

# Guidebook on Entrepreneurial Skills' Development Through Sport

*Leadership*

*Team Work*

*Entrepreneurship*



*Self-confidence*

*Communication*

*Planning Skills*

*Public Speaking*

# The project

"Sport Is The Way" was the first Training Course of the multi-activity KA1 project SETEA "Sport Education Triggering Entrepreneurial Action". SETEA aims:

- To provide participants with knowledge, skills and attitudes to employ Sport to spread entrepreneurial attitudes and skills among disadvantaged youth;
- To explore the meaning, relevance and potential of youth entrepreneurship for increasing youth employability;
- To explore Sport as an area of concrete entrepreneurial engagement for young people.

## Partners

- Zajednica Sportskih Udruga Grada Rijeke Rijecki Sportski Savez - Croatia
- Mine Vaganti NGO - Italy
- MV International - Italy
- Sporten Klub Chempians Faktori - Bulgaria
- Asociacia Za Razvitie Nabulgarskiasport - Bulgaria
- Asociatia Pentru Dezvoltare Activa - Romania
- Youth of Europe - Poland
- Sivas Gelisim Genclik ve Spor Kulubu Dernegi - Turkey



# Methodologies used

## Non Formal Education

Non-formal Education (NFE) consists in a gathering of educational practices which are not included in the formal system of education. NFE is a methodology, which translates in carefully adjusted to the participants and structured practices which foster the personal, social and professional development of people, on a voluntary basis. The methods used in NFE provide added value for young people, for the economy and society in terms of capacity-building of organizations, systems and institutions.

## Education Through Sport

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

**Why?** For life

**Specific objective:** Personal development and social learning

**Approach:** Existential, socio-cultural

**Aim:** Citizenship

**Outcomes:** Empowerment

# NFE Tools created by participants

## Team Building - Desert island

**Objectives:** team work, leadership, gaining new skills, being creative and competitive.

**N° of participants:** 5 up to 10

**Materials:** printed words

**Description:** The Trainer will give participant 10 words and they have to come up with a story by including those words. Participants will have max 20 minutes to create the story and then they will present it to the trainer.

## Workshop - Half-Ball

**Objectives:** cooperation, coordination and team work.

**N° of participants:** 12

**Materials:** 1 ball, 6 blindfolds, 6 markers, 20m tape.

**Description:** Participants will be divided into two teams. Each team consist of 3 pairs. Each pair is hand-taped and one person is blindfolded. Then two teams will start to play football and of course the blindfolded participants must be leaded by the other person. The goal is to score as many points as possible.

After a first round the member of the pairs will exchange positions and a second round will be played.

### **Debriefing Questions:**

- How did you feel?
- How did you feel as the leading and as the leaded?
- Who made the strategy in the team/pairs?
- Do you think you can apply what you learned from this activity in real life?

## **Workshop - Blind Trust**

**Objectives:** raise awareness on entrepreneurship values in order to use them as tools.

**N° of participants:** 6 up to 20

**Materials:** 2 balls, 10 cons and 10 blindfolds.

**Description:** 1) Trainers will explain some values related to entrepreneurship to the group.

2) Trainers will prepare a set of tests and split participants in pairs, with one person blindfolded. Using the given values, each couple have to go through obstacles to earn points by shooting the ball through the gate.

### **Debriefing Questions:**

- How did you feel during the game?
- Did you indentify specific roles in your team?
- Describe the cooperation process.
- Which are the values that you identified during the game?
- Do you find this kind of activity useful?

# Workshop - Scavenger Hunt

**Objectives:** improve the teamwork and communication skills; improve time management, raise creative level, improve critical thinking.

**N° of participants:** 8

**Materials:** 1 rope, cons, scarf, tape, A4 sheet, 1 bottle water, 12 plastic glasses, 5 ping pong balls, 5 plastic spoons, 5 eggs, 10 plastic cups, paper, flip-chart paper, 7 chairs.

**Description:** Participants will be split in 2 teams of 4.

1.Step - Blindfolded track: one by one the participants will be blindfolded and has to finish a track being guided by the others. Game starts again from beginning if the blindfolded person step out the track.

2.Step - Shark island: each team has to get from one corner to another by stepping only on a sheet of paper. If a persons is not in the paper, game starts all over again.

3.Step - Water squats: participants squat holding 2 plastic glasses with water; the team which keeps more water in glass wins.

4.Step - Spoon: each team has a spoon and a ping pong ball. Each team member has to do a round holding the ball in the spoon without flipping it.

5.Step - Egg challenge: Each team has to create something to protect an egg from breaking, while falling down.

**Debriefing:** Free talks about how participants felt, about the team work, the strategies and the time management.

Participants from the TC tested the above described NFE tools in a charter high school with students from 3<sup>rd</sup> and 4<sup>th</sup> year.



# Annex: National Sport Education Policies

## Croatia

### **Major policy documents adopted by government bodies:**

The promotion of health-enhancing physical activity (HEPA) is covered by the Strategy for Science, Education and Technology 2015–2017. The strategy promotes the development of a sustainable, high-quality system to encourage sports and sporting activities, focusing primarily on promoting sports from an early age, creating conditions for equal participation, and outlining plans for the construction, renovation and maintenance of sports facilities. Its implementation is envisaged through coordinating institutions and aligning the activities of various agencies.

### **Guidelines and goals:**

Croatia has thus far not adopted any national guidelines or recommendations on physical activity. Materials have been developed and included in the draft version of the country's health promotion and non-communicable disease (NCD) prevention action plan (2015–2020), which is currently in the process of official approval by the Croatian Government.

The national recommendations on physical activity for health, which will target the whole population, are based on WHO's *Global recommendations on physical activity for health* (2010) (5). Croatia is expected to implement national guidelines by 2018.

## **Sports in schools:**

Funding for school sporting activities is provided from the State budget and allocated to the Croatian School Sports Association and the Croatian Academic Sports Federation. These bodies are responsible for the delivery of sports activities that encourage health-oriented training of young children and students and for providing resources and facilities for sports competitions, which can encourage uptake of recreational and amateur sporting activities outside education settings.

## **ITALY**

### **Major policy documents adopted by government bodies:**

The National Sport Educational Centre (CSEN) has adopted a Sports for All policy entitled "Integrated sports" (Lo Sport Integrato), addressing both disabled and able-bodied individuals and aiming to create a cohesive group that, through sports, develops and promotes the culture of integration, solidarity and acceptance of diversity at all levels. The programme aims to affirm the value of human diversity as a source of richness and not as a handicap. The CONI School of Sport has adopted the policy "Exercise is Medicine" which addresses preventive measures for health and wellness among the general public. In addition, the Ministry of Education, Universities and Research and the CONI have adopted a joint policy to promote sports at school.

### **Guidelines and goals:**

Italy has national recommendations on physical activity and health for young people and older adults. These entail ensuring that adults carry out at least 30 minutes of moderate-intensity physical activity on most (if not all) days and that children and adolescents aged 5–17 years engage in at least 60 minutes of moderate- to vigorous-intensity physical activity (MVPA) daily.

### **Sports in schools:**

Two hours of PE per week are compulsory in Italian primary and secondary schools. Active transport to school is encouraged, using the PIEDIBUS scheme. This “walking bus” allows students to travel to school on foot, accompanied by adult volunteers, in an organized fashion. It primarily serves to replace private cars as a means of travelling to school, but it can also replace public transport and school buses. The PIEDIBUS has a set route, regular “stops”, conductors (just like on a standard bus), a route leader and other escorts, and the way is marked by warning signs for motorized vehicles. It is designed primarily for use by schoolchildren who are too young to walk to school independently. The scheme is run by the municipalities, local health authorities, schools and parents’ associations.

## **BULGARIA**

### **Major policy documents adopted by government bodies:**

The National Strategy for Physical Education and Sports Development 2012-2022 was adopted by the National Assembly of the Republic of Bulgaria in 2011.

The Strategy aims to highlight the social function of physical education (PE) and sports in Bulgaria, and the need for political, economic and social changes to improve the uptake of physical activity. It addresses the principal stakeholders, including public authorities, local government and public sports organizations. The National Programme for the Development of Physical Education and Sports 2013-2016, passed by the Council of Ministers in 2013, includes further considerations, such as sports infrastructure and the role of various bodies in the national sports system. The vision of the programme is to build a functioning system for the promotion of PE and sports in the Republic of Bulgaria, to encourage physical activity and participation in sports and social tourism. The conception for promoting the development of Sports for All, was issued by the Ministry of Sports in 2014.

### **Guidelines and goals:**

Bulgaria currently follows WHO's Global recommendations on physical activity for health (2010). National recommendations are to be developed in tandem with the activities of the NPPNCD 2014-2020.

### **Sports in schools:**

It is mandatory for Bulgarian primary schools to provide at least 3 hours of compulsory PE. A scheme is currently in place for after-school health-enhancing physical activity promotion programmes. In addition, national and international competitions are held to encourage pupils to engage in physical activity.

These initiatives are overseen by the Ministry of Education and Science and their aim is to promote the uptake of regular sports among pupils as part of a healthy and active lifestyle. Sports Clubs for Health guidelines have been implemented in 950 different sports clubs across the country, with support for these clubs provided by the Bulgarian Sports for All Association.

## ROMANIA

### **Major policy documents adopted by government bodies:**

The Romanian Federation of Sport for All has adopted a dedicated national Sports for All policy entitled "Sports for All – 3rd Millennium Romania – a different lifestyle". The policy covers work in the field of sports for health, monitoring and surveillance education and recreation across the whole country, including Sports for All promotion as a social activity, integral to the country's social policies. The core objectives of this Sports for All policy are to: guarantee everyone's right to free access to sporting and recreational activities; foster a positive approach to keeping active; create the right structural environment for physical activity; and make programmes locally responsive and sensitive to local traditions and needs, rather than taking a top-down approach (addressed specifically in the policy in the "Rural sports" section). The policy has several other interesting focal points, such as the "Baby sports" section, which promotes activity in toddlers from as young as possible, and the "Pro natura" section on tourism for all, which encourages the development of active tourism, in an attempt to synthesize cultural exploration and physical activity.

### **Guidelines and goals:**

Romania currently has no adopted national guidelines or recommendations on physical activity. The country promotes physical activity in line with WHO's Global recommendation for physical activity for health (2010).

### **Sports in schools:**

In grades 3 and 4 of primary school (pupils aged 8–10 years), physical activity is mandatory for 3 hours per week. This is split into PE for 2 hours and 1 hour of play and movement. In grades 1 and 2 (pupils aged 6–8 years) physical activity is mandatory for 2 hours per week, with 1 optional hour of play and movement. In secondary schools, it is mandatory to offer 2 hours of PE per week for grades 5, 6 and 7 (pupils aged 10–13 years), and there is also 1 optional hour per week of PE for all grades.

## **POLAND**

### **Major policy documents adopted by government bodies:**

Both the Strategy for the development of sports in Poland until the year 2015 and its draft replacement, the Sports development programme 2020 (draft, 2015) were created by the Ministry of Sport and Tourism, encompassing features of a national Sports for All policy. The former has 3 main priorities: promotion of sports for everyone, growth of professional sporting activities and developing the sports and recreation infrastructure. The main objective of the draft Sports development programme 2020 is to create conditions for the development of sports and to promote health-enhancing physical activity (HEPA).

Further specific objectives include: creating the conditions, and ensuring the availability of opportunities, for physical activity at every stage of the life-course; using sports to build social capital; improving organizational and legal conditions for the development of sports; increasing the availability of qualified human resources; and using the potential of sports at competitive level to promote physical activity in general and/or to promote Poland internationally. The Ministry of Health also created the National health programme for the years 2007–2015. Within this, operational objective 4 is “increasing physical activity of the population”; operational objective 8 is “supporting physical [...] development and health of children and adolescents, and preventing health and social problems that most commonly affect them”; and operational objective 10 involves “creating conditions for active life of the disabled”.

### **Sports in schools:**

Four lessons of PE per week are mandatory in Polish primary schools (classes 4–6, for pupils aged 10–13 years), with each lesson lasting just under 1 hour, and in middle and secondary schools (for pupils aged 13–19/20 years), 3 to 4 hours of PE per week are mandatory. For younger children, in classes 1–3 of primary schools (pupils aged 6–10 years), PE is integrated into the educational structure; the division between subjects and activities is the responsibility of the teacher who delivers a core curriculum at each educational level.

# TURKEY

In Turkey policies concerning Sport are divided in the following areas:

- Sports Management
- Sports Culture and Sports for All
- Training Elite Athletes
- Sports Laws
- Disadvantaged People and Sports

Each area has its own policy and projects which are currently implemented.

Objectives:

- To provide the extension of sports in the all sections of the society;
- To raise healthy generations by promoting the participation of people from all ages in sports activities;
- To help the rearrangement of physical training and sports courses in accordance with the new educational system in coordination and cooperation with the Ministry of National Education in all stages of education and training beginning from preschool education;
- To take necessary measures in order to prevent violence and unethical behaviours in sports;
- To develop projects for the participation of disadvantaged citizens in sports, to make the sports facilities appropriate for the use of disadvantaged people and to support disadvantaged athletes and their families,