BBA has 1 head office and another space for activities with volunteers and members. BBA has 2 full time & 2 part time employees who implement activities on daily basis. Besides, staff BBA works with EVS volunteers and around 500 active local volunteers who run activities every day in cooperation with different partners & local institutions in projects which are promoting human rights, inclusion, youth participation and active citizenship for marginalized target groups. BBA is currently running a campaign in Tirana High Schools and Universities for promotion of active citizenship and youth participation encouraging young people to be active citizens in the community. In 2013 there were around 3500 students from Tirana who participated in seminars and youth activities.

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

Short description: NGO YP was established in January 2013 by group of young people who had experience in working in different NGO's, and had initiative for establishment of YP. YP creates a society in which young people are respected, successful and have opportunity to develop their potentials. We are working on promotion of healthy lifestyles, non-violent behaviour, gender equality, connecting young, active participation in social life and decision-making, volunteerism, promoting culture, advocating for democracy and human rights.

Programs we are implementing:

- Prevention of violence (three schools in Herzegovina);
- Youth in action (EVS, Youth exchange, Youth trainings);
- MasterPeace clubs Bosnia and Herzegovina (peace building actions through clubs).

YP have 14 employees on 3 programs and 30 volunteers (psychologists, pedagogues, social worker, peer educators, counsellors); proportion of women versus men is 65/35%; team is made of long time volunteers and humanitarians.

NGO YP is working in different programs at local and national level. We are working on NFE in program of CARE International NWB in subject of improvement woman position in societies, prevention of gender based violence, promoting healthy lifestyles. We are working on educating youth on national level in subject of youth employment; we educate high schools students to write CV's, how to search for job opportunities and we prepare them for job interview (simulator of job interview). Also we are working with empowering women in subjects of gender equality, prevention of woman violence, getting job opportunities, repairing them for new area of work business, promoting living without stigma and discrimination.

4. SOS telephone for women and children victims of violence – Podgorica, Montenegro

Short description: SOS Podgorica is national NGO registered in January 1997. and has 18 years of experience in non-formal education and gender related programs. Main goal of the organization is elimination of all kinds of violence and discrimination against women and children through educational programs, providing help and support to the victims of violence, and cooperation with governmental institutions through initiation of law amendment regarding violence against women and its adequate enforcement in practice.

Permanent activities of SOS Podgorica are:

- SOS telephone (free help line) for women and children victims of violence
- Mediation between victims of violence and governmental institutions, such as Courts, Social services, Police, etc.,
- Free legal, psychological and pedagogical help,
- Realization of scientific research projects,
- Introducing public with forms and frequencies of violence against women, children and elderly,
- Educational training of governmental institutions officials (Ministry of Interior, Social services, Judiciary, Health Institutions) with the aim of finding more effective methods for victim's protection and possibilities for prevention.

Key areas of the organization's activities

- Support services to women and children victims of violence.
- Legal aid and legislation.
- Program of research and monitoring.
- Educational program.
- Public policies.
- Interdisciplinary cooperation.
- Publishing and public promotion.

5. Bujrum- center for rural Development, FYR Macedonia

Short description: Mission of Bujrum is to promote and support sustainable development within rural communities through innovation and creativity in entrepreneurship, education and intercultural understanding. Service area of the organization is not only considered rural but also, it is considered one of the least developed areas in Macedonia. In addition to youth activities, Bujrum is focused on promotion and implementation of sustainable development within rural areas surrounding the city of Kumanovo. Furthermore, in cooperation with the Municipality, Bujrum operates a center for rural citizens in the village of Proevce. The Proevce Center functions as a citizen's center for different organizations, institutions and companies which focus on promotion of local community.

Bujrum Center for Rural Development has implemented YiA youth exchanges and capacity building through training courses.

Bujrum has main focus is on young people from diverse religious, ethnic, national and other beliefs who are at the same time creators and beneficiaries of our activities. Our main target group are young people from rural areas, involved in sport activities and people interested in ecology and sustainable environmental development.

Bujrum has implemented a large-scale IPA Project with Bulgaria called "Savouring Unique Nature – SUN – Bicycle-tourism in support of nature" which aims to improve quality of life in cross-border region of Bulgaria and Macedonia by creating opportunities for sport, recreation, tourism and sustainable environmental management. The project explores possibilities for cycling tourism and builds common strategy for cooperation and protection of environment in the border region.

Within this process we have become one of the most relevant organizations on youth and environment as well as healthy lifestyles in the wider region of Eastern Macedonia. More information about the activities and the capacity of the organization to undertake such a project on <http://sun-eu.com/>

6. Adana BTU, Turkey

Short description: Adana BTU is a public university dedicated to providing cutting-edge research and study opportunities for our students. Apart from the formal teaching opportunities under Erasmus + programme, our university has an international relations office, which is also interested in international youth projects such as youth exchanges and EVS. First of all, we are an accredited EVS sending / coordinating organization and one of our missions is to introduce the local young people/students to the opportunities offered by the youth projects through non-formal teaching methods. Moreover, our office is willing to establish collaborations, develop future projects and actions in order to fight against social exclusion of young people by way of promoting healthy lifestyles and outdoor activities such as seminars, workshops and tournaments.

Our office is an accredited EVS organization which is mainly interested in the following themes: art and culture, cultural differences, economic difficulties, social difficulties. Moreover, our office organizes meetings and seminars in order to let our volunteers become aware of such values as active citizenship, cultural diversity, volunteering, exchanging ideas and impressions, learning and promoting values, principles and ideas from different corners of the world, intercultural learning, promoting tolerance and understanding of

diversity. We also encourage our young people to improve their social skills, to discover new life-styles, habits as well as to gain an awareness of active and healthy life. Moreover, our members are interested in developing their social skills and competences via non-formal learning methods. Our office is engaged in sending our volunteers who travel abroad for the first time in their life. Moreover, we plan to have our volunteers acquire an international experience, and it encourages its volunteers to gain an insight into European citizenship, to be active in the society via mobility.

7. Association for improvement of modern living skills “Realization”, Croatia

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 an informal European network on social volunteering as tool for inclusion.

8. Association for inclusive culture, Slovenia

Short description: Association for inclusive culture is a non-governmental organisation, working in the field of non-formal education of people with special needs, with the emphasis on children and youngsters. The main work area is promotion and active development of inclusive culture within which people's human rights are highly present, as well. The aim is the care for children and youngsters' successful incorporation into education and wider society. Together with Special education Centre Janez Levec Ljubljana we co-organise many inclusive events in Slovenia and abroad throughout International Festival 'Play with me'. It includes a sport event (Be a sportsman), art event and travelling art exhibition (Be an artist), sailing-experiential pedagogy (Be a traveller) and main inclusive festival “Play with me”. All these events have a main purpose of social integration, inclusion and overcoming different stereotypes about people with special needs. Also in the past years we have been part of a number of international projects, mainly supported by the European Commission. Most of the projects are part of the Erasmus+ scheme, supporting non-formal education through international cooperation (youth exchanges, youth initiatives, training courses, European voluntary service etc).

9. The City of Turin, Italy

Short description: The City of Turin, with its 908.000 inhabitants and with a G.D.P. of 55.000 million Euros, is one of the most important cities in Italy.

During the last decades the city has gone through a deep transformation, changing its vocation from traditional heavy industry to a city of culture, tourism, services, committing to become a “smart city”, fostering a sustainable, intelligent and inclusive urban growth as a driver for a social and economic development. In the city two major University with 100.000 welcome students from all the country and all over the world (China, Pakistan, Turkey ...). The 24% of young people consists of migrant people.

The Youth Policy Department has promoted initiatives and project about young creativity and street art, participation, youth information service, civil service, youth centre, volunteering, mobility, intercultural dimension, youth observatory, school and summer initiatives. In 2006 Winter Olympic Games took place in Turin and its mountains.

In 2010 Torino has been awarded with the title of European Youth Capital. During the event year hold more than 100 projects and events organized by youth associations, single persons, and administrations. Torino Street Style <http://www.comune.torino.it/infogio/torinostreetstyle/index.htm> is the most important sport event born in 2010, to favourite, to know and practise no conventional and street sport as [Frisbee](#), [BMX](#), [Street Golf](#), [Skateboarding](#), [Vertical Bike](#), [Street Boulder](#), [la Ruota di Rhon](#) (*Rhönrad*), [Acrobatics](#), [Airtrack](#) and [Parkour](#). In 2015 Torino is going through with celebrations and events for European Sport Capital: <http://www.torino2015.it/> and in September will run the 6th edition of Torino Street Style.

10. YouNet, Italy

Short description: YouNet promotes, designs and carries out: learning mobility and European active citizenship activities; medium and long term volunteering and learning projects; cultural exchanges; scholastic and vocational guidance; cultural, social, sport, recreational and editorial activities; seminar and formative training aimed to organisations, social workers and citizens; formative, promotional and informative initiative related to specific themes linked to the above mentioned topics.

YouNet work is based on active participation and involvement, non formal and informal education and cross-sectoral multidisciplinary approach. YouNet cooperates with: public institutions especially at local and regional level; schools, universities, vocational and other education institutions; public and private social inclusion organizations (e.g. underage prisons); other NGOs;

YouNet is particularly active in the field of youngsters with fewer opportunities and risk groups (ex-offenders, drug addicts, youngsters in rehabilitation centres, migrants...). Most of the activists of YouNet were involved in youth exchanges, leader trainings and seminars on social inclusion and youngsters from disadvantaged backgrounds. YouNet itself organise projects and activities on social inclusion at a local and international level.

YouNet runs at the premises of the municipality of Bologna a infopoint on transnational learning mobility (volunteering, study, internships ...).

YouNet participates in several networks including the Anna-Lindh Foundation, the Italian Network for European Volunteering (where YouNet represents the Emilia-Romagna Region), the European Forum for Diversity and Interculturality (YouNet is one of the founding members) and the Europeans Regions for Youths (ERY) network.

YouNet has wide experience in the field of learning mobility of young people and youth workers since it's its main field of action.

11. Rooftop theatre, Cyprus

Short description: Rooftop theatre is in the process of embarking on new lines of activities, keeping its main area of expertise related to youth work and social inclusion, in the field of the arts and especially theatre. The interests of its members heavily influence the character of the group at any given time, and thus its activities are defined.

Therefore, we are presently in the process of orienting part of our activities, based on the guidance of new and energetic members, towards working with youth in the field of sports and outdoor activities in general. What is important for the Group is to continue to offer in the field of building social inclusion in post-conflict societies, such as Cyprus, as well as in other communities in Europe and internationally, as we have done for so many years in arts-related fields.

We trust that in the next few months, a small yet energetic group of members within the Group (3-5 people), will start to put structures together in order to make Rooftop an organization with a strong streak in the field of sports and social inclusion. As mentioned above, the projects carried out by the Group are defined by the interests of its members, therefore as long as ideas and practices fall under non-formal education practices, members are encouraged to propose new projects and ideas.

12. CULTURAL ASSOCIATION NOSTOS PISSOURIOU, Cyprus

Short description: The Cultural Organisation 'Nostos' Pissouri Founded in 2000 in the Community Pissouri Limassol District in Cyprus by people with great taste and love for their land. The Group's objective is to preserve and disseminate our cultural heritage. It lists more than 100 members and has over 60 dancers. The Group has portions dance (infant sections, section for adults, Complex) and theater workshop. The last two years created also an Environmental Department, which under the guidance of an experienced manager in the environment tries to participate in European and local programs that have to do with the environment. Our Aims of the Environmental Division is to inspire young people in relation to the environment and try to involve them actively in local and European level.

The top event of the Group is the Festival of Traditional and Folk Dance, held each year since 2000 in early August, the Community Pissouri Amphitheatre. A cultural event that has become a reference point in the cultural life of traditional Pissouri Community.

Every year creative teams are set up in our organisation: a theatre team, a team for traditional and modern dances, a team for music and also scientific teams making researches about Environment. The research in our Environment has to do with scientific themes such as Environment, Energy, Renewable Energy Sources.

13. GDR VALLE DEL GUADALHORCE, Spain

Short description: GDR VALLE DEL GUADALHORCE: GDR stands for rural development group. We are a Spanish non-governmental organization that focuses on the rural development of seven towns in Guadalhorce Valley (Malaga Province, Andalucía). We are implementing of LEADER + Programme in our area.

Since 1997 we have been writing and implementing youth programs in different fields related to our working area: organic farming, environment, gender equality, rural tourism... We also support entrepreneurs that want to create employment or to diversify the economy of our area in a sustainable way. Furthermore, GDR has participated on many projects as an active and dynamic partner.

Related to youth we have a group of different ages interested in the environment, the social integration of the foreign population and the sustainable development in our territory.

GDR Valle del Guadalhorce operates in seven rural towns, where agriculture and farming are our main activities. GDR Valle del Guadalhorce organizes and carries out events that aim to enhance the culinary

products of the area, linked to traditional culture and ecology products. Nature has an important role in our activities. For us it is important to increase their awareness about nature, Culture and Empowerment. Our organization has organized different inter-cultural exchange projects for youth on different topics and also related to rural activities. Therefore, GDR has a good experience in implementing these projects topics through non-formal education.

GDR Valle de Guadalupe, as a sending organization, chooses and prepares youth participants and youth leaders for active participation in project, providing active involvement in preparation of project. We also ensure the visibility of project and programme in our local community.

14. Asociación Mundus – Un Mundo a tus Pies -, Spain

Short description: Asociación Mundus, with headquarters in the city of Badalona (Barcelona) is an association created by young Catalan people passionate about mobility and exchange, as well as cultural diversity and non-formal development for youngsters. It begins its journey with the goals of implementing projects which facilitate contact between cultures and with idea of promoting a more inclusive and egalitarian society, it aims to give opportunities to young Catalans and Europeans to develop themselves, and learn through NFE. Our organization is mainly working sending and coordinating EVS and spreading the word about Erasmus+ and its brightness the most we can.

All founding members of our association have ample experience in the YiA Programme, all of us were EVS volunteers in different countries and have participated and organized Youth Exchanges and Trainings in which we played the roles of both participants and trainers. That is why we have a global vision of the European Mobility programs, not only superficial but profound in its possibilities, content and objectives. We believe we are a group motivated by our own experiences that aims to draw attention to the world that Europe offers us through our work in our Association Mundus

We are working with youngsters under the tuition of the Catalan government due to their special risky situations connected with their families. Some of them are migrants and others just didn't have luck enough in life. We try to support them including them in our activities, inviting them to Trainings and Youth Exchanges and offering them opportunities otherwise they would not have in regular conditions on their lives. Erasmus+ offers the chance to youngsters with fewer opportunities to overcome fears, prove themselves and become even entrepreneurs in some cases. We have amazing experiences thanks to the old Youth in Action and we have high expectations with this new Erasmus+ program.

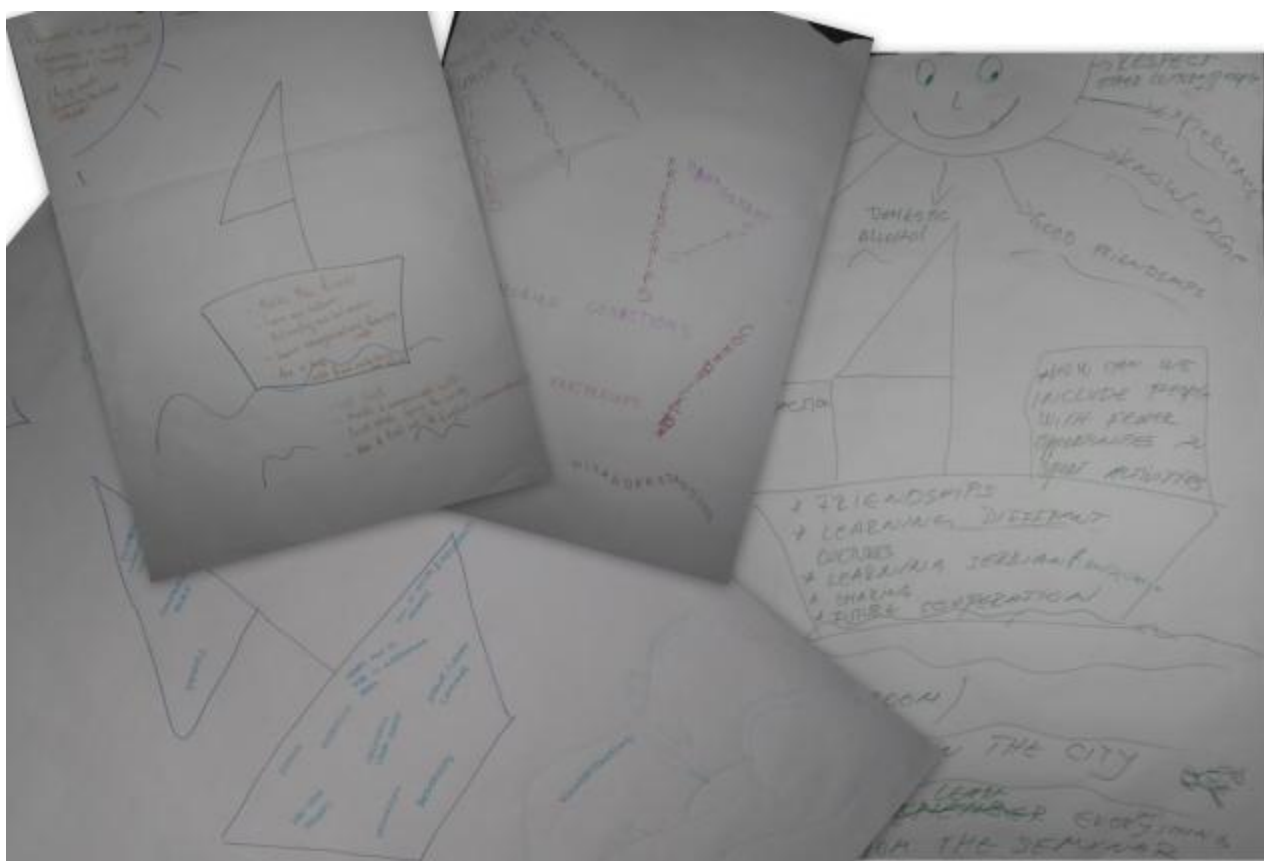


PROGRAMME OF THE TRAINING COURSE:

Day 1	24th November 2015
pm	Arrivals of participants
evening	Welcome evening and getting to know each other
Day 2	25th November 2015
am	Introduction (participants, team, organisations, project, programme) Expectations, Contributions Group building Youthpass intro
pm	Sharing our realities with the situations about youth work for inclusion and sport and existing youth sport events organized in our communities and countries
	Daily evaluation and Reflection on learning
evening	Intercultural evening
Day 3	26th November 2015
am	Sport and youth work --> Sport for all! Personal development (mental and physical) through sports
pm	Our target groups – youth with fewer opportunities / Consequences of fewer opportunities
	Daily evaluation and Reflection on learning
evening	Networking - Our projects and organisations
Day 4	27th November 2015
am	Exchanging sport methods and games from our countries
pm	Leadership vs Management skills in Youth Sport Work
	Daily evaluation and Reflection on learning
evening	Sport and Anti-discrimination movie night
Day 5	28th November 2015
am	Understanding the Large-scale youth sport work events – quality criteria and standards (regarding beneficiaries, organisers, partners, local community, donors)
pm	„FREE“ OUTDOOR AFTERNOON
Day 6	29th November 2015
am	Project Cycle Management (of large-scale youth sport work events) – defining and planning, implementation and follow-up stages
pm	Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities I
	Daily evaluation and Reflection on learning
Day 7	30th November 2015
am	Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities II
pm	Follow-up and Reporting of large-scale youth sport work events with youngsters with fewer opportunities
	Daily evaluation and Reflection on learning
Day 8	1st December 2015
am	Erasmus+ Youth in Action programme Developing mutual projects for promotion of sport and health enhancing physical activities with youngsters with fewer opportunities
pm	Consultations Youthpass Evaluation and closure
evening	Farewell party

SESSIONS' OUTCOMES:

Participants' expectations from the training course



Sharing our realities with the situations about youth work for inclusion and sport and existing youth sport events organized 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 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.

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?



Group 1 - Youth clubs and organizations

Youth club

- regular / everyday activities
- youth initiative
- active participation
- community – based

Sociologist

Social workers

Psychologist

+ VOLUNTEERS

TEENAGERS

Leisure activities

Active participations

Education

Inclusion

Youth organization

- project – focused
- no facilities
- professional initiative
- project coordinators
- project assistants
- volunteers
- partners

YOUTH – special needs

- ethnic minorities
- kindergarten + preschool

According to the project

Education

Inclusion

Specific objectives

GROUP 2 - Youth clubs and organizations

Youth clubs: Social centre providing different activities for young people often associated with youth organisations. Social purpose: Keep young people off the streets and out of trouble

Youth organisations: Group of young people forming an organized social political or religious institution. Social purpose: Depending on the mission of the organization (example: AIESEC – university students)

For both *Youth clubs* and *Youth organisations*:

- Youth workers and leaders
- VOLUNTEERS
- Activities: Workshops, exhibitions, sport events, educational programs..
- Providing information, raising awareness, developing skills & abilities

Group 3 - Sport clubs and organizations

*DEFINITION:

- Sport clubs: different teams of different kind of sports that play and train together
- Sport organizations: a person or governmental entity that sponsors, organizes, schedules, or conducts a competitive game in which one or more professional athletes participate.
Is a league or association of persons or governmental entities

*STRUCTURE:

1. President
2. Secretary + other members of the board
3. Treasure + members

*PEOPLE WORKING IN IT:

- clubs > volunteers
- organisations > all the members

*BENEFICIARIES:

- Sport clubs > their own team
- Sport organizations > all sport lovers who participate

*TYPICAL ACTIVITIES:

- Sport clubs > volleyball, basketball, football, tennis...
- Sport organizations > cooperate for the same goal which is sport

*RESULTS:

- benefits in social life
- future career
- professional opportunities
- better health

Group 4 - Sport clubs and organizations

1. How are they defined? Non profit organizations
2. Structure and decision making: board and general assembly
3. People working for it: administrators, finance, trainers, mentors
4. Target groups: children, youth, and adult amateurs
5. Typical activities: tournaments, camps, friendly games with international clubs
6. Results

Personal development (mental and physical) 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)*

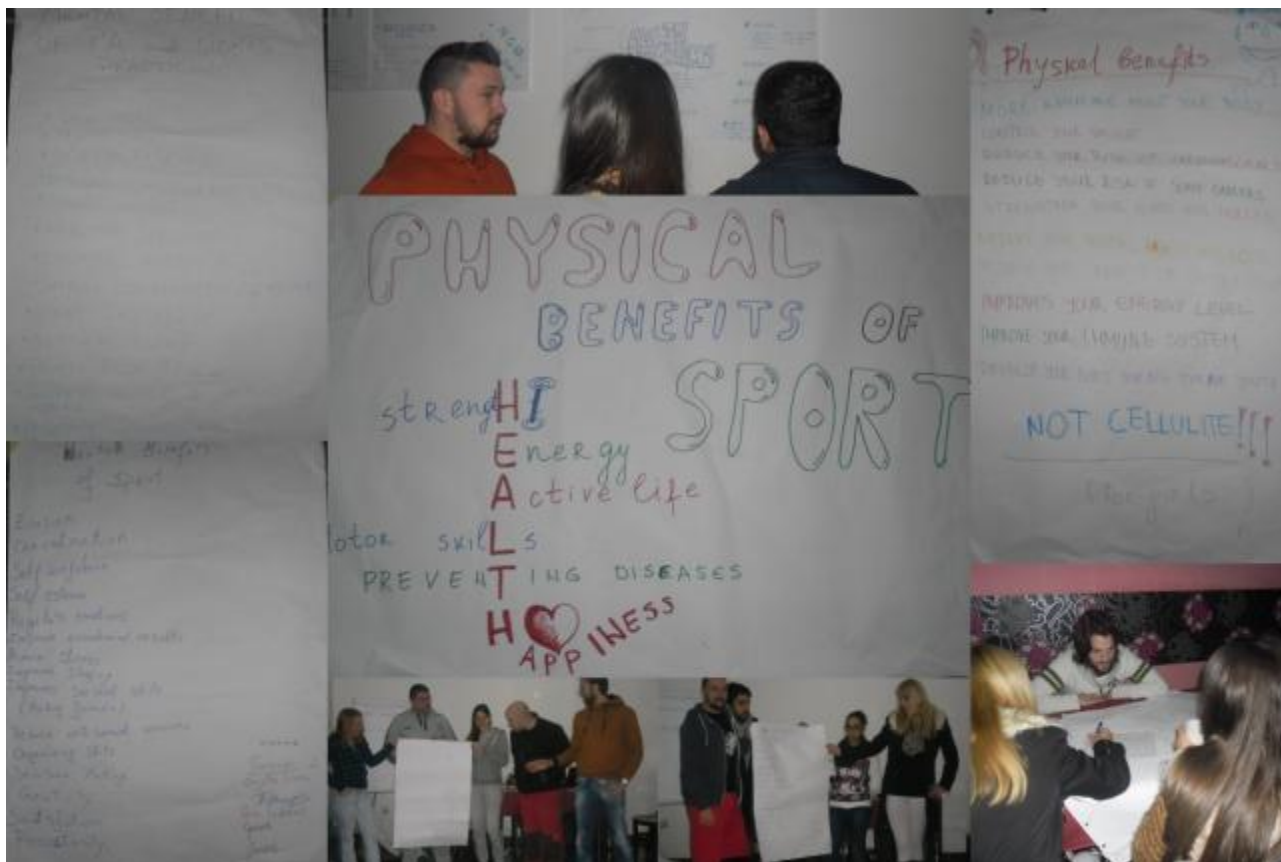
This definition demonstrates that "sport" is a far-reaching **inclusive concept**. Sport embraces both the **physical and mental dimension** of activities. Its structure can be formal or informal. Sport gives equal recognition to the importance of both the competitive and social elements.

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.



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

Benefits of sport on physical level:

- More knowledge about your body
- Control your weight
- Reduce your risk of cardiovascular disease
- Reduce your risk of some cancers
- Strengthen your bones and muscles
- Improve your mental health and mood
- Increase your chances of living longer
- Improves your energy level
- Improve your immune system
- Develop your body during your youth
- NO CELLULITE!!!! (For girls)
- Strength
- Energy
- Active life
- Motor skills
- Preventing diseases
- Happiness

Benefits of sport on mental level:

- Evasion
- Concentration
- Self confidence
- Self esteem
- Regulate emotions

- Improve academic results
- Reduce stress
- Improves sleeping
- Improves social skills
- Reduce antisocial behaviours
- Organizing skills
- Decision making
- Creativity
- Satisfaction
- Productivity
- Discipline
- Teamwork
- Self confidence
- Reducing stress and anxiety
- Improve leadership skills
- Healthy lifestyle
- Control addictions
- Improve concentration and memory
- Treat depression
- Better sleep
- Promote equality
- Increase the level of happiness and euphoria
- Promote social skills
- Reduce anger level and frustration

Our target groups – youth with fewer opportunities / Consequences of fewer opportunities

YOUTH WITH FEWER OPPORTUNITIES

From the Erasmus + Programme Guide: These persons have a disadvantage because of personal difficulties or obstacles that limit or prevent them from taking part in transnational projects.

- Disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities
- Educational difficulties: young people with learning difficulties; early school-leavers; lower qualified persons; young people with poor school performance
- Economic obstacles: people with a low standard of living, low income, dependence on social welfare system; young people in long-term unemployment or poverty; people who are homeless, people in debt or with financial problems
- Cultural differences: immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties
- Health problems: people with chronic health problems, severe illnesses or psychiatric conditions
- Social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or anti-social or risky behaviours; people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans
- Geographical obstacles: people from remote or rural areas; people living in small islands or peripheral regions; people from urban problem zones; people from less serviced areas (limited public transport, poor facilities)

Reasons that might prevent young people from joining our activities:

- **Personal obstacles:** lack of self esteem, self confidence; lack of encouragement; dislike of being patronised; unappealing image of youth work (“only for children and sissies”); fear of being discriminated against; uninteresting activities
- **Practical obstacles:** lack of information; lack of permission – group pressure against joining; lack of time or energy; lack of money; cultural or religious conflicts; mobility problems



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

GEOGRAPHICAL OBSTACLES - Brainstorming on the obstacles:

- sport infrastructure
- paid public transportation
- provide resources (human support, material support)
- provide opportunities to be physically active
- providing facilities in this areas
- returning population in rural areas
- socialize them by offering free transport to the big cities
- provide human resources (sport facilitators, sport workers – working in network)
- try new sports (they never had opportunity to try due to geographical obstacle)
- to improve public infrastructure (roads, social meeting places, leisure places...)
- socialize them and make them doing something different in their daily life
- special transport for them

GEOGRAPHICAL OBSTACLES - Needs of this group and benefits of sport for this group:

*** PROVIDE:**

- public infrastructure
- sport infrastructure
- human support
- internet connection
- new programs and activities
 - create initiatives to return inhabitants to rural areas
 - better transportation in rural areas

*** BENEFITS**

- socialization
- increase level of health
- healthy leisure time
- decrease % addictions
- develop new skills and knowledge (social , leadership...)
- create network between rural areas and with urban areas

***TO ARRANGE SPORT FACILITIES IN DIFFERENT RURAL COMUNITIES**

1. zumba master class (also for adults and old people)
2. to make urban street art (mural, graphite)
3. dance workshops (break dance, hip hop, choreography)
4. sport tournament – among the different teams of the villages involved
5. to clean sport courts
6. we will provide an amazing SHARED LUNCH for the community

***CONSIDERATIONS:**

- we should advertise the event with enough time through local media, major councils, banners
- provide transportation
- The idea is to repeat the event in different zones. For that we would make a geographic analysis to choose the most appropriate places.

HEALTH PROBLEMS - Brainstorming on the obstacles:

- regular health exams in order to participate in sport activities
- need for implementing a sport activity to their abilities
- need to feel included
- healthy habits, life style, good mood, interaction with people
- need more experts in the sport clubs (doctors)
- equality non discrimination
- physiological support
- include them in society without any prejudices
- included education and active workers in youth population
- Improvement of some health condition and prevention from diseases that are common in non-active population (obesity, diabetes, cancer...)

HEALTH PROBLEMS - Needs of this group and benefits of sport for this group:

- concentration
- self confidence
- regulate emotions
- reduce stress
- improve social skills ,reduce antisocial behaviour interaction with people
- creativity
- proactivity
- to implement a sport activity according to their abilities
- good mood
- healthy life style
- psychological support
- inclusion in society without any prejudices
- equality, non-discrimination
- more experts and doctors and educated staff working in sport clubs
- Improve of health condition – lower risk for diabetes cardio –vas. Diseases
- *SNOW ACTIVITIES
 - outdoor, fresh air, interaction with other people, motoricks in snow , building a house / igloo, building a snow man, throwing snowballs, snow sliding
- *KACUSKA
 - waterballoons, volleyball field , blankets , outdoor activities , teams using blankets to put waterballoons over the net.
- *BETWEEN TWO FIRES
- *EGGS (spoon egg obstacle)
- *SPIDER WEB
- *DANCING AFTERNOON
 - group dancing, singing, performing in public

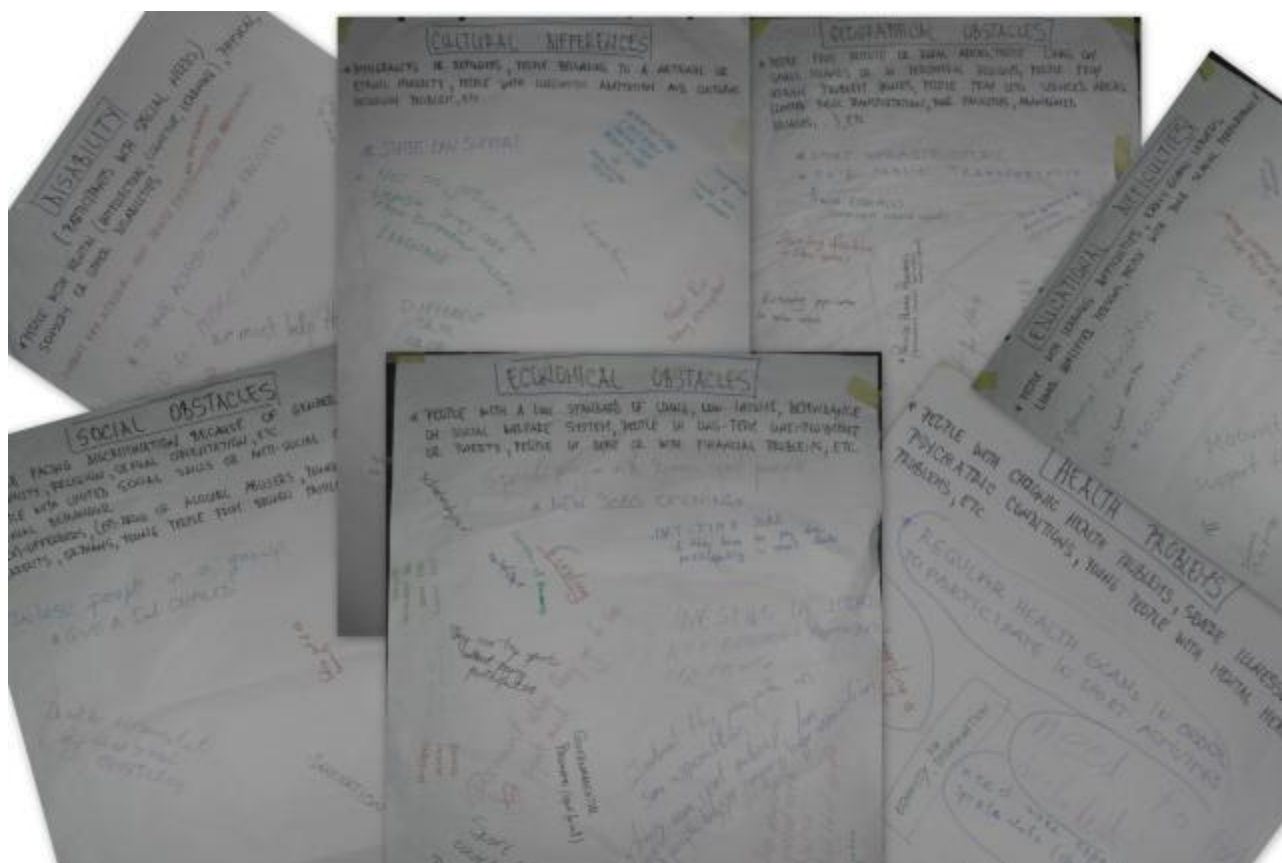
DISABILITY (PARTICIPANTS WITH SPECIAL NEEDS) - Brainstorming on the obstacles:

- support and assistance from health system, and sport federation => more opportunities
- to have access to sport facilities
- need more experts
- we must help them
- special programmes
- local people get in touch with the group
- guarantee their rights as citizens
- sensibilization
- they would not feel so different if they have the same possibilities as the others
- facilitate their participation by providing inclusive activities/services
- assistants
- inclusive policies , accessible facilities , mainstream diversity when promoting activities
- Help them when they are disabled (opening the door...)
- they may be good (talented) in sports – showing their physical skills

DISABILITY (PARTICIPANTS WITH SPECIAL NEEDS) - Needs of this group and benefits of sport for this group:

- NEEDS
 - psychological support through sport activities
 - special programs
 - assistants
 - more information (finding sport clubs)
 - architectural barrier
 - professional trainers
 - kindergarten for children with disabilities
- BENEFITS
 - they will not feel left out
 - self-confidence
 - help them to recognize their potential
 - to work as a team

- they can learn basic knowledge about sport
- 3 KINDS OF SPORTS
 1. Swimming - learn young people with mental disabilities, how to catch the ball in the pool. The goal of this is to meet each other better to reach the goal for their favourite toy.
 2. LIVE "COVECE NE LJUTI SE" - In teams of 4 any other needed number you draw a field on the ground and then play the game regularly
 3. CHALLENGE WITH YOURSELF DURING SPORT ACTIVITIES WHERE THE ONLY WAY TO CATCH THE GOAL IS TO TRUST PEOPLE WITH DISABILITY.



ECONOMICAL OBSTACLES - Brainstorming on the obstacles:

- special program with famous sport people
- new job openings
- part time jobs (if they have to pay to participate in sport clubs)
- funding
- scholarships
- funding
- they can try sports without paying participation
- try sports they never had opportunities before
- discount when they go to see sport match
- investing in sports not requiring expensive equipment
- arranging free sport activities
- better health condition
- sport clubs or courts with no participation fee
- governmental programs
- involved this people in some association (sharing some sport material from rich people bigger company)
- education program for all person with one objective

ECONOMICAL OBSTACLES - Needs of this group and benefits of sport for this group:

- NEEDS

- new free sports areas
- education programme for all person with one objective
- discount when they go to see sport match
- special programme with famous sport people
- contributions of government
- CREATE
 - workshop about recycling some material for create new equipment
 - famous people participate in some sports and some meetings
 - live channel that people can watch from their TV and they do activities in their home

EDUCATIONAL DIFFICULTIES - Brainstorming on the obstacles:

- informal education
- non formal education
- socialization
- motivation support their skills
- inclusion
- provide extra hours with specialized teachers
- supportive environment
- education focused on the process rather than the results
- make friendships
- motivation to interact with other people
- knowledge
- successful people
- promote teamwork
- simplify the curriculum
- participation progress
- better understanding of life and life situations
- directing them

EDUCATIONAL DIFFICULTIES - Needs of this group and benefits of sport for this group:

- BENEFITS OF SPORT FOR PEOPLE WITH LEARNING DIFFICULTIES
 - Non-formal education
 - Supportive environment (school counselling, psychological support)
 - Team working
 - improve study process
 - introducing programs focused on their skills and talents
 - Education focused on the process rather than results
 - Motivation to study
- INTRODUCING ACTIVITIES
 - PHYSICAL: Basketball, volleyball, tennis, edu gaming
 - MENTAL: Treasure hunting, board games
- having specific task to complete in different subjects
- award
- activities combined physical and mental sport / games

SOCIAL OBSTACLES - Brainstorming on the obstacles:

- include people in a group
- give a second chance
- do not be discriminated by their sexual orientation
- innovation
- activism and active youth
- make them forget all their problems
- feeling part of the community
- motivation and support
- system of support centred on the individual

SOCIAL OBSTACLES - Needs of this group and benefits of sport for this group:

- NEEDS

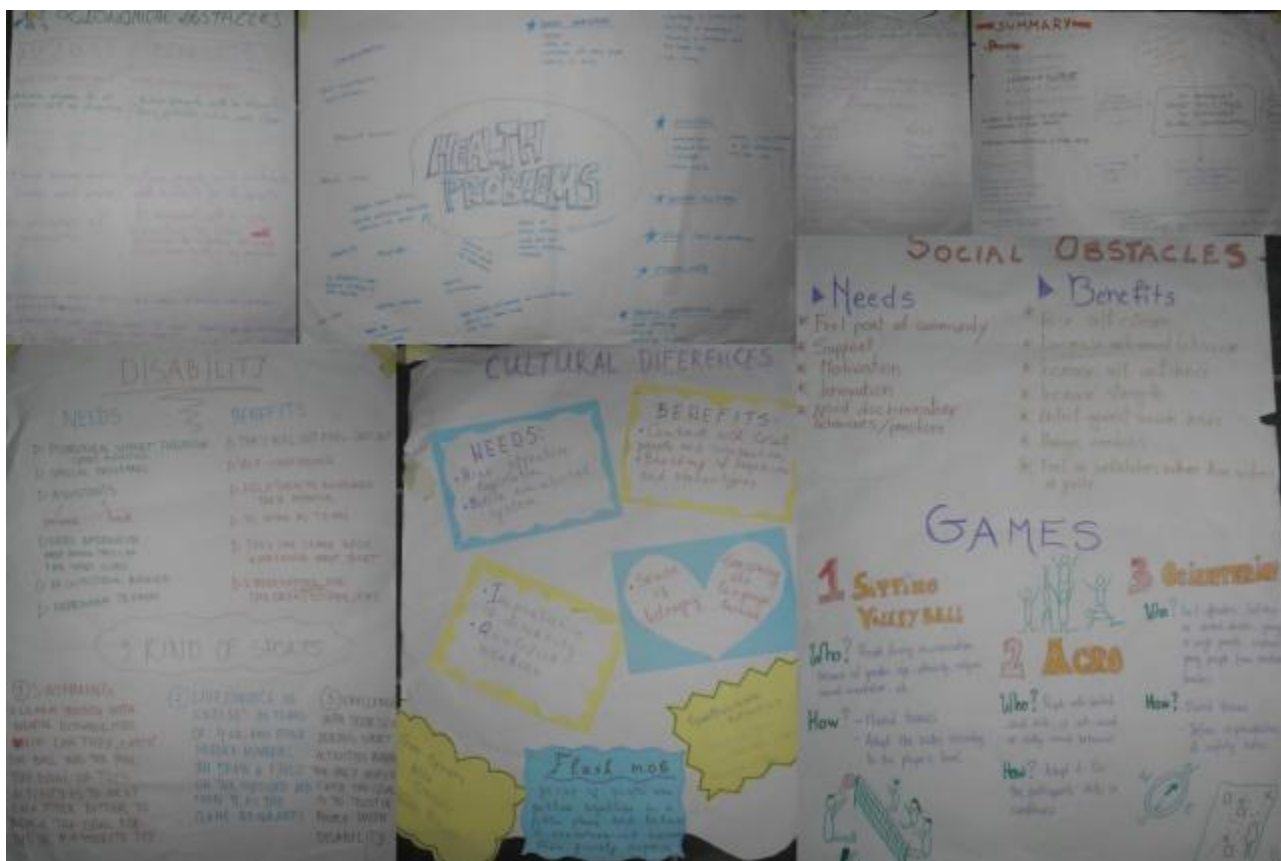
- feel part of community
- Support
- Motivation
- Innovation
- avoid discrimination
- BENEFITS
 - rise self esteem
 - decrease anti social behaviour
 - increase self confidence
 - increase strength
 - protect against suicide risk
 - manage emotions
 - feel as contributions rather than victims or guilty
- GAMES
 1. Sitting volleyball
 - Who? : People facing discrimination because of gender, age, ethnicity, religion, sexual orientation
 - How? : Mixed teams, adopt the rules according to the players level
 2. Acro
 - Who? : People with limited social skills, or anti-social or risky sexual behaviour
 - How? : adopt it to the participants' skill or condition
 3. Orienteering
 - Who? : Ex – offenders, ex- drugs or alcohol abusers, young or single people from broken families
 - How? : Mixed teams, define responsibilities and safety rules

CULTURAL DIFFERENCES - Brainstorming on the obstacles:

- state law support
- not to judge people because they are from different culture
- different skin colour
- sport brings people from different cultural backgrounds together
- basic language course
- highlight the concept of diversity
- need for being accepted
- intercultural education starting from primary school
- contact local people

CULTURAL DIFFERENCES - Needs of this group and benefits of sport for this group:

- NEEDS
 - more effective legislation
 - better educational system
 - importance of diversity
 - qualified workers
- BENEFITS
 - contact with local people and integration
 - breaking of prejudices and stereotypes
 - sense of belonging
 - overcoming the language barrier
- TEAM SPORTS WITH SPECIFIC INCLUSION RULES
- FLASH MOB -group of people who gather together in a public place and behave in predetermined manner then quickly disperse
- TEAMBUILDING ACTIVITIES
 - spider web
 - falling leaf
 - dragons tail



(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.

Exchanging sport methods and games from our countries



Serbia and Montenegro: "HOOPSCOTCH"

- Description:
 - As many players as you like
 - use as many numbers as you like
 - playground game
 - do not step on the line
 - Winner is the one first do end
- Children toss small stone on numbers, and then hop/jump on one leg to that number, collect the stones, and go back. Then you go to the next number, until the end
- Materials :
 - little stone
 - chalk
 - little open space
 - space: spatial awareness
 - leaping: muscle strength

- Personal development
 - coordination, balance – eye => hand; concentration
 - motivation
 - reflex
 - learn to count
 - physical activity (jump on one leg)
 - tolerance (about winning)

Turkey: “KOREBE” (blind man's buff)

- Description:
 - should be 5-6 people to play
 - one of the players should be blind (it can be with scarf)
 - the person who is blind try to catch the other persons
 - when the person who is blind catch someone blind person should have a guess who is she/he, if she/he knows who is she/he and the other person will be blind
- Materials:
 - scarf (it can be everything to cover eyes)
 - people
 - small area
- Personal development:
 - this game makes us more watchful
 - to understand blind people
 - it makes us more intelligent
 - it improves reflex

Cyprus:

- **BAGS RACE.** Every participant has a bag and they should put their two legs inside the bag. All the participants are ready behind a line until the referee is doing the sign to start the race. The first one who crosses the line of goal is the one who wins the competition.
- **ROPE PULLING.** The participants are splitting in two teams. Each team is placed in the opposite sides of a rope and the teams pull the rope in opposite directions. We should paint two marks at the floor and hung a tissue at the middle of the rope. The team that achieve to cross the tissue over the mark that is in it side win the competition.
- **THE TISSUE:** The participants are splitting in two teams and they are placed in front of the opponent making a line. Each member of both teams has a number assigned. Between the two teams there is a person holding a tissue. This person will say a number and the participants of the different teams who have the same number should start to run to get the tissue. The goal is to take the tissue until the place of your team. The person who failed to catch the tissue chases his opponent until the place where his partners are.
- **THROW THE HEAVY STONE.** Lift the heavy stone and try to throw it as far as you can.
- Personal development
 - associate physical activity and have fun
 - develop basic physical skills (exercise different parts of live body)
 - discipline
 - self confidence
 - happiness
 - teamwork
 - concentration
 - educational purpose (keeping the tradition)

Bosnia and Herzegovina:

- **KACUSKA** – Is the game which two teams playing, teams should be have 5 members. And also two blankets and the balloons filled with water. Usually the game is playing in the volleyball field. The rule of the game is that one team needs to throw the balloon with water across the net, and the other team need to catch it with the blanket. Are they don't catch the balloon they lose a point and they will be wait. ☺
- **BETWEEN TWO FIRES** – Rules of the game are that teams who stay with less members wins. The game is playing with the borders in the fields, the captains of teams staying across the line borders, and having the ball, and the task for them to hit the members of the team. When the team members have been hit he needs to leave a playing field.

- Personal development
 - teamwork
 - self confidence
 - happiness
 - reflexes
 - concentration
 - psychical condition: agility, reaction, strength

Slovenia: “LJUBLJANA ZAGREB BEOGRAD”

- Description
 - Everybody except one stands in the line, the one stands in front of them (10-20 m). The game of every participant is to reach the man.
 - The man is standing with his back turn to the group and says : “LJUBLJANA ZAGREB BEOGRAD”
 - In this time while he is saying the words, the group has time to make a step or two (or more if you are very quick) towards the man. When a man ends the sentence, he turns to the group. If he sees anybody more than the one person has to return to the start position. The one who reaches the man first is the winner
 - No materials needed.

Albania: “THE BROKEN PHONE”

- Everyone is standing next to each other. The first person is going to say one word to the other people’s ear, like whispering. And this word is going to pass one by one till the last person. In the end we are going to see if it’s going to be right word or not.
- Personal development
 - Trying to understand each other’s accent of words and in the sometime trying to be as clear as possible to reach the goal of right word.
 - Is a work in team not individual because if the last person fails all the group is going to fail
- Message: We speak the same language but we don’t always understand each other

Croatia and Slovenia: “SKAKAVAC”

- for around 3-10 people
- Rules: One person is “SKAKAVAC” and his/hers first goal is to step on other persons foot. The others try to avoid it. If the skakavac manages to step on someone’s foot, the person which foot is stepped on becomes (takes the place of) skakavac... It should be noted that one should not wear ones favourite shoes while playing this game.
- The movements are only jumps, skakavac counts to 3 with syllables ska-ka-vac (but it could be any other counting syllables) and on the last syllable everybody initiates a jump. After all have landed safely on the ground skakavac has one extra movement (attempt) with foot (one foot has to be always on the ground). But the other players can evade this extra strike with the same logic of one foot always on the ground. The movements repeat until boredom.
- To increase competitiveness of the game it can be modified in the way that the skakavac instead of becoming a regular player when stepping on ones foot he/she could kick out other players out of the game until the one keeps standing. If in the last game skakavac manages to step on opponents foot he/she wins if not the other player is a winner.

LEAPFROG (TRULE KOBILE):

- One of the toughest games for boys. One team jumps to another team whose members are connected in a "chain" heads in the other with his head between the thighs. Members of a team mount the other team, which should not "succumb". The judge before the first in a series which is bent and evaluate any misunderstandings.

Italy:

- **THE DUMMY IN THE MIDDLE:** all participants stand or sit in a circle and only one person (the dummy) goes in the middle of it. Participants start to throw a ball among each other’s (using hands or feet). Now the dummy have to touch that ball; if he succeeds the last person who throw the ball become the dummy. If the dummy can’t touch the ball within 1 minute, he can choose another dummy and they will try to catch the ball together.
 - Materials: a ball (paper ball is also ok).
 - Personal development: concentration, fast reaction, inclusion/exclusion dynamics.

- **1, 2, 3 No Leaf Is Moving:** participants stand in two opposite lines with their hands up. One participant has to walk between the two lines. When he is ready to start, he will say out loud "1, 2, 3 no leaf is moving" and then walk. People from both lines must try to touch him without being spotted; If that happen, that person will be the walking one. The lines can't open their mouth, if that happen and the person walking spot one of them, he will be the walking one as well.
 - Materials: nothing.
 - Personal development: concentration, fast reaction, inclusion/exclusion dynamics, strong and trained body

Macedonia:

- **WHO ARE YOU LOOKING FOR?** All of the participants are split in two groups of equal number and are standing on the opposite side of the field. They are firmly holding their hands and one of the teams is asking: Who are you looking for? The other team has to reply: We are looking for the strongest... (and pick the name of one participant from the other team) and that person has to start running toward the others. The runner has to split the holding hands of two participants. If he succeeds he takes one of them to join his team, if not, he joins that team. The game ends when one team gathers almost all of the participants.
- **DAY AND NIGHT** - Everyone is standing in a circle and there is one person standing in the middle who is also the leader. He can say either Day or Night and if he chooses to say Night, the others have to crouch down. If he says Day, they have to stand up. If someone makes a mistake he is out of the game.
- **THE STORK HAS A HAT** - The game has to be played with at least three players but the more - the better. One of the participants is picked or volunteers to be the leader and "The Stork". He is standing in the middle while the others are around him in a circle. He starts singing "The stork has a hat and hat has a color". The others are asking: Which one? He chooses one color (for example red) and the others have to touch that color before he catches one of them. The person that he catches is the next stork and the game starts from the beginning.

Spain: EL PAÑUELO (THE HANDKERCHIEF)

- Equipment: A handkerchief.
- Rules: Three parallel lines are drawn about 7 – 10 meters apart. Two teams with an equal number of players stand one in front of each other, along each line in the borders. Each player of each team has a number from 1 to the number of players in the team. The leader places him/herself in the central line, between the two groups. The leader holds a handkerchief in his hand.
The game start when the leader says a number from one to any number (the maximum is the number of total players in a team).The person of each team who has that number runs and try to catch the handkerchief. There are three possibilities:
 - One person grabs the handkerchief and returns to his/her line without being touched by the other person. In this case, the person who didn't touch the other is out.
 - One person grabs the handkerchief and starts to run to his/her line but the other player touch him/her before arriving to his/her line. In this case, the touched player is out.
 - One person crosses the central line but the leader continues to have the handkerchief. In this case, the person who crossed the central line is out. (To achieve eliminate the other, players usually feign to hold the handkerchief without doing and start to run to their line).
 If a team lose a player, another player takes his/her number. So, after the first situation there is a person in one of the teams with two numbers.
The game finishes when all the players of one team are out.
- Notes: sometimes children play in another form. Eliminated players are prisoners of the other team and if the two teams agree, prisoners can be interchanged. Usually one by one, but sometimes a prisoner is interchanged for two or three people.
- Personal Development:
 - Physical conditioning: Agility, reaction, strength...
 - Decision-making
 - Planning and strategy
 - Teamwork
 - Concentration
 - Memory
 - You can use it to learn numbers (or colours, animals,foreign language etc.)
 - Self-confidence

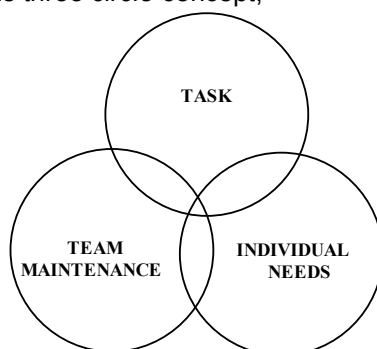
Leadership vs Management skills in Youth Sport Work



(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.

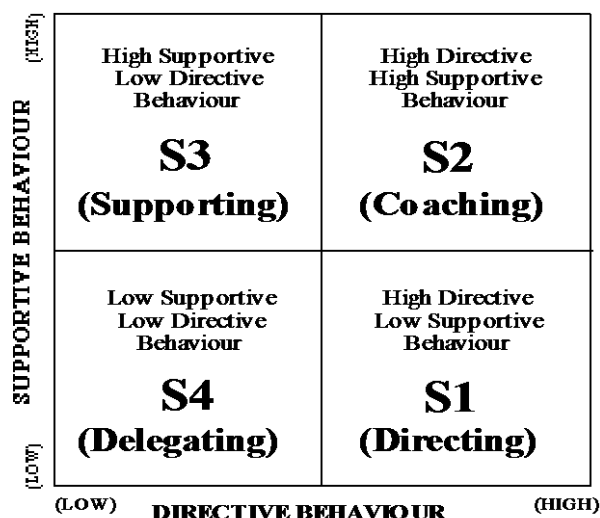
DIRECTIVE AND SUPPORTIVE LEADER BEHAVIOURS:

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



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).

Understanding the Large-scale youth sport work events – quality criteria and standards (regarding beneficiaries, organisers, partners, local community, donors)

Group 1 – SURVEY:

Novi Sad Questionary

<https://docs.google.com/forms/d/1XBQ9NZlznqte5Bx42bJZdRrglj7h5ojxzzVqhrQLp4/>

1. Gender *
 - Male
 - Female
 - Others
2. Profession *
 - Student
 - Employed
 - Unemployed
 - Others
3. Nationality *
4. Age *
5. Do you have experience working with youth? *
6. Did you ever practise any sport? *
7. If no, reasons? *
 - Money
 - Time
 - Other
8. If yes, how long and which type? *
9. Do you have experience in sport club / organisation? *
 - Yes
 - No
10. Do you know what is "sport for all"? *
 - Yes
 - No
11. Do you know the benefits of practising sport? *
12. If yes, what's the most important for you? *
13. If not, which kind of "sport for all" activity would motivate you to participate? *
14. How can you contribute to organize "sport for all" activity? *
15. What is the competence / quality that you think is the most important to organize "sport for all" activity? *

Group 1 – PRESENTATION:

PROBLEMS AND NEEDS:

- In Novi Sad "Sport for all" not is know.
- People with fewer opportunities haven't got the equal opportunity to participate in sport.
- People from Novi Sad would live that fewer opportunity be involved.

OBJECTIVE:

- 150 pupils together, from Secondary Technical School "Milena Maric" and Special needs School "Milan Petrovic" from Novi Sad, will promote social cohesion through concept "sport for all" in Novi Sad at FK Novi Sad stadium on international day of children – June 1st.

DEFINING PARTNERS:

- Municipality
- Local Community
- Technical School "Milena Maric"
- School "Milan Petrovic"



Group 2 – SURVEY:

1. Age:

[15-21] [22-30] [+30]

2. Gender

☐ Male ☐ Female ☐ Other

3. Do you practice sport or physical activity?

☐ Yes

3.1. What kind of?

3.2. How often?

3.3. Why do you participate?

☐ Fun ☐ Socializing ☐ Health ☐ Other_____

☐ No

3.1. Have you ever practiced sport?

3.2. Why are you not practicing?

3.3. Is there anything it would motivate you?

4. Do you know any organisation that promotes Sport for All and if yes which one?

☐ Yes ☐ No

5. Have you ever participated in a Sport for All event?

☐ Yes ☐ No

6. Would you be interested in participating in Sport for All events?

☐ Yes ☐ No

7. Would you be interested in participating in Sport for All events that include people with fewer opportunities?

☐ Yes ☐ No

7.1. If not, what would motivate you?

8. Which category you feel that needs mayor focus in such kind of events?

	1	2	3	4	5
Early school leavers					
Chronic diseases & Health issues					
People living in rural areas					
Unemployed					
Ethnic minorities/immigrants					
People with physical disabilities					

9. What kind of activities would you like to include?

	1	2	3	4	5
Team Sports					
Individual Sports					
Fitness activities					
Adventure activities					
Traditional games					
Dancing					
Aquatic activities					
Others					

10. Where would you like such event to be organised?

- a. Gym
- b. Sport centre
- c. Outdoors (ie. Park, green areas, etc.)
- d. Other: _____

11. In which level would you be interested to get involved?

- a. Spectator
- b. Participant
- c. Volunteer
- d. Organiser

12. Do you have any other suggestion or recommendation?

Group 2 – PRESENTATION:

- Age and Gender
- Do you practise sport?
- Why?
- Do you know any organisation that promotes Sport for All?
- Have you ever participated in a Sport for All event?
- Interest to participate in Sport for All event

Relationship between age group & interest to participate in Sport 4 all event

- The 15 to 21 years old group:
 - 60% practise sport or physical activity
 - 3 to 5 times per week
 - 80% have NEVER participated in Sport for All event
 - Nobody knows any Sports for All organisation
 - 60% would like to participate in Sport for all event and this increases to 80% when people with fewer opportunities are included in the event
 - Relationship between age group & interest to participate in Sport 4 all event
- The 22 to 29 years old group:
 - ALL practise sport or physical activity
 - 3 to 5 times per week
 - 80% have PARTICIPATED in Sport for All event and they would like to participate again. The ones who haven't participated they would like to try
 - 85% knows any Sports for All organisation
 - 85% would like to participate in Sport for all event that includes people with fewer opportunities
 - Relationship between age group & interest to participate in Sport 4 all event
- The over 30 years old group:
 - 60% practise sport or physical activity
 - 1 to 2 times per week
 - 80% have NEVER participated in Sport for All event
 - 100% would like to participate in Sport for all event and this DECREASES to 80% when people with fewer opportunities are included in the event
- What category of people with fewer opportunities requires a major attention?
- What kind of activities would you like to include?
- Where would you like to organise an Sport for All event?
- In which level would you be interested to be involved?

RECOMMENDATIONS

Recommendation 1: Proposal of activities

- Football tournament for immigrants
- Adapted tournaments for people with disabilities
- Yoga event
- Dancing or fitness activities to involve kids, youngsters and seniors

Recommendation 2: Promotion of the event

- Good promotion
- Events covered by the local media to familiarise and raise awareness
- Show samples of best practices in order to attract participants

Recommendation 3: Quality assurance

- Ensure the enjoyment of participants
- Make activities for socialisation and for meeting new people
- Split the activities by ages
- To have the possibility to participate in different activities
- Implement activities to improve self-confidence and knowledge about your mental and physical skills

Recommendation 4: Economic approach

- Organise competition team games without financial gain
- To make these activities free for everyone

- Sport clubs should offer open days free of charge to promote sport for all
- Activities free of charge

CONCLUSIONS:

- A few people know about Sport for All organisations.
- Sport for All is a long term initiative that implies education with a view to raise awareness. It should not be a single event without follow up.
- Sport for all should consider economic constraints of communities
- Sport for All large size event should be organised outdoors
- Promotion is a key area to be considered.
- Events should be covered by social and local media.
- Show examples of best practice (ie. Other successful sport for all event in other countries/regions)
- Novi Sad inhabitants think that they need a Sport for All event here.

GROUP SUGGESTIONS:

How to involve the community?

- Research and consult local organization (youth, sport, disabilities, students organizations etc..)
- Create partnerships to promote active participation of your community members.
- Look for funding and sponsorships in local enterprises.

Get local authorities involved

- They are important about funding
- They may provide public facilities & equipment
- It may have a major impact (social, economic, political,...)

Media and promotion:

- Media will raise awareness about benefits of the event
- Media will disseminate the outcomes of the event
- Promotion materials should depict all categories of participants (disability, economic deprivation, social obstacles...)



Group 3 – SURVEY:

This pool is anonymous, so please be honest when You answer the questions!

1. Gender :
a) Male b)Female c) Other
2. Age:
a)14-30 b)31-50 c) 50+
3. Do You have experience in sport activities?
a) Yes b)No
4. Do You have experience in sport activities for all?
a) Yes b)No
5. What kind of activities do You prefer?
a) Single sport b) Group sport c) Sport for all
6. How often do You practice sport /sport for all activities
a)once a week b) two times a week c) 3 or more times in week d) never e)sometimes
7. Do You have any experience in organizing/training sport activities for all?
a) Yes b) No
8. If Your answer is yes, what kind of experience is that?

9. What motivates You to practice more sport /sport for all activities?

10. What motivates You to lead the training?

11. Why You lose motivation in sport /sport for all area:
a) Economical issues
b) Infrastructural issues
c) I have no time
d) Something else _____
12. Do You think that all people have possibilities to do sport or sport for all activities:
a) Yes b) No
13. Do You think that people with fewer opportunities have some chance to do sport/sport for all activities like another people do:
a) Yes b) No
14. In the end, please recommend us how can we include/attract more people in sport for all activities?

Thank You!

Group 3 – PRESENTATION:

Table of content

1. Purpose of research
2. About research
3. Responses
 - a. Open-end questions
4. Motivation for leading trainings
5. Recommendations for 'sport for all'
6. Conclusion
7. Team

1. Purpose of research

- To which extent people are included in sport
 - Their motivation
- Opinion on people with fewer possibilities and their participation in sport
- People recommendations
 - Especially for inclusion of people with fewer possibilities

2. About research

- Sample size: 25
- Male: 15
- Female: 10
- Age groups:
 - A) 14-30 years – 17

B) 31-50 years – 8

3. Responses

- 84% do not have experience in organizing sport events
- The other 16% are people involved in sport as trainers or are sport enthusiasts

a) Open end questions

Motivation for sport practice:

- Health 32%
- Fun 20%
- Satisfaction 20%
- Looking fit 16%
- Teamwork/socialisation 8%

4. Motivation for leading trainings

- Making sport more popular
- Promote healthy lifestyle
- Passing on the knowledge
- Passion for working with kids (youth work)

5. Recommendations for 'sport for all'

- Educating more people
- Charge-free programs
- Media promotion
- Government support
- Better infrastructure

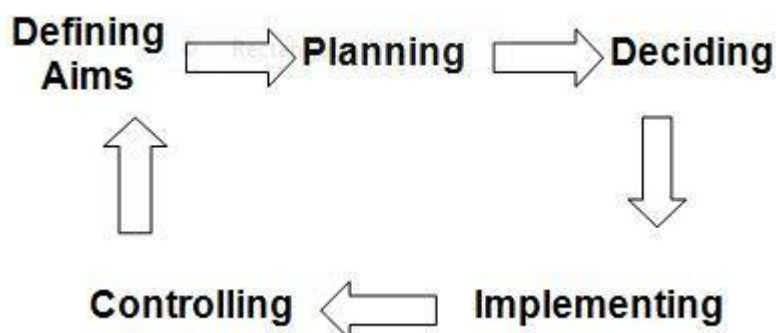
6. Conclusion

- Sport for all
 - Multi-sport training programs
 - Free of charge/reasonable price
 - Accessible to everyone
 - Focus on non-professional participants
 - Recreational
- These programs should encourage people to take an active lifestyles and to address the current problems such as bad infrastructure



Project Cycle Management (of large-scale youth sport work events) – defining and planning, implementation and follow-up stages

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)



Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities

+

Follow-up and Reporting of large-scale youth sport work events with youngsters with fewer opportunities

Group 1: Large scale sport event for inclusion

1. Defining

1.1. Problems and needs:

- Lack of awareness in local community
- Lack of motivation
- Lack of information
- Lack of qualified people
- Lack of promotion
- Financial Support
- Bad infrastructure

1.2. Objectives

- Promote physical and mental activities in outdoor/indoor sport for all event
- Promote sport for all with specialized people in the event
- Promote intergenerational exchanges taking in account people with fewer opportunities
- Increase percentage of people that are getting involved in sports
- Raise awareness for healthy lifestyle

1.3. Partners

- Local Authorities
- Local enterprise
- Universities
- NGO's for youngsters
- Sport organisations
- NGO's for youth care
- Medical care and first aid assistance
- Insurance companies

2. Planning

2.1. Time planning

- One big event every first weekend of April and September.
 - Duration of big event: 1 weekend
 - April: Outdoor activities (Team sports, Treasure hunting, Athletics)
 - September: Indoor activities (Fitness activities, Gym facilities, Traditional dances)
- Periodic activities/workshops every two weekends
 - From April to September Outdoor activities
 - From September to April Indoor Activities
 - Winter/Summer Camp
 - Duration of smaller event: 1 day (Sunday) - Event Begins: 10:00, Event Ends: 1300

3. Close-Down

3.1. Evaluation

Evaluation will be held both during the event and at the end of the event. Evaluation tools and methods will include:

- Surveys (questionnaires)
- Open interviews with the participants, volunteers
- Check list of achievements
- Suggestion box from participants
- Weekly evaluation board meetings
- Post event meetings with organizers [topics: number of participants, partner contribution, volunteer contribution, suitability of location, timetable activities, local authorities participation, food etc..]

3.2. Report

- Monthly board report
- Schedule description
- Analysis of different evaluation forms
- Strengths and weaknesses of the event
- Budget
- Conclusions
- Recommendations from the board



Group 2:

- PROBLEMS AND NEEDS.
 - In Novi Sad "Sport for all" not is know.
 - People with fewer opportunities haven't got the equal opportunity to participate in sport.
 - People from Novi Sad would live that fewer opportunity be involved.
- OBJECTIVE:
 - 150 pupils together, from Secondary Technical School "Milena Maric" and Special needs School "Milan Petrovic" from Novi Sad, will promote social cohesion through concept "sport for all" in Novi Sad at FK Novi Sad stadium on international day of children – June 1st.
- DEFINING PARTNERS:
 - Municipality
 - Local Community
 - Technical School "Milena Maric"
 - School "Milan Petrovic"

• PLANNING

- Time Lines and methods

Time	Activities
09:00h a.m.	Arrival
09:15h a.m.	Opening ceremony
09:30h a.m.	Traditional adapted games
	1 stage Kapela
	2 stage Jogo Burro
	3 stage Futó méta
	4 stage Kate after mus
	5 stage Prellball
	6 stage So I Hut
13:00 h p.m.	Lunch Break
14:00h p.m.	Team Sports
	7 stage Boccia
	8 stage Sitting Volleyball
	9 stage Finnish
17:00h p.m.	Closing Ceremony

- Budgeting

- CLOSE – DOWN
 - Group evaluation
 - Questionnaire:
 - Name:
 - Surname(s):
 - How did you get information about the event?
 - You are: Participants / Volunteers / Trainers
 - How did you feel about this event?
 - What do you think about the activities?
 - What do you think about the information / communication in this event?
 - What was your favourite part in this event?
 - What didn't you like in this event?
 - Would you participate again in this kind of event?
 - Does this event improve some of your skills?
 - If yes, would you improve / add some things?
 - If no, why?

Group 3

Assessing problems and needs

1. Lack of knowledge on the sport for all concept
2. Lack of initiatives
3. Improve health and wellness
4. Expensive fees
5. Reluctance for participation for participation in events with people with fewer opportunities

Objectives

1. Raise awareness about the concept of Sport For All
2. Involve at least 30 people with fewer opportunities (children and youth, minorities and socially isolated)
3. Promote healthy lifestyle

Timeline

It is going to be two days open event, only Saturday and Sunday, during the European Week of Sport.

Saturday

10:00 – Official opening of the event with Zumba and dancing activities (beginner's level)

10:30 – Signing on flipcharts participants interested in 3 games (dodge ball, handkerchief, person in the middle)

11:00 – Start of the first round of the games and change every 45 minutes

During the breaks the participants can go for refreshment to the food/drink stands of the companies supporting the event.

13:00 – Lunch break (supported with performers; local artists, musicians...)

15:00 – Totem

16:00 – Spider net

17:30 – Treasure hunt

19:00 – Dinner (supported with folklore groups)

Sunday

10:00 – Starting with yoga

10:30 - Signing on flipcharts participants interested in 2 games (football and handball)

11:00 – Start of the first round of the games

12:30 – Orientating

13:30 – Lunch (with supporting activities)

15:30 – Start of the second round of the games

17:00 – “Social activity”

18:00 – Start of the final round of games – outdoor bowling (boccie)

19:00 – Dinner and closing ceremony

Indicators for evaluation

1. Total number of people attending the event
2. Number of people with fewer opportunities
3. Quality survey
4. Media coverage

Elements of the report

1. Problems and needs from the community
2. Objectives we set to deal with problems
3. Execution of the activities
4. Documentation of planning and implementation (photos, videos...)
5. Budget justification (rents, materials, food...)

6. Impact on the community
7. Compatibility with the sponsors' goals

Report writing

- a) Abstract:
- b) Introduction:
- c) Statistics: Numbers of: 1. Partners; 2. Participants; 3. Volunteers
- d) Impact
 - Social impact
 - Community impact
 - Dissemination impact
- e) Conclusion

Erasmus+ Youth in Action programme



(Taken from Erasmus+ Programme Guide 2015)

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.

Developing mutual projects for promotion of sport and health enhancing physical activities with youngsters with fewer opportunities

PARTICIPANTS' PROJECT IDEAS:

Group 1 - Name: Just don't do it. Do it well!

Idea: Reflections about how to make the sport a real inclusive tool.

Aim: Promote best practices about sport and social inclusion

Objectives:

- Raise awareness about the need to include people with fewer opportunities
- Promote best practices and experience exchanges
- Increase the capacities of youth sport worker about social inclusion

Group 2 - Name: Forum for youth

Main idea: This forum will bring together around 30 young people who live in the EU to learn more about possibilities for youth with fewer opportunities.



Group 3 - Name: Sportivism

Type: youth exchange

Aims:

- Share experience and knowledge
- Highlight the concept of diversity through sport and physical activity
- Promote active participation in your communities through sport

Objectives:

- Live together with people from different backgrounds
- Appreciate different levels of activities in physical activity
- Involve sport and youth organization to address social issues
- To involve people in health enhancing activities

Activities:

- activities in nature (hiking, climbing, alpinism...) and water
- spiritual activities for personal development (yoga, spiritual games, mental games...)

Group 4 - Name: Valuing diversity through movement

Type: youth exchange

Aim: Share experience and knowledge; highlight the concept of diversity through sport and physical activities

Objectives:

- Live together with people from different backgrounds
- Appreciate different levels of abilities in physical activity

Group 5 - Name: XYZ

Type: youth exchange

Outdoor activities in nature, climbing, hiking, alpinism combined with some spiritual activities.

Personal development

- Yoga, spiritual games
- Connecting youth from Europe who have similar interests
- Active + active lifestyle

Group 6 - Name: Inclusion of youth with Down syndrome

The idea is to find a place for youngsters with DS in local communities by developing their skills and competences.

The objective is to find each of the participant's best capability and with help of the trainers, develop it.

Group 7 - Name: Do sport, Be energetic

Type: youth exchange

Aim: To make the youth aware of sports and to be energetic

Objectives: To make the people do sport

Group 8 - Name: WE ARE WHAT WE EAT

DEFINING

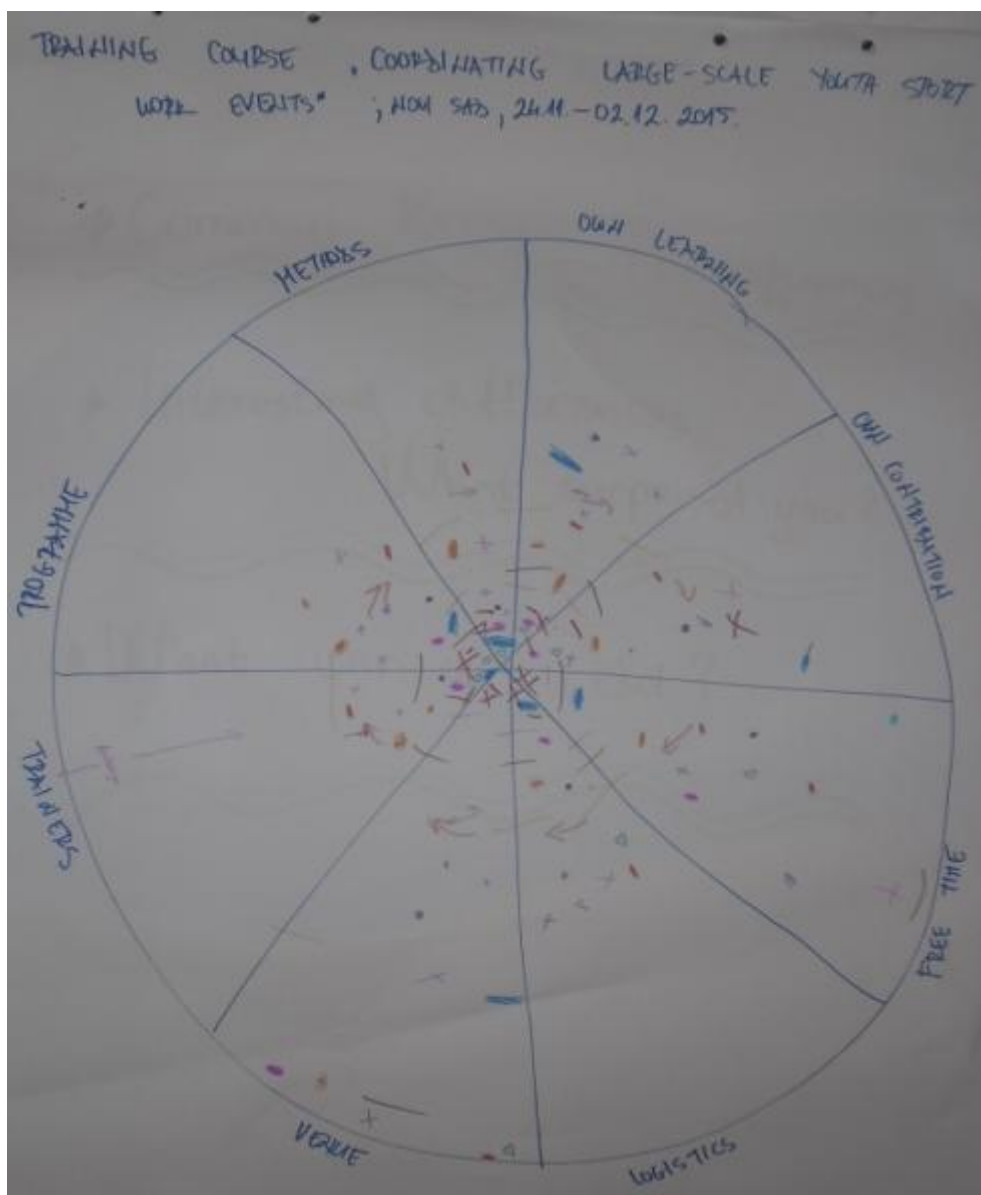
- Objectives:
 - Sharing of our traditions, origins, cultures, food, and religions.
 - Raise awareness about an intercultural healthy diet.
 - Raise awareness about the risks of an unhealthy diet.
 - Raise awareness about how to use as better all the senses.
 - Raise awareness about the importance of the quality and origins of the food.
 - Improve the knowledge among volunteers youth works and NGO's about a healthy life style.
- Partners:
 - 5 countries- 5 participants x country (ITALY, ALBANIA, TURKEY, ENGLAND, PORTUGAL).
 - Biologic food companies; Organic food producers
 - Local supermarket; Local community; Local administration
 - Local media
 - Association of restaurateurs
 - Trainers specialized in nutrition science.
 - Local Ngo's promoting healthy life style.
- Target groups:
 - Youth workers and volunteers from organizations promoting healthy life style.
 - Volunteers with experiences in EVS
 - Erasmus students and off-site students.
 - Young people from rural areas
 - Young people from metropolitan areas.

IMPLEMENTING

- Time: June from 1st to 8th in Napoli(Italy)
- Methods: No-formal education; Workshops with specialized trainers; Games; Team works; Outdoor activities; Energisers; Presentations; During the cooking activities participants will use only the hands.

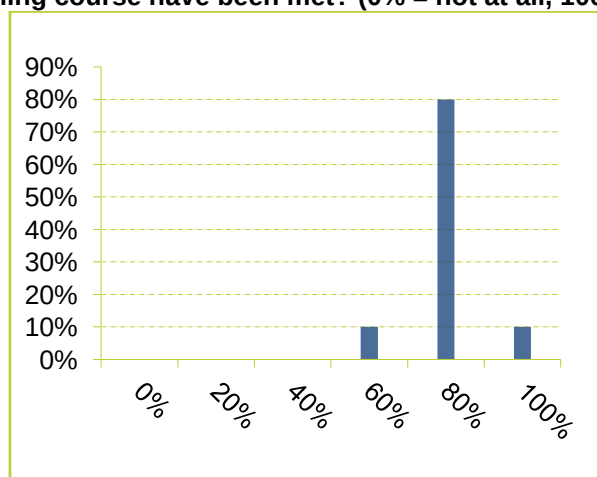


PARTICIPANTS' LEARNING OUTCOMES AND EVALUATION OF THE TRAINING COURSE



Summary analysis of reflection on learning and 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 really enjoyed the Training Course. The workshops and the timetable schedule were really great. The group was active and there were a lot of different points of view which made me fulfil expectation I had.
- The course has met my expectations which were to share sport ideas for people with fewer possibilities among the young Europeans. However, I expected more physical activity would be involved.
- High level of satisfaction. The course matched many of my expectations since it went through a very well defined path, from theory to practice, giving precious knowledge about how to organise and manage youth sport events. The trainers were very experienced and helpful, guiding us towards a valuable learning process about the topic of the course.
- Satisfaction level - 7.5 My expectations were more than I consider about the training. The only thing that I didn't liked were the conditions of the hostel and the persons that didn't know English language which I couldn't find a way to communicate.
- In overall the training course was really successful, and I adopt a lot of knowledge, that i can use in further future. Also all about logistic part of training course was extremely good, and I'm really satisfied.
- The satisfaction level about the course in general was high. My expectations were satisfied but I missed go deeper in the specific work with people with few opportunities.
- Total. Actually it was much much greater than I expected. I like your (organisers') attitude, you were punctual and serious. I like participants too, it was one of my favourite groups in projects, I don't know how you did such a good selection, but keep on doing it :)
- I will rate as a good organised project. The training met my expectations and I came away with a very good understanding with the meaning of 'sport for all'.
- In general I'm very satisfied from the course; I spent really nice time working with trainers and participants. My expectations were very high before and I'm happy to say that were almost reached.
- If we put the weather aside, my overall satisfaction is above medium. I thought there will be participants only from the field of sport.
- I am very satisfied with the overall training course, all my expectations fulfilled completely. It was really great experience for me, because I learnt a lot of things which I can use in my future work and I met a lot of great people.

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

- Different target group between people with fewer opportunities; How other countries are active in the their sport for all world and how they use sport way to include people with fewer opportunities; The differences between sport club and sport organization; Needs and Problems around "Sport for all"; The importance to work in group when you want make a project.
- Teamwork, Leadership, realities of other countries in sports, youth organisation and youth sport
- The concept of sport for all. Different levels regarding the benefit of practising sport. The different categories of people with fewer opportunities. Effective insights on how to involve people coming from different backgrounds and cultures. Effective framework of project cycle management.
- The concept of Sport for All; Different ideas for writing projects; How should be a workshop in effective way; How to organize a group work; what can be the influence in community for a specific topic.
- Team Building; Group working; Time management; Leadership skills; Management skills
- I learnt a lot how to make a project that will be really useful for me in the future. I feel much more confident about joining other training courses. I learnt how I can adapt any kind of games for people with fewer opportunities. I learnt how to be more tolerant in group sessions, teamwork and group games. On a personal level I learnt that I'm a very creative person.
- Definition of "sport for all"; To proclaim the benefits of sports in all the people we meet in our daily life; To manage different opinions of each other and still to fulfil the purpose of the project; Learning by doing (interviews, workshops, questioners); I learned different points of view of each country that was participating about sports in their country.
- Importance of having large scale sport event; sport situation in different European countries; traditional sport games from different countries; Erasmus+ (project management, how to write a project); how to include people with fewer opportunities in sport (large scale youth event)
- I learned how to organise sport events, from defining to planning and implementing. About the European Union and Erasmus+ programme. I learned about different games that exist which I didn't new before. I learned a lot of English words and I talk better English than before. I learned about the NGO sector, how does it function and how it is organised.
- The most valuable thing I have learned in this training course would be working on the surveys and the presentation of the results. Also I learned some new games that I would later use in my future work.

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



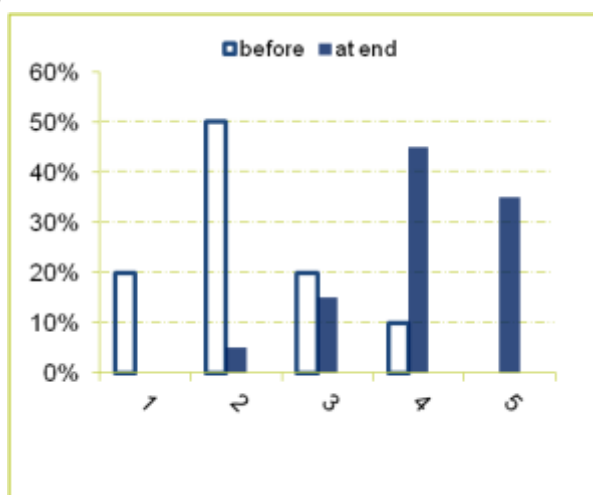
A bar chart comparing performance 'before' and 'at end' for five questions. The y-axis represents the percentage of correct answers from 0% to 70% in 10% increments. The x-axis lists questions 1 through 5. For each question, there are two bars: an open blue bar for 'before' and a solid dark blue bar for 'at end'.

Question	before (%)	at end (%)
1	30	0
2	45	0
3	25	35
4	0	60
5	0	5

- Before the course I had not much knowledge about the different realities in European countries, and I never focused on the Italian reality. Through the confrontation with the other people in the group, I could first of all get a better understanding of my local reality and then, by comparing it with different practices in Europe, I could appreciate difference and similarities in the different contexts.
- During the training I learned a lot of realities on sport and youth work for inclusion in different European countries. I think that all participants learned new things about this topic from each other and, of course from trainers.
- The reality is that we treat this point quite well. All participants made good and realistic presentations about their country and the realities in their nation
- I learned also about the situation in my country and also about the other countries. I learned about the similarities and differences between the countries. For some countries I knew this information but about some others were new for me.
- I was impressed by the way how Turkey had special places for people with special needs to include them in all kind of sports. For other countries the realities are more or less similar with my country.

- I have much better knowledge about realities on sport for inclusion after this TC. Through TC we always worked in different groups and we always shared the realities in our countries in order to finish the tasks.
- Before participating in this Training Course I had no ideas about Sport for all. My concept was only superficial. Now I can say that I see clearly the reality on Sport and youth work in different places. It is really important to know how to work with this topic and how to develop inclusion in different countries.
- During the training course we spent a lot of time comparing our experiences and how it works in our countries. Thanks to that kind of activities I can say that now I know something more about sport and youth work for inclusion in different European countries and I can use this new knowledge working to integrate them in my organization activities.
- Very good. The realities across Europe have different flavours yet they all share roughly the same tendency. A coordinated work between institutions, organisations and communities would be highly beneficial for all.
- Before this project my knowledge about realities on sport and youth work for inclusion in our different European countries was on a very low level. But after we discussed on this issue during the sessions I understood that they are different in every country and my knowledge level rose up.
- I didn't know that there are countries, where there are no gyms in schools or that girls have less opportunities to do the sport. I was really shocked. I studied sport, but we have never talked about it and it was really interesting from me, especially when people from these countries present the real situation.

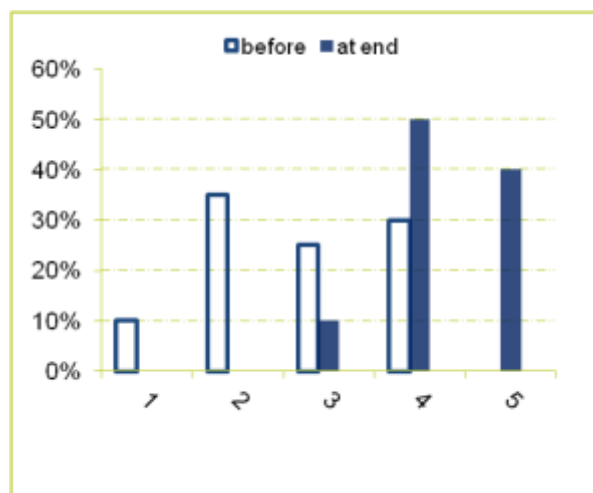
4. How would you rate your knowledge about “sports for all” and personal development of individuals through youth sport work activities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I knew all those effect before coming to training. i hoped/expected we will talk more about psychological-personal development.
- Thanks to the activities, especially the survey, I learned more about people needs, attitude and the impact that a sport for all event can have on a local community.
- It was the first time I heard about the concept of "sport for all" and now I am able to consider it as one of the most important things that I have to share in my society. I am going to work for raising awareness of importance of doing sports.
- Good. I would have liked to see more examples of Sport for all events. However, the information provided during the TC was useful to clarify concepts and challenge some assumptions.
- I never defined "sport for all" concept in my work as I do it after this TC. So, I have so much to do and learn in the future. This TC was a solid foundation for it.
- I would rate my knowledge as high. Especially because I had a wide background related with sports, youth work and social inclusion. This training course has helped me to increase this knowledge but I missed to work deeper in this specific field
- Very high. I had just a basic idea of what sport for all could mean, and through this course I could understand the concept and go quite deep in some issues related to it.
- Before the training I didn't made differences between sport and sport for all activities and now I know what the differences are.

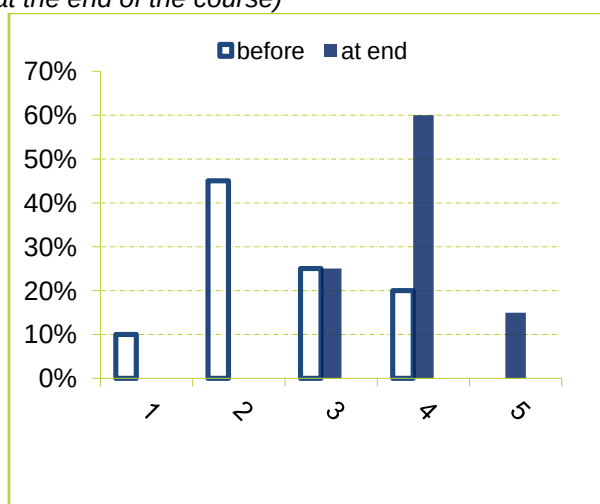
5. How would you rate your knowledge about different sport games and methods and skills to use them in your youth work? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- High. I knew some of the games proposed during the course from other Countries, but I also learned many new ones.
- Some of the games I didn't know them before, but now it's different. The people that I met on this training course show me some interesting games which are very good for concentration, team work, personal development etc.
- This was executed very well, to the extent we wanted to play more than the time allowed us. I was introduced to many interesting games which I may adjust for my organization.
- I learnt different types of sport games and energizers. Now I am using these activities in my life.
- Some of them were games that I had done in my childhood. But the way how we extend different rules to adapt this games with all kinds of people were the most creative thing. I also learned some interesting games that I am going to apply them in my organization.
- I study defectology so I knew before how to adapt games and methods to different target groups, but it was useful to learn some new games and way of thinking.
- Very Good. learned a lot of games that could be easily implemented in youth work

6. How would you rate your knowledge and understanding of different target groups of youth with fewer opportunities, their needs and benefits from sport engagement? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)

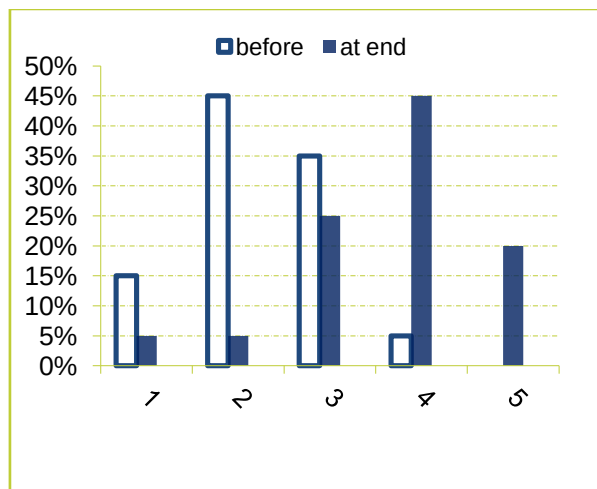


Some comments:

- Since I work with some youth with fewer opportunities (children and young people with disabilities) I knew for some of their needs, but in the training I learnt more about needs and benefits from sport engagement for them and for all youth with fewer opportunities.
- I think that people with fewer opportunities are in most cases excluded, from participating in every kind of activities or project; we need to make some event or project that includes them. This training course helped me understand the needs of people with fewer opportunities, and for sure I will help them in some way.
- It was very interesting way how we got approached with blind peoples in one game. We also figured out all the physical and mental benefits of sports, so it was really important task.
- I changed my mind about the people with fewer opportunities thanks to this training course. Because their needs are not similar like ours, they need more attention about everything I can say that sport events organized for them can really affect to their health and socializing.
- High. For me this part was one of the most important knowledge acquired during the training course.

- I would rate my knowledge as very good because previously I had troubles differing the needs and benefits of youth with fewer opportunities but I found the workshops on stating the needs and benefits separately for each group very beneficiary.
- My knowledge about these target groups is better than before. Now I know how to adapt sport to fit the needs to these target groups.

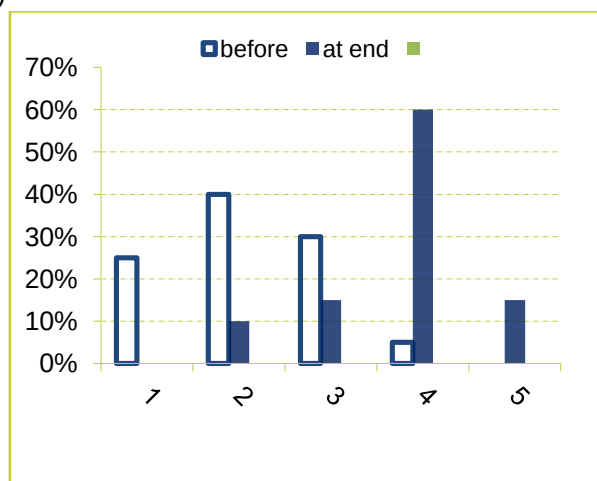
7. How would you rate your competences to do quality needs analysis and surveys (among youth) for our youth sport work for inclusion? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I would rate as very good which is very satisfying for me since before the training course my competences were poor.
- I can say that my group did a really good job with the survey. The questionnaire we made was very useful and for us was easy to make conclusions and statistics. So I can say that my knowledge, especially thanks to my working group, is improved and I can use that new skills in my organization activities.
- For me it wasn't first time that I did needs analysis and surveys, because I am sociologist and that is my area :), but it was first time that I did analysis and surveys in the group, where everybody give some suggestion for questions.
- I never knew how to make questionnaire before, so other people from my team showed me how to do it. In team we made questions for the questionnaire and made a presentation for the group. I learned how to make the form for questionnaire, how to communicate with the people on the street.
- Actually we did some interview during our project and I understood how we can do quality analysis and survey for youth sport.
- In this field and I have experienced before and this project helped me to make my first survey on sport and youth but I have knowledge of how to make a survey
- I had a great survey. It was first for me. So I learnt new information about sport activities and also projects.

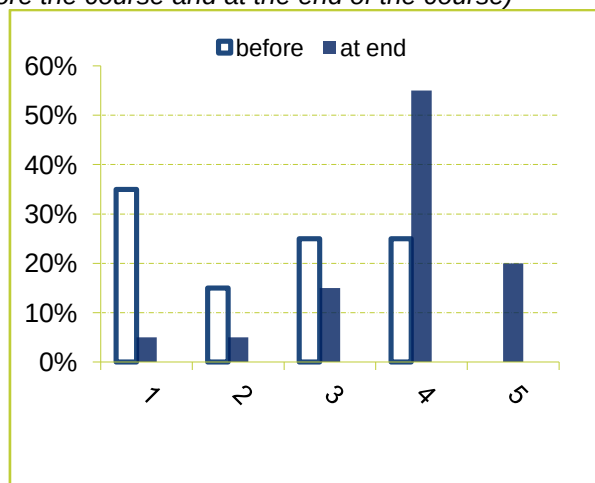
8. How would you rate your knowledge and understanding of concept of and standards for organising Large-scale youth sport work events? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- Now I would be able to do it, as I understand the steps, the concept and standards for organising these kinds of events.
- I would rate my knowledge and understanding about this issue as very good. I learnt step by step how I can organize Large-scale youth sport work events.
- Good. I learned how to define, plan, implement and follow-up an event. However, it would have been useful to get an example that could be used as a role model.
- Before the training I didn't know a lot of concept of and standards for organizing Large - scale youth sport work events, but now I understand that. On a scale from 1 to 5, my knowledge about this topic now, after the training is 4.
- It's one of the most important outcomes of this course, because it helped me to put in practice the knowledge that we got from the theory and the need analysis from the local people.
- With the best grade, because in this training course I have learnt it most of the things and stuff how to organise the large scale youth sport work events. Thanks for this training course I'm in condition to contribute and organise this kind of event.
- I would like to have more information about organising Large-Scale youth Sport work events. I know now how to create and some event from different target groups.
- Need more time. Not yet ready to organise such big event. Maybe smaller ones
- Those activities seemed interesting to me also before and now I am even more interested in organize one or more. I understand it's a big project and that many people are needed. Most of all I am concerned about the funds.

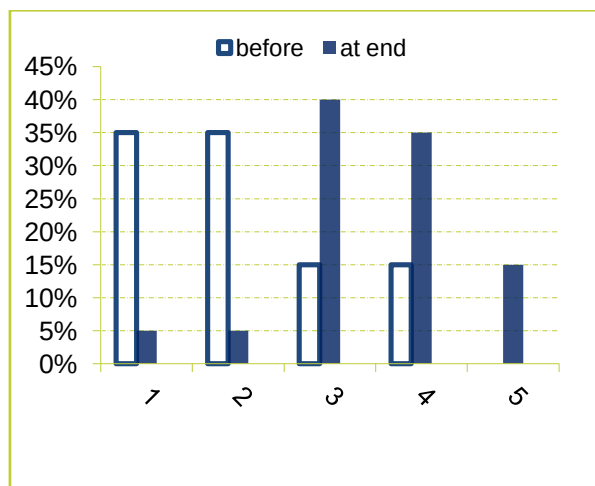
9. How would you rate your knowledge about efficient project cycle management? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- High. This was one of the best sessions that we had at the course. It was very practical and very well explained and the feedback was really good as well.
- I have so much to learn, I only have basic knowledge.
- My knowledge about efficient project cycle management is raised and better.
- I knew something about this before, but now for me it's clearer and I think I will use this knowledge in my future.
- Medium. I had only basic of this concept before the course, but now I have definitely more clear idea about specific phases of the projects cycle management.
- I made many projects before, so I knew about project cycle management before. But none of those projects was Erasmus+. Right now my challenge is to make Erasmus+ project. I am happy we had talked also about Erasmus+ projects cycle management and I am grateful for the application form for Erasmus+ projects showed to us.
- Good. The workshop for project cycle management was very useful. I would have liked more information regarding this topic.
- I have learn how to write a project, what I need to write in objectives, in activities, how to define a problem in community, and what are the most important thing to get focus on. So for me, from zero point I have reach average rate of knowledge thanks to this training course.

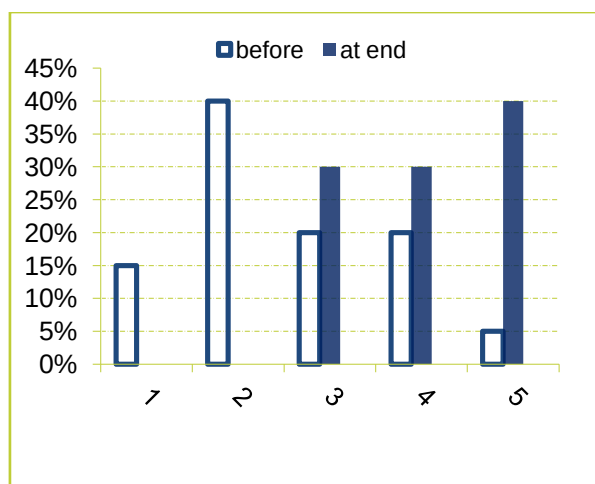
10. How would you rate your competences in planning and managing different (large-scale) youth sport work events with youngsters with fewer opportunities? (1=none; 5=perfect, know a lot) (Before the course and at the end of the course)



Some comments:

- I think that with this course I have some of competences and quality to organise this kind of event. Because of information and examples we have get here, make us competent to organise the event...
- Yet not enough experience to understand exactly the needs of people with fewer opportunities
- I don't know. I suppose I should plan a real event to know if I am ready to do it. The event that we plan during the training course was very simple and didn't consider all the difficulties that entail an event of such dimensions.
- I would rate my competences in planning and managing different (large-scale) youth sport work events with youngsters with fewer opportunities as very good. I improve my creativity and organisation skills.
- Before the training I didn't think a lot of this topic, But now, I'm planning to write some project in my organization to promote sport for all activities and of course to organize some sport work event with youngsters with fewer opportunities,
- Yes, I would be able to organise them, I now understand how to do it.
- I have never organised a large scale youth sport event for youngsters with fewer opportunities. I only participated in Special Olympic Games for disabled children and wheel-chair basketball as a referee. This will be my New Year Resolution! I already have something in my mind.
- Medium. I didn't know anything before the course about how to involve people with fewer opportunities, but now, thanks to the better understanding of the different categories of such people and their problems and need, I can start to try putting this new knowledge in practice.

11. 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)



Some comments:

- Learned a lot of interesting things from the sessions about EU policies for Erasmus+ programme
- We talked a lot about EU week of sport and other sport possibilities which I find very useful and may be using in the future.
- After the training I am satisfied about my knowledge about EU possibilities and policies for young people and sport and Erasmus+ programme. Before the training I knew some things, but now my knowledge about this area is satisfactory.
- Medium. I knew something about policies for young people, but almost nothing about sport opportunities (which is a new "field in the new Erasmus+ programme) before the course. Now I could appreciate and understand something more also about this last topic.

- 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)**

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



13. How well did the educational team fulfil their role? (Some answers)

- They realized to accomplish their role in the project and were very understandable for each one of us. They also helped us for everything we needed.
- Very well. I was surprised from the good organizational skills and very high level of tolerance.
- The trainers were very experienced and listening to our needs and problems, and always helpful to find solutions to possible problems. Also, they guided us in a well planned educational process, from theory to example and practice. I think they achieved the objectives of the course.
- Trainers did as much as they could in my opinion, transferring their organizational and other lifelong experiences, which for young man like me is very useful.
- I liked the sessions, they tried to explain everything. They were relaxed but also serious. We had time for break but also for serious work.
- They were really good prepared. We saw them like a great support for activities and attentive in fulfilling our needs.
- Sometimes we do not have the necessary support during activities because we had only one active person helping us.
- Great!!!!!! One of the best trainers I ever met! I like your honesty, sense of humour and on the other hand you were punctual and serious. Keep on being like this!
- Very good. The facilitators had an active role guiding our learning/teaching progress. The activities were well designed and with a clear objective. Sometimes it was needed more feedback about our ideas. All in all, satisfied with their role.
- It was really best team I have ever seen absolutely they fulfilled

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



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

- I would like to have a facebook group before to start the project. I appreciated the quality of the participants, very good selection!
- I think at this point the crew has done their duty from beginning to end. Using all the tools they had at their hand and acting diligently at all times to possible questions or needs.
- I liked the schedule and the time that we were given. A little bit less the place and food, but still they were all the time trying to "adjust" things according to our requests.
- Great job
- Very good
- Everything was in order; we had everything that was needed for work.
- I am appreciating for organizational team. They did their roles very well.
- Excellent. Logistics were good and I did not have any issue, what it is a sign of good work.

