

Peer-to-peer learning Guide (Sport4Rules) National Best practices of fighting violence in sport and through sport (projects/established programmes)	
Name: <i>Project/Programme Title</i>	Sport Against Violence and Exclusion - SAVE
When: <i>When the project/programme was implemented (please specify if the project/programme is still ongoing)</i>	01.01.2019. – 30.08.2020.
Where: <i>Where the project/programme is/ was held (city, country)</i>	SAVE project was implemented in partnership of 9 institutions coming from 7 countries. The activities were performed in Lithuania, Croatia, Italy, Bosnia and Herzegovina, Serbia, Austria, and Spain
Who: <i>Name of the Coordinating Entity</i>	Lithuanian Sport University
Objectives: <i>General and Specific Project Objectives</i>	<p>The project focuses on supporting the implementation of the EU policy regarding the strengthening of the prevention and fight against racism and violence among youth in sport clubs, specifically aiming towards grass root sports, amateur and recreational sport in respect to a number of EU policies, guidelines and recommendations such as White Paper on Sport.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • Recognise and increase the acquisition of skills and competencies such as discipline, team-work and perseverance through informal learning activities in sport • Provide a suitable measure in which determined competencies will ensure better understanding in basic and general concepts of proper social conduct • Enable youth to practice sport collectively and in organised structure • Support sport clubs which practice grass-root sport in order to increase their services and engage young people in sport • Promote dialogue and exchange of best practices by integrating sport competencies in everyday practice • Support sport contribution to social cohesion and integrated societies • Support inter-cultural dialogue, sense of belonging and participation through key sport competencies
Stakeholders of the project: <i>People and institutions contributing to the implementation of the</i>	Lithuanian Sports University University of Split University of Palermo

<p><i>project/programme</i></p>	<p>University of Sarajevo University of Novi Sad Lithuanian Union of Sports Federation World University Service DEFOIN CESIE</p>
<p>Beneficiaries: <i>Which target group was involved (please specify the legal status and how many people were reached)</i></p>	<p>Athletes, coaches, parents, sport clubs, sport associations, universities, youth</p> <p>More then 200 coaches participated directly in SAVE online educational programme</p> <p>More then 1000 athletes participated in various activities such as field research, multiplier events and other</p> <p>SAVE online platform has over 250 registered sport clubs and sport associations</p> <p>There are 5 Higher education institutions involved in the project, out of which 2 higher education institutions have incorporated the developed Training material into their Curriculum</p> <p>In total, more then 40 000 youth was reached throughout 7 countries.</p>
<p>Financing: <i>Budget and Program which financed the project/programme</i></p>	<p>The project was co-financed by the Erasmus + programme of the European Union</p> <p>Budget: 365.600,00 EUR</p>
<p>Description: <i>Detailed of the project/programme (please specify the activities/sessions/modules and methodologies implemented)</i></p>	<p>1. Desk Analysis and Needs Assessment</p> <p>The desk analysis and needs assessment guideline (timetable of the sub-activities, 7 desk research and focus group templates, answer matrix);</p> <p>7 desk research reports;</p> <p>10 interviewees per country (total of 70 interviewees)</p> <p>Desk analysis and needs assessment report;</p> <p>2. SAVE Online Platform</p> <p>1 save online platform</p> <p>7 regional informational round tables (35 people from the target groups) of 50 sports clubs and associations);</p> <p>7 promotional round table (at least 35 people from the target groups)</p> <p>3. Field Research</p> <p>Field research Report</p> <p>35 trainers (7 partner countries having each 5 trainers trained) trained and involved in field research.</p> <p>4. Competence Card</p> <p>Competence card developed</p> <p>5. Curriculum Development</p> <p>Curriculum developed</p>

6. Piloting Phase Plan and Case Study Development
Piloting phase (5 trainers and 15 students per each country)
7 training with at least 15 trainees (in total 105 trainees)
Informational round tables
Certificate of participation
5 case studies developed

7. Training Process Assessment
Training assessment plan development
7 questionnaires in the national language
Methodology of collecting data development
Feedback of trainees gathered

8. Training Material Adaptation
Training material adopted in regard to collected feedback

9. SAVE training KIT
SAVE training KIT (textbook) developed and translated in
all the national languages of the partners (350 clubs
introduced with Training kit)

This activity will consist of researching two key parameters, namely the current state and the needs. The needs analysis consists of two approaches, an „inside-out“ approach and „outside-in“ approach. In accordance with the two approaches listed above, the following steps are to be conducted:

1. Desk Analysis and Needs Assessment

1.1. Desk research

In order to conduct an “inside-out” approach, which constitutes a detailed internal assessment of the current state, desk research will be conducted by each University partner. In order to gain a detailed perspective of the current state, the desk research will consist of deriving specific literature in regards to sport competencies as a means to fight violence and social exclusion. The desk research can consist of acquiring academic/scientific information. But it can likewise include contacting target groups (local grass root sport club representatives and trainers) in regards to theoretical information, and discovering if they have some existing programmes within their clubs that focus on the topic at hand. Likewise, the desk research can include any previous trainings or seminars that focus on the issue which SAVE project wants to tackle in detail.

1.2. Focus Group Interviews

In order to conduct an “outside-in” approach, which constitutes the analysis of external participants view, opinions and expectations, focus group interview will be conducted. Focus group interview will be conducted by all University partners. However, assistance in selecting the participants from grass root sport clubs will be the task of sport governing bodies. They will have to ensure participation of at least 10 representatives of target groups (7 focus group interviews, in total 70 participants). Each representative should come from one sporting club so as to attain as diverse information as possible.

The focus group should be conducted so as to research the position and approach of each sport club in regards to violence and social exclusion. Furthermore, information regarding sport competence in relation to social inclusion and non-violent behaviour should likewise be explored. However, the main aim of the focus group is not to collect quantitative data, but to initiate a topic and observe how the participants behave in regards to the given topic. Whether or not they consider it important, to what extent do they believe such initiative is relevant in the sport and society context. For the reasons listed above, focus group interview, where participants find themselves amongst their peers and in a positive and friendly atmosphere, will induce the best possible answers and results.

1.3. Desk Analysis and Needs Assessment report

Once all the information is gathered, a report containing the results of the previous research will be drafted. This again is the task of the University of Sarajevo. The report should contain the following:

- The best practices gathered from each country;
- Comparing the best practices with each other;
- Defining and determining the needs by comparing the existing state (field research) and the wanted state in sport clubs (focus group interview).

The University of Sarajevo will collect all the best practices, and single out those practices which represent the most relevant examples and which might benefit the project aims. These practices will be compared with each other in order to draw an overall conclusion. Since these practices represent the current state, they will be compared with the desired state, or the needs expressed by the participants in order to determine the gap, and list the possible solutions and suggestions.

Even though desk research and focus group interview will

be conducted by all the partners in the Consortium, one University partner will be in charge of organising, preparing and analysing the final results within this activity. This task was assigned to the University of Sarajevo.

University of Sarajevo is mainly responsible for the implementation of the 1 activity “Desk Analysis and Needs Assessment”, however all other partners need to carry out the tasks assigned to them.

2. SAVE Online Platform

SAVE Online Platform will be used to provide easy access to all available sport clubs, associations and schools of sport that offer a wide set of competences relevant for stemming violence and exclusion through pleasurable and appealing sports activities.

The main aim of the platform is to provide young people, and their involved parents, with all information relating available sports offer in their respective hometowns. The sports offer accessible through the website would not be limited solely on the mere skeleton of sports club information. However, it would span over to the benefits that a specific sport would be able to offer in combating violence and exclusion which are, unfortunately, widely spread in our time and day.

The following sub-activities should be conducted:

2.1. Development

IT programmers would design the platform and get it up and running and project administrators would be responsible for feeding the information into the sections on the website.

2.2. Informational Round Table

An Informational Round Table will be organised where representatives of minimum 30 and maximum 50 sports clubs and associations will be invited.

The information provided should focus on a short club description, its mission and vision, training schedules and contact information. This information would then be uploaded on the platform by a person responsible for this part of activity.

2.3. Promotional Activities

The best and most cost effective promotional activity for SAVE Online Platform is the use of social networks. Each partner on the project can use their own website, Facebook page, Twitter or Instagram where available to promote the SAVE Platform and make sure that it reaches as many end users as possible.

One of the main promotional activities of the SAVE Online Platform will be conducted via Multiplier Sport Event which is to be organised so as to invite local participants in each respective country. It is envisaged that the event will take place in each participating country, which will host at around 20 to 25 local participants.

LUS and LUSF are mainly responsible for the implementation of the 2 activity “SAVE Online Platform”, however all other partners need to carry out the tasks assigned to them.

3. Field Research

Filed research will be designed for the purpose of acquiring data in the field in direct contact with the target groups. This activity would include the observation, and/or placing the target groups in the desired environment for the purpose of attaining field data. For the purposes of implementing this activity in regards to the SAVE project, the following sub – activities should be realised:

3.1. Detailed definition of the subject of measurement.

To measure the effects of the implementation of the training of trainers and training of young athletes, structure of the instruments and measures which are significantly associated with the main objective of the project will be defined. Also, the selection of the measures can be extended to potential moderators of aggressive behaviour. The basic theoretical models and settings regarding aggressive behaviour among young people will be reviewed and evaluated as a part of this activity. In the end, basic operating and verbal definitions of structured instruments that are selected for implementation of measurements within the project will be determined.

Significant structures that are associated with the primary objective of the project, and for which it is justified to assume that will be included in the measurement of the effects of the program are:

A report that will be drawn up on the basis of previously conducted DESK ANALYSIS, as well as a draft decision on what will be the key areas of measurement in this

project will be delivered to all members of the project consortium for review and discussion.

After the debate within each member of the consortium, comments and suggestions will be collected. Any proposal or objection will be discussed within the consortium members, and will be followed by further work on the report to print it in its final form.

3.2. Data Collection Methodology

With the aim of measuring different constructs important for this project different ways of measuring will be used:

- Questionnaires for teachers and trainers (paper-pencil questionnaires and questionnaires via the Internet - survey monkey method)
- Questionnaires for children (paper-pencil questionnaires and questionnaires via the Internet - survey monkey method)
- Observations in natural conditions (requires pre-trained observers for the observation of behaviour of young athletes)
- Experiments (bringing groups of athletes in a given situation during sports training with varying certain set of elements).

As the methodology for questionnaires via the Internet or other computer networks is highly orientated towards technical aids, it will be briefly described here.

The database, in which the data from the survey respondents will be entered, will be prepared especially for this research. It will be placed on a specialized server which is used for electronic data collection and interact participants. Access, data entry and review of the results of those involved in the survey will be allowed using the Internet. The system will have a password level of protection and the ability to identify respondents. Data collection will be conducted in a certain given period. Respondents will be asked to honestly answer the questions posed in the questionnaire based on their own observations and experiences.

Completing the questionnaire will be done in two possible ways:

- a) electronically - via the Internet
- b) electronically - directly in contact with respondents using tablet computers.

The questionnaires will be available in all the languages of the project consortium. The questionnaires will be placed on a specialized server which is used for electronic data collection and analysis on a global basis (https://www.surveymonkey.com/MyAccount_Login.aspx). Server and application will provide a password level of protection and automatic identification of respondents

completing the questionnaire from specific computer defined by IP address and personal information.

During the implementation of this part of the activity best practices and methods for administration of ways of measuring certain constructs will be studied and discussed with other members of the project consortium.

3.3. The implementation of prior research

In order to prepare high-quality measuring instruments to measure the impact of training coaches and young athletes' necessary preliminary investigation will be carried out in order to:

- (1) construct new measuring instrument
- (2) validate translated measuring instrument on a general population of adolescents in a school environment
- (3) validate translated measuring instrument on a population of young athletes in sports clubs of various sports
- (4) check the effectiveness of applied methodologies of measurement.

Validation of measuring instruments must be made before the start of training coaches and young athletes because of possible cultural differences between adolescents from countries of the project consortium. Also, it is possible that adolescents athletes from different sports that will be involved in the implementation of the project have different degrees of measure constructs. So it is possible that differences in the degree of severity of the measures of constructs relevant to the project (direct or indirect aggression and other measures) will be culturally determined or sports specific.

3.4. A gap analysis of previous research

Following the implementation of previous research a detailed analysis of the results will be carried out in order to identify and select high-quality instruments to be used in the measurement of the effects of training coaches and young athletes in the pilot phase, but also in the final phase of the project. In measuring the effects of training of trainers and training of young athletes measuring instruments that have quality metric characteristics of reliability, sensitivity, homogeneity and validity will be selected.

The results of previous research will be published in a report and will be presented to the discussion to all members of the project consortium. After the debate, measuring instruments will be selected for use in pilot phase and for use in the final stage of the project.

3.5. Ethical notes

All adult participants and parents of minor participants shall complete the form by which they give consent (in writing or in electronic form) for participation in the study. All data collected will be used solely for the purposes of scientific research in accordance with legal regulations and ethical standards of the Member States of the project consortium.

Finally, University of Split, Faculty of Kinesiology will collect all the relevant reports and will summarize them all into one final. All other partners need to carry out the tasks assigned to them.

4. Competence Card Development and Strategy Design

4.1. Competence Card Template

A good communication and cooperation between partners is necessary at this stage in the project. Skill Card Template needs to be developed in agreement with all the project partners, as to what should be their content, i.e. which competencies should be listed and examined in detail. Competence cards represent the content of the curriculum and training module, therefore each partner must contribute. When designing a competence card template, leading partner must take into consideration that each partner gives their contribution in the same form.

4.2. Designing Competence Cards

Competence cards should be comprised out of all the information gathered so far in the project. Therefore, each relevant competence should consist out of a description consisting of available research, if applicable, current application and desired outcome.

To sum up, one can regard Competence Cards as an example of how a Training Curriculum should look like.

4.3. Strategy Design

In the strategy design, there should be suggestions as to how the curriculum will be developed. What should each module consist of, and how much space should be given to each partner's contribution, including the content of the curriculum and how will these modules be delivered. For the development of competence cards the leading University partner will be University of Palermo, but it is essential that all the Consortium members give their contribution as experts in their respective fields.

5. Curriculum Development

Once all the primary and secondary data have been gathered and the modules defined by the Competence cards, the curriculum will be developed in collaboration with all project partners. University partners will offer their academic and professional contribution, while sport governing partners will make sure that all the feedback and relevant information have been included in the curriculum development. The curriculum will be translated to the national languages of the partners.

Curriculum development represents an outcome of the previously conducted research. The Curriculum will consist of modules. Each module will consist of a certain set of competencies which can be adopted through sport and each of them will be designed so as to induce certain positive social behaviour, i.e. transferring sport competencies into life competencies.

Lithuanian Sport University is leading partner for this activity. All the partners will give their contribution in the Curriculum development.

6. Piloting Phase

Taking into consideration that developing the Curriculum itself would not yield the best possible results in practice, it is necessary to conduct pilot trainings so as to test the developed curriculum, since there is still room for improvement. Therefore, during the piloting phase at least 5 trainers and 15 students which are enrolled in the Sport and Physical Education Study programme for each University respectively will be selected and will participate in the Pilot training. It is important to design a method by which the feedback from the participants will be gathered. The following are the sub-activities:

6.1. Training plan development

Training plan needs to be developed so that there is an overview of all partners' progress. A detailed timetable will be designed, which will indicate the date of the pilot trainings for each country.

6.2. Selection of training participants

At this stage there should be a clear plan as to how the participants should be selected. This includes the appropriate number, which should not be lower than 5 trainers and 15 students per each country.

6.3. Certificate of Participation

In order to acknowledge their participation and valuable contribution in the SAVE project, each participant will be handed in a Certificate of Participation.

6.4. Conducting the Pilot trainings

An essential part of the Piloting Phase is that all the content presented in the Curriculum is conveyed during sessions, and that all the participants contribute in providing the feedback. University partners will be responsible in providing with the room and necessary equipment.

6.5. Gathering Data for the Case Study Development

During the piloting phase, University partners will gather all the necessary data to conduct their own case studies, which will later be incorporated in the Training KIT. University of Novi Sad is a Leading partner for Pilot Phase activity. All the partners will give their contribution.

7. Assessment of the Training Process

The assessment of the teaching process should be carried out so all the important activates of the teaching process are estimated. The feedback generated during the Piloting phase will be included in the assessment. The following are the sub-activities:

7.1. Developing the Training Assessment Methodology

A plan will be developed by the Leading partner, and then once all the other partners provide with their own feedback the plan will be disseminated and put into practice. The plan needs to explain in detail, how the assessment will be conducted, who the appropriate individuals to conduct such a task are and how the data gathered will be analysed.

7.2. Training Assessment Questionnaire

The assessment Questionnaire will be set up with the assistance of the partner in charge of the Quality Management. The Questionnaires will have to be designed so as to assess how the participants felt during the training phase, and the effects of the training in regards to the social context, since the SAVE project carries that additional social element.

WUS is a Leading partner for Assessment of Training Process. All the partners will give their contribution.

8. Adaptation of the training material

Once the assessment has been conducted, and the required feedback collected, the following task will be to adapt the feedback into the Training material. Each Partner will give contribution, but the leading partner for this activity will be DEFOIN. They will guide each of the partners, instruct them into the methodology they need to apply.

8.1. Adaptation of the Training material regarding the Feedback Data

Once all the feedback has been gathered, the leading partner will be responsible for its adaptation, i.e. each useful information gained through feedback should find its adaptation in the training material.

8.2. Adaptation of the Training Material regarding the Cultural differences

Since the SAVE project likewise carries social elements and there is a certain number of activities which will be performed in social context as well, it is essential to take into consideration the social elements as well. As the partner countries differ in cultural and social aspect, this activity will be performed by each partner individually. The adaptation should be performed so that all the training material is applicable for each partner country.

DEFOIN is a Leading partner for Adaptation of the training material. All the partners will give their contribution.

9. Training KIT

The core product of the SAVE implementation phase is the Training KIT. After conducting thorough research, designing the curriculum by which the pilot training was conducted, and the assessment of training and incorporating all of these elements in the adaptation activity, the Training KIT will be generated as the ultimate product.

Since the adaptation of the Training material has been previously performed, the final activity is to have the materials put together in a final outline of the Training KIT. This means that all the information, data, analysis, theoretical and practical examples gathered so far will finally be put into a finished mould thus giving us the Training KIT to be used in the future where and when applicable.

9.1. Developing the final outline of the Training KIT

9.2. Incorporating the Case Study

This sub-activity will be the task of each University partner, however its implementation or the final product should be completed by the leading partner.

9.3. Translation of the Training KIT

In order to ensure its application on each country, and to create a basis for the sustainability plan, the translation will be conducted in all the national languages of the partners involved in the project implementation. For the partners from Serbia, the Training KIT could perhaps be made available in Cyrillic.

9.4. Multiplier Sport Event/Promotional Activity

In order to disseminate the fully developed Training KIT, a Multiplier Sport Event will be organised for the local participant

<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<ul style="list-style-type: none"> • Increased sport skills and competencies in youth and trainers within the participant countries <p>Throughout the entire project and planned activities, the beneficiaries of the project have been involved in activities aimed at increasing skills defined in SAVE competence card, and those are:</p> <ul style="list-style-type: none"> – Prejudice reduction – Cooperation with children’s family – Inclusive education strategies – Transforming the violent/exclusion episode in an educative moment – Management of negative emotions – Communication with the victim and <ul style="list-style-type: none"> • SAVE pilot training for coaches and students <p>Developed and made available an online material for coaches https://www.sportsave.eu/online-training-material</p> <ul style="list-style-type: none"> • Enhanced network for coaches, youngster and parents through online platform for sport structures and courses <p>Over 250 sport clubs and associations have registered on SAVE online platform which is available on the following link https://www.sportsave.eu/save-clubs</p>
<p>Innovation: <i>Specific Characterisation of the project/programme in terms of innovation</i></p>	<p>The project focuses on youth in sport associations practicing grass-root sport. It directly promotes a more diverse and inclusive sport associations in which competencies developed through sport are transferred into a social context.</p> <ul style="list-style-type: none"> • SAVE gathers both the existing theoretical knowledge in sport competencies and its actual implementation at the field, so as to provide with one uniformed document adjusted to the needs and requirements of youth associated with sport and sport clubs. • Due to the involvement of Higher education institutions it offers the University students (future Professors of Sport and Physical Education), a possibility of acquiring professional skills during their academic education in how to use competencies as a conflict resolution tool. • Innovative aspect of this action in fighting against racism

	<p>and exclusion is the grass-roots sport approach by linking social inclusion project with local sport organisations.</p> <ul style="list-style-type: none"> • Racism and exclusion in sport know no boundaries, therefore the innovative approach of this project is likewise reflected in bringing together seven countries and their national good practices combined with the learning experiences from the sport club in different nations. This transnational approach will help support and disseminate competencies in sport which are easily adaptable to every country and are applicable regardless of the project's involvement and scope.
<p>Empowerment: <i>Describe the specific impact generated by the project/programme in terms of empowerment</i></p>	<p>Project had different policy impact in most of the project partners' countries. For instance, events carried out within the framework of the SAVE project at the national level interested Lithuanian sports policy-making institutions (Lithuanian Ministry of Education, Science and Sports and the National Olympic Committee and sports federations) and national media. In Italy, the project had a good impact at national level, from the research side. In Bosnia and Herzegovina, a close cooperation with sport organisations, specifically with the Olympic Committee which gives way to the future development of the sport policy which would include the topic of violence and exclusion in sport.</p>
<p>Website: <i>Link of the project/programme (if available)</i></p>	<p>https://www.sportsave.eu/</p>
<p>Contacts: <i>(if available)</i></p>	<p>Aela Ajdinović – project coordinator on behalf of University of Sarajevo aela@okbih.ba</p>

Pictures:

Please attach to the sheet pictures of the project/programme