



Smart Start for DC
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Consolidated needs report



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Interviews with experts report

Introduction

An important part of the research within the project “Smart start for DC” was conducting interviews with experts. Interviews were conducted with experts from 6 countries: Italy, Malta, Bulgaria, Turkey, Cyprus, Croatia.

A total of 60 experts participated, who were from different institutions, fields of expertise and scientific professions:

Croatian Olympic Committee, Ministry of tourism and sport, Institute for Social Research Zagreb, psychologist, sociologist, experts in the field of sport and high school athletes, dual careers expert, expert in field of sociology and education, expert in field of youth, employment, social inclusion, football, handball and basketball coaches, entrepreneurship and development coaches, surfing coach, physical education teachers, career coach, special education and youth teacher, sport manager, junior and senior elite sport athletes, president of Sport federation, expert of sport values, teen volleyball team coach, High school Gym teacher, Youth worker – athlete, marketing expert, fitness trainer, swimming coach, sports journalist.



The interviews referred to 10 different modules:

- I. Communication skills
- II. Social interactions
- III. Emotional intelligence
- IV. Listening skills
- V. Leadership skills
- VI. Teamwork and collaboration
- VII. Time management skills
- VIII. Desire for continuous learning and application of knowledge
- IX. Critical thinking
- X. Respect for diversity

Disclaimer:

These are general opinions collected from experiences of 60 from 6 different countries in Europe (Croatia, Malta, Cyprus, Italy, Bulgaria, Turkey) and cannot be considered as obligatory statements or scientific facts. The conclusions also are not necessarily referring to the personal opinions of project team members or organizations included in this research.



I. COMMUNICATION SKILLS

1.1. Communication style and assertiveness

1.1.1. Most prevalent communication style among young athletes

The analysis of the provided responses reveals both negative and positive aspects regarding the communication styles of young athletes. Most of youth athletes are not aware of the different types of communication, they don't really know how to be assertive. They are not aware of the possibilities of different ways of communication.

Positive aspects of communication among young athletes, include open and more direct communication patterns. Young people know how to stand up for themselves and they know how to fight for their needs.

Negative aspects include a potential mix of assertive, passive, and occasionally aggressive approaches, with some athletes lacking familiarity with assertive communication. Also, young athletes sometimes use passive or passive-aggressive way of communication, in the prevalent form of written communication, more specifically, short communication patterns. In general, they try to hide behind social application.

Proposed solutions involve encouraging assertive communication through role modelling and education on inclusive communication. Some may use a dynamic communication style to express their needs clearly, while others may not be as familiar with assertiveness concepts. It seems that there is no one-size-fits-all answer, as communication styles can be influenced by *factors such as personality, upbringing, and social environment.*



1.1.2. Non-hostile resolution of verbal conflicts

Non-hostile resolution of verbal conflicts and acquiring additional skills among young people can be essential for promoting healthy relationships and effective communication. However, there are challenges in this area: many young people may struggle to recognize the underlying issues in verbal conflicts. Even if they recognize the problem, young individuals may lack the skills to effectively address it. They might resort to avoidance, aggression, or passive-aggressive behaviour rather than engaging in constructive dialogue.

The verbal discussions of students can go to extremes, partly because of their age and development stage - they don't think about the consequences. They don't have the skill how to verbalize their problem. Young people are constantly exposed to potential conflicts because the "online" environment is with us wherever we are. It's much more serious today than before, young people can't just turn off their cell phones because it's "their way of breathing". If we want to address these issues, we could try to teach our youngsters to use "I- messages" / "I – statements" (prevention of conflicts), provide more education about interpersonal communication skills, eloquence, literacy.

Overall, it's evident that many young people do not have sufficiently developed conflict resolution skills. This gap can lead to unresolved conflicts. To address these challenges, it's important to provide young people with education and training in conflict resolution techniques. This can include teaching them active listening, empathy, assertiveness, and problem-solving skills.



1.1.3. Communication and advocating skills for discussions about opposite views

Young people are not sufficiently equipped to lead such kind of discussions with people who have opposite point of views. They are overprotected at home and don't have enough tools to deal with some challenges. When someone has opposite opinions or different point of view during a discussion among young athletes, some experiences shows that this could led in the direction of insulting.

Another explanation could be that athletes are too focused on their pride, so they don't resolve conflicts as well. The problem lies in the inadequate development of communication skills among young people, particularly when it comes to discussing opposing views and respecting diverse opinions. Many young individuals may *struggle to engage in discussions about opposing views due to a lack of understanding or tolerance for different perspectives*. This can lead to conflicts and misunderstandings, disrupting effective communication and mutual respect.

To address this issue, it's crucial to *provide young people with education and training in effective communication and advocacy skills*. This can involve teaching them *active listening, empathy, and open-mindedness, enabling them to engage in constructive dialogues* with others who have different opinions.

It is a communication skill that needs to be learned, for example - diplomatic conversations as an additional skill. Formally at school and non-formally in sport, athletes need to be educated in communication, especially in more or less direct nonverbal communication.



1.2. Non-verbal communication

The analysis of the provided responses indicates both negative and positive aspects regarding nonverbal communication among athletes. Positive aspects include familiarity with basic nonverbal cues, particularly in response to coaches during games, which enhances communication effectiveness. However, negative aspects emerge in the observation that athletes may struggle to recognize nonverbal cues from their peers, particularly regarding emotional states such as consent or lack of interest. The issue lies in the discrepancy between the ability to interpret nonverbal cues from coaches versus peers, potentially affecting interpersonal dynamics. Proposed solutions may involve targeted training or workshops aimed at improving athletes' recognition of diverse nonverbal cues, particularly those related to emotional states.

1.2.1. Recognizing and reacting on non-verbal signs of communication

Young people know intuitively how to recognize some non-verbal signs, but they don't know more complex non-verbal signs, and they don't know how to interpret them. Teachers do not teach them in school these skills. It also depends on individual differences, personality, age. They need to really experience communicating in the practical way not just having theoretical lectures. Although they can use nonverbal communication, they lack the knowledge of how to react and what message they should receive.

If we look at the situation from a different point of view, we can also see that young people have emoticons, which can be considered a form of non-verbal communication in showing feelings.

The problem here is the varying proficiency levels among young athletes in recognizing and interpreting nonverbal forms of communication. While some may have a good understanding,



others struggle with it. Additionally, they may find it challenging to react appropriately to observed nonverbal cues and utilize nonverbal communication effectively to convey their own feelings or opinions.

To address this issue, it's essential to provide comprehensive training and education on nonverbal communication skills. This can include activities such as *role-playing exercises, workshops, and discussions focused on interpreting body language, tone of voice, and other nonverbal cues*. By enhancing their awareness and understanding of nonverbal communication, young athletes can improve their ability to navigate interpersonal interactions effectively and resolve conflicts non-hostile.

In conclusion, there's a need to bridge the gap in understanding nonverbal communication across various contexts, ensuring athletes can effectively interpret and respond to cues from both coaches and peers, thus fostering better communication and interpersonal relationships.

While some young athletes may possess adequate skills in recognizing and reacting to nonverbal forms of communication, many others still need development in this area. By implementing targeted training programs and providing ongoing support, we can help young people strengthen their nonverbal communication skills and foster healthier and more productive relationships both on and off the field.

1.3. Communication in public performances

The analysis of the provided responses reveals both negative and positive aspects regarding presentation skills and public speaking abilities among young people. Positive aspects include the acknowledgment of varying levels of proficiency and the importance of providing opportunities for skill development through practice and feedback. However, negative aspects emerge in the



suggestion that certain groups, such as shy individuals or those with specific temperaments, may struggle more with public speaking.

1.3.1. Presentation skills and public speaking skills among young athletes

There are found many individual differences regarding the development of presentation skills and public speaking skills among young people. Young athletes can manage to perform in public performance, but they are not sufficiently good in public speaking. A one-way transfer process from the teacher or coach to the student from an early age can prevent young people from developing these skills. Young people are not trained to communicate in verbal form, they have not enough practice to do so, they are too exposed to interactive online content and that is why their focus lasts only for a short time.

Many respondents express that young individuals haven't been adequately taught these skills, particularly in public schools, where the development of such skills hasn't been emphasized.

Additionally, while some young people may possess self-confidence, they often lack the necessary skills to present themselves or their work effectively in public settings. They may freeze or react negatively when faced with public speaking situations, indicating a gap in their communication skills. In order for our athletes to demonstrate their talents safely in front of a group, it is important that they are supported by their coaches and families and continue their activities in an environment where they feel comfortable.

To address this issue, it's crucial to implement comprehensive training programs aimed at *developing presentation and public speaking skills* from an early age. This can include workshops,



seminars, and practical exercises designed to *build confidence, improve articulation, and enhance overall communication effectiveness*. Additionally, providing opportunities for practice and exposure to public speaking scenarios can help young people overcome their fear and anxiety.

There was also some positive point of view from some expert's opinions, who claimed that athletes are quite good at public speaking. Sports teach them these skills, especially since some sports are very much covered by the media, so athletes are exposed to it. Such skills are acquired in a very early stage of their sports careers.

In order to further develop these skills and positive aspects, we could teach young people some strategies for coping. For example, over - learn the material. Retell several times. Presenting a topic or speech in front of someone, so that they are as confident as possible in themselves and the knowledge they have learned, and this will reduce the effects of fear of public speaking. We could teach them proper expression, how to formulate thoughts and arguments. They need to be taught how to talk to the media. Learn what not to say. How to convey a message and be politically correct. How to make a presentation.

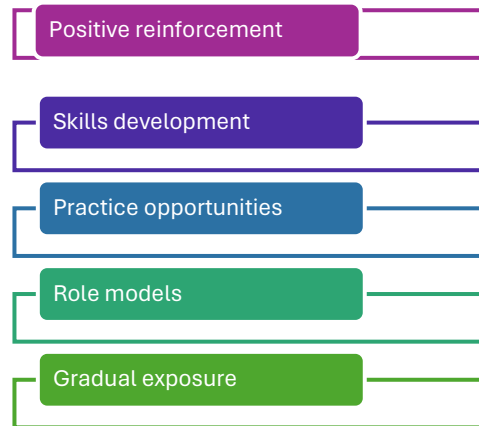
The results of analyzing presentation skills and public speaking among young athletes had indicated two (opposite) points of view: Young athletes do and do not have developed these skills. It is necessary to guide youth athletes and to work on their public presentation skills.

While acknowledging individual differences, it's essential to prioritize the development of public speaking skills for all students, ensuring they have the necessary tools to succeed in academic and professional contexts.



1.3.2. Self-confidence in public speaking

The issue at hand is the level of self-confidence young people have when it comes to public speaking. From the responses provided, it seems that while some individuals possess self-confidence, many others struggle in this area. They may experience feelings of insecurity or fear when faced with public speaking situations, which can hinder their ability to present themselves or their work effectively. In a team, they seem more secure and self-confident, and when they have to speak independently in public, you can see from their non-verbal body language that it is more uncomfortable for them.



Graph 1. Self-confidence strategies

To address this problem, it's essential to focus on building self-confidence among young people, particularly in relation to public speaking. This can be achieved through various strategies (*Graph 1*):

- a) **Positive reinforcement:** Encourage young individuals when they make efforts to speak publicly, regardless of the outcome. Positive feedback can boost their confidence and motivate them to continue improving.
- b) **Skills development:** Provide training and resources to help young people develop public speaking skills. This can include workshops, courses, or coaching sessions designed to build confidence, improve articulation, and enhance presentation techniques.



- c) **Practice opportunities:** Offer regular opportunities for young people to practice public speaking in a supportive and non-judgmental environment. This could be through class presentations, debates, or extracurricular activities such as drama clubs or public speaking competitions.

- d) **Role models:** Introduce young people to successful public speakers who they can look up to and learn from. Hearing stories of others overcoming their fear of public speaking can be inspiring and help young individuals realize that it's possible to improve in this area.

- e) **Gradual exposure:** Start with small speaking opportunities and gradually increase the level of challenge as individuals become more comfortable. This incremental approach can help build confidence over time.

1.4. Conclusions

The conclusion suggests a need for proactive measures to enhance communication skills among young athletes, particularly in fostering a culture of inclusivity and respect. When referring to communication styles and assertiveness, the research with experts leads us to the conclusion that *young people are not yet familiar with the assertive way of communication in general*. The most prevalent communication style among young athletes appears to vary depending on the individuals and their specific circumstances. Additionally, not all young athletes may be familiar with assertiveness techniques, as this often requires education and training in effective communication skills. *Young athletes predominantly communicate in styles shaped by digital interactions*, which affects their assertiveness and clarity in face-to-face interactions. Developing



assertive communication through structured programs can improve personal and team dynamics in sports and beyond.

Overall, it's also evident that many young people do not have sufficiently developed conflict resolution skills. Additionally, creating a supportive environment where young individuals feel comfortable expressing their feelings and concerns can foster healthier communication patterns and promote peaceful conflict resolution. In general youth athletes are able to resolve verbal conflicts, but it depends on with whom the conflict arise.

Regarding communication and advocating skills for discussing opposite views it's evident that many young people lack the necessary communication skills for discussing opposing views and respecting diverse opinions. By investing in education and training programs focused on fostering empathy, tolerance, and effective communication, we can empower young individuals to engage in meaningful conversations and advocate for their beliefs while respecting the viewpoints of others.

Summarizing the findings about non-verbal communication, the conclusion indicates that young athletes have not enough developed non-verbal communication skills. They don't know how to recognize and interpret non-verbal forms of communication. There is a need for targeted training to enhance verbal and non-verbal communication skills, public speaking, and conflict resolution abilities.

Analyzing young athletes' communication paths in public performances, we come to a conclusion that the analysis of the provided responses reveals both negative and positive aspects regarding presentation skills and public speaking abilities among young people. Proposed solutions may involve implementing inclusive strategies for skill development, tailored to the diverse needs of



students, and promoting a supportive environment that encourages growth and confidence in public speaking.

While some young individuals may possess presentation skills and self-confidence, many others still need significant development in this area. By prioritizing the teaching of presentation and public speaking skills and providing opportunities for practice and growth, we can empower young people to become effective communicators and presenters in various settings. Young athletes need to be trained their soft skills especially in presenting topics not included in their school curriculum.



II. SOCIAL INTERACTIONS

The provided experts' responses highlight positive social interactions and skills for successful social interaction among athletes. Encouraging *open communication, active listening, and empathy* fosters understanding and appreciation of each other's perspectives, promoting cohesion within the team. Additionally, emphasizing common ground, *acknowledging disagreements as normal, and demonstrating personal care* contribute to building strong interpersonal connections beyond the confines of the sports team. Adaptability in behaviour and understanding individual differences further enhances successful social interactions among young athletes, facilitating effective teamwork and mutual respect.

The analysis highlights the contrast between virtual and live social interactions among young people. While social media platforms serve as virtual spaces for connecting and maintaining relationships, school, training sessions, and face-to-face interactions remain crucial avenues for communication among athletes. The integration of both virtual and live interactions facilitates diverse opportunities for social engagement, contributing to the overall social experience of young athletes.

2.1. Positive social interactions

It's evident that there are several strategies employed to promote positive social interactions among young people, particularly in group settings. *Group activities, team-building exercises, and extracurricular activities* are highlighted as effective methods for fostering socialization. Moreover, *ensuring fairness and inclusion within the group is emphasized as crucial for creating a positive social environment.*



The most common forms and contexts in which young people engage in social interactions include school, hobbies, extracurricular activities, and social media. It's noted that preferences may vary among individuals based on their personality and interests. Regarding the development of digital skills for successful social interactions, *while young people may possess specialized online skills, it's recognized that they also need to develop skills for real-life social interaction.* This includes communication, empathy, conflict resolution, and the ability to listen and respect different perspectives.

Desirable skills for successful social interactions with peers are identified *as eloquence in speech and self-confidence.* Additionally, skills necessary for successful social interaction in other contexts, such as with adults or future employers, include *communication, time management, diplomacy, politeness, and negotiation.*

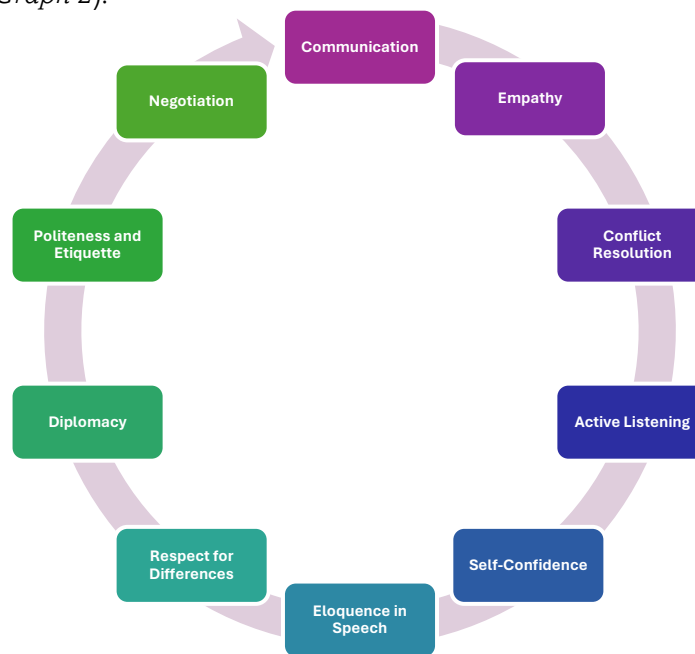
When discussing ideas about what can be done to improve social skills among young athletes, we promote positive social skills by encouraging young people to respect diversity (of opinions and attitudes), not to exclude others if they do not immediately fit into their value system. Also, we should teach them about empathy, adopting another person's perspective, assertive communication, active, in-depth and empathetic listening. It is necessary to have self-awareness, to know how to motivate yourself. Some advice is also to work as much as possible with a mixed group approach, stimulate immediate response to conflicts, have one-on-one conversations, have a conversation with the two athletes who are in conflict, talk to the whole group and also try presentation of cases, stories and learning from the real situation.



2.2. Skills for successful social interaction

As a society, we should teach children and young people polite behaviour, to respect adults and authority, to respect and accept diversity. Young people should develop also soft skills. And this cannot be achieved only through online/ virtual interactions. We should teach them to be aware of the fact that even if they hide on the Internet behind nicknames, their words still leave a mark, even if it is “just” virtual reality. They think that if it's an online world, it doesn't have the same weight as in reality. Physically social connections are very important for youth athletes to help them build social bonds or bridges with other people. Adaptability in behaviour and understanding individual differences further enhances successful social interactions among young athletes.

Through our interviews, we identified several social skills considered important for successful social interaction (*Graph 2*):



Graph 2. *Successful social interaction skills*



➤ **Communication:**

Effective communication is emphasized as crucial for building relationships and resolving conflicts. Both verbal and non-verbal communication skills are important in navigating social interactions.

➤ **Empathy:**

The ability to understand and empathize with others' emotions and perspectives is identified as a key skill for fostering positive relationships and resolving conflicts amicably.

➤ **Conflict Resolution:**

Skills in managing and resolving conflicts are considered essential for maintaining harmonious social interactions. This includes negotiation, compromise, and finding mutually beneficial solutions.

➤ **Active Listening:**

Being able to actively listen to others, understand their viewpoints, and respond appropriately is highlighted as important for effective communication and relationship-building.

➤ **Self-Confidence:**

Confidence in oneself and one's abilities is identified as a valuable trait for successful social interactions. Confidence can help individuals express themselves authentically and assertively in social situations.

➤ **Eloquence in Speech:**

The ability to express oneself clearly, persuasively, and articulately is mentioned as beneficial for engaging in meaningful conversations and conveying ideas effectively.



➤ **Respect for Differences:**

Respecting and appreciating diversity in opinions, backgrounds, and perspectives is recognized as essential for creating inclusive and harmonious social environments.

➤ **Diplomacy:**

Diplomatic skills, such as tactfulness and sensitivity, are considered important for navigating social interactions gracefully, particularly in situations where conflicting opinions or interests may arise.

➤ **Politeness and Etiquette:** Demonstrating politeness, manners, and etiquette in social interactions is seen as a sign of respect and consideration for others, contributing to positive interpersonal relationships.

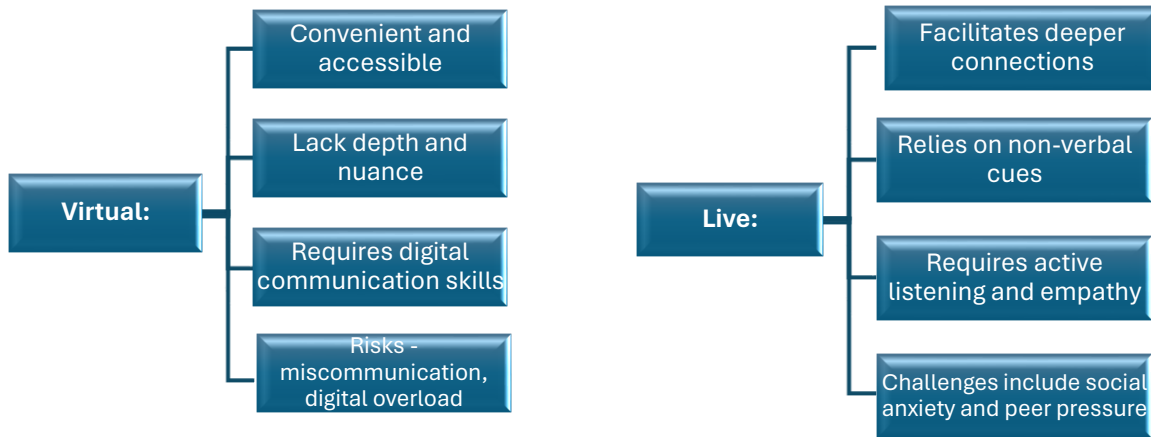
➤ **Negotiation:** The ability to negotiate effectively, whether in social settings or professional contexts, is mentioned as valuable for reaching agreements, resolving differences, and maintaining cooperative relationships.

2.3. Virtual vs. live social interactions

Youth athletes use extensive online communication also at school and at sports clubs. In social interaction skills there is no difference between athletes and their non-athletes' counterparts. They talk virtually even while they are together. Young people are better equipped for virtual communication than live.

Virtual vs. live social interaction presents distinct advantages and challenges (*Graph 3*):





Graph 3. Advantages and challenges in virtual vs. live social interactions

In summary, both settings require diverse social skills, including communication, empathy, and adaptability, for successful interaction and relationship-building.

2.4. Conclusion

In conclusion, promoting positive social interactions among young athletes requires a multifaceted approach that includes both digital and real-life social skills development. Creating inclusive environments, providing opportunities for group activities, and fostering communication and empathy are essential for cultivating healthy social relationships among youth.

Young people need to be further educated for both types of interactions - live and virtual. “Live” communication should be encouraged more. Young athletes are more comfortable in online settings, but lack deeper skills required for effective face-to-face interactions. Team environments provide a critical platform for developing real-world social skills, supported by sports structures that emphasize collaboration and empathy.

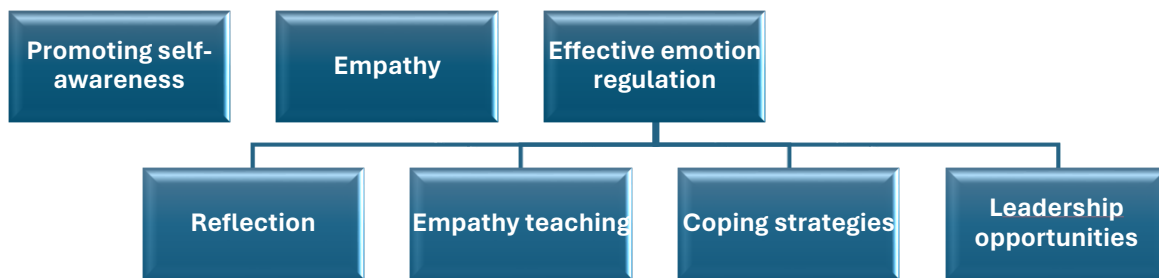


Enhancing live interaction skills alongside digital competencies can foster more holistic social capabilities. Sports can be a vehicle to improve social interaction and social engagement. In conclusion, cultivating these skills can empower young people to navigate various social situations confidently, build meaningful relationships, and contribute positively to their communities.



III. EMOTIONAL INTELLIGENCE

The current situation regarding emotional intelligence (EI) among young athletes varies widely, influenced by factors such as age, personal experiences, and coaching quality. Encouraging emotional intelligence involves *promoting self-awareness, empathy, and effective emotion regulation through reflection, empathy teaching, coping strategies, and leadership opportunities.*



Graph 4. *Encouraging emotional intelligence*

However, the extent to which athletes can apply these skills depends on their personality. Some may struggle with basic emotional recognition, suggesting a need for foundational practices such as mindfulness or emotion cards. It's crucial to tailor interventions based on individual needs and capacities, recognizing that athletes in different sports may require distinct approaches to emotional understanding and regulation.



3.1. Development of emotional intelligence

Emotional intelligence is an individual characteristic. Young people are familiar with emotional intelligence on a theoretical level, but they don't know how to use these skills. They are less able to apply the concepts of emotional intelligence to themselves, but they are very aware that they want a healthy social life and want to be successful. There is already a lot of awareness about analysing one's own emotional state and mental health. It is easier and more open to talk about mental health problems today, but there is not much space and time in school education about these topics.

Athletes have emotional intelligence influenced by social media. In fact, their interaction occurs in different ways, especially through their mobile or social media, different to those of previous generations.

The development of emotional intelligence in young athletes is crucial for their overall well-being and performance. Here are some key points from the interview responses:

- **Encouraging Expression:** Young athletes need encouragement to express their emotions, fears, worries, and desires. This fosters emotional awareness and communication skills.
- **Educational Programs:** Implementing educational programs and activities focused on emotional intelligence is essential. These programs should emphasize skills such as respect for teammates, self-control, empathy, fair competition, and effective emotional communication.
- **Lack of Familiarity:** Young athletes generally lack familiarity with the concepts and significance of emotional intelligence. Many are not trained to apply the benefits of highly

➤



developed emotional intelligence skills, such as self-efficacy, optimism, life satisfaction, work performance, and quality of social relationships.

- **Need for Reinforcement:** While some young athletes may be familiar with emotional intelligence concepts, they often require reinforcement in their education. This suggests a need for ongoing training and support in developing these skills.

To develop emotional skills among young athletes, our experts additionally suggested that we could provide *workshops, interactive lectures, encouragement of empathy and assertiveness, coping skills, effective arguing skills, mindfulness*. These skills should be trained in calm situations, so that we have awareness and know how to apply it more effectively in some challenging situations. It is necessary to pay attention to what is happening in our body.

We could also provide more mentorship or coaching programs for young athletes to try to teach them how to understand their feelings, where they come from, how emotions are built, how to lead them, how to address them etc. The coach can rotate the captain role among the players, avoiding having only one athlete taking responsibilities and the others are just sitting behind.

3.1. Importance of emotional intelligence

Youth athletes are not completely familiar with the concept of emotional intelligence. They know how to explain it in their own words, theoretically, but they don't know how to apply it. They have an idea what this is, but they don't know what to do with it. They don't learn it from young age, although it is very important to educate them about empathy, respect, communication, active listening. The level of emotional skills depends also on the young athletes' social capital, what the child/young person learned from home, and also it is important if young people have learned in



their families and schools that it is ok to express emotions or not. The good thing is that young people today are more aware of their problems and more ready to work on them.

The importance of emotional intelligence (EI) in the context of young athletes cannot be overstated. Here are some key insights gleaned from the interview responses:

- **Effective Communication:** EI helps them express emotions, fostering better team communication.
- **Stress Management:** It equips athletes to handle pressure situations and perform better.
- **Better Decision-Making:** EI aids in making informed decisions, both in sports and life.
- **Resilience:** It builds resilience, helping athletes bounce back from setbacks.
- **Stronger Team Dynamics:** EI fosters teamwork and cohesion among athletes.
- **Long-Term Well-Being:** It provides essential life skills for success beyond sports.

3.3. Recognizing emotions

Young people don't know how to recognize more complicated emotions, although they demonstrate a basic understanding of innate emotions, recognizing feelings like joy, fear, and anger. While concepts of emotions weren't extensively discussed in the past, today, there's a notable shift. The environment, including social networks, plays a significant role in enhancing awareness and understanding of emotions among young athletes. There is also a significant influence of the environment and social networks. There's a growing openness among young athletes regarding mental health issues like depression and anxiety. This shift reflects a trend towards destigmatizing mental health struggles and encouraging open dialogue. Depression and



anxiety are more publicly "out" nowadays. Young people are more open about expressing and recognizing emotions.

Some of the experts expressed a different point of view, saying that “*professional athletes live in a "glass bell" environment. They are somehow separated from solving their own needs in real life, because top athletes have people who organize their day from start to end - training, food, therapy, finances, everything*”. Professional athletes often experience a unique environment characterized by intense scrutiny and support structures. This environment may influence their perception and management of emotions as they navigate the demands of their careers under constant public scrutiny.

3.4. Conclusions

Young athletes have the basic knowledge about emotional intelligence, but they need additional support and practicing for internalization of those skills. Overall, the development of emotional intelligence in young athletes requires an approach that includes encouragement, education, and ongoing reinforcement of skills. By prioritizing emotional intelligence development, young athletes can enhance their ability to navigate challenges, build positive relationships, and achieve success both on and off the field.

Emotional intelligence is inconsistently understood and integrated among young athletes, impacting their ability to manage personal and interpersonal challenges effectively.



Emotional education is sporadic, with most learning occurring incidentally through sports rather than structured emotional intelligence training. Systematic emotional intelligence training could significantly benefit athletes' performance and personal development.

Furthermore, young athletes are familiar with the importance of emotional intelligence. Overall, fostering emotional intelligence in young athletes is instrumental in nurturing their holistic development, contributing to their success both in sports and in life beyond the field.

IV. LISTENING SKILLS

The analysis of the provided responses highlights the role of the educational system in fostering active listening skills among young athletes. While some may receive explicit instruction on listening skills, there's variability influenced by educational experiences and cultural contexts. Incorporating techniques like reflection and empathizing into formal education can enhance young people's ability to listen effectively. However, obstacles such as attention deficits or disinterest may hinder the development of active listening skills, suggesting a need for engaging educational approaches that capture students' interest and foster genuine curiosity. Additionally, educating young people about emotional intelligence can complement active listening skills by promoting self-awareness, empathy, and emotion regulation, thus enabling better-quality communication and preventing obstacles such as misunderstandings or conflicts. Overall, integrating active listening and emotional intelligence education into educational programmes can empower young people to navigate interpersonal interactions more effectively.



4.1. Educational system

In discussing the educational system, it became evident that there's a widespread recognition of the importance of training young individuals in active listening skills. This training is viewed as essential for overcoming obstacles and enhancing the quality of communication among youths.

In education or in coaching youth athletes, it is crucial to put them in a situation where they have to listen, so they get an input, process it and act freely, without us telling them what to do. School is more focused on academic achievements than based on real life situation.

However, there's recognition that these skills could greatly benefit them in improving social relationships and avoiding conflicts. Lastly, there's a general lack of awareness among youths regarding misunderstandings and barriers in active listening, highlighting the need for more comprehensive training in this area. Addressing these aspects can contribute to a more effective educational programs that *fosters the development of active listening skills among young athletes and students.*

4.2. Active listening skills and techniques

Active listening skills and techniques are very important for effective communication, especially when engaging with young individuals.

Young people today are overwhelmed with useless and shallow information, and because of this, they learned to defend themselves by “not listening”, but if someone is important to them, then they know how to listen. However, young people are not very familiar with skills of active listening



and ways of expressing them. It's also related to the level of motivation, if it's something that's useful and important for them, then ok, they listen well, but if it's not, then no. This is somehow related to the way they perceive larger amounts of text that they need to read - and regarding listening skills, they also have the same short focus and concentration. There is a problem of attention among young people. Young people are burdened with the accelerated pace of life and obligations.

Some young people are not able to sit down and listen to what others have to say. Differences between hearing and listening are not taught in school or in sport. Maybe it is present in the national sports school, but definitely not in clubs. With respect to co-aged non-athletes, young athletes are more able to listen and to understand the verbal communication because they have to according to the coach's advice. However, their listening skills are limited.

From our interview, it is although evident that some youths are familiar with active listening skills and respectful expressions in their daily interactions. They demonstrate this by allowing others to speak without interruption, refraining from immediate advice-giving unless requested, and acknowledging the importance of communication.

However, there's still room for improvement in the education of young people regarding active listening. While some may be familiar with techniques like reflection and empathy, others may require further training. The educational system, as highlighted in the interview, doesn't seem adequately prepared to address this need.



4.3. Mistakes and obstacles of active listening

Young athletes are intuitively aware of the difference between “real listening” and some forms of less effective listening. Although, they don't learn much about it in school.

Some experts suggested that if we ask youth athletes to solve a problem, we have to let them solve it, even though we should be ready to support them. This kind of attitude has to be fostered but also to show empathy as well. This could be a strategy to develop the listening skills of youth through stimulating them.

Active listening skills depend on the character of the person, but also on the person with whom they are talking. Personality traits are also important to mention here. There is a point of view that introverts tend to listen more carefully, but in general, it is individually and varies from person to person. It also can be correlated to the content in their life activities, whether they have other content and interesting activities in their life that are important to them - for example, music, reading - these can be seen as some common points in communication. If someone's area of interest is narrow and they don't have anything interesting to talk about, then as a result, communication is often superficial, and listening is less active and of lower quality.

Some experts indicated that there could be seen a more optimistic approach. Young people are more and more aware of the importance of listening and paying attention, and they understand more and more how potentially harmful the screen and accelerated pace of life are.

On the other hand, mistakes and obstacles in active listening can interfere with effective communication and understanding, as highlighted in our interview discussions. One significant



barrier identified is the passive approach encouraged by the educational system. Participants noted that the Cyprus educational system, for example, tends to foster a passive learning environment, which may not adequately cultivate active listening skills. This passivity can hinder students' ability to engage in conversations and comprehend complex ideas fully.

Moreover, while some young individuals may possess a basic understanding of active listening techniques, such as paraphrasing and empathy, they may not consistently apply them in their daily interactions. This inconsistency suggests a gap between knowledge and practical application, indicating a need for more hands-on training and reinforcement of these skills.

Furthermore, there is a lack of awareness or misconceptions about active listening among young people. Without proper education and guidance, individuals may not fully grasp the importance of active listening or understand how to apply its techniques effectively. This misunderstanding can lead to communication breakdowns and conflicts in various social and professional contexts. Addressing these mistakes and obstacles requires comprehensive educational reforms and practical training initiatives. By integrating active listening skills into educational programs and providing opportunities for students to practice and refine these skills, we can empower young people to become better listeners and communicators. Additionally, raising awareness about the importance of active listening and dispelling misconceptions can contribute to creating a more conducive environment for meaningful and productive communication.

4.4. Conclusions

Observations on youth communication suggest that some individuals exhibit familiarity with active listening skills and respectful expression in their daily interactions, while others lack effective listening skills, crucial for both personal and team success. Despite this, there remains a significant



gap in the extent of training provided in active listening. Education systems and sports coaching often fail to adequately prioritize and teach active listening techniques. Integrating active listening training into sports and educational curricula could dramatically improve communication and cooperation.

While some young athletes may possess basic techniques such as reflection and empathy, there's still room for further education to enhance their active listening abilities. Moreover, it was noted that many young people do not actively apply these skills in their everyday communication. There's a general lack of awareness among youths regarding misunderstandings and barriers in active listening, highlighting the need for more comprehensive training in this area. However, young people are not very familiar with skills of active listening and ways of expressing them.

In conclusion, incorporating active listening skills and techniques into educational programs could benefit young individuals, fostering stronger interpersonal connections and promoting a more supportive and understanding society.

V. LEADERSHIP SKILLS

According to the collected data to optimize success in team sports, it's essential for young athletes to develop a range of skills. Effective communication and collaboration ensure clear understanding and mutual respect among team members, while adaptability enables them to navigate challenges. Empathy fosters understanding and cooperation, while leadership empowers athletes to inspire and guide their teammates. Furthermore, encouraging individual growth through goal setting, accountability, and decision-making fosters a sense of ownership and initiative within the team dynamic. Activities such as role-playing, team tasks, and sociometry can



enhance connection and understanding among team members, promoting a cohesive and high-performing team environment.

5.1. Leadership and team position

Leadership and team position play significant roles in both sports and education, shaping the dynamics and success of the group. Our interviews shed light on the relationship between hierarchical positions within a team and success in athletics and education. It's often believed that individuals holding leadership positions, who possess strong communication and guidance skills, contribute significantly to the overall success of the team.

In sports, the captain or team leader often serves as a role model and motivator, influencing team morale and performance. Their ability to inspire, communicate effectively, and make strategic decisions on the field or court can greatly impact the outcome of games. Similarly, in educational settings, students who take on leadership roles within group projects or extracurricular activities can influence the group's productivity and achievement.

Moreover, the designation of team positions and roles within a hierarchical structure can serve as a motivational factor for athletes. When these positions are based on fair and meritocratic criteria, they can incentivize individuals to strive for leadership roles and contribute positively to the team's success. This hierarchical structure also fosters accountability and teamwork, as each member understands their role and responsibilities within the group.

Overall, leadership and team position are concepts that play crucial roles in shaping group dynamics, performance, and success in both sports and education. By fostering leadership qualities and promoting a fair and supportive team structure, organizations can cultivate



environments where individuals thrive and achieve their fullest potential. Allowing our athletes to plan events, consulting them in decisions, encouraging them to work collaboratively in groups can improve their organizational skills.

5.2. Setting goals

Setting goals is crucial for personal and professional growth, whether in sports or education. From our interviews, it's clear that success in goal setting depends on factors like motivation, support, and clarity. Athletes and students who set specific, achievable goals tend to make more progress. While not everyone is familiar with the SMART goals framework, it's effective for setting clear objectives.

Support from mentors, coaches, or teachers is vital for defining goals and staying accountable. However, obstacles like unclear objectives, procrastination, and distractions can hinder progress. Overcoming these challenges requires discipline, resilience, and good time management.

Leadership skills and goal settings among young athletes depend also on whether it is a team or individual sport. If it is a team sport, then you are part of a community/ team, so the team forces you to create and achieve some goals. It also depends on the parents of young athletes, how they react to the child's success/failure, how critical and potentially verbally aggressive they are towards failure when the child experiences it.

In essence, setting goals requires clarity, commitment, and support. By setting SMART goals, seeking guidance, and staying focused, individuals can achieve success in both sports and education, reaching their full potential. In sport, youth athletes can be taught smart goal theory,



but it is difficult to have them putting in practice. Youth athletes need some help because are not very familiar with SMART goals, which are not easy to measure.

5.3. Organizational skills and responsibility

Organizational skills and responsibility play pivotal roles in both sports and education. Our interviews shed light on the varying degrees of these abilities among individuals. While some exhibit well-developed organizational skills, others struggle in certain contexts.

In the development phase of a young athlete, it is important to develop both the technical sport skills and a mindset to organize themselves by putting them in action and help them solving the problem.

Because of their sport career, professional young athletes are obligated to develop good organizational skills and responsibility in order to be able to coordinate all their obligations well. Young athletes learn quite early how to be well organized. As for responsibility, they take good responsibility for their sports duties. Especially if success is guaranteed. They will be responsible in other aspects as well if these aspects are directly related to their motivation for sports success. To encourage individual growth through responsibility, youth athletes are more interested in their own responsibilities and forget the team obligations. When an athlete lacks responsibility, it affects other athletes as well.

The level of organizational skills and responsibility also depends on the level of encouragement which young athletes had received during their development to be independent from a young age, because if they did not get this kind of support - then they have poorly developed the above-mentioned skills. If, for example, the parents always organized everything instead of the children.



In this case, the child grows up without feeling that he or she has to be well organized and independently determine his or her duties and responsibilities.

Some of the experts pointed also out a different perspective to this topic. They mentioned that *“young athletes do not have highly developed organizational skills. They are not responsible enough. They put sports first, while neglecting other components and obligations. Young generations have not developed a sense of responsibility”*.

There are many ways of raising the sense of responsibility and organizational skills among young athletes. Workshops and lectures on the technique of setting goals and a sense of responsibility can be conducted. Support on how to better organize school-sport time is also important. Support and guidance are identified as crucial elements for enhancing organizational skills among young athletes and students. Educational programs, mentorship, and practical exercises are suggested as effective means to cultivate these skills.

We should thereby allow young athletes to make mistakes while learning, stimulate reflection, be patient. Youth athletes have several interests and have to manage their priorities and their time through organization skills and take responsibility for what they do.

Responsibility, both personal and collective, is recognized as essential for success. Developing a sense of responsibility involves *promoting self-awareness, encouraging initiative-taking, and fostering decision-making skills*.

5.4. Conclusions

In conclusion, fostering organizational skills and responsibility requires a concerted effort from educators, mentors, and peers. By providing guidance, support, and opportunities for practice,



individuals can better navigate the demands of sports and education, ultimately contributing to their personal and collective success. Developing leadership skills through explicit training can provide athletes with the tools to lead effectively, regardless of their position. Youth need role models that make them aware of the fact that they have to manage their time to organize their activities, and to take responsibility for what they do.

Furthermore, encouraging individual growth through goal setting, accountability, and decision-making fosters a sense of ownership and initiative within the team dynamic. In essence, setting goals requires clarity, commitment, and support. By setting SMART goals, seeking guidance, and staying focused, individuals can achieve success in both sports and education, reaching their full potential.

However, it's essential to note that effective leadership is not solely determined by hierarchical position. Leadership qualities such as empathy, integrity, and resilience are equally important in guiding and inspiring team members towards common goals. Therefore, while hierarchical positions may provide authority and influence, true leadership is demonstrated through actions, communication, and the ability to empower others.



VI. TEAMWORK AND COLABORATION

To optimize success in team sports, it's essential for young athletes to develop a range of skills, including communication, collaboration, adaptability, empathy, leadership, goal-setting, organizational skills, and responsibility. Effective communication and collaboration ensure clear understanding and mutual respect among team members, while adaptability enables them to navigate challenges. Activities such as role-playing, team tasks, and sociometry can enhance connection and understanding among team members, promoting a cohesive and high-performing team environment.

6.1. Teamwork skills

Some young athletes have developed skills in task delegation and teamwork, emphasizing the importance of promoting a sense of collective achievement rather than solely focusing on individual self-esteem. Skills such as leadership, teamwork, empathy, effective conflict resolution, and problem-solving should be encouraged and further developed to enhance teamwork and collaboration among young athletes.

On the other hand, some people like to prefer to work on their own, some people in teams. Taking responsibility for other individuals is part of the process. All team athletes must experience this. It all depends on who is leading the team. Depending on what kind of coach or captain or boss he/ she is. If they set a solid base, the team can achieve miracles. In such conditions and in such a collective, it can lead the team to achieve extraordinary results.



Delegation skills among youth athletes are questionable because the athlete is used to doing everything on their own. Athletes have a developed sense of individual achievement within the team. The effect of social diffusion of responsibility may also occur.

Encouraging individual development and responsibility among team athletes involves several key strategies. Firstly, clarifying roles and responsibilities within the team helps athletes understand their contribution and accountability. Additionally, setting specific and achievable goals for individual improvement fosters personal growth within the collective context. Effective communication and collaboration are also crucial, as they enable athletes to work together towards common objectives.

When working with youth athletes, we can try to help them developing the feeling that they are part of the team/ group, work on raising team spirit, so that the success of the group reflects on themselves as well, and they acknowledge that everyone is responsible for the team success. We should not call out or emphasize only the individuals, but team spirit and team results. Healthy team spirit is needed – pointing out team results and not individual ones. Healthy interpersonal relationships within the team are needed. Otherwise, conflicts are created, and burnout occurs. We could teach youngsters to solve tasks as a team, project-wise. It is important to highlight important values, self-confidence but also humility and respect.

6.2. Conclusions

In summary, fostering individual development and responsibility within team sports requires a combination of clear role specification, goal setting, communication, and collaboration. By emphasizing collective achievement and promoting key skills, coaches and mentors can help young athletes thrive both individually and as part of a team. While teamwork is often emphasized,

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not all athletes develop the necessary skills to work effectively in a team setting. Skills like delegation, shared achievement, and mutual support need more focus in the training of young athletes. Structured teamwork and collaboration training can enhance team performance and personal growth.

VII. TIME MANAGEMENT SKILLS

Time management is a big challenge. The responses highlight the importance of time management skills for young athletes, acknowledging their impact on stress levels and overall well-being. This response emphasized the need for additional support in time management skills, suggesting that many young people could benefit from such assistance.

Some additional response expands on this, noting the significant influence of time management on stress and performance, proposing strategies for improvement, including effective planning and seeking support when needed. Other response normalizes stress associated with managing time and suggests practical strategies such as using planners and prioritizing tasks.

Overall, these responses underscore the importance of integrating time management skills into athletes' development, *promoting stress reduction, performance enhancement, and overall well-being.*

7.1. Time management challenges

It's evident that time management presents a significant challenge for young athletes due to the demands of both school and sports. Athletes need serious time management skills to combine sports and academic development. Young athletes experience depression, anxiety, and burnout.



Also, problem is postponing obligations and procrastination. Their daily workload is high. Among athletes, time management is very strictly defined, and they are quite disciplined when it comes to time management. It is important to them, but they are not aware of it and have no knowledge about it. Nor is it taught in the education system.

The participants agreed on additional support for developing time management skills, emphasizing the potential stress and anxiety caused by poor organization and time allocation. They stressed the *importance of organizational training, prioritization, and goal-setting* to mitigate these negative effects and enhance overall well-being.

Furthermore, participants recognized the broader applicability of time management skills beyond athletics, particularly in future employment contexts. They highlighted the transferability of skills such as goal-setting, prioritization, and meeting deadlines to other areas of life, emphasizing the long-term benefits of investing in time management training for young athletes.

Overall, the responses underscore the importance of addressing young athletes' time management challenges and their potential impact on their personal and professional development.

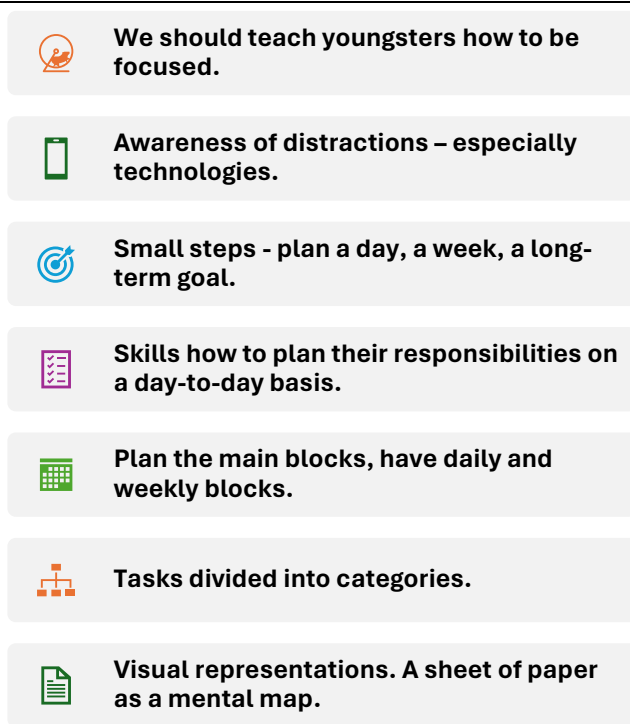
7.2. Time management tools and ideas

Today there are many more tools for successful time management. Because nowadays we are much more exposed to obligations and various contents. However, productivity and focus are questionable, compared to older generations.



From the perspective of our sport experts, if we want to develop further time management skills among young athletes, we should provide education about time management and what are the best time management techniques.

Graph 5 shows a short overview of some identified ideas for more successful time management. The main points indicate teaching youngsters how to remain focused and resolve distractions, how to divide tasks in smaller steps or categories and how to use visual representation and mental maps.



Graph 5. *Time management ideas*

Overall, taking into consideration that time management skills are important not only for sport or school obligations, but also transferable to later job responsibilities and developing of dual careers, it seems significantly important to include those skills in additional education programs for young athletes.



7.3. Conclusion

Time management skills are crucial but often not adequately supported by educational institutions or sports programs. There is a need of additional support to manage time. The sport system should put more attention to educate youth how to manage time and priorities to help them reducing their stress.

Athletes face significant challenges in balancing sports, academic, and personal commitments. Offering tools and training for better time management could alleviate stress and improve overall athlete well-being.

VIII. DESIRE FOR CONTINUOUS LEARNING AND APPLICATION OF KNOWLEDGE

The provided responses highlight various strategies for fostering a desire for continuous learning and the application of knowledge among young athletes. These strategies include engaging athletes in diverse activities such as *peer tutoring, peer coaching, and exposure to cultural and artistic events alongside sports training.*

Moreover, the importance of building on individuals' interests and strengths is emphasized, suggesting that *motivation for learning is more sustainable when rooted in personal connections and interests rather than external sources. Encouraging critical analysis, questioning, and immediate application of knowledge through case studies* are proposed as effective methods for engagement and ownership of learning. Overall, these responses underscore the importance of personalized and holistic approaches to nurturing a passion for learning and knowledge application among young athletes.



8.1. Continuous learning skills and techniques

While some young individuals may pursue knowledge with the intention of applying it to future careers or professional endeavors, others may focus primarily on achieving academic success without specific plans for their future careers. To encourage young athletes to acquire knowledge applicable to various professions beyond the athletic framework, it's essential to provide examples and practical applications of their knowledge in real-world problems and challenges. Additionally, engaging them in activities outside the sports environment that reinforce skills such as communication, time management, and collaboration can broaden their perspective and interest in learning for long-term application.

Unfortunately, most young people study for grades. We can motivate them by giving them practical examples in addition to the usual (textual and lecture) material. Our school system is still overly oriented towards grades and the emphasis is on that and it demotivates children to learn. But if they believe they will benefit from it, there will also be motivation for lifelong learning. If learning is not rewarding for them, it is not desirable for them. It is necessary to teach young people some basic skills and obligations in life, towards the community, environment, work.

Encouraging continuous learning and the application of knowledge among young individuals in both educational and athletic environments require a multifaceted approach. Firstly, providing continuous learning opportunities tailored to their needs is essential. This can be achieved by *setting specific and achievable goals, recognizing their efforts and successes, and demonstrating how knowledge can be applied in practical situations and future professional opportunities.*



Long-term techniques for motivation and sustaining interest in continuous improvement and learning include offering scholarships based on academic and athletic performance, providing positive reinforcement and communicating appreciation for their progress, setting specific and achievable goals to measure progress over time, encouraging the pursuit of excellence and following inspirational role models, helping individuals recognize their capabilities and achievements, and viewing challenges as opportunities for learning and improvement.

During our research, some different point of views regarding generations were identified. There is a growing awareness of the importance of lifelong learning among young people. Older generations were more rigid when it comes to these skills. Young people are much more open to that. Young people are aware that the environment is dynamic, they are more ready for career changes. They are more open for additional training.

8.3. Conclusions

To enhance the desire for continuous learning and application of knowledge, it's crucial to present educational materials in an engaging and inspiring manner. This can be achieved through interactive teaching methods, including games, problems, applications, and practical exercises that interest and inspire young individuals to explore further. Additionally, showcasing real-life examples and practical applications of their knowledge to solve problems and overcome challenges can foster a deeper understanding and appreciation for learning. We can also teach youth athletes how to acquire knowledge from different fields to be transferred in other contexts.

There is a strong desire among athletes for continuous learning, though it is often not aligned with educational structures. Learning is frequently driven by external rewards rather than intrinsic motivation, which can hinder long-term engagement.



Encouraging a culture of curiosity and self-directed learning can enhance the application of knowledge in varied contexts.

IX. CRITICAL THINKING

The responses emphasize the importance of developing critical thinking skills among young athletes, recognizing their impact on problem-solving and decision-making in challenging situations. The suggestion to practice critical thinking by analyzing relevant texts and learning about logical fallacies highlights practical approaches to skill development.

Furthermore, it is noted that athletes with strong critical thinking skills are better equipped to navigate complex scenarios and make informed decisions, highlighting the tangible benefits of fostering critical thinking abilities within sports contexts.

9.1. Critical thinking skills

Critical thinking is a very important skill for a quality life. In sport, creativity is encouraged, which can connect sports with life in general through transfer of knowledge and critical thinking.

Young people are exposed to too much content, and it is difficult for them to process it. In the end, it is very difficult for them to distinguish and understand. Critical thinking is just not developed enough.

We could teach young athletes that we don't always have to agree with everything, it is okay to have different views and then argue them meaningfully. They can practice through group debates.



It is necessary to work more on developing such critical awareness in the digital environment as well. Media literacy is also very important here - teaching young people what it means to check sources.

Times have changed, we need to guide young people on social skills and not just give them information and data, we need to teach them more skills that they will need in everyday life.

It is important to listen to the suggestions of youth athletes. It is advisable to use games of pros and cons. Propose situations where youth athletes need to critical look for and act upon different solutions. Consider situations where decisions have to be taken under time constraints so that youth athletes have to critically analyse the situation to make the best decision, debate about the decisions, and compare opinions.

9.2. Conclusions

Critical thinking and strategic planning are not sufficiently developed among young athletes.

Educational and sports programs often fail to challenge athletes in ways that foster these essential skills. Integrating real-life problem-solving and decision-making opportunities into training can bolster these skills.

Overall, these responses underscore the significance of integrating critical thinking training into athletes' development to enhance their problem-solving capabilities and decision-making abilities.



X. RESPECT FOR DIVERSITY

The responses underscore the importance of fostering respect for diversity among young people, recognizing its multidimensional nature encompassing gender equality, cultural diversity, age diversity, disability inclusion, and intersectionality. Additional education and experiential learning opportunities are crucial in nurturing empathy, compassion, and respect for diversity, highlighting the role of dialogue and education in promoting inclusivity. Furthermore, direct interaction with individuals from diverse backgrounds fosters an appreciation for their intrinsic value beyond labels. Both emphasizes the significance of instilling a moral code or ethics within teams to promote respect for diversity. Overall, these responses advocate for comprehensive approaches to cultivating respect for diversity, integrating education, dialogue, experiential learning, and shared values within team environments to foster inclusivity and equity.

Diversity is promoted in schools. Youth athletes face different skin colors and different people, especially if competing at international level, so sports will accelerate the respect for diversity, because the one of the important aspects of sport is internationalization. More activities that encourage interaction with different organizations, people with disabilities, communities of different cultures should be conducted. Also, additional training and experiential learning opportunities should be offered to foster empathy, values, and respect for diversity. Sport is supporting the respect for diversity, but even if the education system and sport educate the respect for diversity it is never enough, and more education is needed.

Some experts think young generation are much more tolerant and they accept all the differences, because they are more exposed to them. Other experts think, and some research proves that in Croatia young people are more rigid toward differences than older generations.



10.1. Respect for diversity in school and sport

Interviews with experts indicated some important and interesting findings and suggestions:

➤ **Ensuring Respect for Diversity in School Programs:**

- Establishing behavioral rules that promote respect and acceptance of differences.
- Organizing educational programs and informative talks on multiculturalism and diversity.
- Supporting actions that promote understanding and respect for diversity, such as exhibitions, presentations, and discussions.
- Promoting collaboration and teamwork, creating an environment where everyone feels accepted and respected regardless of differences.

➤ **Challenges Faced by Youth Regarding Diversity:**

- Young people mainly need education to address stereotypes and discrimination based on gender and to accept different ethnicities.
- Respect for different ethnicities may require sensitivity regarding multiculturalism and the value of a multicultural community.

➤ **Suggestions to Encourage Respect for Differences:**

- Organizing educational programs and actions that promote understanding and respect for diversity.
- Creating an environment where young people can speak freely and express their opinions without fear.
- Participating in events and activities that promote social justice and respect for all differences.



10.2. Conclusions

This comprehensive analysis across all sections from multiple expert interviews highlights the need for integrated, structured training in communication, emotional intelligence, leadership, and diversity. Enhancing these areas can lead to well-rounded development for young athletes, preparing them for both sporting and life challenges.

While diversity is valued theoretically, practical education on accepting and valuing diversity is lacking. Athletes may not be sufficiently exposed to diverse environments that promote genuine understanding and respect for differences.

Implementing diversity education and inclusive practices in sports and school settings can promote a more accepting and respectful culture.



Questionnaire with the students report

Introduction

The reports on the survey results for each individual country are available in the National report for each of the countries and in this report, we focused on the comprehensive results, the results based on the whole sample, the responses from all the countries. The goal of this approach is to examine the results in general, the needs identified based on the research carried out on the level of the whole consortium. With this report, we want to provide a holistic view, allowing us to discern broader trends, similarities, and disparities in the educational experiences of young student athletes.

This report provides the results on the attitudes, the needs and the gaps seen from the perspective of young student athletes themselves. This is their point of view, and it provides insight into the trends withing education, their experiences and their opinion on the module topics that are going to be included in the educational program developed as a part of this project.

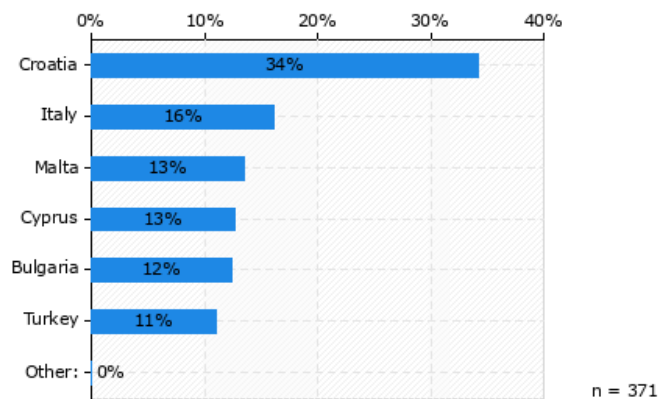
This type of research provided us with an opportunity as well as with the results of how young student athletes rate the importance of specific topics that fall under the scope of the identified modules and provide a basis for setting up the learning outcomes for the whole educational program. The results include actual needs of youngsters, their perspective, their experience with the education and educational programs at the moment and their point of view.



All the following graphs/pictures are in English, but they are elaborated through the text which is available in 6 different European languages – English, Turkish, Greek, Bulgarian, Italian, and Croatian.

Profile of the participants

6 countries participated in the research and that are – Malta, Italy, Bulgaria, Turkey, Cyprus and Croatia. The whole, final reported number of participants is 371 where most of the participants are coming from Croatia as the coordinator of the project and the secondary school specialized for young athletes aged 14 – 19, while the least participants are coming from Turkey, even though the rest of the countries besides Croatia have similar sample of youngsters, around 50 (40 – 60) answers per country.



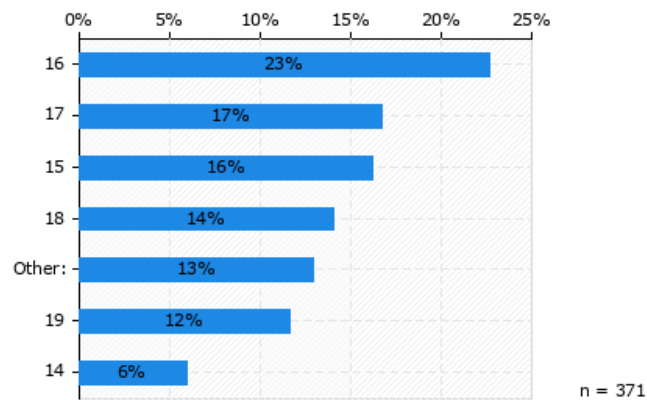
Picture 1. Results on the country respondents are coming from.

Most of the respondents are right in the middle of their secondary school education journey (based on the Croatian educational system) which means they are 16 years old (23%), The least



number of participants is aged 14, while ages 15, 17, and 18 are almost equally spread throughout the group. The answer other implies that the respondents are slightly out of the target group of this project, this being mostly that they finished their secondary education in the last couple of years.

The goal was to also provide an opportunity for this group to share their idea and point of view what they think might've helped them during the process of their education, but also what they could still make use of at the moment. However, the survey was focusing on the target group of the project and the room was left just in case, as the survey was shared throughout the schools, sports clubs, gym's, etc., to reach young student athletes with different stories, backgrounds and realities.



Picture 2. Age of respondents

75% of all respondents are currently taking part in the secondary education, 14% of them finished sometime in the last 2 years and there were also 11% of “other” answers. These answers are

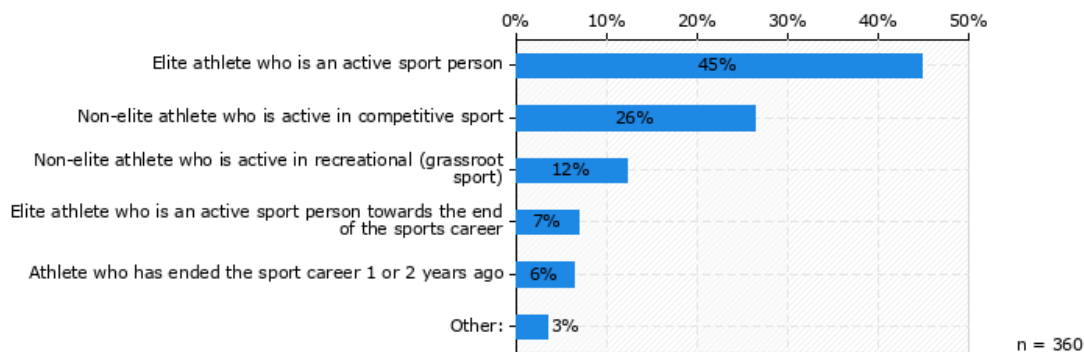


miscellaneous – some respondents are currently enrolled in higher education, some have finished higher education and there is also one answer that the respondent is employed.

When asked about if they regularly attend their secondary school classes, 74% of respondents answered yes, while the rest answered no. There is a significant relation here with over 20% of respondents being out of the secondary school education, but one of the reasons also is the balancing of their responsibilities and juggling between education and sports career.

Regarding the practice of sports, the following answers were noted:

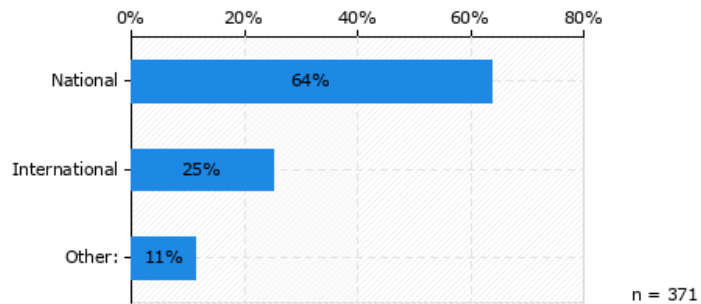
45% of respondents are elite athletes who are an active sports person, followed closely by non-elite athlete who is active in competitive sport. 12% of respondents are non-elite athletes who are active in recreational sports, 7% of them are non-elite athletes who are nearing the end of their careers while 6% of them ended their sports career in the last two years. Some of the other answers noted that the respondents were elite athletes active in competitive sports, they are injured or just starting their careers as amateurs.



Picture 3. Type of athlete

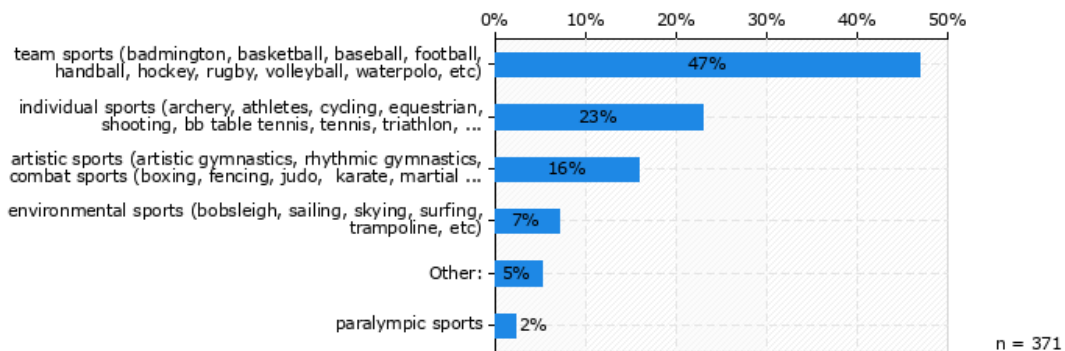


64% of respondents are practicing sports on a national level, 25% of respondents are on international level and there were 11% of other answers of which most reassured that they are on amateur level.



Picture 4. Level of sports practice

As far as the type of sport is concerned, most of the young student athletes (47%) practice team sports, 23% of them practice individual sports, 16% artistic, 7% environmental and 2% even paralympic sports. There were 5% of other sports which include: car racing, arm wrestling, bowling, acrobatic rock & roll, athletics, karate and kickbox.



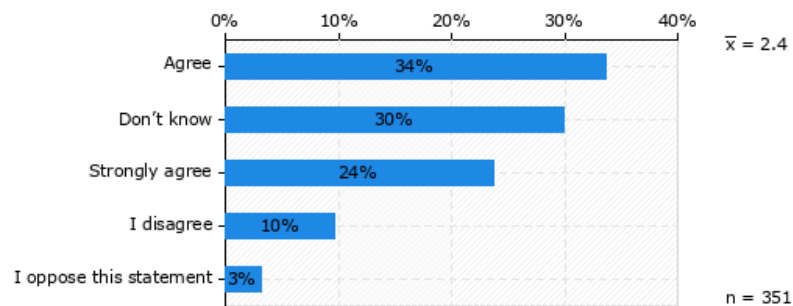
Picture 5. Type of sports that respondents practice



Attitude toward education and skills

Analyzing these couple of answers regarding the education, skills and lifelong learning and their relation to entering the labor market, some concerns are identified, especially given the point of view of young student athletes regarding the education and the skills that they gain through regular education, that can help them strengthen their position on the labor market as well as raise their competitiveness in the job hunt.

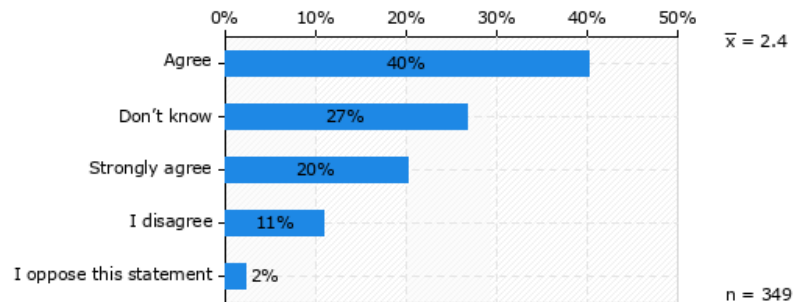
First question was “In the course of my education I have acquired adequate knowledge for entering the labour market”. It’s good to see that 34% of youngsters agree and 24% of them strongly agree with this statement but the concerning data is that 30% of them don’t know and can’t decide, or rather can’t be sure if they are ready for the labor market. 10% of youngsters disagree and 2% even oppose this statement.



Picture 6. Question “In the course of my education I have acquired adequate knowledge for entering the labour market”.



On the other hand, a bit better situation is with the skills as opposed to knowledge, where 40% of youngsters agree and 20% strongly agree that they have the required skills for entering the labor market. However, still a large number, 27%, doesn't know and is unsure if they have what it takes for the labor market, 11% is sure that they don't have so they disagree and 2% of youngsters completely oppose this statement.

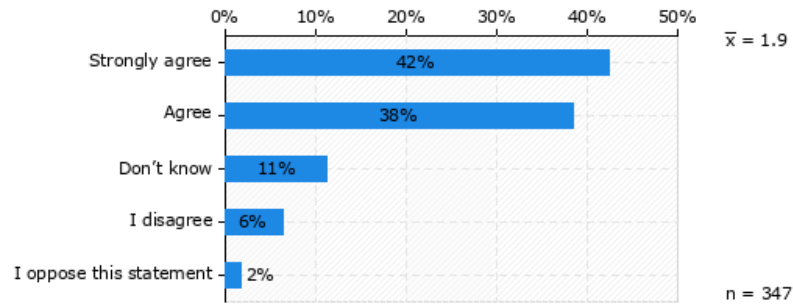


Picture 7. Question “I believe that my skills are adequate to enter the labor market”

To leave aside the negatives and focus on the positive things, when it came to recognizing lifelong learning as a concept, but also as a skill necessary for building one's career, 42% strongly agree which is also the highest scoring answer, and 38% of respondents agree.

Only 11% state that they don't know, 6% disagree and 2% oppose this statement across all countries to participate in this research.





Picture 8. Question “Lifelong learning for building one’s own career is necessary.”

From the context of the previous answers we can see both positives and negatives, but, in the current setting, it seems like the number of young athletes are not sure that they are getting (or can acquire) necessary knowledge and skills through the regular education, which can be both because of the system failing or because of the difficulties of balancing all obligations and responsibilities. However, on the other side, a lot of positives can be taken from the answers that 80% of youngsters recognize lifelong learning as the necessity for building one’s career. This means that the youngsters are aware that additional push and additional effort can build a foundation in building their (dual) careers, and this also provides a basis and motivation to continue the work on this project and build the educational program that can provide support for young student athletes in acquiring important transversal skills that can support their position on the labor market.

Skills recognition

In the following section we are analyzing the responses of young student athletes based on the research on the level of the whole consortium, regarding the recognition of the importance of some of the previously identified skills, as a part of each of the set-up modules.



In this way, young student athletes had the opportunity to rate the importance of each of the identified skills, on a scale of 1 – 5, where 1 shows “not important” and 5 shows “extremely important”. There was also the answer offered that the respondents were not familiar with a particular term.

The following results are observed through a mean/average (M) because of the nature of the responses.

Communication skills

Inside the module representing and addressing communication skills, 7 additional skills were identified that are all closely connected with the communication skills. On a scale of 1 – 5 as previously described, highest score (M = 3,9) have “Interpersonal communication” and “Verbal communication”. This means that out of the whole sample, young student athletes rate these two skills as the most important when it comes to communication skills, and they think that these are the skills that they need to work on the most as a part of communication skills.

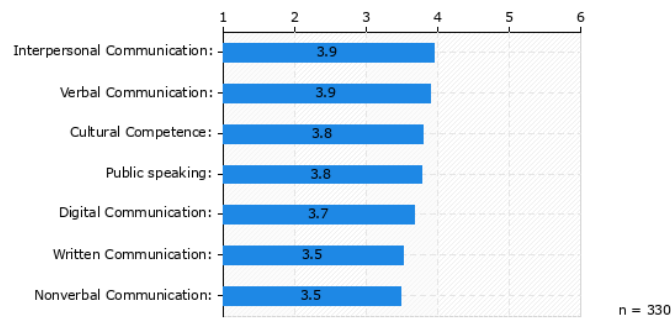
We have to note that there is just a slight difference in the first five answers/skills and their ratings, and there are 2 skills that, even though it’s still not a significant difference, are rated less important than the others (M = 3,5).

In all of the answers we have to note that the scale extends to 6, where 6 refers to “I’m not familiar with this term”. The term that most respondents were not familiar with was the cultural competence and even with that, it scored high on the needs ratings. In almost every case this answer is the lowest and here, in this particular case, only 6% of respondents states that they are



not familiar with this term, and for all the other terms it was less than 6%. For the verbal and interpersonal communication which scored the highest, only 5% of respondents are not familiar with the term so, thus, unavailable to rate the importance of it. It's important to emphasize that this is also, even though in smaller percentage, something that shows the need to work on a particular skill inside of a module. If youngsters are not even familiar with the skill that is identified/labeled important as a part of a particular module, this brings up concerns of how they would, on their own initiative without any other support, enroll in education related to these skills.

The interpersonal and verbal communication are followed by cultural competence and public speaking.



Picture 9. Communication skills rating

Social interaction skills

Social interaction skills vary in their type and form and can be applied to different social situations, whether these are private relationships, work relationships, teamwork, or something similar. Before the research and surveying young student athletes, the consortium already identified some of the key aspects, key skills of social interactions that were provided as possible answers to



youngsters. In this module and with these skills, there are extremely small differences and it's hard to extract some of the topics, as the M is the highest for a couple of skills with the value of 4, and the lowest with one particular skill with the level of 3,8.

In this particular case, the most important thing will be to extract this based also on other research, combining research findings and identifying the most appropriate and necessary learning outcomes/objectives, that are in line with the current needs and that are appropriate for the target group.

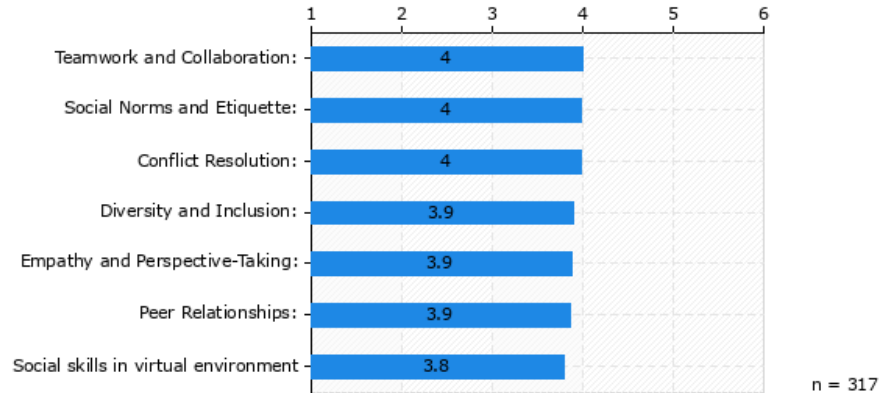
In this particular case, "Teamwork and collaboration", "Social norms and Etiquette" and "Conflict resolution" are the rated as the most important social interaction skills with $M = 4$. They are followed by "Diversity and Inclusion", "Empathy and Perspective-Taking", and "Peer relationships" with $M = 3,9$, and the last place belonged to "Social skills in virtual environment" with $M = 3,8$.

For not a single answer the percentage of respondents that are not familiar with the topic is above 3% so this, in particular, doesn't affect the answers. It's important to note that this answer is almost equally shared among all the provided answers.

It's also important to note that some of these skills, even though important in the context social interactions, they are also addressed through other modules. For example, there is a module that's addressing the topic of "Teamwork and collaboration" as a concept so this will also be taken into account for the final suggestions of learning outcomes as well as learning objectives that will be provided based on all three types of research. Even though some elements/skills are valued as more important than the others by the young student athletes, in the complexity and combination



with other research, we might find out the situation to be a bit different than on this level of research.



Picture 10. Social interaction skills rating

Emotional intelligence

In the case of emotional intelligence, there are a number of activities that were identified beforehand to, in a way, provide a broader understanding for young student athletes before they think about these skills in the context of emotional intelligence.

Again, in this example, we can see that some of the skills that are highly rated are also the skills that are addressed through different modules of the planned educational program. This is the case for example for listening comprehension activities, interpersonal activities, active listening, social awareness and so on. Once again, this is something to take into account when considering the final learning outcomes for each specific module, but it's interesting to see the consistency as well as how young student athletes are rating different/same skills and their importance in the context of different modules. It's important to understand that these skills are often overlapping, not only



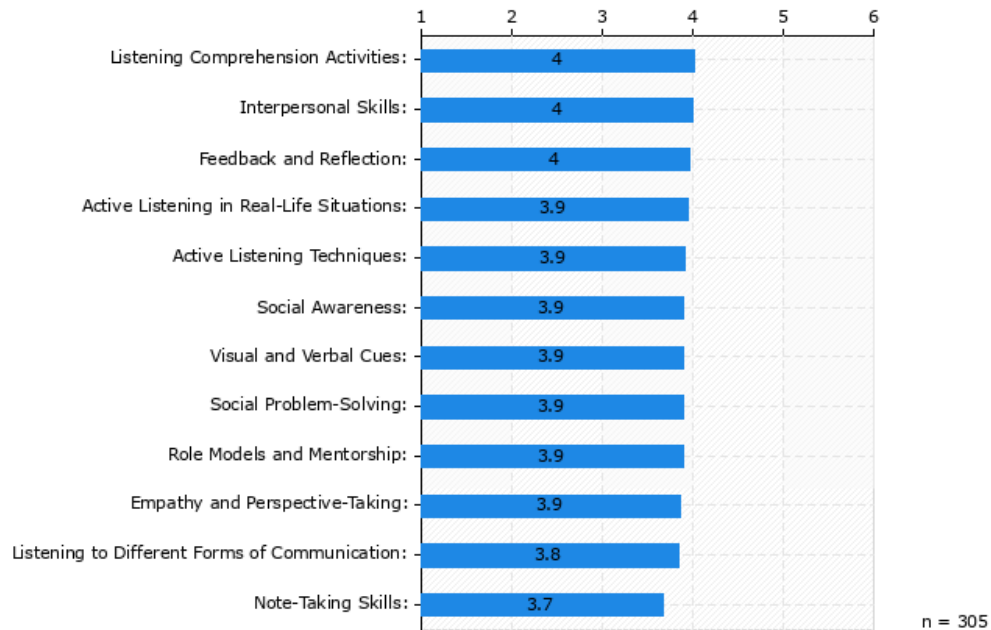
as a part of this educational program but also as a part of everyday life and that's exactly why they are called transferable skills, that can be transferred to different every day, life situations.

In the scope of emotional intelligence, the following are the results of rating the importance of individual skills:

- Listening comprehension activities, interpersonal skills, feedback and reflection are valued of highest importance (M = 4)
- Active listening in real-life situations, active listening techniques, social awareness, visual and verbal cues, social problem-solving, role models and mentorship, empathy and perspective-taking are valued closely, as important (M = 3,9)
- Listening to different forms of communication and note-taking skills are valued slightly less important with M = 3,8 and M = 3,7 for the latter

Interpersonal skills are the most unknown for the youngsters as 7% of them states that they are not familiar with this term. This can affect in a smaller manner the outcome (M) as that means that 7% of youngster chose 6 as their answer.





Picture 11. Emotional intelligence skills rating

Listening skills

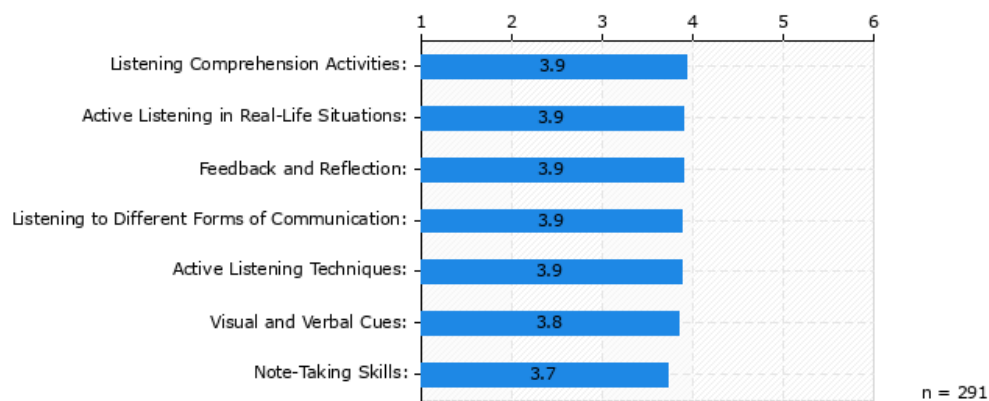
We can see, again, some overlapping's with some of the previous modules and it can also be seen, which is a positive thing, that youngsters don't differentiate too much and that they value almost as equally important all of the skills identified/provided inside a particular module topic. Even though it's something that makes the job of creating the content a bit harder, it shows the recognition and, in a way, maturity of youngsters and their positive attitudes towards education and transversal/transferable skills.

As much as 5 identified skills are rated equally important with the $M = 3,9$. These skills are:



listening comprehension activities, active listening in real-life situations (highest rated), feedback and reflection (which is closer, with the number of answers, to a 3,8), listening to different forms of communication and active listening techniques.

Visual and verbal cues are rated with $M = 3,8$ and note-taking skills are rated with 3,7, as somehow less important skills in this module.



Picture 12. Listening skills rating

Leadership skills

In the module leadership skills, there was a slight mistake with the two options being the same – teamwork and collaboration. However, it’s good to note that these two received the same answers which means that the youngsters were following the survey and making honest choices.

Teamwork and collaboration, in both cases, has an $M = 4,1$.



What's interesting is that all of the other answers have $M = 4$, which means the same level of importance for self-awareness and personal development, emotional intelligence and empathy, critical thinking and decision-making, leadership development opportunities and ethical leadership and social responsibility.

Looking at the number of answers, the highest number/percentage of answers who rate the skill extremely important lies with self-awareness and personal development (41%) and emotional intelligence and empathy (40%). These are the skills that stood out in this particular module while the other skills received slightly less answers who found them extremely important (37%).



Picture 13. Leadership skills rating



Teamwork and collaboration

It's important to once again note that even though teamwork and collaboration was identified as a skill inside of various modules already such as *Social interaction skills* module, in this particular case the whole module is dedicated to teamwork and collaboration and inside of it, different specific skills are identified and their importance was rated. In this case, the skills revolve around teamwork and collaboration while in other modules, teamwork and collaboration is looked through different skills and how they are affecting teamwork and collaboration, e.g. social interaction, and emotional intelligence.

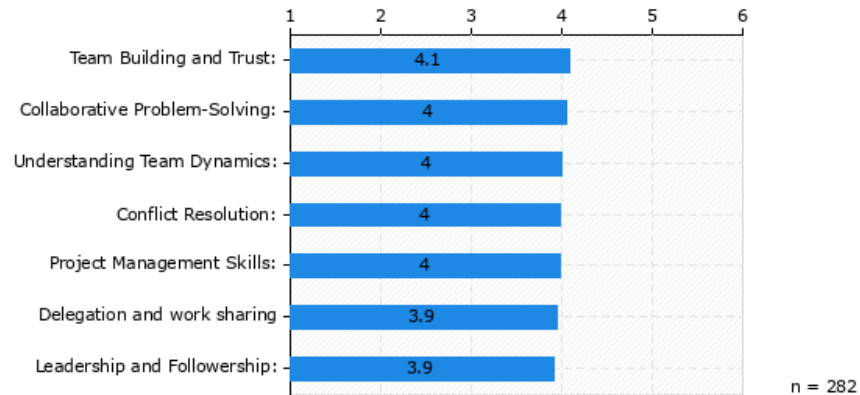
Once again, the answers are very close and rated closely important to one another. The first and the one that stands out with the $M = 4,1$, one of the highest rated skills in general, is teambuilding and trust.

The other answers that are closest to that with $M = 4$ are collaborative problem-solving, understanding team dynamics, conflict resolution and project management skills. It's important to note that when looked at the ratings "extremely important", collaborative problem solving has the same number of answers (42%) as the teambuilding and trust activities. The next highest rated (with most "extremely important" answers) are understanding team dynamics and conflict resolution.

Somehow less important are rated delegation and work sharing and leadership and followership. However, it's important to note that there are slight differences here when it comes to the respondents not being familiar with the term. Project management skills and delegation and work sharing have almost equal number of answers between 1 – 5, but there is the difference in 3



answers who are claiming that they are not familiar with the term project management skills. This is also something that shows us, and it strengthens the need to work more on this particular skill as the youngsters are not even familiar with it, let alone can understand its importance and start working on it single handedly.



Picture 14. Teamwork and collaboration skills rating

Time management

The three highest rated skills here are the following: self-discipline and time management habits, planning and organization, goal setting and prioritization. We could conclude that the most important thing is to know how to balance one-self, how to stay on top of one’s schedule, how to set priorities and goals and stick by them. This seems only logical when we are talking about time management and youngsters did recognize it in this case.

These are followed closely by three skills which are: reflection and adjustment, understanding time management, effective study skills.



There are 2 skills that are recognized just a bit less important than the others, and these are procrastination management and time management tools and strategies. Interestingly enough, as a part of time management, we have two skills that have one of the highest score of respondents not being familiar with them, one being the mentioned procrastination management (5%, 13 answers) and one being effective study skills (4%, 10 answers).

As stated before, the fact that respondents are not even familiar with the term also goes to show how important a specific skill or topic is.



Picture 15. Time management skills rating

Desire for continuous learning and application of knowledge

As a part of the desire for continuous learning and application of knowledge, the young student athletes rate growth mindset and resilience as the most important skill with $M = 4$. This shows a positive attitude towards growing as a person but as well growing as a part of their dual career. It goes to show that youngsters value this approach and thus, the conclusion should be that they

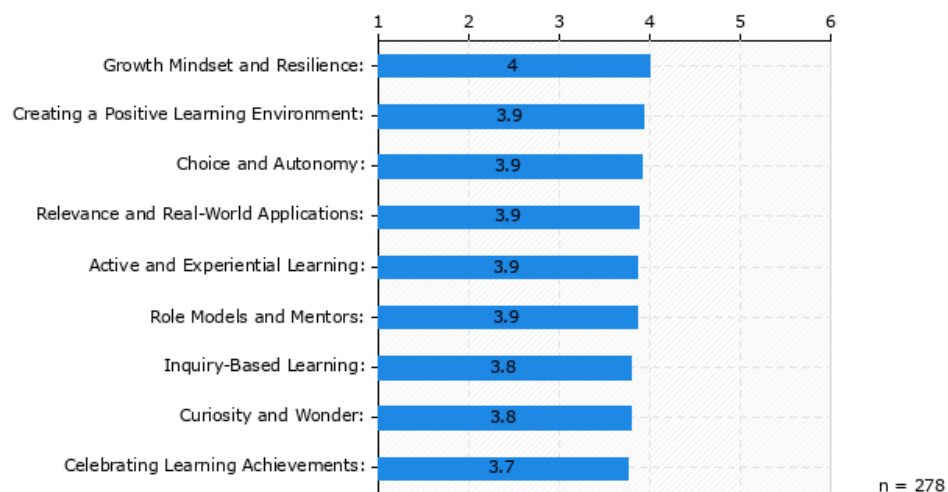


should be given sufficient support in terms of making that growth, making them resilient and help them pursue their dual careers and both personal and professional development.

This is followed by creating positive learning environment, choice and autonomy, relevance and real-world applications, active and experiential learning and role models and mentors, all with the $M = 3,9$.

Some point behind is left inquiry-based learning, curiosity and wonder and celebrating learning achievements.

There are a lot of answers that the respondents are not familiar with the term noted for choice and autonomy (8%) and relevance and real-world applications (7%) which makes it a little more relevant and interesting from an educational perspective.



Picture 16. Desire for continuous learning and application of knowledge skills rating



Critical thinking

As a part of critical thinking as a skill in itself, there is a record-breaking skill in terms of how many respondents are not familiar with a particular term/skill. That's the skill that found itself the highest in the order of the importance – metacognitive strategies. If we look at it and analyze it, when we talk about planning and organizing, self-reflection and similar, it's pretty clear what is understood by it, but when it's addressed as the metacognitive strategies, it's a bit harder to understand. This also shows the need, as in every other case, to put in additional effort and extra work and provides an opportunity to educate youngsters on a set of skills as a part of one, one might say umbrella term, that combines a couple of regular, desirable daily activities and as such, creates a strategy that can positively influence the development of young student athletes.

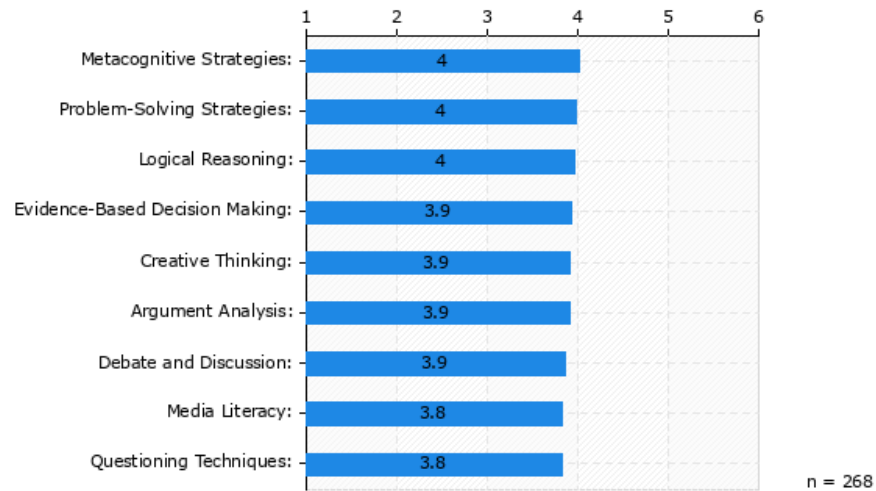
This skill is followed by problem-solving strategies and logical reasoning and all three answers/skills are rated with an $M = 4$.

$M = 3,9$ is the case for evidence-based decision making, creative thinking, argument analysis and debate and discussion.

Rated as less important than other skills are media literacy and questioning techniques.

There are also more answers with a pretty high score where respondents/youngsters are not familiar with a particular term, where that is over 5%, and it's the case with creative thinking, logical reasoning, and questioning techniques.





Picture 17. Critical thinking skills rating

Respect for diversity

In this case scenario, there is again high level of respondents who are not familiar with some of the terms/skills that are provided here, and that all fall under the scope of diversity as well as the respect for diversity in all of its shapes and forms.

The two skills we are referring to are reflective practices (8%) which can be understood from an educational perspective, and we can also say that in some cases, it can be considered as expected that some of the students/respondents will have troubles with fully understanding and comprehending the term. However, on the other hand, promotion of inclusivity is also considered as unknown by as much as 6% of respondents which raises some concerns, not only in terms of transversal/transferable skills, but also in terms of society and the values that are promoted and adopted by youngsters.

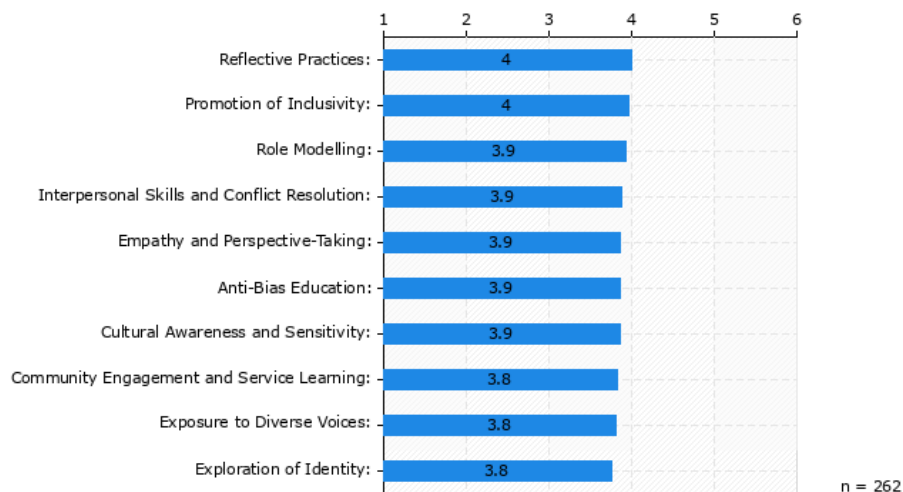


Both of these terms/skills hold the highest position of the ratings as a part of this research and emerge as the potential, but strong candidates for the introduction as learning objectives as well as expected learning outcomes as a part of the educational program that is to be developed.

The next in line, with an M 3,9, are the following skills:

- Role modeling
- Interpersonal skills and conflict resolution
- Anti-bias education
- Cultural awareness and sensitivity

Rated as somehow less important ($M = 3,8$), but only less than the other skills even though the results are very close, is community engagement and service learning, exposure to diverse voices, and exploration of identity.



Picture 18. Respect for diversity skills rating



Comparative analysis of module topics report

Introduction

The desk research was carried out with the aim to identify already existing educational programs, modules, curriculum, or any other educational content related to the identified module topics identified for the purpose of the development of educational program, as well as educational content as a part of “Smart Start for DC” project.

The goal was to identify what is already happening, what is already being done on these topics – how they are taught to youngsters in general with the special focus on teaching young student athletes, what kind of topics are in the focus and for what topics and content there is room for improvement, what kind of improvements are necessary and so on.

Among already mentioned, the goal was also for the consortium to get familiar with these topics and conduct deeper research to identify the gaps and further needs that can be recognized from what is already existing and being offered to young students.

The idea was to conduct a research on the national level of all partner countries to find out, first of all, what is offered on the national languages of these countries and not only that, but as a part of the regular education (with the focus on the secondary education level), are there any extra-curricular educational activities that youngsters can participate in, how are they formed and structured, what are the terms and conditions of enrolment and completing the courses, etc.



Moreover, in addition to that, if thought important or in the case the national programs are either unavailable, hard to find, or it's impossible to extract more information about them, the research could be extended on international level. In this way, the research is considered more

comprehensive, going beyond each individual participating country, and providing in-depth information about the educational programs and content that is currently available on specific topics in the field of transversal skills. Moreover, the information that the programs covering these and similar topics are non-existent on national or potentially also international level (especially for our particular target group) is also important piece of information as it shows that there is massive room for improvement available and it also shows the need for the educational program that the consortium will develop as a part of this project.

Overview of national situation and available programs

First, we take a look at Malta and their national situation.

1. Malta

In Malta, it's hard to find educational programs covering these topics on the national level, or any sort of supporting courses, training, curriculum or something similar. What is done is similar to Croatia, as there is an extension, a model that aims to support personal and social development of youngsters, through school education, both primary and secondary education.

Based on the research from Malta, to accomplish the full potential of Maltese students, the curriculum framework is based on learning areas and cross curricular and transversal themes that



contribute to help youth developing social and emotional learning of youth (Cefai, 2020). In particular, the Maltese Personal and Social Development (PSD) Model became a statutory subject in Maltese schools in early '80s (Bezzina, Falzon, & Muscat, 2015). In line with the Maltese National Curriculum Framework viewing education as holistic, the PSD model is based on six pillars (e.g., the Experiential Learning Model, Deweyian, Freirian, Maslowian, and Rogerian paradigms, as well as Neurological evidence), which provide philosophical, sociological and psychological constructs to help design and assess intervention. Therefore, the goal of the Maltese PSD model is self-empowerment, constructed on humanistic and progressive values, positive psychology and experiential learning throughout the compulsory education (ages 6-16 years).

The syllabus for high school level is available at https://pscdonline.files.wordpress.com/2020/03/syllabus_pscd_f4.pdf.

This syllabus is the best to come as far as high school level learning about the topics is concerned. Everything else, all the educational programs and other forms of education are observed and analyzed through the university level programs, not directly related to the high school level education, but it becomes the target for youngsters who are continuing their educational paths and, in some cases, for those who wish to learn more about these topics. Specific courses for undergraduate or graduate students on the 10 Topics are offered in different departments of the L-UNIVERSITA' TA' MALTA and also, the University of Malta and the Malta Business School.

However, Malta has one advantage over other countries and that is that one of the official languages is English, so it's easier for students/participants to participate in the international programs and courses that are mostly offered in English.



Combining the interview findings with this desk research, in Malta, three main, key needs of young people regarding analyzed transversal skills, that are considered the most important for the development of their dual careers, are **social interaction, time management, and lifelong education.**

So far, what is offered through here analyzed courses in the scope of these skills is the following:

Social interactions

Based on experiential learning, which takes place within a group setting the 10-ECTS study-unit (44h) aims to provide basic concepts and practices of social skills to enable undergraduate university students to further develop their personal, interpersonal and group social skills through training sessions within a group.

Course Content

- Identify, articulate, and display feelings in appropriate manner
- Good listening behaviors
- Effective communication
- Non-verbal and body languages for communicating and understanding meanings
- Dynamics of shyness and anxiety, and their management
- Rational problem-solving process
- Types and management of conflicts
- Stress-related effects on performance
- Team building and cooperation
- Influence of culture, entourage, and media on personal behaviors



- Anger management
- Appreciation of diversity in social life

Time management

The course is tailored for individuals who want to manage efficiently and without stress several daily tasks.

Course Content

- Importance of time management
- Identifying time wasters
- Prioritization
- Planning tools
- Time blocking and Batch Processing
- The Eisenhower Matrix (urgent/important)
- Procrastination triggers
- Common distractors
- Techniques for maintaining focus
- Setting boundaries

Lifelong learning (desire for continuous learning and application of knowledge)

No programs, subjects or other forms of education were identified that promote this type of learning/lifestyle.



2. Cyprus

The situation in Cyprus is similar to all other countries where it's difficult to find the programs that generally process all of the modules altogether, or even most of them, but on the other hand it's also hard to find the programs that address a particular module/topic separately.

Also, most of the programs are not intended only for a target group of youngsters or young athletes aged 14 – 19, but rather target adults, professionals, and similar target groups for additional training as a part of their work. However, these courses, these educational programs, are often open and available for all, regardless of age, profession, or background. What is important for Cyprus is that despite of previously mentioned, there are programs that are addressing necessary skills for labor market as well as the program that is targeting young student athletes and their dual careers, which is, in itself, a great starting point for the development of dual careers of youngsters.

Most of the courses/programs are addressing the topics of mental health issues and risks, bullying prevention, gender-based violence in sports and similar topics, but on the other hand, there are also labor market oriented programs, which are preparing youngsters, in general, as well as target young athletes, to strengthen their transversal skills and raise the chances of employment thus strengthening their position on the labor market.

The projects/educational programs in question, that are pointed out from this research and identified as the most important, are the following:



Skills development of football Academy members for increasing their employment prospects/ AEL PODOSFAIRO DIMOSIA LTD

Summary:

The project aimed to enhance the employment prospects of 18 pre-selected members of AEL Football Academy through skills development. Recognizing the competitiveness of the professional football industry, the project emphasized continuous development, discipline, healthy lifestyle, nutrition, and training beyond talent alone. By equipping participants with necessary skills and techniques, the project aimed to facilitate their smooth transition into the professional football labor market at local, European, and global levels.

Key Objectives and Achievements:

1. Career Opportunities: The project successfully broadened career opportunities for participants, ensuring their employability in the football labor market.
2. Transfer of Expertise: European training methods, techniques, and ideas were transferred to participants, enhancing their professional development.
3. Networking and Synergies: Partnerships with organizations like PSV in the Netherlands reinforced networking ties, enhancing employment prospects for participants.
4. Competency Enhancement: Participants improved key competencies and skills relevant to the labor market, fostering cohesive society and career mobility.
5. Dual Career Options: Participants explored dual career options early, addressing the need for diversified career paths beyond football.



6. Cultural Exchange: The project facilitated cultural exchange, promoting diversity, language skills, and solidarity among participants.
7. Sporting Achievements: Participants achieved sporting success, winning the Cyprus Championship League for U-19 and securing contracts with the First Team of AEL.

Empowering and Activating the young Generation through the Learning of Employability Skills/ GRANTXPERT CONSULTING LIMITED

Summary:

The project "Empowering and Activating the young Generation through the Learning of Employability Skills" (EAGLES), led by GRANTXPERT CONSULTING LIMITED, addresses youth unemployment by developing employability skills and fostering positive emotions, psychological resilience, optimism, and self-esteem among young job seekers. This is achieved through an innovative training package designed for Youth Workers, who will act as multipliers of this knowledge to young job seekers.

However, this is the project is, once again, aimed at somebody else (Youth Workers) rather than directly at young athletes, but it creates a basis for the daily youth work of these youth workers who are going to educate youngsters based on their training.

As identified as a part of the research, the following are the conclusions for the situation in Cyprus:

- Educational programs in Cyprus may not always be fully aligned with the real needs of young athletes to develop transferable skills for dual careers.



- There is a need for more flexible and tailored educational programs that accommodate athletes' training schedules and provide relevant skill development opportunities for both sports and future occupations.
- Collaboration between sports organizations, educational institutions, and relevant stakeholders is essential to ensure the compatibility of educational programs with the evolving needs of young athletes.

3. Bulgaria

In Bulgaria, a bit less educational programs were analyzed but with the focus on the quality of these programs, the absence of other similar programs, and the targeting audience of the programs in question.

In Bulgaria, even though there is, as anywhere, room for improvement and the gaps and needs that need to be further and in much more concrete way addressed, there are programs that aim at the development and strengthening the transversal skills in youngsters. In particular, there is one program that is not targeting youngsters, but from the point of dual careers of athletes is one of the most interesting programs in this particular setting. This program aims to provide support for the retiring athletes in their transition to labor market.

Two groups of programs were identified, and the satisfying fact is that some of these programs are implemented as part of the regular education and are approved by the Ministry of Education. The situation is as follows:



"Educational Program on Social Skills and Emotional Intelligence", "Life Skills", and "Skills of 21st Century", are approved by the Ministry of Education and Science and used in some schools. It is not part of the standard education system, but it has the official approval of the government to be used in schools.

On the other hand, "Future Founders", "Life after Sport", and "JAGAMBA Academy" are additional resources focused on students, but the activities are implemented outside school hours and usually on weekends. These programs are innovative and effective, the experts developing them have solid experience due to participation in international seminars and the programs are being updated regularly, according to the needs of students/participants.

"Life after Sport", even though exceeding the age group that is important for this project and aiming at retiring athletes and their transition on to the labor market, is important to be mentioned as one of the programs focusing on a bigger portion of transversal skills through the following modules:

- Our Reality,
- Career Transition Psychology,
- Personal Branding,
- Sports Management – Basics,
- Soft Skills,
- Education,
- Sports Club Registration,
- Sport Funding Programs,
- Entrepreneurship in Sports,
- Oratory Skills,



- Final Presentation,
- Personal Consultation.

and as one of the programs that was developed as a part of the project coordinated by the partner organization on this particular project (“Smart Start for DC”) – Champions F. This proves the experience and connection with the topic as well as the educational content that the project will offer upon its completion. And of course, this program is the closest, with its content and its approach, to what is the goal to be achieved within the scope of the Smart Start for DC project.

Other programs are focusing on specific skills but through these programs, more skills that are going to be addressed through Smart Start for DC project are also included, as a bigger or smaller portion of these programs. For example, “Life skills” program is focused on the experiences and problems of young people (especially those related to their health and successful integration into society) and seeking real positive change in their behavior; seeking a balance between the components: (1) knowledge (information), (2) values, attitudes, and (3) skills, as an effective strategy for developing behavior based on a wide range of personal and social skills (e.g., assertiveness, decision-making, empathy building, negotiation, clarifying values, stress management, and other coping skills).

All programs have some overlaps, but they also have some key differences in a way that they are addressing different types of transversal skills. For example, “Skills for 21st Century” is a program that includes **communication skills**, creativity, **skills for effective learning**, information literacy, technological literacy, **leadership**, adaptability and similar. Bolded skills are the skills that are to be addressed through the modules of Smart Start for DC project as well.



After the analysis of educational programs in Bulgaria, the top three components highlighted as most important for dual careers across these programs are:

- **Communication Skills:**

Effective communication skills are crucial for success in any career, enabling youngsters to convey their ideas, collaborate with others, and build relationships in professional settings. Programs such as "Future Founders," "Life after Sport," "Educational Program on Social Skills and Emotional Intelligence," and "JAGAMBA Academy" emphasize communication skills development through various activities and modules.

- **Leadership Development:**

Leadership qualities play a vital role in future careers, empowering youngsters to drive initiatives, inspire others, and navigate challenges effectively. Programs like "Future Founders," "Life after Sport," "JAGAMBA Academy," and "Skills of 21st Century" focus on developing leadership skills through modules dedicated to leadership development, decision-making, and teamwork.

- **Personal Growth and Resilience:**

Personal growth and resilience are essential for young generation, especially for young athletes to thrive in dual careers, enabling them to adapt to changes, overcome setbacks, and sustain peak performance. Programs such as "Life after Sport," "JAGAMBA Academy," "Life Skills Program," and "Skills of 21st Century" prioritize personal growth by offering modules on self-awareness, stress management, problem-solving, and adaptability. These components equip athletes with the mindset and skills needed to navigate the complexities of dual careers successfully.



4. Italy

In Italy there are plenty of quality programs on the national level aimed at supporting, in one way or another, dual careers of young student athletes. On the other hand, there is a number of programs analyzed the scope of which exceeds the target groups of “Smart Start for DC” project and provide the basis for academic education in the field of transversal skills. Most of these programs have the focus on the business and leadership skills, thus enhancing the leadership skills for young student athletes on and off the field.

Transversal skills are increasingly integrated into Italy's education through regular curricula and extracurricular activities. However, the detailed anticipation of skill needs and specialized programs, often available online or through targeted initiatives, provide more tailored development opportunities.

One of the important programs from the scope of academic programs is the one offered by University of Padua. The program is special for the following reason: **The University of Padua** recognizes and supports dual career student-athletes, offering eligibility for students who compete in sporting disciplines recognized by CONI or CIP, and have achieved significant competitive results. Eligible students may receive various forms of support, including annual contributions, tutoring, flexible exam scheduling, psychological support, and certification of sporting merit.

Even though it's not aiming at young student athletes aged 14 – 19, the program still offers the support to dual careers and leads as an example of good practice as a structure that might be instilled also in the lower levels of education, starting from the primary and secondary school education.



Another interesting approach is offered by the **University of Pisa**, which offers a variety of courses related to the development of soft skills in young students and student athletes. The courses they are offering are directly related to the topics that are going to be addressed through this project and through the already set up modules. These topics include:

- Conflict management which includes different conflict management theories and strategies, the topics of **cultural and individual diversity**, cognitive and **communication styles, empathy and assertiveness, leadership**, and negotiation
- **Critical thinking** and problem solving which includes fundamentals of logics, cognitive biases, problem-solving techniques, the ability to identify own cognitive biases, identify biases in other, ability to apply a structured method to solve problems, metacognition, positivity with respect to problems
- Flexibility which includes identifying the characteristics of a flexible personality and the obstacles that might hinder the ability to adapt, ability to use self-reflection tools and strategies, and to explore and to be aware of how prone one is to change and to be able to cope with unexpected situations
- **Willingness to learn** - it is expected that by the end of the workshop participants are able to successfully understand what is meant by “Willingness to Learn”, increase their receptiveness to learning moments, and to develop strategies to demonstrate their Willingness to Learn.

Another interesting approach is seen through the “BASK project” which aims to enhance some vital transversal skills through the use of basketball as a methodology for yielding positive results and learning outcomes. This approach directly combines sport with education and is one of the



leading examples how the combination of the two completely different sectors can lead to positive outcomes in both of the worlds.

Through a series of actions, the BASKI project partners would introduce basketball as a sport, and at the same time encourage young people by laying the right foundations for a lifelong sporting commitment, in parallel they would develop their main skills for collaboration, critical thinking, empathy, leadership, decision making, planning, vision, finally they would strengthen their active social participation and contribution.

BASK model focuses on the following skills: **communication** (*verbal, nonverbal, active listening*), **teamwork** (*cooperation, coordination, diversity awareness, fair play, honesty, respect*), problem solving (*observation, initiative, evaluation, risk management adaptability, resilience*), creativity (*imagination, inspiration, motivation, critical thinking*), **leadership** (*empathy, decision making, conflict resolution*), interpersonal skills (*discipline, tolerance, respect, diversity awareness, handling victory and defeat*).

These skills are worked on through the simple basketball exercises where each of them teaches a valuable lesson and provides a foundation for development of particular skills.

Finally, in Italy, the focus on dual careers is best shown through the “DCJA: Dual Career Junior Athletes” project, especially for this project, as the target group was young student athletes aged 15 – 19. What is special about this project is the fact that it has been split in two separate “blocks”/programs, one for junior athletes and one for social support providers, organized in two courses with seven modules in each of them.



Even though both are equally important and there are some mutual key points in them, we focus more on the program for junior athletes as the key target group of this project. The mentioned program consists of the following modules:

- Dual Career – benefits and challenges
- Personal Development
- Planning dual career
- Time management skills
- Use of resources / communication
- Emotion regulation, stress management
- Dual Career – support system

The most important modules are:

- **personal development** which includes working on the skills related to the development of person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realization of dreams and aspirations.
- **planning dual career** where the necessary skills, educational opportunities, and career choices are analyzed.
- **time management skills, use of resources/communication and emotion regulation and stress management** as they refer to the real skills that young athletes are to develop to enhance their qualities, strengths, and chances of becoming successful in their dual careers.



5. Croatia

What's most important to note for Croatian situation regarding the educational program(s) focusing on the transversal skills of young student athletes is that there is a brand-new curriculum set up with which a new subject is introduced into the schools, both primary and secondary.

Since 2020, a curriculum addressing a cross-curricular topic of personal and social development is active and being implemented in primary and secondary schools across Croatia. The goal of this curriculum is for students to develop the following:

- self-image, self-esteem and self-confidence, recognition, acceptance and management of one's emotions and behavior
- empathy and appreciation and acceptance of diversity
- social and communication skills, cooperation, and teamwork
- responsible behavior towards oneself and others in the community, decision-making and planning of education, lifelong learning and professional development in modern society and the world of work
- problem solving strategies and successful coping with stress.

This curriculum is split into 3 domains which all go through different phases/stages, but what comes close to the target group of this project is the domain B in the 3. Cycle ("Me and others") that involves, among others, students of the final grade of primary school, around 14 years of age, and that focuses on the development of communication competences and building respectful relationships with others. The student should be able to:



- connect his own and other people's attitudes, choices, and actions with consequences
- adapts and harmonizes his behavior with the rules in the group
- demonstrates the skills of agreement, negotiation, and compromise
- should take responsibility for their actions and choices.

Secondary level education builds on to the primary education, with topics becoming gradually more serious, more advanced and concrete.

Through this curriculum, various transversal skills are addressed and even though not all that are going to be addressed through this project, a significant step in the right direction is taken.

Apart from that, there is a number of courses covering various topics in the field of transversal skills, however, the problem persist is that a lot of them require additional resources, not only financial but they are also time consuming, which can especially impact young athletes' time management, their everyday life, especially in the part related to education and pursuing of their sports careers.

On the national level, a couple of relevant courses were identified (of which information are available online), in the field of social interactions, time management skills, leadership skills, and for the respect for diversity. It's important to take into account that everything outside of the regular curriculum and regular education is mostly offered to companies, for the upskilling of their workforce. These courses are available most often to all, and young student athletes have the opportunity to enroll, but the main target group differs from that.



There is also a problem that from time to time, projects arise tackling these kinds of topics and during the course of the project the support is offered, however, once the project ends, all that is left are the learning materials and similar, but the support is gone. Usually, these programs lack assessment, lack in-depth teaching methods and, as such, can lack in achievement of learning outcomes.

The recognized main 3 transversal skills that might be of most importance for the development of young student athletes' dual careers on the national level in Croatia are the following:

Time Management: Many young athletes struggle with effectively managing their time between academic responsibilities, athletic training, competitions, and personal commitments. Further education and practical training in time management techniques, prioritization strategies, and goal setting can help young people optimize their schedules and balance their dual careers more effectively.

Desire for Continuous Learning and Application of Knowledge: However, it might seem like an attitude more than a skill, this is something that pushes youngsters forward, something that feeds them with motivation and desire, and something that drives their progress. Providing educational resources, experiential learning opportunities, and mentorship can help foster a lifelong passion for learning and the practical application of knowledge in various contexts.

Teamwork and collaboration: provides the foundation to live and breathe within a team and as a team. Ever so important for dual careers of young athletes because it provides both the skills for the sports and for the work that the youngsters will try to succeed in at the later stage of their life. This skill, as previously mentioned, draws others as well such as being a part of the team and having the role in the team opposed to being the leader of the team which requires for a different



skillset, skills in leadership. When working in a team another skill that is ever so important is communication as one might face different roles, different characteristics, different professions, skills, attitudes, etc. and will have to find a way, either as a team member or as a leader, to work collectively towards the same goal, minimizing the risks, problems, conflicts.

For time management skills, there is a great course offered by the cooperation between Algebra, one of the most famous educational institutions in Croatia and Mastercard and their Uplift, a website intended for empowering SMEs, that is offering interesting crash course in time management. These are the topics that the course is focusing on:

- Basics of time management
- How to deal with stress and burnout
- Information security
- How to protect your data
- A guide to negotiation and persuasion
- Giving feedback in an effective way
- How to work effectively with different communication styles
- Basics of selling
- Motivating the team
- Basics of problem solving

This not only presents good program for tackling such topic but also represents an example of good practice of a cooperation between different sectors with the main goal being development and strengthening of ever so important transversal skills. This also combines a couple of modules, as it also includes the teamwork and communication skills.



Desire for continuous learning as well as teamwork and collaboration as one of the most important skills identified are addressed through the curriculum and include following learning outcomes:

Teamwork and collaboration:

- They learn collaboratively and work in a team
- Explain and use skills useful for teamwork
- Cooperate, participate in decision-making, talk, negotiate, agree and respect agreements (same as in the previous example)
- Know the types of teams and team roles
- Cooperate, organize, carry out tasks, set hypotheses, develop their role in the team, make decisions

Desire for continuous learning and application of knowledge:

- they manage their educational and professional path
- they analyze the importance of work habits for success in learning and work
- they regularly fulfill their obligations
- recognize activities that can help them develop personal potential
- they get involved in free activities according to his interests. Involvement in free activities is important.



- they realize their potential
- analyze their own share of responsibility for the quality of life
- develops and tests strategies necessary for success in various areas
- they manage their educational and professional path
- recognizes the consequences of risky behavior on education and professional development
- set goals in education and professional development and behave in accordance with them
- explains the competencies needed for further education or employment

6. Türkiye

Similar to other countries, in Türkiye, on the national level, there are no educational programs that would cover the identified modules/transversal skills, or any other skills related to them. This, in itself, is already a good indicator for this particular project, but in general, it's considered a worrying factor because it's hard for youngsters to find opportunities, especially the ones where they can learn either through regular education, or where they can learn on their own time, within their own time framework, with their own tempo.

However, as in almost every case, the specific programs were developed through either EU funded projects, or through private consulting centers specialized in non-formal education. But in these cases, these programs can often vary in their form, for example, some might have requirements for joining, some might have to be purchased in order to participate in, some might be on international level and sometimes not available in mother language, rather in English and specific other languages.



Even though the situation is as it is and the situation with programs on transversal skills is something that is considered recent and new, some positives can be taken out of the fact that some programs do exist, even though the difficulty remains that something like this is not instilled in the regular education, where it can be made sure that young students, young student athletes and young people in general, do participate and do get the information and education they need.

As extracted from the desk research report for Türkiye, one of the main challenges that athletes face is the need to develop themselves in order to become high-level athletes. The problem lies in the inadequate planning for their lives after education or sports while developing (Wylleman and Reints, 2010). This is also true for athletes in Turkey. Having well-equipped athletes with dual careers increases the prestige of a country and reflects the value it places on its young people. Optimal dual career balance health is necessary for student-athletes to achieve their goals in sport, education and personal life and planning activities that help them maintain their level of well-being (Stambulova et al., 2015).

What is also an issue for the national level in Türkiye, studies on dual career and dual career competence are limited. For example, there is only one study in which the problems faced by athletes in maintaining their sports and education careers and the problems they face in this process are tried to be determined by qualitative research methods. This is an issue that almost all countries (partner countries on this project) share, as there are no initiatives made, especially on the national level, to analyze the dual careers of young (and older) athletes, to identify the measures, actions and initiatives that need to be taken in order to support the development of dual careers, i.e., to support the transition to the labor market.



A couple of programs that stand out are the programs regarding social interactions, leadership skills and time management. There is also a connection that can be seen among the consortium where somehow time management, for example, emerges as one of the most important modules.

The program regarding social interactions is initially intended for children, but some modules, relevant to this project, can be adapted for older generations, 14 – 19 years old (secondary education).

These modules are:

- Relationship Initiation and Maintenance Skills
- Assertiveness Skills
- Emotional Skills
- Coping Skills for Aggressive Behavior and Impulses
- Problem Solving Skills
- Plan Making Skills
- Group Interaction and Job Execution Skills

These modules include 76 skill areas. These skills are practiced with hundreds of SOBECE-specific exercises, games, visual and written event cards. These games are something that is recognized as an example of good practice that can serve as a basis for the development of educational program as well as MOOCs.



The second one is the program that addresses the topic of leadership. This topic is interesting as it's partially part of the national curriculum of the Ministry of national education in Türkiye, and it shows that there is some progress being made. However, some leadership topics, not something very comprehensive, is offered.

In the national curriculum of the Turkish Ministry of National Education, there are some specific skills related to leadership. The identified competencies and topics that can be developed in the field are as follows:

- Self-awareness and Identifying Leadership Style
- Identifying your personality traits and strengths and weaknesses and creating an appropriate leadership style
- Working on weaknesses, highlighting strengths, identifying which leadership style most often overlaps
- Communication Skills in Leadership
- Developing the ability to both speak and listen and to convey the right message
- Making presentations in front of an audience, developing written communication skills
- Persuasive Communication
- The ability to convince other people of their views
- Sharing your ideas and knowledge, mobilizing others
- Change Management
- Adaptability and Flexibility



Last but not least, the topic of time management is one of the hottest topics in general in today's world, especially with the young student athletes who are trying to balance out the education, their sports careers and achievements and, potentially, employment.

To support everything previously mentioned, the Turkish National Education System and School Guidance and Counseling Services have developed many training programs and modules on time management in and out of school. At the same time, various universities and private course centers in Turkey have created time management course contents.

Content of a one of the Training Programs on Time Management:

- Managing time correctly,
- How to plan efficiently,
- To finish things on time,
- Spend more time with your loved ones,
- Balancing work and social life,
- Efficient work,
- You will learn how much free time you actually have.

The conclusion is that even though there is some progress, and something is happening, it's hard to find programs, especially through national level, national curriculum, formal education, etc., that address various transversal skills. It's still expected that they are learned as learners go by, through the regular education and regular topics. However, this just reaffirms the need for such program, which is well balanced, includes various important transversal skills in one place and



provides a learner-centered platform, where learners have the autonomy to choose when they learn, how much they learn, and when they are ready to be assessed.



Conclusions and suggestions of learning objectives and outcomes

The following learning outcomes are divided into the sets of learning outcomes and are considered, at this stage, the suggestion of sets of learning outcomes for the elaboration of the planned modules. Each group of experts from the partner organizations that will take on the elaboration of a specific module will further elaborate and identify further learning outcomes, in line with what was identified here.

These suggestions provide guidelines and the direction, based on the needs identified through, comprehensively, all three levels of research, and serve as a basis for the creation of educational program which includes elaboration of module topics.

All learning outcomes as well as learning objectives are listed as a part of the module of an educational program they belong to.

I. COMMUNICATION SKILLS

Set of learning outcomes

- **assertive communication** skills in professional and personal contexts
- applying both **verbal and non-verbal communication** techniques effectively
- **presentation** and **public speaking** skills
- develop and employ **interpersonal communication** skills
- cultural awareness and **cultural competence**



II. SOCIAL INTERACTIONS

- demonstrate effective **diplomacy and negotiation skills**
- ability to navigate and engage in constructive **social interactions in online environments**
- understanding of diverse **social norms and etiquette** across cultures
- cultivate **empathy and perspective-taking** skills

III. EMOTIONAL INTELLIGENCE

- developing and promoting **self-awareness** and **coping** skills
- demonstrate effective **emotional communication** and develop **self-regulation** techniques
- understanding of **mental health** concepts
- develop the capacity assess oneself and **reflect** on one's own progress as well as to provide and receive constructive **feedback**

IV. LISTENING SKILLS

- develop **active listening** skills, including **active listening techniques**
- improve **listening comprehension** abilities
- broaden the ability to **listen effectively** to **diverse forms of communication**



V. LEADERSHIP SKILLS

- demonstrate the ability to **take initiative** and take an active role in **decision making**
- proficiency in **setting** (Specific, Measurable, Achievable, Relevant, Time-bound - SMART) **goals**, creating **strategic plans**, and **organizing resources** effectively to achieve objectives
- develop **teamwork and collaboration** skills
- **ethical leadership** and **social responsibility** that lead to positive impact on others

VI. TEAMWORK AND COLLABORATION

- develop the ability to foster **team cohesion** and **trust**
- **collaborative problem-solving** skills
- gain insight into **team dynamics and** anticipate and address potential issues and **conflicts**
- effective **delegation skills**

VII. TIME MANAGEMENT SKILLS

- develop **focus** skills and **concentration** techniques
- **planning, organizing, and prioritizing** for effective balancing between obligations and responsibilities
- utilize **visual representation tools**
- cultivate **self-discipline** and **self-management**
- understand **time management techniques** and habits



VIII. DESIRE FOR CONTINUOUS LEARNING AND APPLICATION OF KNOWLEDGE

- develop strategies for **long-term motivation** and **sustaining interest** in learning
- cultivate **growth mindset** and develop **resilience** to embrace challenges and turn difficulties into opportunities
- enhance ability for **self-directed learning**
- understand the importance of **choice and autonomy** in motivation and learning

IX. CRITICAL THINKING

- **critical thinking** skills and strategies
- employ **metacognitive strategies**
- develop **logical reasoning** skills to be able to make valid conclusions (and decisions)
- **media literacy** and **fact checking** skills by critically evaluating various sources of information

X. RESPECT FOR DIVERSITY

- accepting, valuing and promoting **diversity** and **inclusivity**
- develop awareness of **inclusion principles** and **practices**
- engage in **reflective practices**
- understand the impact of **role modeling** in promoting positive behaviors and values



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Annexes

All the national reports for each individual country, including all three levels of research for each country, are annexed here, and can be accessed via link to Google Drive.

The national reports are available in English language only while this Consolidated needs report is available in languages of all partner countries, thus including English (Malta), Italian, Greek, Turkish, Bulgarian, and Croatian.

For any problems with accessing any of the national reports, please contact projekti.andragog@gmail.com.

Croatian national report

<https://drive.google.com/file/d/1pAY6F9EJxqUBgYxGUQC30P7yDP6Uw-Lj/view?usp=sharing>

Maltese national report

https://drive.google.com/file/d/1BfxXR_xo0zYkHKGnC6ctjM7Kcc7WDCZu/view?usp=sharing

Bulgarian national report

<https://drive.google.com/file/d/1IsJluCSqRAsXzJLQl8E8xNbwmpUxJYXl/view?usp=sharing>



Italian national report

<https://drive.google.com/file/d/1K30jh624T-6rB5DSK-vNuYvwDwwZJs1t/view?usp=sharing>

Cyprus national report

https://drive.google.com/file/d/1U_32EZ1qs5roFFq9fIVu2eD6uMfcfkB0/view?usp=sharing

Türkiye national report

<https://drive.google.com/file/d/1eWmUyyZtt7qfOiLiC7KnW5zbIbEC-K69/view?usp=sharing>

