

SPIN Youth

EMPOWER DIVERSE YOUTH



**European Youth Training Academy
(October 4-7, 2024, Rome, Italy)
Curriculum**

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1. Project Summary “Empower Diverse Youth” (SPIN Youth)

Background

Despite the many positive effects of sport, certain groups in society remain underrepresented. The project “Empower Diverse Youth – Build-up Youth Participation and Inclusion in Sport Organizations” (SPIN Youth) aims to increase the sport participation of young people from diverse backgrounds – in particular young refugees and migrants – and to create inclusive, non-discriminatory sport environments that actively promote diversity and equality.

Objectives

1. Identify and address barriers to and enablers of sports participation of young people with diverse backgrounds, both in playing and non-playing positions
2. Facilitate youth-led knowledge production and empower, support, and foster young people’s involvement in sport design, delivery, and decision-making processes
3. Raise awareness, network, and increase capacities among sport organizations to engage and connect with young people with diverse backgrounds and to create inclusive sport environments

Project duration: January 2024 – June 2026

Implementing organizations

- Vienna Institute for Interntl. Dialogue and Cooperation (VIDC, Austria – Project Lead)
- Unione Italiana Sport Per tutti (UISP, Italy)
- Liikkukaa – Sport for All (Finland)
- Football Association of Ireland (FAI)
- Camino (Germany)
- Igrajmo Zajedno Inicijativa (IZI, Bosnia and Herzegovina)
- Huis voor Beweging (HvB, The Netherlands)
- Sindicato dos Jogadores Profissionais de Futebol (SJPF, Portugal)

VIDC

fairplay

UISP
sportpertutti



CAMINO

IZI Igrajmo
Zajedno
Inicijativa



HUISVOORBEWEGING
dàár krijg je energie van!

SINDICATO DOS
JOGADORES

Co-Creation & youth panels

The guiding principle of SPIN Youth is to involve the target group in developing and implementing activities aiming to improve the accessibility of sport for young people with diverse backgrounds. To that end, youth leaders in each country motivate a diverse group of 5-7 young people to form a gender-mixed youth panel, comprising a good mix of ages, interests, talents, and competences. Ideally, they all have an affinity with sport and experience – positive or negative – with inclusion in sport. Each youth panel shall be enabled to critically reflect on the project objectives, design creative solutions, and convert them into actions and activities. The sport clubs/associations and project partners involved in each country will create equal cooperation with the youth panel, based on the co-creation principle.

Youth panels' tasks include:

- Design and conduct research to advance sport inclusion of youth with diverse backgrounds
- Summarize findings, publish them in a brief report, and present results to sport organizations. Also, inform other stake-holders willing to promote youth inclusion, diversity, and anti-discrimination
- Select topics from the action research to develop action plans, present them to key sport stakeholders, get feedback, and develop the actions further
- Pick pilot activities to implement during the European Week of Sport 2025. These inclusive events (tournaments, public talks...) are supported with campaign material
- A two-day event in Lisbon during the project's final phase will bring together youth panel members, project partners, experts, and stakeholders to discuss the project's findings and strategies towards a long-term impact of the action

2. European Youth Training Academy – Purpose and Methodology

From October 4-7, 2024, a training for a total of 16 Youth Coordinators (YCs), 2 per project country, will take place in Rome, Italy. Participants will acquire key skills in these areas:

- Compose and guide a diverse youth panel
- Conduct action research
- Develop and implement the action plan

The training further offers the opportunity for participants to get to know each other and understand the group as a resource for advice and knowledge sharing. Project partners will establish a solid understanding of the project's background, context, and objectives among participants, emphasizing their significant role in the process of youth co-creation.

The EYTA approach is to achieve social change by positioning individuals affected by a particular social circumstance as experts of their own lives. A mix of methods will be employed to deliver on this aim.

Participants will be trained in action research - a bottom-up, collaborative inquiry to knowledge production focusing on the individual experiences and voices of the participants by transferring it into a youth-led research approach - and in establishing youth panels to further draft and deliver action plans based on the action research.

Target group

The EYTA convenes young people - approx. 15-27 years of age - with diverse backgrounds, e.g., refugees, migrants, ethnic minorities. Project partners collaboratively identified 16 YCs to participate in the EYTA. Criteria for the selection were developed during the first partner meeting in early 2024. Partners shared the call for YCs in their various networks, shortlisting candidates based on personal profile, competences, and experience, and finalized participants during a partner meeting in August 2024.

Training principles

- **Learning by doing** - putting learnings into practice
- **Learning in motion** - movement in the body ensures movement in the brain, more creativity, and better learning
- **Learning from each other** - linking up with the knowledge that is already present in the group and supplementing the existing knowledge with additional knowledge from the trainers and experts

The training applies the principles of David Kolb (educational theorist):

“Learning is the process of creating knowledge through the transformation of experience”.

Theory and practice are intertwined. Kolb has modelled different ways in which people learn. According to his model, there are four learning styles: **decisionmakers** (applying), **thinkers** (knowing), **doers** (integrating) and **dreamers** (seeing). Decision-makers like to apply their newly acquired knowledge directly, thinkers like to know the new knowledge, doers like to integrate the knowledge, and dreamers like to see how it works. Understanding one's learning style can enhance educational effectiveness and personal development. EYTA trainers keep the different learning styles in mind and adjust their working methods to “keep all on the ball.”

In conducting the training, trainers also consider the specific requirements of young people:

- Prior to and during the training, the **emphasis is on getting to know each other and group bonding** as the basis **for successful cooperation**.
- To accommodate all capacities of attention, the training is divided into blocks of 1.5 – 2 hours, with **sufficient variation in activating working methods**. Discussions (talking), group assignments (doing, experimenting), brainstorming methods (writing or drawing) and video's (seeing) will alternate.
- Recognizing potential difficulties for participants to express themselves in a new setting and that, too, in a foreign language, it is **crucial to create a safe atmosphere**. Trainers will emphasize the **relevance of every opinion** and establish agreements about how to treat each other (let each other finish when speaking, be respectful, etc.).
- Trainers **create clarity about the follow-up** process, so that all YCs remain well involved.

Following the training in Rome, YCs return to their respective project country and initiate the composition of “their” youth panel. Subsequently, they plan and conduct the action research and youth-led action plans. A total of three follow-up online meetings will be coordinated by the project partners to reconvene all 16 YCs and provide a moderated space for them to exchange information on progress in each country, challenges they face, and mutually learn from each other's experience with the project.

ANNEX: EYTA Agenda

Nr.	Time	Activating exercise	Goal	Underlying theory and information	Materials	Who
Friday evening 4.10.2024						
Getting to know each other and welcome dinner						
1.	19.30-20.00	Your journey Getting to know from which country the participants come. Which route did you take to come to Rome? Possible extra questions: - Which sports do you practice? - What do you like about that? - What are the most important benefits of the sport for you?	Getting to know each other	Getting to know everyone, knowing where everyone comes from and what sport they practice	Paper (X-large), markers (assorted colors), plenty of empty space in the room	HvB
2.	20.00-20.30	Question cards	Getting to know each other, think about your own behavior towards sport and inclusion, listening to other visions and ideas	Introduction to the subject sport and inclusion. Question cards legitimize asking questions one would normally not ask in a first meeting. This allows to determine the topic of conversation and gain depth in a conversation more quickly. All are triggered to think for themselves: What do I think about the subject? What is my experience?	Question cards	HvB
3.	20.30-22.00	Dinner in sport center Welcome to Italy/Rome by UISP and by City Council delegates	Getting to know each other better in a relaxed atmosphere			UISP
Saturday morning 5.10.2024, Block 1: Setting up a youth panel						
After the training, the youth coordinators will set up a youth panel in their own country/within their organization. In Block 1, the coordinators will get to know each other better, learn about the training and the project, and receive information and inspiration on how to set up a youth panel.						
1.	09.00-09.20	Bamboo exercise in two groups A team building activity in which participants must bring a bamboo stick from above their heads to the floor with only two fingers on the stick. Collaboration and non-verbal communication with each other are the core of the exercise	Introduction, collaboration, and non-verbal communication are central. Introduce yourself (name, country, organization, expectations of EYTA)	This exercise requires good cooperation within the group. The underlying theory is that you get further through good cooperation. This is an important skill for the YCs and for the youth panel	Bamboo sticks (2)	HvB
2.	09.20-09.40	Name cards exercise A "living quartet" with name cards	Getting to know each other by name, setting a good atmosphere	It is important for people (especially for newcomers) to be seen and recognized. A name provides connection, belonging, being seen	Markers, name cards	HvB
3.	09.40-10.00	Name cards + competences exercise	Getting to know each other by competences	Same as above + really seeing and appreciating someone for what they are good at	Markers and name cards	HvB
4.	10.00-10.10	Presentation: Outlines of the project	Insight in the project and in participants' role in the project	Getting everyone on the same page	Beamer and screen, presentation	VIDC
5.	10.10-10.15	Presentation: EYTA program	Presenting EYTA program	Getting everyone on the same page	Beamer and screen, presentation	HvB

6.	10.15-10.45	Spiderweb Brainstorm in small groups: “What comes to mind when you think of youth panels?” followed by pitch (presentation per group)	Participants: Focusing on the topic. Trainers: ensure that training content is aligned. This exercise gives the group a shared vision of the meaning of the theme 'youth panels'.	Trainers get insights into knowledge that is already present in the group (activating learning) and add the knowledge that is missing	Paper (X-large), markers (assorted colors)	HvB
10.45: Break (15 mins)						
7.	11.00-11.15	Theory of the Lundy model	Get to know Lundy model	Lundy model	Beamer and screen, presentation	FAI
8.	11.15-12.00	Step into the Lundy model	Connecting the brainstorm with the Lundy model	Practically working with the content of the model, so that the theory sticks better	Life-sized Lundy model (on floor), markers in the colors of the Lundy model	FAI
9.	12.00-12.30	Competences cards Keeping Lundy model in mind, participants choose from most important competences to be represented in a well-functioning youth panel	Let participants think about/ give them an idea of the diverse types of young people that complement each other and together could form a youth panel	Activating, learning from each other. Important for the composition of the youth panels are not only the different competences of the young people, but also the diversity of the group (gender, migrant background, type of sports, position in club, etc.)	Competency cards + empty cards	HvB
10.	12.30-12.50	1,2,4, all Start alone, then in pairs, then foursomes, and finally as a group	Finding answers to the question: How to find the right participants for a youth panel?	Broaden your horizon. Generate and share ideas. Everybody is engaged simultaneously and has an equal opportunity to contribute	Pen and paper	HvB
11.	12.50-13.00	Walking scale Participants position themselves on a scale from 0 to 10 to express their feelings about the training	Are we on the right track? Do we need to make changes? Is everyone still on board?	Getting the information of how the participants value the training so far and if adjustments are needed	Steppingstones	HvB
13.00: Lunch and cognitive training through sport activity at the sport center Inclusive game by Manolo Cattari (UISP): Through the sensory deprivation of sight, the group will be guided to reflect on human relationships and various levels of communication. Using football for the blind the group emphasizes communication in short circuits and reflects on the meaning of inclusion. To reach their goal, the team will learn how to best communicate: not overlapping the voices, give clear and short instructions, and try to include all the players in the actions. The only one who can see is the goalkeeper who in a way is the leader of the group. This activity is a perfect example of a teamwork and clear communication among all.						
Saturday afternoon 5.10.2024, Block 2: Action research (part 1) The youth panels will start by conducting an Action Research. The results form the basis for their further activities. In Block 2, the participants will learn about the diverse ways of conducting action research, think about research questions, and learn how to set up research and analyze the results.						
1.	15.00-15.05	Welcome and presentation • Welcoming back the participants • Presentation of the 2 Camino moderators	• Participants feel welcome • Participants know the moderators			Camino
2.	15.05-15.15	Movement game	Mental energizer		Ball	Camino & participants

6.	16:30-16:40	Presentation of the research themes Participants present their topic in the plenum	Other participants get to know the other topics			Participants
7.	16:40-16:50	Theory of developing a guideline Camino provides a short theoretical input on how to develop a guideline based on the research interest	Participants know how to develop a guideline based on their research interest	Handout “How to develop a question guideline”	Short PPT	Camino
8.	16:50-17:15	Developing a guideline Participants practically develop a question guideline with 8 questions in small groups	Participants practice drawing up a question guideline	Handout “How to develop a question guideline”	Same group as above	Participants
9.	17:15-17:25	Organizational aspects of implementing a focus group • Camino provides input on organizational aspects of implementation of a focus group • Camino provides input on moderating of a focus group	• Participants know about the organizational aspects of implementation & know what to look out for • Participants get to know moderation skills	• Handout “What to look out for when conducting focus groups” / organizational aspects: - How do I reach target group? - Data protection - Invitation letter - Recording & AI transcription • Handout “facilitation guideline”	Short PPT	Camino
10.	17:25-18:00	Q/A and closure of the day Q/A (5 Mins) and time for extra depth or extension				Camino or other partners
20.00 Dinner						
Sunday morning 6.10.2024, block 2: Action research (part 2)						
	09:00-09:15	Starter: Conversation at the coffee maker One trainer plays the role of <i>Positivo</i> about the training, the other trainer plays the <i>Criticaster</i> . After the scene, trainers stand on two sides of the room. Question: To whom do you feel most related? Participants may stand anywhere on the line. Start a conversation by asking questions about the choice of the position on the line.	To check how the energy levels of the participants are	• The trainer gets a direct view of what the participants expect from the training. Explore the needs. • The trainer shows that they are aware of the counterarguments; there may be resistance. • Participants immediately get moving Instead of diving into the theory right away, the exercise gives people the chance to tell how they are doing and how they feel at the start of the day.		HvB

11.	9.15-9.45	Role play focus group • Role play: Run through two focus groups (15 Mins) using the question guideline; feedback • Video and 5 easy to follow steps for successful focus groups	• Participants know how to implement a Focus group in their club • Participants feel comfortable and well equipped when using the focus group method	• Participants collect relevant criteria on post-its & discuss/develop relevant categories (clustering) for answering the research question • Afterwards: Participants discuss the criteria in the plenary. Ranking of the most important criteria by awarding of sticky points • Thought experiment: Improving a criterion so that the structures improve/change and each participant can express a wish	Methods: • Role play • Learning by doing • 2 focus groups (4 voluntary participants, 2 observers, 2 facilitators) Material: • Post-its, markers, flip chart/pinboard	Camino, Participants. Without SPIN members
12.	09.45-10.05	Analyzing the results • Camino provides theoretical input on how to analyze the results (e.g., building of categories)	• Participants know how to analyze the results of the focus group	Handout - Analyzing the results: • Grouping similar ideas/concepts for coherent picture of participants' opinions & attitudes • Prioritizing collected or given aspects of topic • Drawing conclusions through summarizing data to gain actionable insights that serve as a basis for answering the research question		Camino
13.	10.05-10.35	Next steps & open questions	• Participants have answers for possible open questions • Participants know the next steps of implementing AR	Next steps: 1. Establishing the youth panel 2. Discussion & agreement on the topic 3. Thinking about the questions for the question guideline 4. Definition of the target group 5. Test run with youth panel 6. Invitation of the target group & preparation of the focus group (data protection, room, etc.) 7. Implementation (from October) & recording of the focus group 8. Transcription & analysis 9. Presentation of the results in the sport club 10. Feedback of results to Camino 11. Online meetings with Camino		Camino & participants
14.	10.35-11.00	Summary of the block action research/flashlight	• Participants are well equipped for future tasks			Camino & participants

1.	13.00-13.30	1. Values in an envelope 2. Team building bench 3. No Rules game	• Agree on key inclusion values/principles/frame. • Feel values/principles/frame in action and discuss connection to being a YC	Lundy model 4 principles (Space, Voice, Audience, Influence)	• 20 envelopes • Flip charts (2) with paper. Markers • 2 long sports benches view (or long rope if no benches) • 20 bibs, 10 cones, 4 football, 1 rugby ball, 3 tennis balls	FAI
2.	13.30-13.55	1.Be the leader -Trust game 2.Mirrow drawing - Same room different windows	• Distinguish between leadership/facilitation styles • Build trust, transparency, and underscore important skills or attributes	Explore skills. Guided discovery learning	• Blindfolds • Balls, bibs, cones, benches as above	FAI
3.	14.10-14.40	Managing groups - Leadership skills - Facilitation skills	Activities and discussions about competences required to support youth panel and develop action plan	Socratic, analytic dialogue on the topics. Experiential learning as a way of understanding theory and practice	16 chairs	FAI
14.40: Break (15 mins)						
4.	14.55-15.40	Making plans - Using specific tools and scenarios to explore tools that benefit planning	Identify, explore, and practice key skills needed (collaboration, OARS ¹ , goalsetting)	- SMART² & WOOP³ frameworks - Participation and empowerment cards - Padlet youth participation	Paper, markers, flipchart	FAI
5.	15.55-16.25	Reflection & review Reflection on workshop and introducing models of reflection & review	• Reflect on workshop • Introduce and share reflection and review models/tools/approaches • Illustrate value of reflection and review	Monitoring and evaluation as a critical dimension of learning processes and project planning		FAI
16.25: Break (15 mins.)						
Sunday afternoon 6.10.2024, block 4: Follow-up and AOB						
This block provides space in the program for the extension of previous activities and/or to pay attention to specific questions or wishes of the participants.						
1.	16.40-18.00	Follow up on subjects that still need attention	To connect to wishes, needs, and questions			FAI, Camino, HvB
2.	18.00	Closure, steppingstones a personal pitch	To close the training and check out	Participants share learnings, highlights, first steps after EYTA	Steppingstones	HvB
20.00 Dinner						
Monday 7.10.2024						
Morning: Optional Visit of Rome and further networking, Afternoon: Individual Departure						

¹ OARS = open-ended questions, affirmations, reflective listening, summarization

² SMART = specific, measurable, achievable, relevant, time-bound

³ WOOP = wish, outcome, obstacles, plan