



ESSENTIAL TOOLS TO CARRY OUT SPORTS COACHING ACTIVITIES ON THE ROAD TO YOUNG PEOPLE WITH FEWER OPPORTUNITIES (IO2)

TRACK & FIELD, A RACE TOWARDS THE FUTURE: INCLUSION IN SPORT OF YOUNG PEOPLE FROM DISADVANTAGED BACKGROUNDS

THE T&F4ALL PROJECT



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INTRODUCTION

The report on the second intellectual output is basically the narration and the analysis of the activities that in this phase of the project are mainly practical and experimental in order to produce useful data to the last phase of the project, the third intellectual output (IO 3): GUIDELINES for the realisation of track and field paths in the streets.

Taking advantage of the in-depth study of the state of the art carried out for the first IO, in the second IO we enter into the concrete of a complex experimentation. Also for this output the work is structured in 2 main work packages (WP): the first (WP3) centred on training for street sports coaching skills, the second (WP4) on the creation and testing of the track and field coaching path applicable to our youth target.

In the following text are mentioned with the acronyms all the partners that are part of the project.

Legenda:

TL – S. S. Trionfo Ligure

IIT – The Intercultural Institute of Timisoara

MP – Municipality of Pegeia

GESEME – Geseme

IZGEM – Izmir Youth Centers Youth and Sports Club Association

CB – Collegium Balticum

EFA – Équipe Formatori Associati

DRPDNM – Drustvo za razvijanje prostovoljnega dela Novo mesto

SPECIALIZED TRAINING OF THE INSTRUCTORS IN THE NEW SPORTS EDUCATIONAL STREET METHODOLOGIES

At this stage of the project the activities set out had the following objectives:

- To make available to athletic sports organizations all the information needed to select and prepare trainers and other coaches who will be able to approach street services, to the advantage of the work to be done with young people, especially immigrants;
- Improve and specialize the educational offer both of educational centres and of athletic schools, with the addition of a specific course for the new figure of instructor;
- Insert the new figure in a reference framework of the national and European athletics reference associations, to promote their future development also in view of a training model that can lead to a certification of new skills;
- To have the first coaches trained to start the successive phases of carrying out individual and group sports experimentation paths for the young people involved.

Unfortunately, this phase was carried out right in the middle of the pandemic, which caused many delays for partners and probably discouraged the possibility of doing more work and achieving more results. However, despite the obstacles, we have arrived at a definition of the expected results and the set objectives.

Setting Street Coach's Competencies

In this phase all the partners have given their contribution on the basis of a very precise task: to identify the skills that would have served to qualify a new professional figure, the street coach. To this end, everyone was asked to identify:

- incoming competences, ie those already owned, basic to aspire to become a street coach



- outgoing competences, that is, those that, after appropriate training, would be needed to qualify the new professional profile of the street coach, competences related to the three areas in which the above profile is developing, and which constitute its innovativeness:

1. competences as a sports coach,
2. competences as a street educator,
3. transversal competences.

To follow the synthetic table that collects the results elaborated at this stage. In the appendix you can find the table with all the contributions received.

SYNTHETIC TABLE

	Athletic Instructor Competencies	Street Educator Competencies	Transversal/Soft Competencies
ENTERING	<ul style="list-style-type: none"> - Sports practice - To know athletic world - keeping in tune with the cultural specificities and the environmental circumstances - Capable of identifying and adequately addressing social challenges, regarding physical activity and wellbeing, with the purpose of equipping them with attitude in order to become more capable of elevating 	<ul style="list-style-type: none"> - Basic knowledge and interest regarding non-formal education. - Interacting Well with children/youth - Positive attitude towards working with disadvantaged young people. Critical understanding - Aware of the most recent technological trends - Believe in empowering street education to youngsters 	<ul style="list-style-type: none"> - Competences of leadership in a group: able to collaborate and work well in a team, to build synergies, to be a motivator, goal oriented, flexibility, adaptability - Have honesty, sense of responsibility, patience, compassion, empathy, respect, assertive, positively oriented, - Management, mediation, conflict resolution skills. - communication skills,

	<p>themselves out of their situation</p> <ul style="list-style-type: none"> - Gradually enhancing a behavior and a mindset of fairness in sports and life in: <u>promote fair play</u> - To be sport friendly. - Basic knowledge related to hygiene, healthy lifestyle, anatomy, athletics 		<ul style="list-style-type: none"> - Autonomous, long time learning skills - Analytical and critical thinking skill. - Openness to cultural otherness - basic knowledge of social medias - Be creative and resourceful - Comply with the codes of ethics
OUTCOME	<ul style="list-style-type: none"> - Set of athletic exercises, variety of different sports activities - Organization and planning of sports training. - Coordination of sports training; - Plan and execute teaching and training sessions. - Organization friendly competitions with other teams. - Training of athletes for competitions; - To know how to improve specific skills. - Set of different equipment which are needed to perform exercises 	<ul style="list-style-type: none"> - Sports activities to be easily instructed and followed on the outside and in not conventional sports terrain - Planning, organising and evaluating non-formal education activities based on athletics - To insert athletics tools in street education. - Demonstrates good comprehension of all the platforms/tools and methodologies - Capability to act autonomously and adjust - To plan and organize various sessions of a training with the particularities of a multi-ethnic group of participants. 	<ul style="list-style-type: none"> - Communication skills. - Listening and observing skills - Ability of communicating to his group (individually and collectively) via all popularised social media platforms. - Lifelong learning habits - Patience - Manage group complex situations - Ensuring that participants train and perform to a high level of health and safety at all times - Management as physical therapists, doctors, and nutritionists - Respect - Cooperation skills

	<ul style="list-style-type: none"> - Instruct a participant regarding the workout exercises: role of exercise in maintaining a healthy lifestyle and preventing chronic disease. - Summarize the general principles of health maintenance - Develop healthcare educational programming - Knowledge of legal and security issues related to sport - To acquire basic first aid skills - Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness. - Monitoring sports training, workout tests to assess a participant physical - Hunt for new talents: selection of athletes for practicing performance sports; 	<ul style="list-style-type: none"> - Builds a relationships with youngsters: mutual trust, commitment to personal growth - Motivating and building self-efficacy and trust - Explain and teach the basic principles, rules, safety procedures, and technical language of a sport. - Carrying certain aspects of the training in an alternate manner electronically or through other mediums: phone, a tablet - Describe the role of nutrition , regular exercise for improving or maintaining health and quality of life - Describe the principles and methods of body composition assessment, weight management methods - Describe current guidelines for proper hydration 	<ul style="list-style-type: none"> - Conflict management skills - Creativity - Enthusiasm - Confidence - Dedication - Organisation - Highly motivational skills: encourage participants to obtain and develop skills, knowledge and techniques - Working to a high legal and ethical standard at all times - Child protection and health and safety requirements. - Assess strengths and weaknesses in a participant's performance and identify areas for further development - Evaluate performance and provide appropriate feedback, - Work with IT-based resources to monitor and measure performance
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In conclusion a work rich in contributions that has provided a fundamental basis for the realization of the next action related to the construction of a training path for street coaches.



Organisation and preparation of training courses for new "street" coaches

Thanks to the contribution of all the partners, the competencies for athletic instructors, for street educators and the transversal competencies that should serve to the trainers for track and field educational projects have been collected. The aim of this activity was getting to an integral formative program for new "street" coaches.

The idea is that thanks to the contribution of all the partners, we can develop an integral course for all sharing the different knowledge, skills and experiences of each one.

The competencies should be divided into **prerequisites** that indicate the basic profile of those who can participate in the courses.

The **entering** competencies are those that should be included in a selection interview, or pre test, or orientation before the course.

The **outcome** competencies are the ones that will compose the training contents, those that the participants in the courses must learn during the training: the starting point for the construction of training modules for the course of the street coach.

It was strongly requested the contribution of all the partners to enhance their difference, which is why they were immediately chosen to be part of the project network.

The result, also in this case was very rich and is as follows:

TRAINING PROGRAM FOR STREET COACHES

Learning unit n.	title	objectives	Resources and methods	duration	Partner responsible for the module development
1	Overall Methodology	To know about the distinction between formal and non-formal training; To know one's own learner profile;	-Kolb's 4 step cycle leaflet -4-step-definitions -checklist -powerpoint presentation - The learning Styles Quiz - Kolb Educational Role Profiles - Kolb learning style questionnaire	4	Izgem
1	Organisation and Planning of Sport Training	To develop competences on planning training sessions Planning, organising, managing non-formal education activities based on athletics	. frontal lesson (45') Exercise/tutorial (75') Implementation (90') Power point, videos, working sheets	4	TL/Izgem
2	Sport activities outdoor	- Variety of different sports activities that have the capacity to be easily instructed and followed on the outside and in a not conventional sports terrain (grass rout sport). - To use the street as a track&field arena. - To insert athletics tools in street education.	. frontal lesson (45') Exercise/tutorial (75') Implementation (90') Power point, videos, working sheets, athletics tools	4	ADV
3	Have fun: challenges and wow factor	understand how to add fun surprising and exhausting participants	frontal lesson (20') Exercise/tutorial (30') Implementation (40') Power point, videos, working sheets, equipment	1,5	ADV
4	Be creative with exercise	To encourage the individual to use their own creativity Be creative with exercises: Learn what equipment/aids/gadgets can be used	Lesson/videos (30') Problem Solving (30') VideosWorking sheets, equipment	1	ADV

5	Friendly competition: Aware and Equipped	How to organise a friendly competition giving more specific elements on training equipment and managing strategies	Frontal lesson (45') Exercise (45') Implementation (60') Videos, powerpoints, examples, case study, sport equipment and facilities Lecture notes for all the participants	3	TL
6	Improve the performance	Being able to coordinate physical sessions to improve the performance of the participants	Videos (1 h) Training on the field (2 h)	3	TL
7	Hunt for new talents	Knowing how to recognise the abilities; being able to move the athlete in the correct direction by choosing the correct discipline; knowing how to develop the specific technical competencies of the athlete.	Examples, video, case study Lecture notes for all the participants	1,5	TL
8	Relationships and intervention in case of problems	How to build a good relationship between street educator and attendees; learn strategies and protocol how to act in case of problems (appropriate behaviour): techniques and strategies to overcome conflict	Frontal lesson (45') Exercise: simulations, role plays (90') Implementatio (75') Power point, videos, working sheets	4	ADV/EFA
9	Platforms/tools and methods: technological capabilities	General comprehension of all the platforms/tools and methodologies for carrying out the trainings planned	Tutorial, exercise, electronic devices	3	IIT
10	Structure of the Athletic System	To give knowledge on how the athletic system works	Frontale lesson 40' Assessment 20' Videos, powerpoints, examples. Lecture notes for all the participants	1	TL
11	Rules, principles and safety procedures	- Enhance the education and awareness knowledge concerning safety precautions and potential injury - Caring for injured athletes and requesting necessary medical assistance	Visual material including videos, powerpoints, and guidelines. A mixture of informational and practical approaches with visual material including videos, powerpoints, and practical demonstrations (first aid) and guidelines.	4	MP
12	Injury prevention model	Identify modifiable/non-modifiable risk factors & mechanisms for injury and illness	Visual material including videos, powerpoints, and guidelines on track fields and related playgrounds.	2	MP

13	Precaution & Risk Factor	Precaution & Risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities and diseases.	A more theoretical approach with visual material including videos, powerpoints, and guidelines.	2	MP
14	Child protection, health & safety requirements	To ensure the healthy development of children and young people by encouraging a positive relationship between partaking in sports and psychosocial development, and teaching children about key values such as honesty, teamwork and respect.	A mixture of informational and practical approaches with visual material including videos, powerpoints, and practical demonstrations (first aid) and guidelines.	2	MP
15	Healthy lifestyle promotion and health prevention	Give basic knowledge about healthy lifestyle, prevention, healthy eating to improve the quality of life	Activity sheets, Charts and images , Training course module content, Flash cards, etc.	4	GESEME
16	Evaluation	- evaluating a street-education project based on athletics - Evaluating the performance of the participants	Power point, activity sheets, guidelines, equipment	4	TL/EFA/IZGEM
				48	

Overall it is a total of 48 hours course in 16 modules that can be exploited, starting from the partners according to their needs. For this reason it is not necessary to realize all the modules but only those that seem necessary, especially starting from the competencies already existing in those who will participate in the course.

The various training units have been developed by different partners following the order indicated in the program table. All the Learning Units are collected in the folder entitled "Learning Units Partner Contributions", which is located in the drive:

<https://drive.google.com/drive/folders/1XroRoKDqyFLhqRSkk4ngvFS5LIYANluu>

Starting from this first path created with the contribution of all the partners, the training experiments in the next actions (creation of online training modules and test of outdoor/indoor experimental training courses) were carried out.

Creation of online training modules for new coaches

To facilitate the exchange of ideas and materials between partners has been realized online, on google drive, a course folder where you can find:

A. More details about the training path in a file entitled "WP3-A2 Training Program Modules - Sum Up_updated", which is located in the drive:

https://docs.google.com/document/d/1Eb25kv_m2yQsGwY69DPzTrERWAgbvHQ/edit.

This document specifies for each form:

1. general and specific objectives
2. learning outcomes
3. learning unit summary
4. list of resources, tools and methods

B. Each module corresponds to a folder in which resources, tools and methods (item 4) are collected as far as possible, which have been suggested by the various partners, and shared.

Since each module has been developed by a specific partner who has made their competences and knowledge available to others, this system also allows each partner to ask for clarifications and additional tools from the above-mentioned expert supplier partners.

Online training modules can be updated, improved, with new exercises and new materials that enrich the educational potential.

Test of indoor/outdoor experimental training courses for new "street" coaches

In relation to this activity, experiments have been carried out by TL, IZGEM, IIT, Geseme.

The pandemic in Europe has conspired against these experimentation. This is why in many cases it was possible to experience much less than was planned. The following tables show the characteristics of the experimental courses which have been designed by the partners mentioned above. The purpose of the experiments was to test the effectiveness of the planned training and bring improvements.

Partner	Training Title	N. Participants	Duration
TL	Street sport educator	7	5 days 20 h
DRPDNM	Informal training for young coaches and youth workers	2	4 h
GESEME	Healthy lifestyle promotion and health prevention	3	8 h on line 4 h in presence
GESEME	Healthy lifestyle promotion and health prevention for youngster	10	2 h in presence
IZGEM	Peace education	13	2 days 16 h
IIT	Sports-based activities with young people having a disadvantaged socio-cultural background	19	12 hours in presence + 4h self-learning = 16h

The table does not include some trials that were then carried out by Izgem, DRPDNM and MP.

In general, the experiments were adapted to the difficult period we were experiencing, in particular in many cases they were short courses, but as much as possible the partners wanted to carry out the courses in presence. TL and IIT have realized the more substantial courses, the second accumulating strong delay on the project timing.

Timing

TL	IIT	IZGEM	DRPD Novo mesto	GESEME, Spain	GESEME, Spain
15.11.2021 – 30.11.2021 Duration 20h (4h*5day)	online, 16 March 2022 17h-19h, face to face, 17 and 18 March 15h-19h online, 22 March 17h-19h Total 12 hours + 4h self-learning = 16h	20 – 21/12/2021 Two days/16 hours in presence	30.10. – 1.12.2021 4 hours: 2 hours online session 2 hours – face to face session	11th of December 2021- face to face session 4 hours- face to face session	November- December 2021- online sessions 11th of December 2021- face to face session 8 hours- online sessions 4 hours- face to face sessions

This table gives an idea of how much the pandemic in Europe has delayed the planned activities

Trainers/teachers selection

TL: By curricula

IIT: Internal decision of the Intercultural Institute. Both trainers are employees of the IIT

IZGEM: The trainers have previous experience as trainer and they are part of our organization

DRPDNM:

- Experienced trainers with national or international licenses who have been working in the field of sports for many years;
- Youth from the TPV Volley club who want to become coaches and work with children / youth in the future.

GESEME:

- Head trainer, having years of experience in healthy lifestyle trainings.

- Sport university graduate, the director of the Biomechanical and Corporate health department, and part of the training team of GESEME.

Most of the experimenter partners opted for the selection of internal trainers to the organization of proven experience, in line with the fact that the planned course concerned the area of organizational competence. TTL, on the other hand, has planned a course with different modules for which it has also sought trainers outside the organization on the basis of the curriculum.

Venue where the training was carried out

TL

- Online lesson (gotomeeting platform)
- Lesson in presence outdoor (Villa Gentile or Montegrappa)

IIT

- The face-to-face sessions were held at West Univeristy of Timisoara, room 334
- Indoor

IZGEM

- OŠ Grm, elementary school gym
- Indoor

DRPDNM

- Online, Indoor and Outdoor (in classroom session and of the football field)

GESEME

- Online sessions and face to face

Mostly the organized courses were set in presence; the online mode helped to work even in times of pandemic but it is widely preferred the presence mode for the specificity of the sports field.

Planned Objectives of the experimental courses

- To know working in team
- To insert athletics tools in street education
- To use the street as a track&field
- To support sports professionals in designing, planning and implementing sports-based educational activities with young people having disadvantaged socio-cultural background
- Having knowledge about what exercises are suitable for track and field sport session, the structure of the training.
- The aim is to provide the sports coaches and youth workers a set of training consisting of workshops on Human Rights, Non Violent Communication, Intercultural Learning and Discrimination
- Having knowledge about what healthy lifestyle is, healthy eating and the importance of physical exercise to improve the quality of life.

Expected results of the experimental courses

- To train street sport educators
- Participants acknowledge and understand the challenges that young people having a disadvantaged socio-cultural background are facing and how sports-based activities can contribute to developing the competences they need in order to get out from the vicious cycle of social exclusion Participants are able to design, plan, implement and evaluate sports-based activities adapted to the personal development needs of young people having a disadvantaged socio-cultural background
- Participants are able to design, plan, implement and evaluate sports-based activities for mixed groups including young people having a disadvantaged socio-cultural background and aimed at improving mutual perceptions and relations
- The training will provide knowledge on the rights of an individual as well as the obstacles that vulnerable groups have to face. This will develop better communication between the coaches and their trainees that are coming from vulnerable groups of the society.
- Role of nutrition in enhancing performance, maintaining a healthy lifestyle
- Explaining the benefits of a balanced diet
- Proper hydration for every group age
- Assess a participant's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status

It should be noted that the objectives and expected results are consistent with the programme prepared in the previous phase and cover almost all the modules included.

Target group

- TL: Athletic instructor, educators, school educators, sport instructor
- IIT: Professional coaches and sports teachers from Timisoara and surrounding area in the Timis County
- IZGEM: Sports Coaches and Youth Leaders
- DRPDNM: Club: young coaches, youth workers interested in sport
- GESEME - Training of youngsters: young immigrants actives in the local community centre
- GESEME - Training of trainers: school teachers, coaches at the local sport club, coaches in health and workers of the local community centre working with young immigrants.

Trainees selection

- Call for proposal (TL)
- A public call for participants was elaborated and promoted among sports professionals, with the support of the Sports Club of Timisoara West University and of the Inspector in charge of Sports and Physical Education of the Timis County Schools Inspectorate (IIT)
- The trainees are sports coaches and youth leaders of our organization (IZGEM))
- From the organizations that are part of the project (DRPD)
- We have announced the local Community centre and the local Sport club about our initiative, and they spread the word. Also, we have announced the GESEME team about the activity.

Recognition of the competences in a formal way

- TL try to propose them to the official authority
- It was agreed with the West University of Timisoara and with Timis County Schools Inspectorate that each institution will provide recognition of the certificates delivered by the IIT to the participants, as part of their continuous professional development
- IZGEM , DRPDNM and GESEME they haven't arranged the recognition of the competences in a formal way

To notice that these last two activities, trainees selection, formal recognition of the competences, have pushed the partners to look for new stakeholder in the territory, that is interested subjects to the final products of our plan, activity specifically related to the next point.

Stakeholders involvement

For TL stakeholders can give suggestions and help them to improve content and instrument. Comunità la Chiocciola, Centro educativo Link, Comunità Mlgrantes, Agorà In their experience in this experimental phase, the direct contact with educational centres or communities was helpful to create the first contact with the youngsters and to structure the activities in a place where we were the new people. It was also helpful to create a cooperation with the educators that gave TL suggestions on the educational aspects and on the right approach to have when you propose this kind of activities in a non-formal situation. They also helped TL in finding possible street sport educators and on the part of the training for the trainers about street education.

IIT: The two local stakeholders involved were: The Sports Club of the West University of Timisoara: Promoted the course, Contributed to the identification of some of the participants, Provided the venue for the face to face part of the course

Timis County Schools Inspectorate: Promoted the course and the project , Contributed to the identification of some of the participants, Supported participants to implement activities based on the course

IZGEM is in connection with youth centers and their workers will participate the training too

DRPDNM has involved *TPV Volley – sport club*: prepared examples of sports training that are suitable for outdoor performance, where not many tools/materials are needed, training is easy to perform, and at the same time interesting for participants; *Klub Gače* enabled us to carry out training with their club members

GESEME has involved The local community centre and the sport club

Use of distance learning modules and why

To facilitate the participation of a wider group of people (TL)

Two sessions of the course, the first and the last, were done online. This was more practical and allowed for the meaningful use of some online tools. The online sessions were organised on the Zoom account of the IIT (IIT)

No (IZGEM)

We are enabled to perform live. The sport has specifics and it is difficult to carry out sports training online And because we believe that personal contact is always better (DRPDNM)

Only for the online modules (GESEME)

Programs of the planned experimental courses

- TL remained true to the original program by making almost all the modules provided, except:
 8. relationships and intervention in case of problems,
 9. platforms/tools and methods: technological capabilities,
 16. evaluation
- IIT has created a special program, completely original centered on the educational approach, a useful innovation for the definition of the training program for Street Coaches: Sports-based activities with young people having a disadvantaged socio-cultural background
- Izgem has programmed a module on peace education, useful contribution for the realization of module 8.
- DRPDNM has developed its program to realize modules:
 2. Sport activities outdoor: sports equipment I need, selection and sequence of training exercises
 3. Have fun: challenges and wow factor
 4. Be creative with exercise
- GESEME has given its contribution on module 15: healthy lifestyle, promotion and health prevention

IN CONCLUSION ONLY MODULE 9 WAS NOT TESTED BY ANY PARTNER.

FEED BACK QUESTIONNAIRE

As already pointed out, the period during which the trials were to be carried out, as can be seen from the above dates, has been marred by the restrictions due to the pandemic. This has meant delays but above all the fact that not on all the modules has been made the experimentation that we expect.

But Izgem has created an unexpected one that enriches the educational repertoire

The following is the collection of data detected at the end of the trials.

Partner	Training Title	N Questionnaires
TL	Street sport educator	7
DRPDNM	Informal training for young coaches and youth workers	2
GESEME	Healthy lifestyle promotion and health prevention	3
IZGEM	Peace education	13
IIT	Sports-based activities with young people having a disadvantaged socio-cultural background	10
total		35

On the basis of the 35 questionnaires collected, it is clear from the next table that there were 54 participants in the courses.

Biographical Data

	DRPDNM	GESEME	GESEME	IIT	IZGEM	TL
Age/sex	18 male 17 female	13, 15, 15, 16, 17, 17, 19, 20, 21, 21/ male	45, 41, 45 Male and female	19 Adults Male and female	13 Adults Male and female	22, 21, 17, 20, 18, 21 female 22 male
Qualificatio n	Students	Pupils	Trainer, Health coach, Health technician	Coaches and sports teachers	youth leader, administrati on staff, sports coaches	Students, athletic instructor
Home country	Slovenija	Spain	Spain	Romania	Turkey	Italy

The table shows that it is a composite group where there is a team of 35 adult people (from 30 to 45 years), mostly teachers and sports coaches while the remaining 19 are young people around twenty or very young under 18, mostly students.

PARTICIPANTS ASSESSMENTS

Rating Scale	Not at all	Not enough	So and so	Enough	Completely
	1	2	3	4	5

	DRPD	GESEME	GESEME	IIT	IZGEM	TL
The course you attended met your initial expectations?	4/4	5	5	5	4/5	4/5
Do you feel that the teaching methods used to realize the course were effective?	4/5	5	5	5	4/5	4/5
Are you satisfied with the educational materials used in the course?	5/5	5	5	5	4/5	4
If you took advantage of distance learning, did you find it effective?		5	5	5		3/4
Do you think there is a good group atmosphere?	4/5	5	5	5	4/5	5
Do you think the training provided you with knowledge and skills that will be applicable in your job?	4/5	5	5	5	4/5	5

As regards competencies, do you think they improved thanks to the training?

Level				
LOW				HIGH
1	2	3	4	5

Competencies	Planning a training 4/4
	Communication 4/4
	Creativity 3/4
	Understanding the role of nutrition 5
	Understanding the benefits of regular physical activity 5
	Explaining the benefits of a balanced diet 5
	Understanding the Healthy hydration guidelines for adults and teenagers 5
	Understanding the role of nutrition 5
	Understanding the benefits of regular physical activity 5
	Create a training program tailored to his/hers needs 5
	Explaining the benefits of a balanced diet 5

PARTICIPANTS ASSESSMENTS

	<p>Proper hydration for every group age 5</p> <p>Assess a participant's health status and monitor changes 5</p> <p>Weight management methods and strategies needed to support 5</p> <p>Critical understanding of the effects of social exclusion on young people with disadvantaged socio-cultural background 5</p> <p>Empathy 5</p> <p>Using non-formal education principles for designing sports-based activities involving young people with disadvantaged socio-cultural background 5</p> <p>Using non-formal education principles for evaluating sports-based activities involving young people with disadvantaged socio-cultural background 5</p> <p>Human Rights 5 (2)</p> <p>Non-violent Communication 5 (2 – 4)</p> <p>Not discrimination 5 (3 – 4 – 1)</p> <p>Safety in managing training (4)</p> <p>Knowledge of new exercises (3)</p> <p>Ability to engage (5)</p>
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Comments, observations, suggestions

<ul style="list-style-type: none"> ✓ The training was well planned with very active exercises ✓ It is very important that we learn how to focus on the competences of the RFDCD (Reference Framework of Competences for Democratic Culture) in planning sports activities. Even though at first it seemed like a complicated and dull tool, it seems much easier than I thought. ✓ Even if these activities cannot be quantified so easily, I believe that in the long run, children will learn how to accept each other but also how to accept themselves. ✓ We found a safe environment to share and know each other ✓ This kind of skills must be spread with the help of the sports activities to larger communities ✓ The training in a group improved the productivity of the training and the skill of empathy is also improved thanks to the training ✓ I found a chance to improve my skills on topics that my prior knowledge was wrong thanks to the training realized in a sincere and kind atmosphere ✓ Despite the covid, the lessons were followed and carried out in the best possible way, giving the students the opportunity to participate without any problem
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Most positive aspects of the training experience

- I love seeing how much fun the kids were having during the exercises.
- We played and learned in the same time
- It was a fun experience
- I liked the trainer explanations
- I will bring my young cousins to the community centre activities
- It would be cool to have on Sundays a short discussion about sports before the football match
- The trainer experience in the subject
- We have now some new ideas for activities in the community
- I will attract more migrants in our activities, providing them a training in this subject
- Provides a new perspective on what we are doing
- To help coworkers to know each other better and have an improved dialogue
- Experiencing to meet in the half way while there were different opinions being shared
- To learn new ways of communication that would help to manage some bitter situations without getting angry
- That it is possible for people from different backgrounds and having different opinions on daily issues could have a pleasant time together
- To look the situations from different angles
- Refreshing the knowledge on Human Rights
- The benefits of being empathic
- New and efficient methods and skills to be used throughout a carrier
- Having mastered new and beneficial skills
- Multiplicity and diversity of themes
- The course Helps to better understand how to relate in atypical situations
- I can say that it was an interesting and useful formative experience with the aim of improving my skills and a tomorrow to better address certain issues.
- Combining sport and education in a single figure.
- The figure of the street coach educator

Note or suggestion on the training course

- I think that the course was guided very good and everybody learnt something
- To repeat the sessions, for other participants
- To do another training course for the participants about mental health
- To use the ideas of activities that came out during the training, to develop a collection of suggestions for other coaches and sports teachers
- To spread this knowledge with trainings addressing directly young people.
- With the help of experimental courses like these in the future you can bring improvements to the training of the street coach.

On the whole, the formative experiments have obtained excellent participants assessments also regarding the acquired competences.

Many recognized a good organization and success of the courses, it is suggested to propose it to others, to continue working on the profile of the street coach that is considered a good idea, and a good design goal.

Also for the fact of directing sport not only as a physical, agonizing, healthy factor, but also as a social and inclusive context.

Supplementary and online training modules

At the end of the trials, some significant changes were made both to the training programme and to the learning units contained therein:

Learning unit n.	Title	Duration/hours	Partner responsible for the module development
1	Overall Methodology	4	Izgem
2	Organisation and Planning of Sport Training	4	TL/Izgem
3	Sport activities outdoor	4	ADV
4	Have fun: challenges and wow factor	1,5	ADV
5	Be creative with exercise	1	ADV
6	Friendly competition: Aware and Equipped	3	TL
7	Improve the performance	3	TL
8	Hunt for new talents	1,5	TL

9	Peace education: relationships and intervention in case of problems	4	IZGEM
10	Platforms/tools and methods: technological capabilities	3	IIT
11	Structure of the Athletic System	1	TL
12	Sports-based activities with young people having a disadvantaged socio-cultural background	16	IIT
13	Rules, principles and safety procedures	4	MP/TL
14	Injury prevention model	2	MP/TL
15	Precaution & Risk Factor	2	MP/TL
16	Child protection, health & safety requirements	2	MP/TL
17	Healthy lifestyle promotion and health prevention	4	GESEME
18	Evaluation	4	TL/IZGEM

The total number of modules increased from 16 to 18, for a total of 62 hours. In particular, new contributions were made:

IZGEM that has enriched the program with an innovative module of peace education, as tools to resolve conflicts in the group of students

TL and GESEME contributed to many modules that had been prepared by MP (Rules, principles and safety procedures; Injury prevention model; Precaution & Risk Factor; Child protection, health & safety requirements) but he could never experience them.

Finally provided his formative contribution IIT that had found himself late to do the training experimentation and to provide his results: Sports-based activities with young people having a disadvantaged socio-cultural background, module that develops the theme of street educational approach with social purposes.

Finally, EFA contributed to the development of the training evaluation module. Both the training program and the related material, as already explained, is constantly updated by those who experiment with the materials and make improvements, in the online folder:

<https://drive.google.com/drive/folders/1kFuTd7UH-OdmNsC6sl6EljYpaolhSF2I>

TESTING/COACHING TEST PHASE ON LOW SKILLED YOUNG PEOPLE

The purposes of this stage of the project were as follow:

- Prepare the online support tool for raising awareness of young people on the track and field, "Athletics testimonial" which will then be distributed in later stages and integrated into the IO3;
- Obviously, to be of help to the first group of young participants in the first local path;
- Initiate sports coaching courses for young people, calibrated according to the level of previous knowledge / experience in the host country, and according to the learning target and individual result, to favour sports and social inclusion, according to the study of the IO1;
- Offer public administrations that regulate the figure of the educator and the universities that formalize the specialization paths new training tools and ways of working for their institutional paths.

Creation and adaptation of street track and field learning paths to children and young people

They took part in 3 of this activity, instead of the 2 that were planned. To the proposal of TL and IIT was added that of IZGEM. To follow some tables that illustrate what has been

Responsible partner	TL	IZGEM	IIT
Educational Path Title	From street to track	Improve the Performance	Intercultural education through sport activities in Cerneteaz

Educational needs analysis

TL

Group A – The main need is to have a normal style of life. Sport is an important instrument for the development of a balanced personality. Through sport they can learn to respect rules, to improve ability, to work in a jointly way

Group B – The main need is inclusion in a new country.

IZGEM

The participants were selected in regard to their abilities to do sport activities so that structured trainings provided by sports coaches would give them the chance to carry their abilities to a further level.

IIT

Two main types of needs were identified by the teacher:

Needs of Roma children to develop a better self-image and self-esteem

Needs to facilitate more interaction and better relations between Roma and non-Roma children, due to the fact that both in school and in the village there is little interaction or there are negative interactions

The needs on which the EPs intended to intervene were of a social nature (inclusion, development of self-esteem and balanced personality, interaction between different social groups), and of a sports type: health, improving one's ability.

Objectives

TL: To give them more self-consciousness

IZGEM: Participants were a blended group of school girls, some from economically disadvantaged backgrounds and some were immigrants. Providing a training together would facilitate their adaptation to sports and mainly social activities because sport provides interpersonal cohesion and destroys class differences. For this reason, it is faster for people who do sports to get to know each other faster

IIT

- development of self-esteem, self-efficacy and a positive self-image of the Roma children living on the Street of Joy, a street where a segregated and strongly disadvantaged Roma community lives
- improvement of the relationships between Roma and non-Roma children

Expected results

TL: To improve their sport ability, lifestyle, self-awareness

IZGEM: To offer them the possibility to try new things that are good for them

IIT: To improve, by sport based activities, self-esteem, social awareness, sport abilities and the ability to act and think as a group, to socialize by gaining physical fitness

The objectives and expected results of the EP, consistent with the analysis of needs, aimed to provide participants with more social awareness, self-esteem, adaptability, overcoming social differences, their own insecurities, improving relations between groups of different backgrounds, to improve their sport ability and lifestyle.

Street coaches selection

TL create a working group in which works together expert technicians that are involved in the project and 1 /2 street sport educators that took part in the TL course

With IZGEM, the coaches are already working within our sports club

In the case of IIT a teacher volunteered during the course to experiment an educational path in which to apply the aspects learned in the course.

The street coaches were selected among the trainers already present in the organization but also among those who had participated in the experimental training of the previous phase.

Methods and tools

TL use the basic tools of athletics like little hurdles, vortex, pins and everything we have at disposal in the place we do the activity that can be useful to our sport goals. Considering the type of target group TL try to adapt the exercises and activities as best as could considering all the aspects both formal and informal so that the proposal is useful to the group TL is working with.

During the training, main focus was on drills for the correction of running which is the main feature of athletics. At the same time, short sprint, obstacle and slalom runs were practiced upon and previous to flexibility exercises. Complex exercises combined with good warming-up, correct running style and flexibility make it easier to move on to other specific branches (Izgem).

Cooperation and competitive sports activities organised in mixed groups including both Roma and non-Roma children and followed by a debriefing aimed at stimulating awareness of positive feelings and of the benefit of maintaining positive intergroup attitudes and behaviours (IIT).

Learning assessments tools for the kids

TL: Some kind of tests to see their progress (speed, jump, throw...)

IZGEM: Speed, jump and coordination tests

IIT: Three sources of input were considered for the assessment of the effects of the educational path on the children:

- Observations done by the teacher during the activity, including during the debriefing
- Feedback received from external observers (IIT representatives and guests)
- Individual discussions with children in the same day or the following days after the activity

The learning assessment tools refer to both the sport and the social field: tests on physical ability; observation, feedback and comparison of social skills.

Distance learning module

TL planned 4 lessons that were held online in the Training for the Trainers. They were the theoretical once.

Izgem did not build a distance learning module because sport activities need the participants to be together.

IIT did not realized a distance learning module because it was not appropriate, on the contrary, considering the age of the children and the objectives, it made more sense to use direct interaction.

Recognition of the street coaches competences in a formal way

TL and IZGEM have not found recognition system of street coaches competences in a formal way

IIT has experienced an additional certificate, besides the one given for the participation to the course, was provided for the contribution to the development, implementation and evaluation of the educational path, recognised by the School Inspectorate in the annual evaluation of the teacher

Unfortunately both TL and IZGEM have not yet managed to implement a system for the formal recognition of street coaches' skills, not yet. IIT has succeeded with the collaboration of the School Inspectorate: a path that seems useful to follow.

Involvement and contribution stakeholder

TL: for the EP were involved different communities that work with disadvantaged realities, and they gave us some input on how to approach the target group of youngsters we involve in the experimentation.

IZGEM: The schools were involved via the district national education directorate and the participants were chosen among the school girls from underprivileged groups who were willing to go further in sports trainings.

IIT: the Cerneteaz school was involved, the activity was hosted by the school and was supported by the school director

Programs and modality of realization

TRIONFO LIGURE

Phases of the EP	Timing	Actions	Methodology	Venues
Phase 1: target group selection	2-3 months	Contact with communities	Interaction between coaches and educators	Local areas where the communities operate
Phase 2: street coaches selection	1 month	Contact with sports associations, educational centres and associations	All the people involved met the characteristics we needed for the	Online and in Villa Gentile
Phase 3: needs analysis	1 month	Considering the characteristics we thought were important for the figure we want to create	We consider all the details we put together with all the partners	Local areas
Phase 4: first approach	First lesson	Getting to know all the participants	Everyone is asked to do a brief self-presentation	Online
Phase 5: EP activities	2 Months	Propose examples and different types of exercises and approach	Adaptation of what we do in the facilities to the situation we are in during the street activity	Local areas
Phase 6: Conclusion (competition, exam, event...)	Last lesson	Creation of a certificate for the Trainers Little friendly competition for the youngsters	Little ceremony for the Trainers Organization of a competition with also our athletes to improve the inclusion process	Villa Gentile
Phase 7: EP evaluation	In progress	observation	We try to observe closely all the progress made by the participants so that we can have a complete vision of the improvement of our activities	Local areas

IZGEM

Phases of the EP	Timing	Actions	Methodology	Venues
Phase 1: target group selection	2 Months	The district national education directorate is reached	Formal contact	-
Phase 2: street coaches selection	6 Months	The coaches of our club were given trainings related to human rights	Non-formal education	Indoor trainings
Phase 3: needs analysis	1 Month	Creating a group of participants that would benefit the most from the experienced coaches	Open discussions with the stakeholders	Our premises and local areas
Phase 4: first approach	Half day	Presenting the goals of the action and both the instructors and the participants to each other	Non-formal education	Indoor and outdoor sport areas
Phase 5: EP activities	2 Months	Sport exercises, social games and friendly competitions among the participants	Non-formal education	Indoor and outdoor sport areas
Phase 6: Conclusion (competition, exam, event...)	Half day	Final training and evaluation of the progress of the participants	Non-formal education	Indoor sport area
Phase 7: EP evaluation	-	Open discussion of the stakeholders and planning of further activities with same type of groups and with the same group	Informal	Local premises

IIT

Phases of the EP	Timing	Actions	Methodology	Venues
Phase 1: target group selection	18 March 2022	Call for volunteers among the participants	Participants in the training for coaches were informed when they registered that they will be invited to design and test an educational path	West University of Timisoara, the venue of the training
Phase 2: street coaches selection				
			with disadvantaged young people	
Phase 3: needs analysis	21 March	Identification of the main needs of the target group	Based on the fact that the sport teacher/coach knew well all young people in the village	Cerneteaz
Phase 4: first approach	22 – 23 March	Design of the detailed structure of activities based of the course	Developed by the teacher/coach in cooperation with a colleague who also attended the course	
Phase 5: EP activities	24 March	Activities implemented according to the plan	The sport teacher works with the children and the T&F4All guests observe	Cerneteaz
Phase 6: Conclusion (competition, exam, event...)				
Phase 7: EP evaluation	During the following hours and days after the activities	Writing observations and individual discussions with participants	The following sources were used for evaluation: observations of the teacher and of the guests, discussed in the days following the event. Discussions with participants immediately after and a few days after the event	Cerneteaz and phone exchanges with the IIT during the days following the activity

A large discrepancy can be observed between the duration of the Timisoara EP (just over a week) and that of TL and IZGEM (between 9 and 11 months). This difference is due to the fact that IIT works from a social context, from a school, which it has already selected in the previous phase, and uses sport as a methodology to intervene on education. The other two start from sport to get to education. For both the agonistic side has a relief and to develop it takes time.

Production of a motivational videogame for apps to involve young people

Originally the idea was to create a videogame/app in which the youngsters could participate with their progress in the sport activities, but TL decided to readapt the concept considering the evolving of the project, and the analysis of the needs of young people chosen as a target of the project. With the partners it was found that more than a video game would need a motivational video, So was found a Company in Genoa, Ggallery, that proposed an alternative that was good for the projects' needs considering all the aspects. Besides for some of the partners it was a new path of working: create some motivational videos for each partner linked to a Qrcode that could be put in our sport facilities.

These are the instruction that were given from the Company that will create the QRcode system with the partners' motivational videos:

- The video should be max 2 min long

- Use horizontal framing, paying attention to the background

- If you use a phone pay attention that it is stable while recording

- Try to realize the video in a place with no background noises

- Give the english translation of the text of the video so that it can be subtitled

- Delivery of the videos: they need to be sent by April 30th. Each partner should send 2-3 videos

Selection among partners (and stakeholders) of young target groups in each country where partners have experienced the EP

In the following table you can compare, in relation to the 3 EPs tested, the description of the target groups protagonists of this action, and how they were selected.

	TL	IZGEM	IIT
Target Group - description	<p>Group A - 8 youngsters (age 6 – 14) coming from a violent family background</p> <p>Group B - 8 youngsters (age 18 – 25) immigrants</p>	15 girls (age 10-15) from disadvantaged groups	A mixed group of children including Roma and non-Roma children from Cerneteaz, a village near Timisoara where there is a disadvantaged Roma community

Selection of the target groups	<p>Group A – We selected them through a contact with associations of women against violence. They indicate us this need and we imagine we can create an inclusive path.</p> <p>Group B – We have contact with associations of immigrants and we propose them a innovative sport path</p>	The participants are students that follow formal education on state schools.	The group was identified by one of the participants in the training for street coaches who volunteered to experiment a new approach, based on the course provided by the IIT
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Implementation of three experimental educational paths (EP) for young groups led by new street instructors

At the end of the EP we asked the street coaches involved and the organizing partners to give us their assessments on the trial. The following tables collect the summary of the data we have collected.

STREET COACHES ASSESSMENTS

Rating Scale	Not at all	Not enough	So and so	Enough	Completely
	1	2	3	4	5

	TL	IZGEM	IIT
I was satisfied with the EP	4	4	4
The EP met the stated objectives	4	4	5
the EP was very participated by the kids	5	5	5
The EP provided enough contents to the kids	4	4	4
The EP provided enough tools to the kids	4	4	5
The EP was relevant to the kids	5	4	5

As can be see from the table the EPs have found a very high approval by the street coaches who operated there.

Strongest elements of the EP (what worked very well)

TL: The strongest elements of our EP are the way we propose our sport in a different way trying to adapt it to the different situations we work in, so that the activities were always different and interesting for the participants

IZGEM: To implement simple and easy to do exercises for both indoors and outdoors. To show different aspects of running activities and to keep it fun for the participants with non-formal games

IIT: Interactive sport activities followed by debriefing

There are several strengths that emphasize the possibility of presenting the sport in a different way to make it interesting and inclusive, more fun and less formal, with the opportunity to have a debriefing after the exercises.

Elements that could work better

TL: Maybe the contact with the associations, because it is not always simple to find a solution that works for everyone, and the Covid-19 Emergency aggravated the context

IZGEM: Focusing on one basic sport in our case running might be simple and that could be better to add more activities involving team sports and ball.

IIT: Explain better the rules and anticipate the fact that some children will not comply or comply partially to the rules

By the street coaches was not mentioned even an element that did not work in the EPs, while they noted that could work better:

the relationship with associations (aggravated by the situation created by the COVID),
inclusion among the sports exercises more attractive activities for young people,
treatment of children who don't comply the rules.

Weakest elements of the EP

IZGEM: The participants should be provided with necessary sportswear

IIT: Not all children were equally involved

Recommendations for improvement of EP

TL: Improving the communication with the locals

IZGEM: To make a whole programme with necessary duration and the training calendar that foresees exercise free days in order the trainee to develop the desirable physical condition

IIT: A focus on fewer things and adapt the language during debriefing to the level of the children

Among the recommendations for the improvement of EPs it seems important to emphasize communication with local realities, the concept of doing less but do it more deeply, and to adapt the language to that of children.

PARTNERS ASSESSMENTS

Objectives

TL & IZGEM: stated objectives have been met

IIT: To a large extent they were met. One of our main expectations was that the teacher gains confidence that sports activities can be done in a way to develop more than the body, also attitudes and skills of the children, as well as the perceptions and relations between Roma and non-Roma children.

“teacher gains confidence that sports activities can be done in a way to develop more than the body, also attitudes and skills of the children, as well as the perceptions and relations”

Main results of EP

TL create a working group of street educators that are cooperating with our expert technicians in our activities

IZGEM: The participants are eager to take their sport activities to a further level and self-resolved to train in a disciplinary way

IIT

- more positive self-image and self-confidence of some Roma children
- improved relations between Roma and non-Roma children

Among the results achieved an innovative coaching team, more mature sports coaches, greater self-confidence of the target group children, and relationship skills.

Strongest elements of EP (what worked very well)

TL: The creation of an interesting mix of lessons in which we put together all the elements we find important for the experimentation

IZGEM: Having a goal of improvement but not to introduce sports to the participants is very motivating so that the participants engage with more enthusiasm

IIT: A competitive activity done in two mixed teams

Elements that could work better

TL: The involvement of the teachers

IZGEM: In order to reach to certain level of improvement the EP should be seen from a wider perspective with the breaks and training days while proposing a way of living with the dietary patterns, sleeping and rest habits

IIT: Finding strategies to ensure a more balanced involvement by more careful timing and detailed personalised instructions

Weakest elements of EP (what did not work)

IZGEM: To be able to measure the improvement pre-tests and post-tests should be carried out carefully and more time should be allocated both by trainees and the trainers

IIT: The debriefing, with attempts to impose a conclusion and not allowing enough time for reflection, processing and expression of children's impressions, emotions, ideas

Overall, the partners perceived the new methodology as a strong point that strengthened the training path and gave enthusiasm to the new coach of the road. Work still needs to be done to involve more stakeholders in the educational dimension of the project and in the best times and in the best ways; we also need to be able to adapt the EP more flexibly to concrete situations.

We also need to improve the methodologies and timing for testing and debriefing at the end of the EP.

Recommendations for improvement of EP

TL: Try to involve better the teachers so that they can be more useful, in particular with the technical aspects we need to transfer into a non-formal context

IZGEM: The EP might propose some personal trainings in order to strengthen the body and certain muscular groups in addition to the trainings held under supervision of a trainer

IIT: The activity itself was in general well-structured but the implementation of some aspects could be done better. This is however normal given that it was the first time the teacher applied aspects learned at the course. In the future, activities will have even better effects.



Settlement of validation models of street coaches' skills

As a foreword to this chapter, a few words on the situation regarding the recognition and certification of competences in Europe and how to adapt it to the objectives of T&F 4All.

Recognition of competencies, validation processes and certification in Europe

The construction of a European Area of Skills and Qualification (EASQ) has been ongoing since the beginning of the century, aiming to make skills and competencies more and more recognized in any of the

Still the European Vocational Educational Training (VET) system have different structures and the number of different qualification and qualification levels do not allow an immediate and official correspondence.

In short:

- Since 2002

- Transparency tools: recognition documents (such as diploma supplement, European CV, Europass, etc.)
- Experimentation for the qualification mutual recognition (such as ECVET (European Credit system for Vocational Education and Training)
- Quality of training

- 2008 - 2017

- European qualification framework (EQF) - 8 levels descriptors: Knowledge, skills, and responsibility/autonomy
- National qualification framework – referencing reports

- 2012

- Validation of non-formal and informal learning

European document made some concepts common and shared, such as:

- Competence, based on knowledge and skills

- Formal learning

- Non formal learning

- Informal learning

- Learning outcomes

These concepts are the components to describe occupations (professional profiles) and qualifications, adopted in most European countries, and in the European repository ESCO – European Skills/Competences, qualifications and Occupations.

Qualifications are compared at European level through the European Qualification Framework (EQF, revised in 2017); Each country edit a National Qualification Framework with reference to the European one, in order to make each system connect to the other. An automatic recognition of the qualifications at European level is the final goal, but it is still on the way to go.

The recognition of the acquired competencies can be declared by the learner, by the organisation that supply the training or the validation path, or by a public institution. Respectively the recognition has a different value; first, second and third party. The Identification, Documentation, Assessment and Certification steps are already adopted in many countries and others are going to consolidate this practice for the recognition of competencies acquired in formal, non formal and informal learning.

On a different, quite opposite side, there is the recognition of the market, of the employers. Some certification issue by private organisations, national or international, are recognized for their seriousness and their clear content so that they are valuable document to be selected in the labour market.

The convergence of this two kind of recognition is a great challenge for the National and European VET and certification systems.

The countries Certification System

Each European country issued a referencing report which compare the National qualification framework, if present, or the national VET system with the EQF. Form a general point of view, these documents indicate the kind of certification is available and the part of the VET system that is involved.

The review of the occupations/professional profile standards repositories show that:

- In none of the partner country there is a specific profile addressing Street Coaches. Some abilities or competencies are included in other professional profiles, related mainly with educator, street educator, and athletic instructor
- In the different repository and profile description, it is possible to find Competences or competences units, which are linked with skills and knowledge. (it is advisable that these concepts are the base to describe Street Coaches competence framework)
- Esco offers a good profile (defined under the list of “occupations”) that can be a base for the description of the sports coaches, instructors: social work practice educator

The official recognition of a qualification or of some competences in each country when a consolidated standard is not present yet, requires a long process, different in each country which can take more than the duration of T&F4All project and require a strong intervention of the competent authority.

T&F4All aims to design some standard competencies, linked to an occupation/professional profile, created considering the national and European existing standards. This will be the reference point for the validation of competences, that will be developed through training activities taking into consideration also the competences already acquired by people involved in the project.

Since the starting point is that different professional profiles or qualifications are present in the project countries that are not completely coincident, the T&F4All Framework of competencies will consider the feature of each national standard that can overlap in order to be able to transfer the Street Coach competencies in the national systems when possible. The validation of the acquired competences by T&F4All partnership can be used by each learner in his/her country to access the local IVC process (Identification, Validation, Certification) and obtain a public recognised qualification.

Following steps

1. Checking the appropriateness of the ESCO standard toward partners experience and first draft of the competences listed on the base of partners' experience
2. Checking the overlap of the new profile/competences with national/regional profiles, starting from the one selected in the background review
3. Check with national/regional authorities the possibilities of a public recognition
4. Check with international private sectoral organisation the possibilities of a recognition

Recognition of competences in a formal way after the EP

TL created a certificate of participation for all the attendants

IZGEM provided certificate of attendance to the non-formal courses provided

TL and IZGEM didn't follow, yet, any model for the recognition and validation of skills during the EP

IIT has delivered a certificate, besides the one given for the participation to the EP, provided for the contribution to the development, implementation and evaluation of the educational path, recognised by the School Inspectorate in the annual evaluation of the teacher.

APPENDIX

	Athletic Instructor Competences	Street Educator Competences	Transversal/Soft Competences
ENTERING	<ul style="list-style-type: none"> - To have practised one sport in your life. - Availability to new innovative trainings and workouts - To know athletic world (the cluster of disciplines that compose it). - The ability to develop and structure a variety of sports trainings by applying demonstrable skills and knowledge for performance, recreation or health goals in a safe, legally, competent and attractive manner. 	<ul style="list-style-type: none"> - Have knowledge, skills and appropriate attitudes. - Basic knowledge and interest regarding non-formal education. - Up to date and continuously informed in the developing methodologies & trainings that can demonstrate concrete results and effective outcomes in assisting young people with a troubled background. - Interacting Well with children/youth 	<ul style="list-style-type: none"> - Competences of leadership in a group. Capable of leading and inspiring small teams and particularly ones that are been consisted by young people from diverse backgrounds. - Be able to collaborate and work well in a team, able to work in a participatory style and encourage everyone to contribute ideas and make decisions. - Ability to build synergies and meaningful

	<ul style="list-style-type: none"> - Sportsmanship skills: having knowledge about the effects of doing sports on physical body and the spirit of those exercising an activity. - Work respectfully and effectively with diverse populations and in a diverse work environment, keeping in tune with the cultural specificities and the environmental circumstances of the area/region/target group, etc. Demonstrate awareness of the impact that participants' cultural differences have on their attitudes and behaviors toward physical activity. - Capable of identifying and adequately addressing socially constructed obstacles, social challenges, regarding physical activity and wellbeing, with the purpose of equipping them with the essential skills, knowledge, ethics and most importantly attitude in order to become more capable of elevating 	<ul style="list-style-type: none"> - To be motivated to make a positive contribution to other people and their social and natural environment, locally and globally - Positive attitude towards working with disadvantaged young people - Critical understanding of the reasons why certain groups are disadvantaged - Aware of the most recent technological trends that can be deployed and utilized in trainings targeting (especially) younger audiences that have a better familiarization with these technologies. - Believe in empowering street education to youngsters by setting up opportunities for them to recognize and develop their own skills by building self-confidence 	<p>collaborations with other trainers and instructors.</p> <p>Include the participant (and family, where appropriate) in the decision-making process.</p> <ul style="list-style-type: none"> - To be a motivator- goal oriented- Have determination, enthusiasm. Self-motivated, self-efficacy. - Have honesty, integrity, maturity, and a sense of responsibility, patience, compassion, empathy and sympathy, Respect, Interpersonal skills. - Extrovert: assertive, positively oriented - Management: planning skills, good communication, decision making, delegating the tasks, problem solving and motivating. - Demonstrates flexibility, adaptability when needed. - Strong mediation, conflict resolution skills. - Effective interpersonal communication skills,
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	<p>themselves out of their situation and gradually start integrating/be more active in their hosting community.</p> <ul style="list-style-type: none"> - Gradually enhancing a behavior and a mindset of fairness in sports and life in general despite the unfortunate situations they might need to face: <u>promote fair play</u> and advocate ethical values among all members of society. - To be sport friendly. - Leadership skills: strong boost to determination, development and innovation - Basic knowledge related to hygiene, healthy lifestyle, anatomy, athletics 		<p>particularly with younger members and children of a community. Can communicate with participants at a personal level reaching out not only to the ones that have a positive attitude, but especially to those ones that are more reluctant, introvert and/or shy.</p> <ul style="list-style-type: none"> - Skills of listening and observing - Autonomous learning skills - Have the desire to learn continually. This would involve being aware of your limitations and seeking help when necessary. - Analytical and critical thinking skill. - Openness to cultural otherness and to other beliefs, world views and practices. Tolerance of ambiguity - Be aware of the ever-changing trends in technology.
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			<ul style="list-style-type: none">- basic knowledge of social medias.- Comprehends the power and effect of Social Media in youth's life.- Commitment to work, to different tasks.- Engages with learners in ways that build positive relationships – regardless of their ethnic origin, athletic capabilities, gender, religion or any other characteristic- Be creative and resourceful; inspires creativity and innovation, enhances the quality of life and the workshops in which they are involved.- Advocate for the profession.- Comply with the codes of ethics of the profession/ organisation.- Execute duties within the identified scope of practice for athletic/street educators trainers
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			<ul style="list-style-type: none"> - Recognize the unique skills and abilities, understand the scope of practice of other healthcare professionals.
OUTCOME	<ul style="list-style-type: none"> - Set of athletic exercises, variety of different sports activities that have the capacity to be easily instructed and followed – particularly on the outside. - Organization and planning of sports training. - Coordination of sports training; - Plan and execute teaching and training sessions. <p>Design a workout program to meet the individual needs of a participant based on the results of standard fitness assessments and wellness screening.</p> <ul style="list-style-type: none"> - Tailored: made exercises for the specific group(s) of individuals following the trainings. Specific training of athletes. - A set of the most cutting edge and innovative trainings that can concretely 	<ul style="list-style-type: none"> - Variety of different sports activities that have the capacity to be easily instructed and followed on the outside and in a not conventional sports terrain (grass rout sport). - Planning, organising and evaluating non-formal education activities based on athletics - To use the street as a track&field arena. - To insert athletics tools in street education. - Demonstrates good comprehension of all the platforms/tools and methodologies necessary for carrying out the trainings planned. - Is capable to act autonomously and adjust if sees fit the methodological context of the trainings – especially 	<ul style="list-style-type: none"> - Communication skills. Ability to implement a sports program: he coaching experience will give the instructor a much improved communication skills. Ability to communicate with a different cultural community. - Focus and interpersonal skills in presenting clearly to his audiences whilst being easily understood by all participants regardless of their background. Focus to a clear objective, knows to explain in short way. Brief explanations - Listening and observing skills, questioning, explaining, and giving feedback. Empathy. - Ability of communicating to his

<p>demonstrate measurable improvements when deployed within a community.</p> <ul style="list-style-type: none"> - To know how to organize friendly competitions with other teams. - Training of athletes for competitions; coordinating the activity of athletes during the competition. - To know how to improve specific skills. All the necessary tools/methodologies/ instruments, etc. for implementing the proposed trainings/athletic activities. (Aware & Equipped) - Specific, exact exercise for specific needs - Set of different equipment which are needed to perform exercises - Check equipment to ensure optimal operation. - Explain and demonstrate techniques and strategies, as well as the use of specialized equipment. - Instruct a participant regarding the workout 	<p>by researching and spotting the appropriate tools and material for doing so successfully and without unexpected obstacles.</p> <ul style="list-style-type: none"> - Ability to plan and organize the different and various sessions of a training with the particularities of a multi-ethnic group of participants. - Teach the correct use of the equipment. - Provide examples of techniques used in a competition. - Coordinate physical conditioning sessions to improve the performance of the participants. Provide tips for improving performance, that is, how your hands, feet, or body should move. Adjust your training techniques according to the needs of the participants. - Builds a relationships with youngsters that is 	<p>group (individually and collectively) via all popularised social media platforms. (viber, whatsapp, Instagram, messenger)</p> <ul style="list-style-type: none"> - Lifelong learning habits - Patience: the experience will enhance the level of the skill to accept or tolerate delay, trouble or suffering without getting angry or upset - To be able to manage group complex situations. Flexibility and adaptability. - Adapting to the needs and interests of group or individual participants - Demonstrating an activity by dividing the task into a sequence - Ensuring that participants train and perform to a high level of health and safety at all times - Interacting with other partners in performance management, such as
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	<p>exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous movement techniques: role of exercise in maintaining a healthy lifestyle and preventing chronic disease.</p> <p>Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications.</p> <ul style="list-style-type: none"> - Summarize the general principles of health maintenance, including sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control. - Develop healthcare educational programming specific to the target audience (eg, youngsters, healthcare personnel, administrators, parents, general public). 	<p>based on mutual trust, respect and a commitment to personal growth</p> <ul style="list-style-type: none"> - Prepare and encourage the participants. - Knows to give a proper feedback to the participants in a training. - Motivating and building self-efficacy and trust among young people with disadvantaged background - Explain and teach the basic principles, rules, safety procedures, and technical language of a sport. - Has the technological capabilities of carrying certain aspects of the training in an alternate manner electronically or through other mediums (particularly important considering the instances created by the pandemic). - Knows to show exercises or they show it on a phone, a tablet (has access to the exercises 	<p>physical therapists, doctors, and nutritionists</p> <ul style="list-style-type: none"> - Respect. Openness to cultural otherness. Tolerance of ambiguity. - Cooperation skills - Conflict management skills - Creativity: is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. The instructor of a group is a learner at the same time and this process will enhance the creativity of the instructor. - Enthusiasm: refers to the ability to show a keen interest in a subject or an activity as well as a readiness to get involved. Enthusiastic people are people who have a strong feeling of eagerness to do something. They keep going until they see that dream or task fulfilled
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<ul style="list-style-type: none"> - Explain the basic concepts and practice of workout and wellness screening - Identify mechanisms by which athletic trainers influence public healthcare regulations - Knowledge of legal and security issues related to sport; explain the rules, principles, and safety procedures of the sport. - To acquire basic first aid skills - Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness. - Caring for injured athletes and requesting necessary medical assistance. - Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases. - Monitoring sports training, administer and interpret workout tests to assess a participant physical status and readiness for 	<p>which are performed in a training)</p> <ul style="list-style-type: none"> - Master to research, lifelong learning habits (gets the information where to find it, has access to online set of athletics exercises, trainings...) - Designing, managing and evaluating a street-education project based on athletics - Evaluate the performance of the participants. - Describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle. - Educate youngsters on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life. Describe contemporary nutritional intake recommendations and explain how these 	<ul style="list-style-type: none"> - Confidence: by attending successful practices and by bringing positivity to the community. The feeling of achievement will boost the confidence of every participant but the confidence of the instructor the most. - Dedication: is a devotion or setting aside the scheduled time that you are required to and giving your best to bring success to a quality work consistently by proposing your efforts to a wider audition - Conflict resolution: requires to manage stress by staying calm and accurately interpret verbal and nonverbal communication and controlling your emotions and behaviours and to be ready possible conflicts in a group and lead the group solve the problem and coaching will seriously enhance this skill; and also
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	<p>physical activity.</p> <p>Performance level assessment of athletes participating in the training process</p> <ul style="list-style-type: none"> - Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers. - Hunt for new talents. - Selection of athletes for practicing performance sports; - Ensuring a favourable climate for the development of sports training; 	<p>recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations. Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed of a person.</p> <ul style="list-style-type: none"> - Describe the principles and methods of body composition assessment to assess a participant's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status. <p>Describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity.</p> <ul style="list-style-type: none"> - Describe current guidelines for proper hydration and explain the consequences of improper 	<p>requires: To be able to solve problems; to be able to listen and to propose new solutions</p> <ul style="list-style-type: none"> - Organisation: organize effective training/event being systematic and efficient; planning your time and your workload effectively. - Highly motivational skills especially towards those specific individuals that indicate low levels of engagement. - Encourage participants to obtain and develop skills, knowledge and techniques - Acting as a role model, earning the respect and trust of the people you work with - Develop knowledge and understanding of fitness, injury, sports psychology, nutrition and sports science - Working to a high legal and ethical standard at all times
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		fluid/electrolyte replacement.	<ul style="list-style-type: none"> - Child protection and health and safety requirements. - Assess strengths and weaknesses in a participant's performance and identify areas for further development - Evaluate performance and provide appropriate feedback, balance criticism with positivity and motivation - Work with IT-based resources to monitor and measure performance
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