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Índex

1. Theoretical framework

The economic crisis that hit Europe some years ago continues to lead to unemployment and precarious jobs, with a lower quality of life for the most socially disadvantaged persons. In 2020, another crisis hit the worldwide economy, being the Covid-19 the pandemic that collapsed the century, not only affecting the global population's health (physic and mental) but also the already damaging economic situation. In 2021 we are all still paying for the inconveniences of the pandemic, being for the most socially disadvantaged a lot more to confront.

Doing an overview of youth unemployment data in Spain, we observe that currently, the tax of youngsters unemployed from 16 to 24 is 38.38%. Even if the tax has been reduced from the final 2020, the number is still high and hasn't recovered from the pre-pandemic level, which was still high because of the economic crisis that hit Europe some years ago. The youngsters are the most affected social group by unemployment and the ones that had suffered the most during the pandemic in 2020.

Taxes d'activitat, ocupació i atur. Per sexe i grups d'edat Espanya. 2n trimestre del 2021

	Taxa (%)
Atur	**15,26**
Homes	13,39
Dones	17,36
De 16 a 24 anys	38,38
De 25 a 54 anys	13,82
De 55 anys i més	12,75

Unitats: Milers de persones.
Font: INE. Enquesta de població activa.

Taxes d'activitat, ocupació i atur. Per sexe i grups d'edat Espanya Taxa (%)

	Atur	Homes	Dones	De 16 a 24 anys	De 25 a 54 anys	De 55 anys i més
T2/2021	**15,26**	13,39	17,36	38,38	13,82	12,75
T1/2021	**15,98**	14,07	18,13	39,53	14,90	12,70
T4/2020	**16,13**	14,17	18,33	40,13	15,06	12,50
T3/2020	**16,26**	14,39	18,39	40,45	15,12	12,07
T2/2020	**15,33**	14,13	16,72	39,61	14,37	11,56
T1/2020	**14,41**	12,79	16,24	32,99	13,39	12,09
T4/2019	**13,78**	12,23	15,55	30,51	12,67	12,35
T3/2019	**13,92**	12,17	15,92	31,68	12,72	11,79

Source: Idescat. Indicadors de conjuntura econòmica. Taxes d'activitat, ocupació i atur. Per sexe i grups d'edat.

Structural vulnerabilities, which arise from factors such as gender, ethnicity and intergroup inequality, interact with the dynamics of the life cycle to place certain groups of people at higher risk, among which are also young people. As we have seen, the most affected social group is the youngsters from 16 to 24, but there are plenty of different groups compressed between these ages. In Spain, one of the most vulnerable groups of youngsters under 18 are "menas" (unaccompanied

foreign minors). We are talking about boys and girls who are separated from their parents and who are not under the care of any other adults. Currently, and after the generalisation of the use of this term ('MENA') in the public sphere has led to dehumanisation and criminalization in a group of extreme vulnerability. We must speak of them as they are: boys, girls, adolescents who are alone and exposed to a serious risk of exclusion and helplessness.

In Spain, the reality of migrant children who are unaccompanied by adults is mostly associated with the Maghreb countries and in particular with Morocco and Algeria. However, unaccompanied minors who have arrived from Sub-Saharan Africa, Eastern Europe and the Middle East are also present in our country.

The reasons that lead these children to leave their countries of origin are poverty and a lack of future: family breakdown and institutional lack of protection; natural disasters; war; persecution; violence and situations of general violation of human rights.

Romania:

The socio-economic integration of the young population is one of the major concerns of the European Union. The social inclusion of young people refers not only to providing opportunities and resources to the disadvantaged in order to participate in economic, social, cultural life and increase their quality of life, but has a broader meaning aimed at the process of realising a person's potential and recognizing its contribution to social development that can be manifested through work, education, volunteering, social participation, etc. (Eurofound, 2015).

The development of young people mainly involves the accumulation of human and social capital that will allow them to later gain economic capital by integrating into the labour market. Lack of integration of young people into the labour market has effects not only on their future employability, but also on self-esteem and self-confidence, and in the long run can lead to their social exclusion. In Romania, the categories of young people most prone to the risk of social exclusion and poverty are:

Young people aged between 18 and 24 who, according to World Bank data in 2012, had a poverty rate of 31.4% (World Bank, 2015). Moreover, according to the statistical data registered in the period 2020-2021 we can observe:

1) Unemployment affected to a greater extent the graduates of lower and middle education, for whom the unemployment rate was 8.1% and 5.1%, respectively. The unemployment rate was only 2.2% in the case of people with higher education, as specified by INS.

2) For young people (15-24 years), the rate of long-term unemployment (in unemployment of six months and over) was 8.2%, and the incidence of long-term unemployment among young people was 47.2%.

In 2020, Romania's active population was 8.973.000 people, of which 8.521.00 million were employed and 452,000 were unemployed. Specifically, the employment rate of the working age population (15-64 years) was 65.6%, decreasing compared to the previous year by 0.2 percentage points. As in previous years, the employment rate was higher for men (74.4%, compared to 56.5% for women). By areas of residence, the employment rate was higher in urban areas (67.1%, compared to 63.8% in rural areas) It is also significant that the employment rate of young people (15-24 years old) was 24.6%, and that of the elderly (55-64 years old) was 48.5%.

More recent data shows that, in the third quarter of 2021, Romania's active population was 8.227.000 people, of which 7.791.000 million people were employed and 436.000 people were unemployed. In this quarter, the employment rate of the working age population (15-64 years) was of 62.3%, decreasing compared to the previous quarter by 0.1 percentage points. The employment rate was higher for men (71.2% compared to 53.1% for women) and for people in urban areas (67.2% compared to 56.3% in rural areas). The employment rate of young people (15-24 years) was 20.6% and the unemployment rate was 5.3%, increasing by 0.2 percentage points compared to the previous quarter.

Rata şomajului pe grupe de vârstă, sexe şi medii, în trimestrul III 2021

Source: ttp://www.insse.ro/cms/ro/comunicate-de-presa-view.
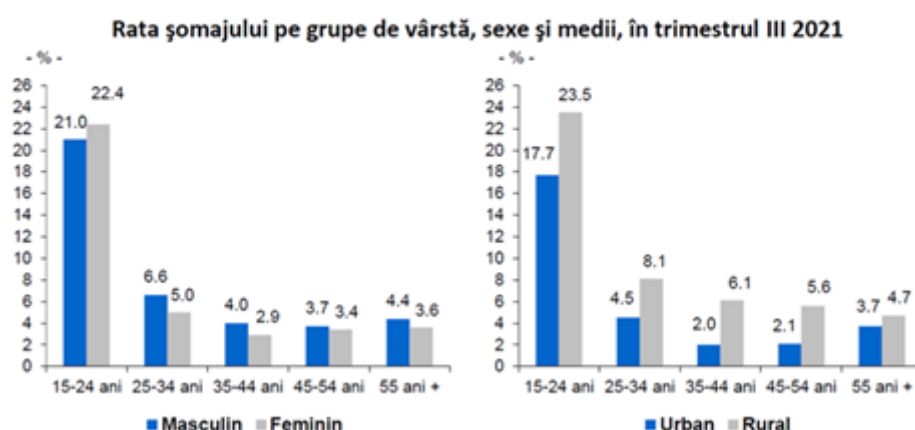
UK

Youths struggle to enter the labour force after leaving education due to lack of work experience, social networks and the development of skills needed to obtain jobs. The 2007-2010 financial crisis, along with public sector cuts have particularly affected youth with limited qualifications and experience. With the youth unemployment rate being 12.2% in contrast to the total population rate of 4.5% in the UK, there is evidently a critical need to address youth as the most vulnerable age group suffering from unemployment (Powell et al., 2021). The high rate of those Not in Education, Employment, or Training underlines the challenges faced by early-leavers and unemployed youth such as discouragement in consequence of being viewed as dispensable by the labour market or lacking qualifications. These barriers perpetuate a pernicious cycle whereby youth lack work experience and are subsequently unable to gain the necessary skills and networks to secure future employment.

The context of the Covid-19 pandemic has had exceptionally negative impacts on the ability of those under the age of 25 to secure new jobs or maintain current jobs (Rawlings, 2020). In the months following the start of the pandemic significant job loss for people aged 16-24 resulted in the number of young people in employment falling by 206,000 in the UK (Powell et al., 2021). In addition to economic implications of the pandemic, social effects are evident by the increased number of young people suffering with wellbeing in work.

The instability of employment opportunities in the economic climate has had detrimental implications on minority demographics of youth facing income inequality and discrimination due to factors such as gender, race, disabiltiy and class (Disparities in education, work, and family in Britain, 2020). The severe impact of the pandemic on social mobility due to barriers to mental health, work experience and job loss has further entrenched generational employment gaps. Resultantly, low-income minorities are far more likely to suffer from lack of economic and cultural capital as a barrier to securing employment. This is seen by unemployed youth in the UK being twice as likely to be an ethnic minority, with black youth facing the highest rates of unemployment (Powell et al., 2021). Furthermore, the rates of youth unemployment in London are also particularly high compared to the national average. These regional inequalities which put youth in London at particular risk can be attributed to high rates of socioeconomic inequalities, disparities in education quality as well as relatively high rates of participation in non-compulsory education (Hughes and Crowley, 2014).

Hungary

According to EUROSTAT data, the proportion of the NEET population in the 15–24 age group in Hungary developed as follows between 2000 and 2013: in 2000, the proportion of the NEET population in Hungary was 15.4%, then until 2007 a slow but continuous decline was to be observed. This was followed by another increase, and in 2013 the ratio reached 15.5%, which was one percentage point higher than in the base year (European Commission 2017). This rate was 2.5% higher than the European Union average (European Commission 2017).

However, from 2013 onwards, NEET population in Hungary decreased significantly again compared to earlier years. In 2015, it fell below the EU average (12%), approaching the 2007 level (11.6% - Eurostat 2017). In 2016, the decline of the NEET population continued to remain below the EU average, reaching 11% (European Commission 2017).

Taking into account the latest statistical data, the proportion of young people belonging to the Hungarian NEET group is currently almost equal to the average of NEET young people in the European Union (Eurostat 2018); which, overall, could even be a welcome fact.

At the same time, an important circumstance that significantly reduces the reliability of the above data is the so-called public employment program. Hungary has the largest ongoing public employment program in the EU.

The situation is, however, that the Hungarian solution hardly can be an example. It leaves participants in an employment-related poverty trap, as it does not provide any means to get out of their low socioeconomic status. Its low rate of salary well below the subsistence level leads to persisting poverty. It does not provide any meaningful training opportunities to improve or keep in check the participants' employment-related skills which would help them to reintegrate.

Many young people under the age of 25 are employed in the framework of this program, greatly influencing official data on NEET youth.

2. Description of the beneficiaries

In order to offer a profile on the general characteristics of this group, we will first define what we understand by a situation of social exclusion or risk of suffering it.

Social exclusion is defined as a process by which individuals or groups are totally or partially excluded from participation in the society in which they live, such as the obstacles that certain people encounter to fully participate in social life, seeing themselves deprived of one or more options considered fundamental for human development.

In addition, a high percentage of this group have suffered for their lives. The causes may be family breakdown, experience lack of protection, people with a long migratory trajectory, etc… These circumstances mean that in many cases they have had more risk factors than protection factors, which could have led them to a situation of risk of social exclusion.

The groups of young people most affected are:

- Unemployed youth outside the educational system.
- Young people between 16 and 24 years old. The group with the least residential autonomy and the one that leads the progressive increase in family dependency: only 7,2% of people under 25 years old currently reside outside their home of origin.
- Young people living in marginalised places. Almost 26% of young people between 16 and 24 years have not reached school graduate.

The last update on June 2021 made by Eurostat, has shown that the estimated average age of young people leaving the parental household in Europe is 26 years old. Knowing this, are the data of youngsters from the project partners country:

Country	Average age of youngsters leaving parental household
U.K	24,6
Hungary	27,4
Rumania	27,9
Spain	29,8

In Spain, we have the highest average age of youngsters leaving the parental home compared to the rest of the partners' countries, being at 29,8 the average age. There are several factors that can affect the (late) home leaving. Here in Spain, the population (the family of these youngsters) is in charge to afford the economical weight of their studies, making Spain the fourth country in Europe with the higher education cost. If we have a look at northern countries, we will find that, for example in Norway, the cost of education is supported in a huge part by the State, as well as aid to promote the emancipation of these youngsters. The State provides housing for students and assistance for studying and living outside the parental home. In Spain, the aids for graduates and students are still very low or non-existing, making the youngsters and families work an extra to afford the university or other studies. In addition, in Spain, youngsters face an increase in the rent price and instability and precariousness in employment contracts, which translates into fear of leaving the family home to enter a wheel of precariousness with difficulty to exit. But there is not only an economic reason, the cultural factor also plays a major role in the decision to emancipate youngsters. In Spain, the family is a great support and the contact between relatives is much closer than in other countries, where thinking and fending for oneself is inculcated from an early age. In countries such as Germany, young people over 18, who go to university, mostly do so living outside the family home. Spanish young people are mostly comfortable in the family home, which, together with the disadvantages they encounter when they want to leave their familiar home, end up postponing the decision to emancipate themselves.

From all the above, we highlight that when we talk about young people in a situation of social exclusion or at risk of suffering it, we are referring not only to those people who present the characteristics and problems of the youth population and their evolutionary moment in general: vocational lack of definition, personal immaturity, indecision, etc... In addition to these conditions, other social difficulties and associated risk factors should be added such as: unstructured socio-family environment, lack of economic resources, cognitive deficits, lack or scarce social skills and work habits, absence or low level of training and professional qualification, etc.

Romania

Young people play an important role in the structures of society, but as can be seen they are one of the most vulnerable socio-demographic groups on the labor market. Marginalized young people are much more vulnerable considering the social and educational deficit they register considering their origin. In addition to the challenges they face because they come from social protection institutions, there are both the challenges of today's society and those of the constantly changing labor market, as well as the changes brought by the COVID-19 context. According to 2019 Eurostat data, at EU level,

about 3.4 million young people are not employed, youth unemployment is 16.9%, almost double the unemployment rate for adults 9.3%.

In addition to that, due to the pandemic context, according to the Eurofund's Covid-19 survey in Romania, Hungary and Spain, more than 10% of young workers claimed to have lost their jobs for good, so the rates of young NEETs are far higher then in 2019. If we think about the increase of social inequalities in terms of environment of origin (rural, urban, social environment, etc.) unemployment has a negative impact on young people who are just beginning their independent existence, on their social and personal development.

First of all, the lack of money lowers the living standards of young people, and unemployment benefits are generally low and do not provide a fair wage. Secondly, in the case of marginalized / institutionalized young people, they lose in social competition compared to their colleagues who have prospects for social growth. Another aspect would be the difficulties in terms of employment, as well as maintaining a job. Employment difficulties lead to the loss of existing professional skills and decreased willingness to learn new professions, and there is a psychological fear of the labor market.

According to the National Strategy on Social Inclusion and Poverty Reduction (2014–2020), "young people have the second highest poverty rate as the main group affected by the economic crisis. Data from the National Strategy in the field of youth policy 2014–2020 show that in 2011 more than ¼ of young people in Romania (28.1% of those aged between 18 and 24) were in relative poverty . At the same time, however, constituting an important labor reserve, indispensable for the functioning and development of society, they also represent an important resource for the present but also for the social and economic future of our country.

According to the 2021 report of Save the Children Romania, it is the first year in the last five, in which the risk of poverty and social exclusion has increased significantly among children, correlated, as a consequence, and with a high degree of school dropout. Poverty is perpetuated from generation to generation, and young people often lose interest in school, the migration to seasonal work abroad being the only tangible reality but also a family model easy to follow. Poverty correlated with the lack of positive role models, beneficial experiences, of channeling energy in a constructive direction, makes young people not want to hope for more, and school life to be more and more difficult. To all this is added the intersectional level, race, ethnicity, class which may involve labeling and marginalization effects.

These children can be guided through sports, and especially team sports, which support them to find self-esteem, to learn the joy of success, to belong to a community. Sport gives them a healthy

occupation, helps them find the values that are missing from the family environment, entertains them, strengthens them and gives them meaning. The social inclusion of young people refers to a process that seeks to provide the necessary support to ensure the realization of the potential of any person and must be achieved at all levels, by increasing social cohesion. Stimulating education and training, creating real opportunities for integration into the labor market, combating discriminatory practices and active measures to combat unemployment are powerful mechanisms that promote and stimulate inclusion. Sport's contribution to the employability of young NEETs is a topic that hasn't been investigated before in Romania and it's a new topic also in the partner countries.

The project will increase young people's soft skills, provide momentum for the employment environment and try to increase the employment rate.

UK

The most impacted group of young people between the ages of 16 and 24 are those who have recently left education as they often have limited work experience, social networks and development of relevant skills. Therefore, they are unable to gain the required skills and networks to secure future employment. Moreover, early school leavers in the UK comprise 13.5% of students, above the EU average of 12.7%. This is significant because lack of formal qualifications poses challenges to early-leavers to finding and maintaining employment as they can be perceived by employers as dispensable. Additionally, those who have been unemployed for long periods of time face difficulties re-entering the workforce because employers view this inconsistency as a detriment to their employment application.

Those facing structural challenges such as socioeconomic inequalities or discrimination due to factors such as gender, race, disabiltiy and class particularly struggle to find employment. This is seen by unemployed youth in the UK being twice as likely to be an ethnic minority, with black youths facing the highest rates of unemployment. These structural barriers have become increasingly challenging to overcome in the context of the pandemic because with increased unemployment, generational employment gaps have become further entrenched. Furthermore, the rates of youth unemployment in London are also particularly high compared to the national average. These regional inequalities which put youth in London at particular risk can be attributed to high rates of socioeconomic inequalities, disparities in education quality as well as relatively high rates of participation in non-compulsory education.

Beyond challenges posed by socioeconomic conditions, qualifications and education, it is evident that those lacking emotional support systems, adequate social and emotional skills and motivation face increased exclusion from work. Many people without support systems or the emotional capacity to face the stress of work or are highly discouraged by being unemployed. These factors that discourage NEETs from entering the workforce or cope with the employment pressures can have severe impacts on their motivation to apply for work or succeed in a working environment.

Hungary

The NEET youths often grow up under uncertain and difficult financial circumstances, in poverty, which goes back as far as three generations. The risk of poverty and social exclusion is higher in Hungary among the Roma, single parents, elderly, families raising three or more children and families raising disabled or permanently ill children.

The most frequent risk factors are socio-economically disadvantageous environments, low level of education and schooling problems, lack of proper housing, financial problems, learning difficulties, dissatisfaction with school, socio-emotional disorders, delinquency, health problems, homelessness and drug and/or alcohol abuse.

Young people in Hungary with a low level of education, living in small settlements are in the most difficult situation. The proportion of young people in NEETs is twice as high in the countryside as in urban areas. These young people often lack labor market experience, have unrealistic expectations about the opportunities available to them, and lack the key skills that could help them find employment. Due to the experience of unsuccessful job search, they may lose their motivation and easily sink into hopelessness or become prey to illegal economic activities. Experience in Hungary - similarly to other regions of Europe - shows that women are more likely to drift out of the labor market than men, and having children, work and private life remains a challenge for them.

3. Resources

For this type of projects, it is very important to be able to create a good network of synergies, where entities from different sectors can work together and cooperate, in order to carry out projects or actions that can directly or indirectly benefit these young people and their immediate environment.

There are different types of entities and organisations that can synergize with the purpose of fulfilling the basic requirements of social projects. Public institutions can refer young people, so that professionals in charge of these young people can help them to orient themselves in the world of work and help them to face social differences, as well as resources that can come from private organisations that do not have as their own objective the realisation of social projects only.

In our country, we have different entities that are of great help for the development of this type of project. In the case of public bodies such as municipalities, town halls and more, they are entities with great relevance, strength and social impact that can contact, for example, with public schools, in order to provide support to all young people. Town halls can also contact their local entities in order to refer young people who could participate in social projects to improve their social situation. Not only that, institutions such as municipalities can offer spaces for sports practice, such as sports pavilions, fields and tracks, among others, focused on sports projects for young people, labour or social inclusion.

Not only public bodies can help in the social inclusion, for example, several sports federations have synergies with other entities or municipalities that can derivate youth to the sport federations, with or without social projects, to promote the youth inclusion to the working world y thus, minimise the social gap of these youngsters.

Other foundations and NGO's with similar projects and that want to improve the social status of their young participants can be a good synergy, and thus be able to reach more young people. For example, bank foundations as INCORPORA in our case, can be of great help in providing the capital necessary to develop these projects, since more materials can be purchased and more professionals can be recruited to help reach more young people.

An **example of good practises** of labour insertion through sport with different synergies created between actors.

The Social Action Department of the Union of Sports Federations of Catalonia (UFEC) runs the INSERsport programme. It is aimed at young people at risk of social exclusion and makes use of third sector organisations that collaborate with the UFEC. The UFEC's relations with these organisations are linked to form a kind of network. This collaboration has expanded as the project has grown.

Who collaborates with INSERsport and how?

- NGOs: referring young people to the project and following them up together.
- Social services of local councils: referring young people to the project
- Public schools: referring young people and providing their sports facilities free of charge.
- Town councils: by providing sports facilities
- Brands: lending sports equipment
- Sports federations: carrying out sports training (referees, coaches, competition organisers, etc.) for young people. Recruiting young people.
- Clubs: providing courts and offering free federation licences to young people and hiring young people.
- Bank foundations: providing funds to carry out the project.
- Companies: collaborating with donations for the project.
- UFEC: creating and coordinating all phases of the project. Weekly psychologists give sessions on transversal skills to the young people to prepare them for the world of work.

Romania

TEI Student Sports and Culture Centre was founded as a structure of the Ministry of Education in 1952, being designed as a summer camp type of place for university students and professors. Since 1984, the cultural and leisure activities of the institution (stand-up, folklore, theater, musical, dance, sports and sports journalism, radio broadcasting, film galleries, disco) have become a brand. In light of the changes produced after 1989, participation of students in the cultural activities presented above diminished considerably. Under these conditions, the vision of the management of TEI Centre was redirected towards creating a secure space for students and youth to develop here sports and non-formal education activities.

CCSS Tei develops cultural, artistic, educational, sports, leisure and cultural projects for the students in Bucharest University Center and for the entire community of young people from Bucharest.

The main problem in engaging young NEETs is in the first place their identification and also the lack of their registration to the Public Employment Service. The main categories of NEETs that we will involve in the employability pilot programme will be: young mothers; young offenders; NEETs with disabilities / limited abilities. We will use the existing data held by different organisations in order to identify them (in Romania, for example, General Directorate of Social Assistance and Child Protection – DGASPC; Local Police and NGOs that are working in the domain of people with disabilities).

Through our social/youth workers and employment programmes we will encourage them to access our services that reduce the distance between them and the labour market. In fact, there are many people and organisations that collaborate with CCS Tei that will be involved in this committed:

- Sport coaches that activate inside youth/sport centres
- Youth workers, young leaders that activate inside the youth/sport centres
- Sport coaches that activate inside youth/sport centres
- High-schools, universities
- Sports / youth organizations that want to start offering employability activities (e.g. Youth Centers);
- Employment organizations that want to start sporting activities as a tool for employee involvement;
- Organizations that offer neither sports activities nor employability activities, but wish to launch a sports-based employability program;
- Public employment services;
- National sport organizations.
- National governing bodies for sport.
- Youth organizations.
- NGOs in the domain of social protection
- Municipalities

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UK

Adequate funding is necessary in order to ensure sufficient training of coaches and supply of resources for NEETs. Cooperation of entities in provision of resources will support the success of youth in reaping the benefits of the project. Different organisations create synergies to coordinate direct donation of funds and provision of physical resources relevant to the physical environment and materials to facilitate learning.

Local universities and organisations will be a source of funding the training of coaches and resources for youth, including: London Poverty Organisation, King's College London, London School of Economics and Political Science, and other local schools and colleges. These organisations providing funding are essential for the beneficiaries to engage in learning to develop skills, knowledge and connections that will support them in obtaining work.

Sports- oriented organisations will also directly support the provision of funding and sports- related resources to enable activities to be held. This includes London Sport, which aims to support local sports initiatives, and Sported UK, which is a UK wide charity promoting fairness and equity for young people through grassroot sport and physical activity. Additionally, Groundworks, a federation of charities mobilising practical community action on poverty and the environment across the UK will support the community through provision of sporting grounds. This provision of grounds aligns with their mission of breaking down barriers that inhibit those from disadvantaged backgrounds from building a meaningful future.

The Mayor of London, Southwark and Lambeth Council will be the main funders for the resources related to the physical learning environment. This involves the community library, pantry, community fridge, fitness classes and relevant equipment needed. These resources will support skills learning from sports- related activities and development of directly applicable employment knowledge. Furthermore, the fully government funded scheme, The Kickstart scheme, will support the provision of valuable work experience for those aged 16-24. Kickstart aims to help those on universal credit find work experience and receive training. By providing youth with a 6 month job with a local employer, they will be able to gain the networks and experience needed to support them in their endeavour for long-term work. As being out of employment for extended periods of time this will help youth overcome stigmatisation from employers for lacking experience or consistent employment, gain valuable understanding of the necessary skills that working engenders, as well as the motivation and confidence needed to seek and maintain employment.

Public health and Young Healthy Minds, a mental health organisation, will support the mental development needed to support those mentally struggling. As many NEETs lack the social support systems and face challenges to their mental health, provision of mental health support will be beneficial to the emotional capacity and behaviour of youth to help them find work and face the

pressures of work. This is particularly relevant because many youth feel isolated, lack the motivation, confidence or social skills needed to enter or re-enter the workforce.

Hungary

At present, very few state actors in Hungary are involved in dealing with NEETs through sport. The government gives priority to competitive sports and directs the majority of fiscal financial funds in this area. As the independence of Hungarian NGOs is in danger, and local government revenues are also being reduced and taken centrally, it can be said that sports integration is a vulnerable area.

For sport programs that are viable even in such unfavourable political conditions, conscious, persistent and regular co-operation between local and international, civic and municipal actors is needed to help young people. However, in Hungary - due to the already mentioned division of actors - such cooperation rarely occurs. At the same time, there is cooperation between different municipal actors dealing with NEETs, as well as non-governmental organizations. Such collaborations emerge when some organizations seek partners to fill certain missing competencies, or to reach the target group as fully as possible.

A great example for this kind of cooperation is Oltalom Sport Association's (OSA) Football for Unity program. Coordinated by OSA, this program was launched as a side event of the 2021 Football EuroCup, a joint program of the municipalities of Budapest, the Uefa Foundation for Children, the European Football for Development Network (EFDN) and the Berlin-based Streetfootballworld.

The municipalities of the capital districts participated in the preparation and implementation of the program, as well. Many NGOs and some educational institutions also cooperated to ensure that the program's employability-related objectives were represented. Organized at the end of the program, a mini conference, called Youth Forum, brought together actors from a number of fields (migrants, sports, arts education) to learn about each other's work and share their experiences.

4. Main objectives

The purpose of this material is to give sports coaches more insights into how sports are delivered for and experienced by youth who could be considered socially vulnerable. The information and methods recommended will develop sports coaches/youth workers' understanding of how organised sports, as a series of social relationships and processes, can contribute to making socially vulnerable youth less vulnerable. As young people can generate strong interpersonal relationships with key personnel (such as coaches), and which are built upon trust, recognition, and developing self-worth, there is clear potential for sport-based programs to incubate social assimilation.

We can find several subgroups that can beneficiate from the guide:

- Sports entities and Training Centres for Coaches that want to start offering employability activities.

  o The Sport coaches are in direct contact with the youngsters, meaning a high grade of responsibility, not only for their technical improvement of sport, but also for the skills that must be learned in order to be aware of the youngsters mental wellbeing and transversal skills that can be worked during the practice. Sport coaches have a great impact on youngsters' lives, as plenty of them find a safe place in the sport practice. Introducing some soft-skills activities during the training can make a huge difference in the way youth express themselves, face life problems and solve them as challenges.

- Employment organisations that want to start working with sporting activities as a tool for employee involvement.

  o These types of organisations have professionals qualified as psychologists that can boost sport activities that work soft skills to improve employee involvement.

- Organisations that offer neither sports activities nor employability activities, but wish to launch a sports-based employability program.

  o There can be several differences between this type of organisations, normally are NGO's with differences on the economic resources or experience they have.

- Ministries of youth and sport.

- o This group can dispose of enough economic resources to develop this type of programs and also dispose of specific professionals to achieve an impacting and beneficial result for the society.

- ● Schools, teachers, they are in direct contact with youngsters.

  As this group is in everyday contact with those, most exposed to become NEETS, they have a great deal of potential in carrying out preventive measures and processes.

Therefore, the main objective of this handbook is to give sport coaches and other related professionals more information about sport practice and how youngsters at risk of exclusion experience it. The interpersonal bond created between coaches and professionals with the youngsters is very important, in order to be able to give them the support and help they need.

- ● Objective 1: To use methodologies to apply transversal skills to sports activities, so that young people can be more competent in the job market and will be easier to achieve personal goals.

- ● Objective 2: Apply this knowledge to various groups of vulnerable young people, in order to reach as many young people as possible, and thus also indirectly have a positive impact on their families and loved ones.

- ● Objective 3: To plan the activities in a way that the (positive) results of the courses in the young people are maintained permanently.

- ● Objective 4: To make the courses attractive to young people and in this way (word of mouth) make other vulnerable young people aiming to participate and to improve their conditions.

5. Methodological proposals

The coach must apply leadership. That would give them confidence to do fun and productive practice sessions and to be effective in their workouts. They teach a sport and provide young people with an opportunity to develop and improve their social and physical skills.

The mix between theoretical and practical explanation is important. Although mainly a sport is learned by practising it, it is also important to impart transversal skills, so that young people can be more competent at work.

We think that the coaches should first enhance autonomy, because like this:

- Offers meaningful opinions
- Provides arguments for tasks, demands and limitations
- Emphasises and encourages intrinsic interest in the task
- Encourages initiative

Following these points, a controlling style is avoided.

In second place, coaches should enhance involvement in the task:

- Emphasise the effort and improvement
- Use cooperative learning
- Provides feedback on the competence focused on the task
- Explain the importance of the roll

Following these points, the ego involvement is avoided.

In third place, coaches should enhance relationship support:

- Ensures that players are included in exercises and activities
- Engage with players in conversations related to training
- Adopt a close communication style
- Shows care and concern for students

With the follow-up of this points, the frustration of the relationship is avoided

In the last place, coaches should have a work structure in which provides instructions and organisation, offers learning expectations and provides guidance throughout activities.

Methodological proposal nº1:

1. **Cooperative Learning**

"Stronger together". This could be a simple summary of cooperative learning, a methodology that teachers use to group students together to impact learning in a positive way and that can also be implemented in the world of sport.

Proponents of this model theorize that working in groups improves the attention, engagement and knowledge acquisition of the young people who receive it.
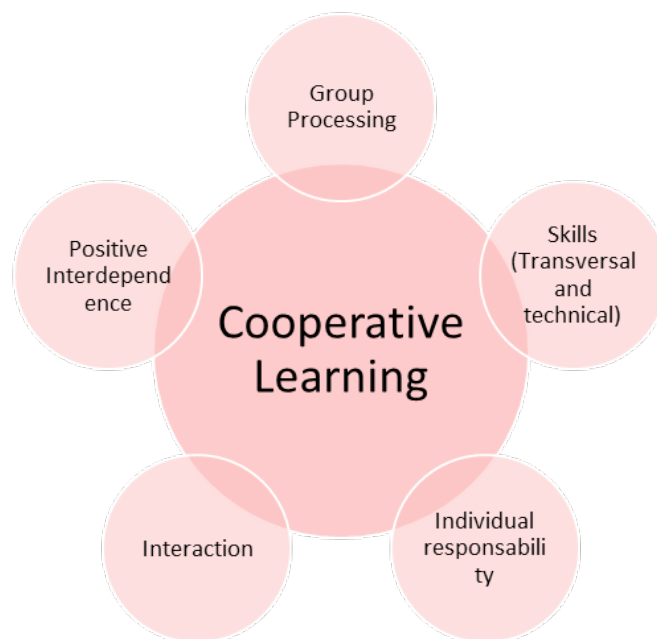
Group Processing: It is important to create heterogeneous groups, so that the participants have different competencies, and thus approach the topics/work from different angles.

This builds groups with a lot of potential and gives each participant the opportunity to learn from their peers and also to teach the other members of the group.

Skills (Transversal and technical): All participants will receive training on transversal skills, that will help them improve their personal and interpersonal interactions, to face personal and work-related challenges and adversities.

Individual responsibility: Working in a team makes participants cooperate while learning, but also makes them feel as an important piece of the puzzle, all of them are important and have their own responsibility in order to achieve a good team result. The idea is to achieve both personal positive interdependence and individual responsibility, giving the time and space to work in groups, but also to work alone in order to improve students' autonomy.

Face to face interaction: En la resolución de la tarea todos los estudiantes dialogan, contrastan sus pareceres y toman decisiones consensuadas. Students encourage and support one another; the environment encourages discussion and eye contact.

Personal Positive Interdependence: The objective is that the participants must interact cohesively in order to achieve a common objective, understanding that what is a gain for one, is a gain for the whole group.

2. Gamification

The integration of game and video-game mechanics and dynamics in non-game environments has been practised for some time, but it has been in recent years that the phenomenon has taken on an unprecedented dimension. Gamification is one of the recurrent bets of experts in the sector when they analyse current and future trends. Through games on platforms or websites, sport professionals could learn new and useful techniques.

Gamification is based on that moment in which we transform learning into a game, aiming to capture the interest of students with the objective of making them willing to continue learning, since this implies enjoying an activity that usually does not include fun and games.

3. Meaningful Learning. Ausubel

The concept of meaningful learning was originally proposed by David Ausubel (1963 a 1968). David P. Ausubel, an American psychologist, was influenced by the cognitive aspects of Piaget's theory, and developed and put forward his Theory of Significant "Learning by Reception", in Meaningful Learning by Reception, in which he asserts that learning occurs when material is presented in its final form and relates to the learners' prior knowledge of the learners.

Meaningful learning refers to the fact that the process of constructing meaning is at the heart of the teaching process and is the central element of the teaching-learning process. **The learner learns any content when he/she is able to attribute meaning to it**. Thus, what the learning they carry out should therefore be, at each stage of their schooling, as meaningful as possible.

For this reason, the teaching must act in such a way that pupils deepen and broaden their knowledge and skills. Students can deepen and broaden the meanings they construct through their participation in learning activities. In this sense, the new technologies that have been developing in recent times and being applied to education play a vital role.

But what does it mean, exactly, that learners construct meanings?

We construct meanings whenever we are able to establish "substantive" and not arbitrary relationships between what we learn and what we already know. We could say that we construct meaning by integrating or assimilating new learning material into the schemas we already have.

Meaningful learning is developed on the basis of two basic axes: **constructive activity and interaction with others**. The process by which meaningful learning takes place requires intense activity on the part of the learner. This activity consists of establishing relationships between the new content and his or her knowledge schemas.

Educational use of meaningful learning

As explained before, in order to obtain the best result applying this methodology, the responsibles of the pupils, the coaches and professionals must have in mind the knowledge level of the students before starting with the new material, thus using connections with images, ideas or concepts, pupils can make associations with previous knowledge. Working like this, students acquire new knowledge that will be better stored and saved in a long-term memory, resulting in personalised and constant learning.

Methodology proposal nº2:

The activities that a coach practices in his programs must include a series of tools, methods and resources aimed at improving the quality of educational intervention by changing the way these young people look at things, be and act.

Personal development is a continuous process of assessing the qualities and setting goals, and the role of sport is to build the personality of young people. Thus, through sports, young people can personally train the following qualities: perseverance, determination, motivation and endurance, social skills, self-confidence and discipline, leadership.

Organized sports have many psychological and social benefits for children and young people. This is due to the fact that young people benefit from the social side of being in a team and the involvement of other children and adults.

Using sports activities, we can contribute to the development of skills such as:

- developing the ability to concentrate;

- increasing the ability to work in a team;

- developing the spirit of fair play;

- increasing self-confidence;

- development of social skills;

- developing the capacity for self-discipline;

- forms the motivation, ambition and long-term commitment;

- restoring competitive skills

- training the ability to accept success or failure

- skills of coordination, organization, decision making

- time management skills

This methodology offers the possibility to those who want to integrate interactive sports activities in their support programs for marginalized young people, to create different activities that use the game and thus transform the learning experience into a real life experience through discussions organized based on them, by the feedback provided by the participants involved and through the possibility to transform the rules of the game in a way that is for the benefit of all.

"Principle rules" that a coach can promote through sports activities are:

Cooperation - the rules of the game are created so that no one is eliminated but, on the contrary, young people get an even better result in collaborative work. Any game preferred by the facilitator or proposed by young people can be used, but if it involves competition (detrimental and discriminatory

to some participants) or the elimination of those who "do not meet" the requirements of the game, this must be changed. Attention must be paid to cooperation between the participant.

Inclusion - through play creates the opportunity for all young people to participate regardless of their status; I respect the status and the right of all those involved, it offers through the activity an equal treatment

Self awareness - the game represents the possibility for young people to learn a series of healthy living skills and to be able to replace some behaviors

Well-being - to give an opportunity to share positive experiences and to provide emotional support; helping to seat goals or challenges and to achieve them; to give a feeling of purpose and self-worth to the others.

Initiative - the game involves young people in showing confidence to manifest and open their spirit of initiative.

These "*principle rules*" are the condition for a game to become a learning experience and life skills.

In a learning process a coach needs a structured plan, or a design for activities, to support the learning process and guidance for participants.

These methods it can be useful to guide the learning process for developing skills (transversal or technical) or to develop competencies, and also positive values. In the structure of their activities the coaches have to include in the learning plan the following learning dimensions to improve those competencies of youngers they work with.

For future labor market it's important to know that the jobs will require skills like: communication, collaboration, creativity, critical thinking.

The 4C of learning - The 21st century learning skills are often called the 4 C's: critical thinking, creative thinking, communicating, and collaborating. These skills help students learn, and so they are vital to their success in school and work.

§ **Communication -** An essential skill, especially in the context of the continuous development of technology and media. In the business environment, they are already working in global, multinational teams. In addition, it is estimated that 81% of jobs today are based on communication - in the relationship with customers or interactions between employees.

§ **Collaboration** - Ability closely related to communication, which involves working together to achieve a common goal. Practically, every activity that a child or young person will undertake in the future involves collaboration. Teamwork leads to problem solving and making the best decisions in a given circumstance.

§ **Creativity** - stimulating creativity is a requirement in a world increasingly based on innovation in any field. Creativity helps to identify solutions outside of traditional paradigms and can help change the perspective on things.

§ **Critical Thinking** - this developed skill provides precision in thinking, interpretation, accuracy, reasoning and problem solving. These thought processes are essential to do The 4C of learning - The 21st century

Learning Through Collaboration and Cooperation - Youngers active involvement, effective learning, and soft skills are KEY elements in 21st-century education, and we can enhance them through effective cooperation.

If choices can support **collaborative learning environments**, youngers can work together to reach relevant shared goals, acquiring notions and competencies that will make a difference in their own lives.

Collaboration and cooperation in learning environments enable learners to:

- Feel Active and Useful;
- Feel Integrated into a Group;
- Learn mutual Trust and Respect;
- Have better Motivation and Self-esteem;
- Access Learning Contents in alternative and enjoyable ways,
- Get Inspiration from others, as well as Creativity and Learning-to-learn skills;
- Effectively deal with the Pros and Cons of living together and learning together.

As educators, trainers and teachers know, managing collaboration, cooperation, as well as working groups and teams requires skills.

Values Education is an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. On this ground, it is to develop students' ability to identify the values embedded, analyze objectively and make reasonable judgement in different issues

they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life.

Values are often related with our attitudes, so it's very important for youngers to evaluate their values about life, about work, about their person, (values like perseverance, respect for others, responsibility, success, money, commitment, integrity , care for others , empathy, etc) to understand how they achieve these values.

Because of that we consider sports can be a good reason to promote and to educate into the real values, for a good life, and also to motive and empower people.

6. Training of coaches

Why is the coach's education important? The quality of the coaches benefits the youngsters. If volunteer coaches feel comfortable and confident in their abilities to work with children, they will feel and be a very important part if they are properly trained.

In Spain, for example, all coaches need to be qualified or certified for this job and be registered, in Catalonia in the ROPEC (Registro Oficial de Profesionales del Deporte de Cataluña). We know that in other countries this is not necessary.

The course can be given to coaches, obviously, but also to educators and staff working with young people through sport. In any case, knowledge of the methodology of teaching sport should be required.

Romania

To facilitate means to moderate, to engage the members of a group in behaviors that lead to a common goal. The facilitator is the person who observes and stimulates interactions / behaviors, supporting the group in achieving its goals. He is therefore responsible for conducting the meeting, for leading and following the interactions, etc. It is also important for the facilitator to have an open attitude and to be a good mediator, to promote a series of positive values and attitudes.

The workers involved in the support programs of the young people through sports activities have the role of creating the learning context that favors the learning process of the young people, a process focused on the formation of skills, the acquisition of knowledge, skills and behaviors.

The role and functions of the facilitator in a group

In working with groups, depending on the circumstances and the purpose pursued, the facilitator can fulfill several roles:

§ to build social relationships - creates an atmosphere in which participants feel comfortable and safe. In this way they can get the best results.

§ the organizer - makes sure he has all the things and tools necessary for the activity and to prepare them carefully in advance.

§ group support - supports the group and helps it to progress, permanently stimulates the group.

to explain the basic tasks and concepts - The motivation of the participants who know the purpose of the activities is much higher. The facilitator offers clear tasks, integrates the objectives of the activity as concretely as possible.

§ of coordinator - the facilitator designs the workshop program, efficiently combining the activities they initiate, which will contribute to the harmonization of the group and to the increase of the degree of cohesion in the group.

§ coach - contributes to the creation of opportune conditions for the participants in order to develop new skills and to consolidate the existing ones. Concrete and precise instructions will stimulate participants to try new patterns of behavior.

§ guide - encourages, leads and educates. The facilitator is a model of the types of behavior that participants will take along. It is important for the facilitator to establish optimal relationships both with the group and with each participant.

§ to be a support of learning - The facilitator is the one who possesses the information and uses this as easily as possible to be easily understood and applied in daily life.

§ Leader - The facilitator is an incentive to help them become aware of their values and beliefs in what they do. Change is difficult because the subject of change is convinced of the correctness of his

behavior. The facilitator is the one who works with these beliefs and does it with a lot of tact and respect, without judgments or ironies.

Attitudes in facilitating:

- Listen actively to "What has been positive about this activity or the behavior of colleagues?".

- Encourage the young person in his role.

- Allow young people to develop their dialogue. When discussing in a group and you think that the message of one of them was not clear, ask questions to support him to return to concrete issues.

- Do not judge the young person's behavior.

- Do not give advice; ask for the group's opinion by creating an open space for expression and come up with suggestions.

- Be empathetic.

- Encourage young people to participate in discussions on various topics of interest. Ask them what they think about one topic or another.

- Listen more, direct the conversation than talk.

- Be flexible! When necessary, modify the prepared program according to the needs of the group. This way, you will be more likely to get results than when you try to keep participants within the strict limits of the plan.

- Leverage the positive experiences of young people by asking them to share them with group members.

- Be tolerant. Accept that you will encounter unacceptable situations or behaviors. Discuss them in a group without judging them.

- Create a favorable environment for the expression of all participants.

- Be funny when it's necessary!

Suggestions for the facilitator

• The desire of young people to participate in a proposed activity must always be taken into account when proposing activities.

• Establish a series of rules for carrying out the activity together with them. This will help them to self-organize and involve them in the organization and efficiency of the space.

• Activities must be adapted to the age and needs of young people.

• Supporters of their parents as well as mentors involved in their training, to encourage their children during activities.

• Appreciate and capitalize on the effort they put into the activity.

• Show a positive attitude and encourage every success. *(For example: clap your hands enthusiastically, sing, etc.)*

• Encourage youth initiative.

Try to avoid:

- Activities that would put young people in a position to confront each other. (especially if they are teenagers). Create an inclusive space and thus they will learn a series of behaviors through which to mediate possible conflicts.

 - Pay attention the way you address yourself! Try to have a behavior that is as open and adaptable as possible.

Motivating young people to learn!

Another very important aspect for the involvement of young people (especially marginalized young people) in activities is motivation. That is why it is important to identify their needs and observe what motivates them.

Sources of motivation for young people:

Social relationships: young people come to group activities to make new friends or to be with friends, colleagues, etc .;

Expectations from the reference group: young people engage in this type of activity at the insistence of an authority, at the recommendations of those around them, at the suggestions of friends;

Refuge or stimulation: to get rid of boredom, to avoid the routine at home or school, and thus find motivation to participate in group activities;

Interest: most young people learn based on a series of needs or look for new information to satisfy their curiosity; It is very important to give a clear goal and set of learning objectives.

A facilitator can keep participants motivated by:

Establishing a positive environment for exchanges between participants. The facilitator must ensure an open, friendly atmosphere, which will indicate to the participants that their role is to help each other learn.

Use participant-centered methods (group discussions, small group tasks, arrange furniture in a non-traditional way, address names, etc.).

Foster the openness of young people to change, personal and professional growth.

In order to stimulate the motivation for change, a coach must help young people to: assess their situation, to support young people to set a series of objectives, to create an action plan with them, to develop a strategy for change, to be consistently, to motivate permanently.

UK

Coach education is important in understanding how they can connect with youth, inspire them and teach them transferable knowledge and skills. Training is important to understand how they can most effectively approach teaching, as well as react to adversities in youths' assimilation of the programme. Connecting with youth through sport can help develop associated 'soft skills' central for succeeding in employment such as teamwork, communication, time management, problem solving, leadership, commitment and motivation. Therefore, training coaches is important to support their ability to emotionally support as well as advise youth. This is highly valuable to youths' development of the social values and mental health stability that facilitates success in the workplace.

Beyond development of 'soft skills', coaches will directly support youth in their employment competency as many lack knowledge or formal qualifications that have deterred them from securing employment. Workshops will teach youth how to seek, identify and apply for employment opportunities. They will also support their ability to secure work by training them on creating a resume, writing job applications, and developing interview skills. They can also support youth in gaining experience by supporting them with online job searching, job fairs, mock interviews, one-to-one mentoring, volunteering opportunities, internships and work placements.

In the UK, the National Partners recommends a coach or professional working with youth to be a UKCC level 2 coaching qualification or equivalent in the activity being delivered. It is acknowledged, however, that other volunteers including Level 1 assistant coaches, and under-18s including young leaders, may support delivery under the direct supervision of a qualified teacher or Level 2 coach.

Hungary

There are currently two ways to become a coach in Hungary. A coaching qualification can be obtained through university studies, while national sport federations also provide the opportunity to do so in the form of training courses. The latter can provide a variety of multi-level coaching qualifications, from the highest level FIFA licensed degree to the grassroot level coaching qualification.

The curriculum of both systems contains psychological and sociological knowledge necessary for the education and assistance of young athletes. The diplomas awarded by the above two types of institutions are only required if the coach leads a team in a competition system, operated by the respective national sport federation. No coaching qualification is required for other "unofficial" tournaments and trainings.

The training of coaches at Oltalom Sports Association (OSA) is provided within the framework of international projects. Due to the special target group of the organisation - disadvantaged, institutionally educated youth, or youngsters from a migrant background - teachers and social workers working for OSA attend professional training courses related to psychology and social work, as well.

7. Practical activities

The benefits of sports in education are multiple and are not just physical in nature. He can have a number of benefits through the activities we practice.

As we know, exercise is a great way to stay fit and stay healthy. For children with limited methods of training outside of school, physical education classes are vital to their overall health. This improves every aspect of their lives.

Sport is about success, achievement, teamwork and friendly competition. Coches or youth workers are trained to capitalize on the fun and natural competitiveness of the sport to help young people enjoy games together so that they can exercise, learn how to play cooperatively and develop self-esteem. . Strong self-esteem is a vital trait for young people to develop harmoniously. The spirit and tenacity instilled in them by sports can encourage them to open their perspective.

Exercise is one of the best stress relievers. Research has shown that by staying active, you can reduce the symptoms of stress. If schooling puts mental pressure, sport will be one of the best ways to reduce

it. Sport focuses our minds on what we have to do then, allowing us to actively relax and learn to manage stressors.

Many sports teams expose the importance of the team on the individual. In this way, young people will be able to contribute to a team environment and see how important it is to be successful.

Making the right decisions is the key to be a good leader. Sport is an excellent channel for improving this skill, with decisions that need to be made and communicated regularly to other team members.

 As they progress, their team leadership experience will also be important to advance in their careers.

Failure is an underutilized part of the sport. It takes perseverance and hard work to be successful in life, and sport is one of the best channels to show this. The simplistic nature of sport, where there are winners and losers, leads to natural ups and downs - something young people need to be prepared for.

Sport is a good way to show that hard work is rewarded. Perseverance and an attitude of never giving up will be necessary to succeed in all areas of life. Through sports, young people learn the benefits of working to achieve their goals.

Also, sports activities stimulate creativity and divergent thinking focused on solutions and involving imagination.

Learning has not only a component of cognitive development but also a practical one. Throughs sports activities we can educate a series of skills:

• *Cognitive skills* (develops and improves coordination, develops the ability to analyze and synthesize, to problematize, to evaluate to interpret behaviors, situations and events)

• *Communication skills (*Self-expression and communication in different languages, knowing the respective access codes)

• *Organizational skills* (discover creative solutions to solve problems; develop the skills and knowledge gained to plan and build a series of procedures, self-orientation (estimation, self-evaluation, choice) among different opportunities;

• *Social and relational skills.*

Sport is an excellent way to train transferable skills that will be useful to young people in their training and development both in terms of personal development and implicitly in terms of their performance at the individual level later working in the labor market (internships, school alternation / work): to be flexible, to react in case of a change of plan, to manage conflicts, to orient.

Considering that young people must be equipped with the necessary skills, participation in sports at the local level can develop positive social attitudes and values, individual skills and abilities, such as:

• Ability to think critically

• The spirit of initiative

• Ability to work in teams and solve problems.

Employers place great emphasis on transferable skills but often argue that new employees do not have such skills.

It is important that the trainers who facilitate such activities take into account these aspects in order to be able to develop through the activities that they propose in working with young people, these

transversal skills that are needed. In this way, young people will be much better prepared for life and for their socio-professional integration. In particular, NEET's young people will be able to be motivated

in this way to develop their initiative, personal autonomy, to feel valued, and to learn a series of positive attitudes that they will reflect in their interactions and in the choices they will make in terms of regarding their professional orientation and to be a useful support that can lead to the increase of the chances of social inclusion and at the same time to the increase of the chances on the labor market by their openness towards training and personal development.

In the next section we will present a series of interactive activities that a coach can use it in facilitation sessions.

SPAIN- UFEC

ACTIVITY 1: GUNMAN

TIMING: 15'

OBJECTIVES: Know the name of the members (teamwork), presentation and social skills

SESSION OUTCOMES: Practising active listening, empathy and oratory skills and create a safe and respectful space for participants

DESCRIPTION:

The participants are in a circle. One of them is in the middle and points to one of the participants. The indicated participant kneels and the participants on either side of him have to say the name of the one in front of him as quickly as possible. Whoever takes the longest, loses.

APPLICATION IN THE WORK ENVIRONMENT: A positive and united team is more likely to succeed in achieving its goals. It's important to know each other at the beginning of a project and establish good relationships between coworkers in order to work more collaboratively and create a better work environment.

ACTIVITY 2: THE GUIDE

TIMING: 20'-30'

OBJECTIVES: Communication skills, trust with others

SESSION OUTCOMES: To improve confidence of the teammates and self-confidence

DESCRIPTION:

The facilitator makes a circuit with different objects. Various groups are made, and participant's eyes are closed. The group guides the other participant through the circuit which finishes kicking the ball to the goal. We are going to repeat this after all participants have been guided.

Then, we are going to ask some questions about the activity: How do you feel when someone helps you? Do you think the presence of the other is important? Why? How did we feel when our partner was guiding us? How do we feel when leading a partner? How can we relate the exercise to the video you have seen this week?

Reflection: After the activity we will discuss the importance of allowing oneself to be cared for and guided by others, establishing bonds of trust with colleagues.

APPLICATION IN THE WORK ENVIRONMENT: Communication is a key skill as it ensures effective teamwork, creates a more positive environment and helps to mitigate the effects of miscommunications as well as keeping projects and organisational initiatives on track.

ACTIVITY 3: UNEQUAL RULES

TIMING: 20'

OBJECTIVES: Reflect on reactions and behaviour in the game

SESSION OUTCOMES: To improve critical thinking and analytical skills and resilience.

DESCRIPTION:

We simulate a sports competition where the rules are unfair for one team, but not for the other. Then we change.

How did you feel when you were on the team affected by the unfair rules? And the one that doesn't? What responses have you identified to the conflict?

APPLICATION IN THE WORK ENVIRONMENT: Critical thinking is fundamental to making better and more informed choices. Employing a workforce of creative and critical thinkers is basic for presenting new ideas, services and products.

ACTIVITY 4: REDUCED WITH HELPERS

TIMING: 20'

OBJECTIVES: Respect of the rules, Recognition, Communication, teamwork

SESSION OUTCOMES: Improve perseverance and dedication in short-time period activity

DESCRIPTION:

The teams will play a match in a reduced field. Each team will have 2 or 4 teammates outside of the field limits. These players will participate like a support and cannot steal the ball from them. The players that are outside of the field limits will do crossing passes to the teammates that are in the field to score the maximum goals possible.

The roles will be inverted during the activity.

Equipment: Training bibs, balls and cones.

APPLICATION IN THE WORK ENVIRONMENT: By communicating effectively, you're able to coordinate better, overcome challenges, resolve disputes and succeed at reaching your team's goals. Good teamwork creates an atmosphere that fosters friendship amongst individuals who are then aligned and motivated to focus on a common goal or agenda.

ACTIVITY 5: HOW LONG IS ONE MINUTE?

TIMING: 5'-10'

OBJECTIVES: Time management

SESSION OUTCOMES: It is particularly good for starting a training session and to get participants thinking about time.

DESCRIPTION:

Ask participants to stand up and close their eyes.

Then ask them to sit down quietly (so that the other participants cannot hear them) when they think that one minute has gone.

Once everybody has sat down, you start the discussion.

What will happen is that participants will sit down at different times. So, you can point out to them that time depends heavily on perception.

By asking participants when time goes faster for them and when, instead, time never seems to pass, you can introduce to them the idea that passion, time and productivity are connected.

APPLICATION IN THE WORK ENVIRONMENT: This activity will help to understand better the time management skill, that is the ability to be productive in the time you have. In some jobs there are tasks with deadlines where it's crucial to know how to manage the time that is given to you, give the proper priority and delegate the task if needed.

ACTIVITY 6: SETTING GOALS

TIMING: 15'

OBJECTIVES: Goal setting

SESSION OUTCOMES: Improve goal setting skills and self-motivation, accomplishing the goals and being conscious of their improvement.

DESCRIPTION:

Ask the athletes, some of the following questions:

- What is the purpose of this session?

- What do I want to focus on this time?

- Where and how do I want to improve?

- How can this specific session move me toward my bigger goals?

Reflection: After the activity we will discuss the importance of goal setting and if the goals proposed are realistic and specific.

APPLICATION IN THE WORK ENVIRONMENT: Setting-goals is a very effective and efficient tool when it comes to increasing productivity and motivation, especially in the workplace. It can help us accomplish more and get better organised.

ACTIVITY 7: SELF-FEEDBACK JOURNAL

TIMING: 5'

OBJECTIVES: personal responsibility, self-control, self-discipline and organisational skills

SESSION OUTCOMES: Improve the ability to evaluate oneself, identify areas of improvement

DESCRIPTION:

Start a training journal, filled out every day after practice. In each entry, athletes need to write what their goal for the session was and then reflect on whether or not if they met that goal. If so, how? If not, why not? Through this daily, five-minute exercise, they will learn to evaluate their strengths and weaknesses, identify ways to improve themselves and track their progress across time in these areas.

APPLICATION IN THE WORK ENVIRONMENT: One of the best ways to get organized is to keep records of your goals or tasks. This will help you at work to manage your time, energy and workspace well and accomplish all your assigned tasks successfully. Having a self-feedback also can contribute to improving your analytical thinking and decision-making.

ACTIVITY 8: MAKE A TEAM WITH…

TIMING: 20'

OBJECTIVES: Teamwork, Communication skills

SESSION OUTCOMES: Practising active listening, empathy and oratory skills and getting to know each other.

DESCRIPTION:

Explain to participants that they will have to form a team based on the instructions that you shout out. For example, some instructions could include "Get into a team with people who have the same number of siblings as you" or "Get into a team with people who like similar types of music to you."

Shout out instructions. People can shout out or sit down to signal that their team is "complete." Encourage people to work as quickly as possible. Repeat the exercise as many times as you want.

APPLICATION IN THE WORK ENVIRONMENT: By communicating effectively, you're able to coordinate better, overcome challenges, resolve disputes and succeed at reaching your team's goals.Good teamwork creates an atmosphere that fosters friendship amongst individuals who are then aligned and motivated to focus on a common goal or agenda.

ROMANIA - CSS TEI

1. Activity: The Hand

Timing: 20 '

Objectives: presentation and social skills, ice breker

Session outcome: getting to know each other, practicing active listening, empathy, to discover their qaulities and personal values

Description: Each participant will draw the outline of their own palm on a piece of paper. Next to each finger he will write a statement: 1. I am… (vessel, creative, etc.) 2. I like to… (what activities he likes) 3. I can…. (what activities does he know he can do), 4. I want to become… (a job he would like to do), 5. My favorite animal is… (why? What qualities does that animal have)

Reflection / Debreafing: What did you find out new? What have you noticed that you have in common? What common but different skills do you have as a group? And so on

Application in the work environment: is an easy way to learn to present one's ability and to talk about oneself as easily as possible in an interview presentation

2. Activity: The magic Fair

Timing: 30 '

Objectives: presentation and social skills, group values

Sesion outcome: it's a good activity for a starting training session and to get participants to know echoter and to increase group choesion

Description: The facilitator will describe the following situation, thus creating a story:

"Imagine that you are in a huge fair, where everything exists. Moreover, he is magical and everyone can change one personal trait to another trait or ability. Instead, you can enter the market only once ".

Each one will write on one post the traits and abilities he has, on another post the traits and abilities he would like to have, or would like to change in himself. The board or fleepchart represents the fair and everyone will stick the posts explaining their choice. Later he can change the trait he wants to change, or he wants to have with another trait, but only once. Then a general analysis is performed, communicating about personal values, attitudes and abilities.

Reflection / debreafing: How did you feel during the game? What do you think was difficult for you in this game? How did you feel when you changed that trait / ability? What other values have you discovered? What about traits, abilities?

Application in the work environment: it is an easy way to learn to present their skills and to observe the values that motivate them. These values are integrated into their personal/professional objectives.

3. Activity: Learning and learning different

Timing: 5-10 '

Objectives: communication skills, learning to learn, reflect on behaviors

Session outcomes: This activity is an ice-breaking game with the role of introducing the participants to the theme of the session and stimulating the group to work together.

Description: The facilitator invites the group of participants to stand up and form a circle. Ask participants to keep a distance of at least one arm between them. Together they will have to learn

certain movements with which they are very accustomed and learn new ones. The facilitator will give some verbal commands and the participants will have to execute them:

Left = participants point their hands to the left

Right = participants point their hands to the right

Down = participants put their hands down

Up = participants raise their hands up

Face = participants raise their hands in front

Back = participants stretch their hands backwards

Mexican wave = raise your hands up (like in football)

After experimenting several times, the facilitator makes changes to how the commands are executed. Here are the new moves:

Up = hands on the left

Spate = val mexican

Down = right hands

Front = hands down

Left = hands behind back

Right = hands on the left

Mexican wave = hands down

Participants experiment several times, then the facilitator will give the orders faster and faster. At some point the participants will lose control and chaos and hilarity will occur. The facilitator ends the game and invites participants to sit down and reflect together on the game.

Reflection / debrifing:

What was the task? Did you manage to complete the task? How did you feel during the exercise? It was hard? Easy? Why? What would be some lessons about learning?

The facilitator mentions that, in the following, they will all have the opportunity to learn practical things about what it means to learn to learn.

Application in the work environment: It is important to understand that learning is continuous and that it is useful to adapt to changes in the labor market. Skill development gives us the opportunity to adapt as well as possible to a changing labor market.

4. Activity: Puzzle Map

Timing: 20 '

Objectives: time management, creativity, problem solving

Session Outcomes: it's a particulary good for starting a training session and to get participations thinking about time and organization

Description: Create a map of the space where the activities take place, or of the place where the participants are. This map will turn into a puzzle.

Each participant receives a puzzle piece and possibly instructions about the person to look for the next clue.

In the instructions it is good to find an hour by which there must be a complete map. If they are found, they should not stay together, but should look for the following clues. On the last piece is the location where the activity takes place.

The exercise ends when all participants arrive at that location.

Debreafing: What can we learn from such an activity? What do you think was the most difficult for you? How did you cope with the difficulties? What solutions have you identified? What helped you? etc.

Application in the work environment: Organizational and time management skills are useful in any work activity, and it is often necessary to organize ourselves as well as possible to deal with difficult situations and to learn to find solutions.

5. Activity: Cardinal Points

Timing: 10-25 '

Objectives: recognition, organization skills

Session outcome: how we can achieve our goals, discover our skills, to see things in a different perspective, improve perseverance.

Description: On a basketball court designate the four cardinal points, north, south, east, west. At one cardinal point there is a basketball hoop (position a basketball hoop).

Participants will be ranked in order of age, city of origin, neighborhood in which they live, etc. They will then identify the cardinal points associated with where they come from. Each will throw the ball to the basket from his position. Even if the game will create frustration for those who are far from the basket, it is important for the trainer to focus on how they can reach the basket as efficiently as

possible. The trainer will highlight the skills they have or can discover in such a way as to reach the basket (to learn to jump, to invest to throw the ball as well as possible, etc.).

The exercise can highlight how young people relate to their opportunities and how they can train their personal potential, what skills they can develop in them and how they can self-organize personally to achieve their goals in terms of work and profession.

Application in the work environment: The exercise can highlight how young people relate to their opportunities and how they can train their personal potential, what skills they can develop in them and how they can self-organize personally to achieve their goals in terms of work and profession.

6. Activity: Let's cross the circle!

Timing: 15 '

Objectives: team cooperation, encouraging coordinated actions, problem solving

Session outcome: To improve critical things, creative solving, to work as a team

Description: You'll need 1-5 pcs. wooden circles etc. with a diameter of 1-1.5 m., or knotted straps.

Players gather standing, in a circle, facing the center, holding hands. The instructor removes two hands and inserts a circle / strap, after which the hands rest. The task is to move the circle / strap along the entire row of players, without spreading your hands, until it reaches the place where it left. On the second pass, the instructor inserts another circle / strap and so on.

The facilitator can choose two or three rounds of play, through which he inserts a new strap or circle each time, depending on how he considers that the degree of difficulty for the group will increase.

Reflection / debreafing: How was this activity for you? Did you manage to complete the task? How did you feel during the exercise? Was it difficult? Easy? Why? What did you learn from this activity?

Application in the work environment: The work environment represents teamwork. Young people need to learn how to work together in a team, to be solution-oriented and to use their creativity as much as possible in identifying solutions.

7. Activity: The caterpillar race

Timing: 15 '

Objectives: team cooperation, encouraging coordinated actions, problem solving

Session outcome: team work, trust with others

Description: The activity will take place on a circular route with a length of about 100 m, without obstacles. The participants form the caterpillars, uniting in teams of five people each. The first four will sit on the ground face down, leaning on their hands. The first participant puts his feet will put his feet on the shoulders of the next and so on. The last participant in the series will support himself with his hands and knees. The first caterpillar to reach the finish receives 10 points, the next 9 and so on.

Establish a series of rules for the game before starting the activity for the participants. Carefully explain the tasks and how it is necessary to behave on physical safety. Make sure that the space in which it takes place is a safe one, in order to avoid possible accidents. The activity can take place in the same room.

Motivate the participants and encourage them to offer support in group work.

Reflection / debreafing: What was the task? Did you manage to complete the task? How did you feel during the exercise? Was it difficult? Easy? Why? What did you learn from this activity?

Was it hard or easy to get a better time after each lap? What were the ideas that helped you complete the task in a better time? Who contributed to the group's success?

Aplication in the work environment : The work environment represents working with others and in collaboration with others. Young people need to learn to trust themselves and others and how to establish collaborative realities; that will support them in their activity.

8. Activity: King's land

Timing: 10-25 '

Objectives: coordinated action, planning skills, role in a team

Session outcome: participants learn how to work for a common project in a coordinated way and how to find the best strategy to achive their goal.

Description: You can work with a group of up to 10 -12 participants.

Materials: You can create pieces of cardboard, plastic that can be made "at home", consisting of: - 10 pieces of plastic bowls. Sand bottles can be used, but without being very heavy, small in size and 4 stakes.

The game can be played outdor.

1. Choose the playing space and mark the corners with stakes (play on the ground, grass, sand)

2. Place the bowling pins and the king on the playing surface as follows: the king in the middle, thus delimiting two playing fields, and the pieces 5 on each small side of the court, at equal distances.

 3. Two teams will be formed, A and B, each with between 1 and 6 players. They are each behind the bottom line of their own field, so behind the bowling alleys.

4. The goal of the game is for each team to build a strategy as good as possible in order to better defend their field and the king. This will consist of how they will build their own land and how they will arrange the pieces.

5. The players of team A throw the 6 cylindrical pieces in turn, trying to tear down the pieces of the opponents - but not the king! The throw is made by holding the piece at one end, from the bottom (similar to throwing a bowling ball, not like a stone), and the piece is allowed to rotate during the throw only vertically (so not as a helicopter propeller).

 6. The demolished pieces are thrown by the members of team B into the field of team A, where they are raised to the place where they stopped. If they are thrown out, the throw is repeated once; on the second mistake, team A chooses where to put the piece in its own field - but not on the bottom line or at a distance of less than 30 cm from the king. If a piece on team A's bottom line is torn down by kubb pieces thrown by team B, it is lifted back into place.

7. It is the turn of team B to throw the 6 cylindrical pieces. If they tear down kubb pieces on the bottom line of Team A, they will have the same fate as their own. However, if the pieces that belonged to team B are demolished (point 6), they are taken out of play.

Team A throws their own kubb pieces from the bottom line, knocked down by opponents, on the field to team B, then throws with cylindrical pieces s.a.m.d.

 When a team manages to knock down all the pieces in the opponent's court, they try to knock down the king. If a team knocked down the king illegally (he hadn't finished tearing down all the opponent's pieces), no matter what kind of pieces - kubb or cylindrical - he lost.

The first team to regularly knock down the king wins.

Tip: The trainer can facilitate the game in the beginning stage using storytelling. He can create a story that includes the two teams as the inhabitants of a territory, ruled by a king. Participants can name their territory, and give a name to their king. Subsequently, the way they build these territories will ensure the chances of success of the team. Then he can introduce into the story the competition between the two territories.

Aplication in the work environment : A work environment means both competition, but it is important to build the best work strategy for a project and implicitly team support. It is also important

to know our skills and discover the roles in which we perform best with others and to encourage the development of the initiative.

9.Activity: Team roles

Timing: 40'

Objectives: to develop social competencies, the value of inclusion, to understand and reflect on your own behaviour and behaviour of others, team building.

Session outcomes: The session is an eye-opener about how sport can be used as a tool to develop social competencies. The issues addressed include conflict resolution, inclusion and participation.

Description: Organise the participants into 2 teams of 5 depends if the numbers are greater than 10 participants.

Step 1- Explain to participants that they must play voleyball in their teams and that the objective is to win. Explain how to play. Demonstrate the rules and boundaries to participants.

Ask the participants what the rules of the game are? At this stage simple rules such as double dribble and travelling with the ball will come out. (Play for 10 minutes)

Stept 2 – After you observ the groups and their strategy of game you can Introduce some role play to the game to show how the game will use. Each participant will receive a short note with a role play.

These can include : " no dribbling, only females can score/ only male score, one or two of the team member must touch the ball, only dribble with weak hand, only score with weak hand, you are not interested about the game, you are very competitive, only score outside the key, being selfish, pass to the other team, yell at those who make a mistake, try to include everyone, only pass to one person, be a referee, coach the team, be over enthusiastic, etc"

(Play for 10 minutes)

The debrief should be done only at the end of the game, otherwise you may break the flow of the activity.

First round give the coach an overview about each participant. You can chose what kind of role play or profile to put on those notes. The purpose it's to give the participants the experience to be in a different profile of what they was in first round, and to see how they deal with the situation and to finde a way to win the game.

Let the participants pick the roles or if you know the group well and you are sure you can handle the situation then roles can be given to the participants to reflect on their own behaviour – if this is undertaken then caution must be used to ensure there that participants are not overly frustrated with the role they have been given.

Reflection/ Debreafing: Start by reviewing what was happening during the activity. Following questions can be used: What was happening in the first part? Were the instructions clear; did you understand how to play basketball? Did you like the game? How was the second part for you?

How did you cope with limitations? How did you feel? Did you feel more included in the game then in the first part? Did the team work well? How did you feel in your roles? How did you perceive the behaviour of others? How did

you adapt your communication and behaviour towards them? What do you think why they behave like that? Do you

behave in that way in some situations in everyday life? What did you learn out of this game? Would you do something differently next time?

Aplication in the work environment : In the professional environment it is important to adapt our communication and to learn how to work with different styles of work, to observe our own style of work and learning.

10. Activity: Your Team Dance

Timing: 40 '- 60'

Objectives: communication skills, leadership, creative thinking, empathy, cooperation, digital skills

Session outcomes: The game brings to the fore the crane product, the synchronous teamwork, the attention to what makes a product effective.

Description: This team building game is exciting and very creative. You can work both indoors and outdoors.

No. of participants: 10-80 (you can work in smaller groups)

Equipment needed: light clothing, sound system, laptop, microphone, music.

Each team will have to create their own dance, their own choreography according to a theme chosen by them. A trainer will coordinate and provide support when needed.

In this choreography they can create by combining dance and music with elements and dynamic movements inspired by sports. Participants will step out of their comfort zone and be the creators of their own choreography.

If you want to work with 3 groups, it is good to have a team building location that offers this possibility.

It is important to give them a time limit. This will stimulate participants to work creatively under pressure but also to learn how to organize effectively in groups. Material offers with which they can improvise: balls, ribbons, balloons, etc

Reflection / debreafing: What was the task? Did you manage to complete the task? How did you feel during the exercise? It was hard? Easy? Why? What contributed to the result obtained? What were your roles? How did you feel in this role? What was useful about this activity?

Aplication in the work environment : Creative thinking skills and digital skills are necessary skills in the professions of the future. Young people can learn in a creative way that brings them together how they can develop these skills and how they can be promoted, as well as how they can collaborate as effectively as possible in a common project, how to develop their initiatives.

11. Activity: The blind snake

Timing: 25-30 '

Objectives: to improve teammates' confidence and self-confidence, initiative, social skills, tolerance, responsibility

Session outcome: This game is recommended for developing confidence within the group. The aim of the game is to strengthen the trust and collaboration between the members of the group, respectively the attention paid to the others.

Description: The participants form a row keeping a distance of one arm between them and we blindfold everyone. We ask players to take a rope in their right hand. We release the first player to the eye, so he will become the eye of the snake. Participants must get through all sorts of obstacles and different terrain conditions, from point A to point B. The leader of the game shows the way, but does not intervene and does not give instructions, but is careful to prevent dangerous situations.

The snake's eye is always the first person, who may decide to give instructions or remain quiet and not warn others about terrain changes / obstacles.

The snake's eye changes at certain intervals (depending on the number of participants, every 2-3 minutes). The one who stood in front goes to the end of the line and blindfolds himself. During the game each participant must become the eye of the snake at least once until the goal.

Number of participants: 10-15 people

It can be done anywhere, but it is recommended to leave the enclosed space outdoors

Materials: Headscarf for each participant, rope

Reflection / debreafing: How did you feel during the game? How did you feel when you didn't see anything? How exhausting was the game? How did you feel about being the snake's eye? Did you get

enough instructions from the snake's eye or not? Did the instructions, the warnings received from the first player compensate for your lack of vision or would you have needed other information?

The game requires a lot of attention from each participant and involves increased tension (nerves) / insecurity, so it can happen at any time that someone has to withdraw from the role of "blind". This fact must be clarified at the beginning and the possibility of withdrawal must be ensured throughout the game, then the game and the lived experiences must be discussed.

Let's take care of others both physically and mentally!

Aplication in the work environment : A work environment requires the best possible discipline and coordination with others. It is also useful for young people to learn how to problematize.

12.Activity: Three monkeys

Timing: 20-40 '

Objectives: - communication skills, initiative, collaboration, creative solving

Session outcome: The goal of the game is to increase the efficiency of communication within the group. Another goal is to strengthen collaboration. The game is recommended for those groups that want to improve their collaboration between their members. The game can be applied in order to pragmatically demonstrate communication channels.

Description: We need three participants: a "blind", a "deaf" and a "dumb". The mute can be several people, even the whole group. The dumb, of course, is not allowed to speak, his mouth cannot move, he is only allowed to gesture. We blindfold him. The deaf will be the intermediary between the dumb and the blind. The space must be divided into three. On one side must be hidden an object for the mute, for example: a ball. The blind man will have to find her. On the other side is the silent group. Opposite the mute person or the whole mute group stands the deaf. The blind man can only move behind the deaf. The deaf are not allowed to return, they are only allowed to look at the mute. The deaf person must describe to the blind the way to the ball based on the gesture of the mute. The mute sees the movement of the blind man. The deaf person must give directions to the blind man based on the gesture of the mute. The game ends when the blind man finds the ball.

Recommended number of participants: 6-30 people

Ideal location: Enclosed space

Materials: 1 chair, an object / ball

Reflection / debreafing: Blind: How did you feel in the role of the person to be led?

- To the Deaf: How easy or difficult did it seem to you to convey the directions?

- The Dumb : How did you find the guidance?

- How could you have solved the task more efficiently, faster?

The game is recommended from the age of 12. The game will only work if each participant follows the rules.

Aplication in the work environment : Empathy is one of the most important social skills when working with people. It is important that in a work environment we learn to have an inclusive attitude and to understand the qualities and how to offer support to others.

13. Activity: More and more efficient

Timing: 15 '

Objectives: time management, encouraging coordinated action

Session outcomes: The processing of the game should emphasize the idea that we can all use the most useful time, if we find other more creative solutions both personally and when we do a task in a team or a group.

Description: Participants will be asked to form a circle, standing. They are given three balls made of paper, and their task is to pass the balls through the hands of all participants as fast as they can, until they reach the facilitator.

It tells participants the time they had after each lap, encouraging them to try again and get a better time with each attempt. The weather should improve from one lap to the next. The task is repeated until they get the best time - usually towards the end, the groups join their hands and touch the balls at the same time all at once, in 1-2 seconds.

Reflection / debriefing:

What was the task? What were you supposed to do in this exercise? Was it hard or easy to get a better time after each lap? What were the ideas that helped you complete the task in a better time? Who contributed to the group's success?

Do you think it is important to do things / tasks in less time? What do you think are the ingredients needed to use time more efficiently in everything we do? Can others around us help us become more efficient with our time? How can we help ourselves become more efficient with our time? What did you learn from this exercise about time and its efficiency?

What do you intend to use from this game in a situation in everyday life, when you have to do a group task in a short time? Can you give a concrete example?

Aplication in the work environment : Efficient time management is the best support in achieving goals. It is very important for young people to learn how to pay attention and how to prioritize themselves in achieving their goals in work and activity.

14. Activity: Step by step (steps)

Timing: 1 h

Objectives: planning skills, critical thinking, creativity, perspective, ability to work in a team, digital skills

Session Outcomes: The method is used in the planning stage, but can be successfully adapted along the way. It is suitable for both group projects and personal goals. The exercise highlights the planning stages of an activity or a proposed personal project, highlighting the correct order and the links between activities.

Description: We start with the digital or physical drawing of some steps. Above the steps we will write the name of the step (activity), and below we will pass the necessary resources (human, material, financial) to achieve that step.

Materials: Paper, pen, marker, pencil or computer / digital equipment

Aplication in the work environment : This type of activity is a useful way to learn how to plan in career choices, how to formulate their goals as clearly as possible, how to realistically evaluate their resources in terms of meeting the proposed objectives, and also how to work with digital skills.

15. Activity: Today I learned evaluation (evaluation)

Timing: 15 '

Objectives: reflect on learning process, evaluating skills,(to develop metacognitive thinking)

Session outcomes: This activity aims to stimulate young people to reflect and evaluate what they have learned during the meeting.

Description: The facilitator prints and cuts out the evaluation notes in advance, on which unfinished sentences are written (ex: Today I learned…, I discovered…, I realized that…, I was surprised when…, One thing I would change would be be…. I propose to…, Next week I would like to…, I felt that…, One thing I will do differently from now on is…, What was interesting to me was… etc.).

Participants are invited to form a circle and sit on chairs. The notes will be placed in a box, and each participant will be invited to take a note and take a minute to reflect, after which he will share with the rest of the group to continue the sentence, as he imagines it, following his experience of learning that they had.

Aplication in the work environment : Reflection on learning is very useful, because it can help young people to learn to evaluate their goals as clearly as possible and to formulate them as specific and

realistic as possible, which helps them to become more effective in the work activities they have to support them.

Suggestions for field sports activities:

Materials you can use to create field sports activities

- sponge ball, for interior

- basketball

- football

- volleyball

- mini-football gates / basketball hoops

- hula-hoop circles of various sizes, as cheerfully colored as possible

- balloons, preferably large, round, for cooperation games

- string / rope /

- dice (possibly)

- milestones and paper adhesive tape for delimiting the land.

In general, the sports materials chosen should encourage the interaction of as many participants as possible.

The tools used are good to involve young people in activities together, leading to the realization of a common product. It is very useful a "storyteller" in the creative field, to give meaning to a creative activity.

It is helpful to choose a theme or keyword (for example: "sport", "together", "friendship mandala" or simply "at sea", "in the mountains", "Europe", etc.) that to unite the activities and productions of young people into a unitary whole.

Rules for creating field sports events:

- preparing young people for the event / preparing "captains" - those who can be group leaders and who accompany groups of young people in games

- breaks

- moving from one land to another (if necessary)

- start on a positive and fun note

- When working with a large group in the field, divide it into subgroups or teams / teams of 5-10 depending on the size of the group (maximum 25 participants). Designate a captain for each group. Such a group will give you the opportunity to work on a series of competitive activities on small teams or to train all teams in a common game.

- It is useful for the participants involved to enter the field used for the activity at once. After the start, the groups / teams, accompanied by "captains" to be distributed on the playing fields. If the materials are visible, the participants will tend to each choose a ball and play freely, being much harder to organize afterwards.

- NO ONE should be excluded, but offer them alternatives.

- The games should be chosen and adapted according to the characteristics of the group (and a child with a physical disability must be included in the game, if he cannot throw the ball with his hand, he will pass with his foot, if he cannot pass with his foot, he can use a balloon, or if a child cannot catch the ball at speed, he is given the ball in his hand without being thrown).

- Encourage cooperation and not unfair competition.

- Encourage the transmission of positive messages of friendship between the participant

- Feedback is requested from those who participate.

- The progressive game is complicated, new rules are proposed by the participants.

- *Celebrate the team !!!*

HUNGARY - OSA

ACTIVITY 1: Magic Gate

TIMING: 30'

OBJECTIVES: communication skills, common problem solving

SESSION OUTCOMES: participants jointly solve a problem

DESCRIPTION: Two trainers spin a long rope, and the participants have to run one by one from one to the other side of the rope. If someone gets stuck in the ropes, everyone has to go back and start the whole game over. The goal is not to be able to do it individually but to get the whole team through. So, the more skilled ones have to encourage the less skilled ones. It is also possible to make things

more difficult for the skilled by blindfolding them, so they have to be supported to get through or be told when to run.

An even more exciting version is when everyone has to go through without a single spin being left out. The first one starts when he/she wants to, but then until the last player finishes, the rope cannot turn without someone running through it. Any empty spin or a touch means that they have to start over so the focus is even more on the harmony of the team. They have to help and encourage each other all the way.

APPLICATION IN THE WORK ENVIRONMENT: Teamworking skills, communication, problem solving, handling pressure

ACTIVITY 2: Get the buoy!

TIMING: 15'

OBJECTIVES: Encouraging coordinated action

SESSION OUTCOMES: participants learn to work for common purposes, in a coordinated way

DESCRIPTION: Everyone stands in a circle on flat buoys. There is an empty one and someone is standing in the middle of the circle. His/her goal is to step on this empty buoy. Those standing on the buoys don't let this happen, they keep moving from buoy to buoy, so the empty one will always be at a different point in the circle. The one from the middle has to rush back and forth to find the buoy that is released for a second. If he/she manages to find it, the one who made a mistake will stand in the circle, replacing the other player. Those standing in a circle have to trust each other, talk to each other and keep moving in harmony. If someone steps away from a buoy, another one will come and step on it right away. The player in the middle plays against all the others, which requires mental strength and perseverance.

APPLICATION IN THE WORK ENVIRONMENT: Teamwork, communication

ACTIVITY 3: Get the flag!

TIMING: 20' – 30'

OBJECTIVES: strengthening team spirit and cooperation

SESSION OUTCOMES: the members of the team can experience the responsibility for each other and help each other in a playful way

DESCRIPTION: The game is played by two teams on two halves of a court. The pitch must be large; at least the size of a handball court. At the end of the two halves, there is a circle with a radius of 1 meter, laid out from buoys, with a flag inside. The goal is to cross over to the opponent's half and get their flag. Once the player moves to the other half, the opponents can capture him/her. If this happens, the player must squat down. He/she can be freed by a teammate by giving him/her a high-five. Only the attacking player may enter the area surrounded by the buoys, not the defender. Once the attacking team has obtained the flag, it can be handed over, or thrown to a teammate. Passing the halfway point, however, players have to hold the flag in their hands.

APPLICATION IN THE WORK ENVIRONMENT: A gamified, and fast-paced way to get people co-work effectively.

ACTIVITY 4: Sugar cube tower

TIMING: 15'

OBJECTIVES: building mutual trust in participants, enhancing positive leadership, and fine motoric movements

SESSION OUTCOMES: building trust, strengthening leadership skills

DESCRIPTION: The game is played by teams of two. One of the team members is blindfolded. The task is to build the tallest tower possible from sugar cubes. The blindfolded player is responsible for stacking the sugar cubes on each other, by the instructions of his/her teammate. In the meantime, the other team member should instruct him or her to build trust while taking into account the teammate's abilities.

APPLICATION IN THE WORK ENVIRONMENT: Cooperation, creating a work environment based on trust.

ACTIVITY 5: Heads or Tails

TIMING: 15' – 20'

OBJECTIVES: Improving teamwork, and decision making

SESSION OUTCOMES: The game improves quick decision making

DESCRIPTION: A game specifically for sports. Players of two teams sit cross-legged at the end of a soccer pitch. Team members hold each other's hands. Everyone has their eyes closed except for one player sitting on the edge of each team. A ball is placed at the bisector.

The trainer tosses a coin that is seen only by the two players with their eyes open on the wings. If the tossed coin is a head, nothing happens. However, if it is a tail the two players have to squeeze the hand of their teammates sitting next to them. Players pass the signal that finally reaches the last player. When that happens, the last players in the line jump up, rush to the ball and try to kick it into the opposite goal. The team that succeeds first gets a point. The player of the winning team can then go to the end of the line, so his/her teammates will be one place ahead in the line. The game is won by the team that picks up the original formation for the first time or collects more points.

APPLICATION IN THE WORK ENVIRONMENT: Decision making, communication and mutual trust.

UK - RJ4ALL

ACTIVITY 1: 2 truths and a lie

TIMING: 15'

OBJECTIVES: Communication skills, teamwork

SESSION OUTCOMES: Getting to know each other

DESCRIPTION: Participants will tell their group 2 true 'fun facts' about themselves, and one lie. The other group members will have to guess which one is untrue. After the activity, groups can play between them by asking the other group to guess which member the fun fact pertains to.

APPLICATION IN THE WORK ENVIRONMENT: It is essential to understand how to communicate effectively by actively listening and sharing your own thoughts. This activity will help participants build trust and can act as an introductory activity.

ACTIVITY 2: Football quiz (could be based on employability workshop or just a trivia quiz)

TIMING: 20'

OBJECTIVES: Listening skills, teamwork, employability skills, ability to communicate under pressure, learning from others and reflecting upon failures or challenges to understand them

SESSION OUTCOMES: This activity is helpful for understanding how to contribute to a team environment and communicate with, as well as rely on others to support you. It also helps develop listening and reflection on employability skills.

DESCRIPTION: After a workshop, the participants will be split into 2 groups who are racing to answer the question correctly. The aim of the activity is to recall the information from workshops to answer the question posed to the group in the quiz. If the group knows the answer they must first complete the challenge course first (a challenge course example could be cones they have to dribble a ball through and complete 5 passes with a teammate, etc) before being able to answer the question. If they get to the end of the course and answer incorrectly, they must reconvene, discuss the answer and complete the course again before being able to answer the question. Before answering each question, the group must discuss the answer between themselves and a new participant must complete the course each time.

Example questions based on the workshop (however, questions could also be a trivia quiz):

1. "What are the top 10 characteristics employers look for when hiring candidates? One point for each correct answer".
   Correct answers: Communication, Teamwork, Negotiation and persuasion, Problem solving, Leadership, Organisation, Commercial awareness, Perseverance and motivation, Ability to work under pressure, Confidence
2. "What are 5 things to include in a CV when applying for a job"

Correct answers: personal information (name, contact info, address, etc), relevant work experience, description of past roles, description of education, relevant interpersonal skills, a summary of what you would contribute to the job applying for

3. "What are 3 potential questions an interviewer would ask you when applying for a job?"
4. "What would be a good question to ask an employer at the end of an interview?"

APPLICATION IN THE WORK ENVIRONMENT: This activity is relevant to listening skills, contributing to a team environment, taking initiative to be a leader in a group whilst supporting others, reflecting upon feedback to work with others to overcome challenging tasks. It is also important for the participants to think about their potential role in a working environment and the key skills/ characteristics they need to develop.

ACTIVITY 3: **Team kahoot quiz**

TIMING: 15'

OBJECTIVES: Teamwork, employability skills, critical thinking, ability to communicate under pressure

SESSION OUTCOMES: Reflecting on information learnt in workshops and actively thinking about employability skills. Adjusting coaching accordingly if there is something not understood.

DESCRIPTION: Kahoot (https://kahoot.com/) makes it easy to make online quizzes to quickly assess understanding using personalised questions. The questions could be on information learnt or be a good introduction to learning to see what is not yet understood by the participants and how coaching needs to be adjusted. The teams only have limited time to answer the questions so they must quickly discuss and answer correctly.

APPLICATION IN THE WORK ENVIRONMENT: It is important to be able to work in teams and think critically under pressure.

ACTIVITY 4: 'Where are the other players?'

TIMING: 30'

OBJECTIVES: Attention to detail, listening, communicating and helping others

SESSION OUTCOMES: Being aware of others and their role in a team, helping others to overcome challenges and listening to others

DESCRIPTION: During a sports game such as basketball, football, capture the flag, etc the game will be stopped and a player will be asked to shut their eyes and describe where the other players on their team are positioned relative to them on the field. They will be told the name of a player on their team and if they are able to pass them the ball with their eyes closed within 3 metres (can be changed depending on the game) then they gain two points. If they fail to do so, they can communicate with their teammates to describe where the player is and they can try again to pass the ball with their eyes closed and gain one point if successful.

APPLICATION IN THE WORK ENVIRONMENT: It is important to be conscious of your environment and rely on others and help others in a working environment. Listening and effective communication is key to helping others and overcoming challenges in groups.

ACTIVITY 5: Reflection, goal setting and planning in partners

TIMING: 15'

OBJECTIVES: self- motivation, communication skills, teamwork, reflecting, determination, planning, organising

SESSION OUTCOMES: Being aware of challenges and making a plan for how to overcome them

DESCRIPTION: After the day participants will reflect on what they enjoyed, learnt and what they found challenging and share their concerns with their partner. They will work together to discuss a plan for how they are going to become more confident in the area they don't understand, or which questions they want to find the answer to and a timeline for how they plan to accomplish their goals. The goals could be macro- such as find a job/ create a CV or smaller goals- ask for help to understand something learnt in the session that was confusing.

APPLICATION IN THE WORK ENVIRONMENT: It is important to have goals and actively work towards them and gain confidence in overcoming challenges. Working together is important to think about how to effectively communicate concerns or thoughts.

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