Co-funded by the Erasmus+ Programme of the European Union

Handbook

"InnoSkills through Sport"

2021-2022

Erasmus+ Sport project: "InnoSkills through Sport"
№621999-EPP-1-2020-1-BG-SPO-SSCP

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I. Introduction

The **current Handbook** is elaborated in the framework of the Erasmus+ Sport project: "InnoSkills through Sport" [621999-EPP-1-2020-1-BG-SPO-SSCP].

The main objective of the project "InnoSkills through Sport" [621999-EPP-1-2020-1-BG-SPO-SSCP] is to promote education in and through sport with a special focus on transversal entrepreneurial skills development among youth, by elaborating a Handbook with a new methodology.

The specific objectives of this project are:

1. Realizing a transnational partnership between organizations with a mutually complementing expertise for multilateral exchange of good practices and ideas, with a view to elaborating innovative methodology applicable in formal & non formal education and based on Education through Sport [ETS] approach where physical activity and sport are tools for educational purposes: development of Inno and Entrepreneurial skills among youth.

2. Elaborating and disseminating the current **Handbook "InnoSkills through Sport", having both a printed edition and a digital version**, which will include the project's new methodology, practical examples and

guidelines to assist teachers, trainers and coaches in building entrepreneurial skills and skills for the future through sport in teenagers.

3. Creating an **online platform** (in English) for sharing and promotion of the project's innovative methodology, project activities and results as well as videos, demonstrating the new methodology. The online platform https://innoskills.eu/ is an Open Educational Resource with a free and easy access for anyone interested across the EU and Western Balkans.

4. **Involvement of young people in ETS activities, allowing them to develop the 15 EntreComp competences** that, according to the European Commission framework, form the transversal skill "Entrepreneurship". The 15 EntreComp competences that, together, make up the building blocks of the entrepreneurship as a competence for all citizens:

1. Spotting opportunities;
2. Creativity;
3. Vision;
4. Valuing ideas;
5. Ethical and sustainable thinking;
6. Self-awareness and self-efficacy;
7. Motivation and perseverance;
8. Mobilizing resources;
9. Financial and economic literacy;

10. Mobilizing and inspiring others;
11. Taking the initiative;
12. Planning and management;
13. Coping with uncertainty, ambiguity and risk;
14. Working with others;
15. Learning through experience.

5. **Matching the 15 key entrepreneurial transversal competences, identified by the EntreComp conceptual model of the EC with the skills of the future.**

SKILLS AND COMPETENCES MATCHING	
SKILLS OF THE FUTURE	**ENTRECOMP ENTREPRENEURIAL COMPETENCES**
Mental elasticity and complex problem solving	Spotting opportunities; Motivation and perseverance; Coping with uncertainty, ambiguity and risk
Critical thinking	Valuing ideas, Self-awareness and self-efficacy
Creativity	Having a clear vision of the future, Taking the initiative; Thinking outside of the box
People skills	Ethical and sustainable thinking; Working with others, Mobilizing and inspiring others
STEM (science, technology, engineering & math)	Acquiring financial and economic literacy; Planning and management
SMAC (social media, analytics & cloud)	Learning through experience; Mobilizing resources

6. Realizing **people-to-people connectivity** between youth from 2 **EU** Member States (BG, LV) and a country from **Western Balkans** with a strong European perspective (RNM), with a special emphasis on sport as a powerful tool for promotion of European values, integration and social inclusion of young people, especially of those at risk of falling into the so called "NEETs" group.

7. Participating in **European Week of Sport 2021 & 2022** - in Latvia and Bulgaria respectively, and carrying out sport competitions, round tables & events with broad participation of the general public aimed at promoting skill formation through sport among young people.

8. Increasing the capacity of the project organizations to operate at transnational level.

The project is directed to the following **target groups:**

1. **Young people, teenagers** who embrace sports as a means of developing skills, personal qualities, physical culture and healthy lifestyle;
2. **Physical educators and coaches**, teachers and trainers;
3. **Educational and sports institutions**.

The cross sectoral approach [sport and education] of the project team which comprises: experts that are specialists in different fields of sports, education,

project management, innovative educational techniques involved a wider audience. They act together in development of innovative system of teaching and transferring knowledge to target groups, and including relevant stakeholders in the project activities with the joint goal to provide transversal entrepreneurial skill development through sport. The multidisciplinary and multi-sectorial team creates a new ETS methodology that is effective and applicable in all EU Member States and Western Balkans countries.

The Handbook and the New Methodology it contains are created on the basis of exchange of good practices, ideas and methods in different areas related to sport and physical activity. They promote an innovative project approach for skills development through non-formal forms of sports activities.

The Handbook gives a comprehensive overview of the Education through Sport [ETS] approach, the EntreComp conceptual model of the European Commission, the Skills of the future according to the World Economic Forum as well as the New Methodology for innovative ETS approach for entrepreneurial and transversal skills development, sporting activities and exercises, applicable both in formal and non-formal educational environment.

The "Inno skills through Sport" Handbook with a new methodology provides opportunity for the readers and project participants to develop through sport their entrepreneurial skills, putting an emphasis on the skills of the future.

II. The Education through Sport [ETS] approach

The Education through Sport (ETS) approach consists of adapting sport and physical activity exercises to the objectives of a planned learning project. The ETS aims to provoke a sustainable social transformation through the development of interpersonal skills and qualities for life and community integration - engaging the young people through organized sports activities. The United Nations General Assembly adopted this type of approach in 2003, where sport competencies were promoted internationally as a development tool in the educational area. In addition, in due course, 2005 was declared the Year of Sport and Physical Education. Sport was recognized as a helpful instrument to "address global challenges associated to violence, inequality, disease, poverty, primary education, environmental sustainability, and worldwide partnerships."

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterizes specifically the ETS approach. The ETS's objective is to conduct a process where sport and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose.

Using the active lifestyle and learning through sport, the education system is promoted and results are clearly found in the following areas of education:

- Academic achievement;

- Leadership skills;

- Attention to detail;

- Inspiration;

- Focus.

Sport could be used as a learning resource in formal and non-formal education to improve learning outcomes. Examples of this are the sport-based programmes that provide learning opportunities and cross-life skills that can be applied outside the classroom, including in the workplace. Sport, physical education, exercise and play can inspire children and teenagers to go to school and participate in both formal and informal learning. Moreover, sport can also be used as a way of integrating abandoned children, schoolchildren, refugee families or children from deprived areas.

ETS requires many elements from sport and physical activities in order to provoke a strong lifelong learning. The approach helps learners to develop self-control and respect for others. It assists and qualify the non-formal learning processes in both the youth and grassroots sport sectors – for the benefit of citizens and societies.

ETS consists of the integration and implementation of sport elements to be used for educational purposes to address a social issue, develop social competences and provoke a long-lasting social transformation.

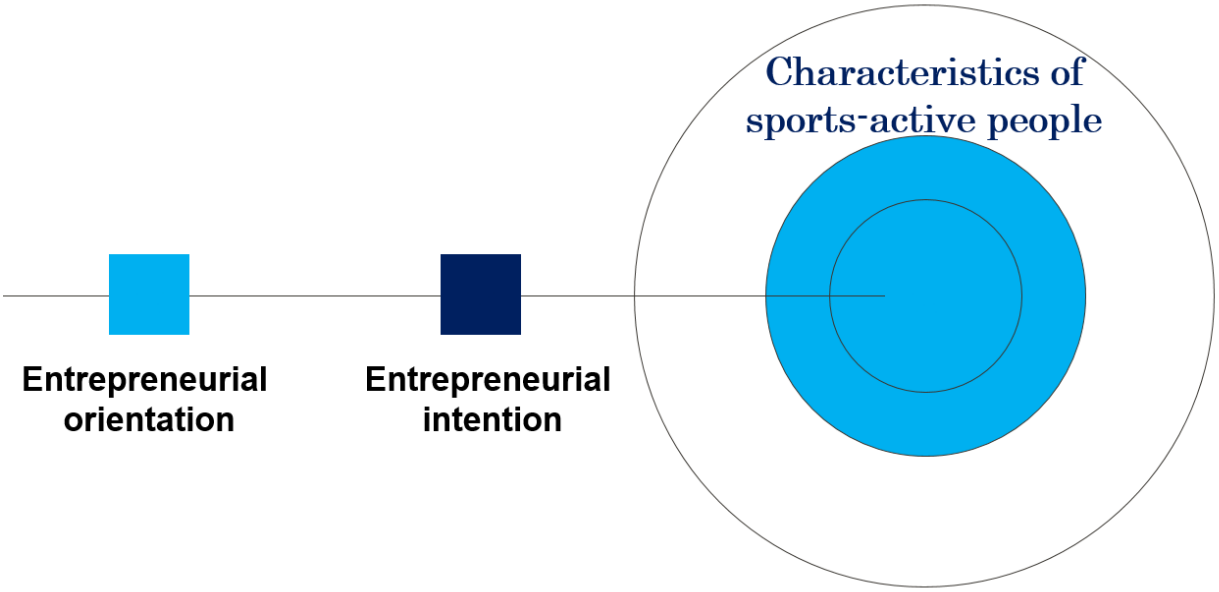


Figure 1 *- Entrepreneurial education through Sport*

A wealth of evidence from around the world claims that sport, which is part of the youth development component and supportive element for families, can be instrumental in supporting education, such as:

- Peace building and conflict prevention;

- Informed decision-making in disaster situations;

- Inclusion of people with disabilities in society;

- Health sensitization;

- Increasing economic growth;

- Gender equality.

ETS contributes to the development of key competences, determined by Council of Europe in "Basic Concepts and core competencies for education for democratic citizenship", as well as to the "Key competences for lifelong learning" introduced by the European Commission. According to those references, the key competences present a combination of skills, knowledge and attitudes that are needed by individuals in the society in order to achieve personal development, to be active democratic citizens and to respect human rights. It is meant that the development of each individual's competences contributes to the achievement of a sustainable social change.

As a result the innovative methodology which is elaborated in the framework of the current project is applicable in formal & non formal education and based on Education through Sport [ETS] approach where physical activity and sport are tools for educational purposes: development of Inno and Entrepreneurial skills among youth.

	Education FOR Sport	Education BY Sport	Education THROUGH Sport
Why	For the sport itself	For a good cause	For life
Specific Objective	Improve sport competencies for competition	Improve public health and well-being	Personal development and social learning
Approach	Technical skill-based	Functional	Existential, socio-cultural
Aim	Success and winning	Functioning better	Citizenship
Outcome	Awards, better technical skills (some added value)	Social welfare	Empowerment

Table 1 - *Move & Learn Manual*

Source: *www.moveandlearn.org*

The Move & Learn guide (Table 1) identifies in detail the activities, outcomes in education from sport. Three identifiers are considered, such as:

1. For:

The conceptual aspect is formed for sport itself - as activity and movement. Its sole goal is to aid in the development of personal skills that will enhance physical performance. Sports education often has something to do with various competitive sport disciplines. The relevance of this idea in the context of non-formal education is consequently restricted.

2. By:

The main goal is achieving a balance between sports objectives and societal well-being is the goal. It works towards social reasons like health, wellness, public welfare, or social inclusion via sport, exercise, and physical activity. This strategy closely resembles the recent "sport for all" efforts. It is anticipated that individuals would learn more about healthy lives via participating in various sports, increasing their knowledge of the aforementioned issue in general.

3. Through:

ETS fosters interpersonal existential learning. A significant societal transformation is intended to occur because of ETS. It seeks to promote societal development and empower individuals. ETS calls for a number of components that go beyond employing sport and physical activity to elicit a powerful lifetime learning result like enhancing tolerance, solidarity, or international trust. ETS is more of a plan for contemplation than it is for field action.

The Pillar of Success requires several safeguards from the social sphere for the proper implementation of the educational strategy towards sport - the development of a realistic design based on achievable and measurable goals that include entrepreneurial skills as the future outcomes through ETS. In addition, because the sport sector is one of the most diverse and widespread globally in the world, it directly and indirectly employs a large number of people. Furthermore, researchers in entrepreneurship and sport management continue to pay attention to sport business given its importance to the global economy. Given the importance of the sport industry, it is imperative that sport entrepreneurship researchers continue their work in this area. Sport business management is a localized social process that is often carried out by stakeholders. In a variety of sporting circumstances, organizations develop many forms of entrepreneurial competencies through sport (fig. 2). The concept of sports entrepreneurship has been empirically established and evaluated in only a few studies. Furthermore, not much conceptual or empirical research has been done on the factors that lead to entrepreneurial skills and knowledge through sport.

Inter - relation between sport and entrepreneurship

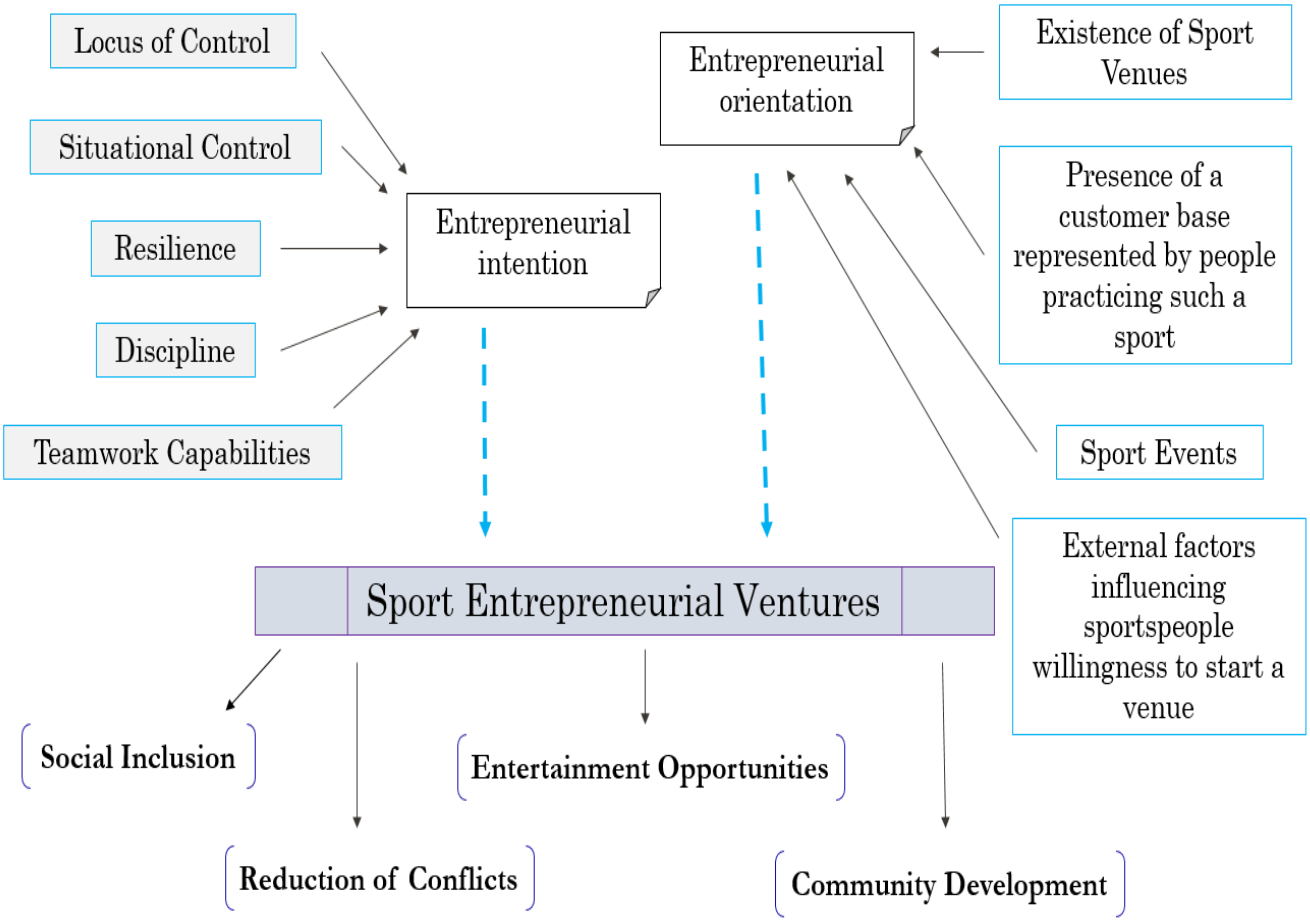


Figure 2 - *Future Perspectives from Inter-connection between Sport & Entrepreneurship*

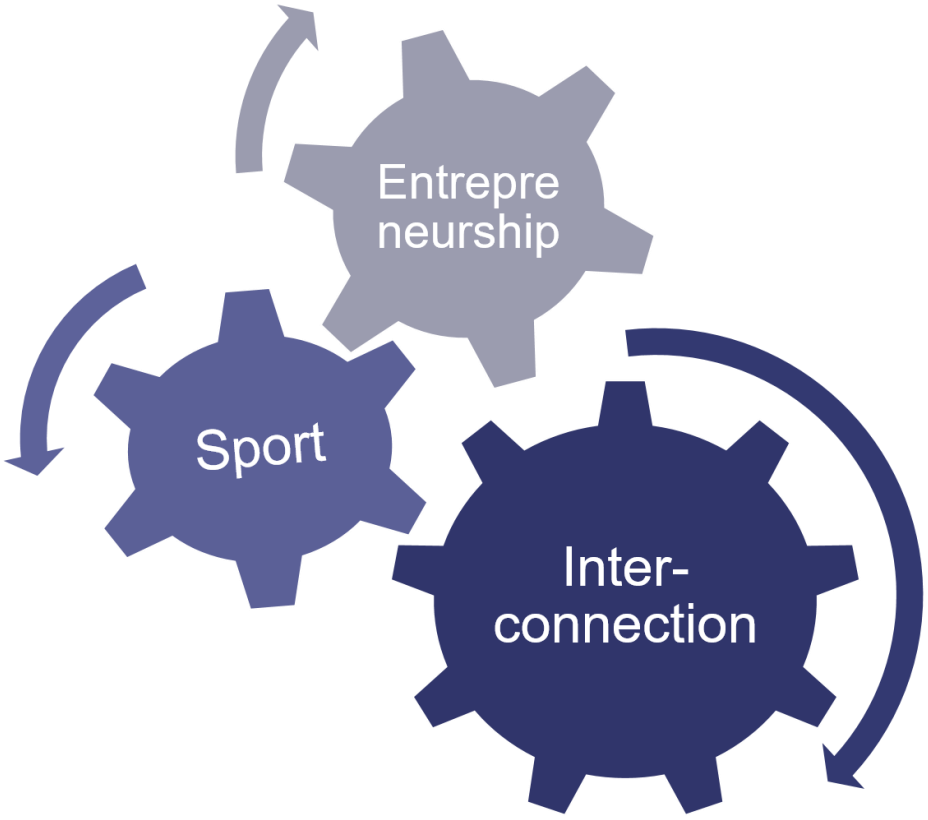


Figure 2 *- Inter-connection between sport and entrepreneurship*

Based on the viewpoints provided and the reasonable assumption that the ability to recognize opportunities, create them, and take advantage of them, as well as to plan and manage creative processes of cultural, social, or financial value, is what in this Handbook refers to as entrepreneurship as a competence. In the report, all of the concepts, tools, methods, and approaches, show the foundations of the idea of entrepreneurship among the coaching staff and to serve as a basis for the development of a coaching curriculum in the education sphere.

The table below (Table 2) systematizes the components that unites entrepreneurship and sport in the educational environment.

Competencies	Sport	Entrepreneurship
Creating Opportunities	Selection of sports talents	Disclosure of market niche
Creativity	Planning the training process	Generating ideas
Vision	Creation of macro frame for multi-year training plan	Planning and arrangement of activities for implementing an idea
Evaluation of ideas	Skills to predict the effect of training activity and its implementation in competition	Skills for real impact assessment of the created plan
Ethical and sustainable Thinking	Knowledge and validation of the rules of sport and realization of sports result through them	Evaluation skills ideas and consequences of their implementation on society
Self-consciousness and Self-Efficacy	Knowing yourself and your capabilities in	Knowledge of its positive and negative

	relation to realizing training activities and competitive activity	qualities, in relation to the ideas generated and their future implementation
Motivation and perseverance	Continuous participation in sports and competition activity and overcoming difficulties of objective and subjective nature	Resisting ideas and putting them into practice with persistence of the set actions
Mobilization of Resources	Skill in bringing to the optimal level of motor abilities in training and competitive process	Disclosure and effective management of the required resources
Organizational Skills	Training and management skills for the competition process	Managing a team, creating a plan for activities
Financial and Economic Literacy	Knowledge and application of regulatory requirements for	Knowledge and skills for the financial resource formation and management

	management of sports club	
Mobilization of Others	The ability to inspire and exude confidence	
Undertaking the Initiative	Knows how to implement independently each goal, which is set in training program	Works independently to achieve each main goal
Planning and Management	Selects, arranges and selects training activities, taking into account the requirements of the sport calendar and the specifics of sports training	Sets short-term and long-term goals and achieves in relation to generating and developed idea
Dealing with Uncertainty, uncertainty and Risk	Knowledge of the site of impact and the specifics of professional activity to address potential risks	Decision making in implementing specific idea, which to help and address the perceived risks of the possible actions

	in sport-competitive activity	
Teamwork	Interaction within the club or team with others members	Team building and working with it
Learning by accumulation of experience	Mastering knowledge and skill in a training and competitive activity	Learning with or from others mentors through performing relevant activities
Objective self-assessment	Knowing yourself and your own capabilities	
Innovation	Application of non-traditional methods and means in the training and competition process	Taking unusual actions to increase the effectiveness of the established plan
Determination	Defending the decisions which were made and taking action to implement them	
Activity	Continuous search for solutions to problems in training and racing activities and taking	Continuous actions on the implementation of the generated and prepared plan

	measures to solve them	

Table 2 *- Similarities in competencies between Sport and Entrepreneurship*

Source: www.bcll.bg

Due to the limitations placed on the active people by the structure and normative foundation of the educational system, practice demonstrates that only a small portion of those, who are directly involved in the system's functioning, namely teachers, are currently implementing these highly desired changes in its functioning through sport. The non-formal education sector, which offers educators the freedom to select the means, forms, techniques, and approaches to successful learning processes, should also be taken into consideration.

However, from this perspective, it is not just the educational system that is responsible for setting the groundwork for entrepreneurial thinking and its future construction and growth. Contrarily, the setting that naturally fosters the development of these competencies is non-formal schooling. Additionally, it is important to consider the child's familial and social milieu. In most circumstances, their affects turn out to be more significant in terms of the child's growth. The family is the primary determinant of a child's participation in extracurricular activities that affect the development of his or her worldview, such as art, athletics, theater, language learning, etc.

The ability to turn chances into fruitful outcomes is the core of sport management. The disciplines of entrepreneurship and sports management should be combined, say academics. As more sports entrepreneurs realize they need to be more inventive and strategic in their planning and activities, there is an increasing demand for this integration. Additionally, a growing number of sports entrepreneurs need additional resources to take advantage of chances that arise in the face of difficult economic conditions. More research is needed to manage opportunity seeking (exploration) and advantage seeking (exploitation). Entrepreneurship is a response to uncertainty and focuses on the function of innovation in opportunity management.

Sport Participation

In addition to the so-called competencies that are acquired within sport for entrepreneurship and the similarity between them, another important element is the commitment of people to sport in the formal and informal education. The active involvement of society in the integration of sport (fig. 4) as a tool to combat inequality and provide equal opportunities regardless of age, race, gender or financial situation is a reversing key to the social improvement.

What is more, to act within the context of general social and educational policies, which is also a long-term process, sport also serves an educational

and social purpose. This idea/approach considers the complete scope of the human person and its surroundings.

Figure 3 *- Active Participation in Sport*

A particular sport or physical activity task might be used to promote the growth of respect, unity, and tolerance among people. In this situation, it is not necessary to prioritize only motor performance. It has to be included in a mixed system so that markers of social and behavioral performance may be evaluated before those of physical performance. In order to recognize the indications for the degree of solidarity and mutual help, it is actually important to measure all components through each sport.

In the following table are shown some examples of a sport and innovative games, their competencies and what abilities every participant gains through the game.

Game	Motion Abilities	Competences acquired in the game
Badminton	*Accuracy of delivery;* *Movement technique;* *Speed and agility;* *Endurance.*	**Teamwork skills** - participants develop this skill through the team nature of the game and belonging and responsibility to the team; **Organizational skill**s - each team assigns a captain who determines the composition of their team, arranges the order in which everyone will play, order, etc.; **Critical Thinking** - each player, when announcing numbers, must assess the abilities and skills of the opposing player and their own strengths and weaknesses in playing the feather; **Spotting opportunity** - when playing each of the feathers, the leading player should identify the most awkward position to play the opposing player, according to the position of his/ her body and technical skills;

		Resource mobilization - work to endurance requires the competitors to have the ultimate motivation and expend to the limit of energy reserves.
"Sea chess" with real-pawns (the players)	*Speed and agility*	**Planning and management** - at the start of each game, a captain is announced to each team, who arranges the sequence of players, places to place their team's symbol, etc., which impacts on building team planning and management skills; **Innovation** - each team can use a variety of unconventional approaches to build their own tactics; **Self-awareness and self-efficacy** - in addition to working with others, the game also requires qualities related to assessing and challenging one's own abilities to be manifested in the most effective way; **Decisiveness** - the game provokes quick decision making and its implementation, as well as its subsequent defense.
Ball Game on a moving scale	*Agility and balance stability*	**Teamwork** - the game requires players to help each other to pass the ball to their teammate accurately and comfortably;

		Motivation and perseverance - the game requires continuous motivation at a high level; **Mobilization of resources** - given that the game requires prolonged standing on one foot this requires the players to activate to the limit own capabilities and those of teammates.
Tug of war	*Power*	**Creativity** - before the start of the game, teammates need to build a tactic for the game, according to the strength capabilities of the opposing players. **Teamwork** - the two players from each team must pull in sync to be able to prevail over the opposing team. **Mobilizing resources** - the game requires full effort and skill of each competitor.

Table 3 *- The acquisition of a set of competences*

The development of sport-specific knowledge, abilities, and attitudes throughout the process of sport training is encouraged, building on the previously discovered relationship between sports activity and entrepreneurship and the ideas for implementing competency-based approach in the training process. At a later point in the growth of students

or athletes, this knowledge of a particular sport could be applied in a number of economic operations. The training procedure, in which the athlete is the active and, more crucially, the thinking party, contributes significantly to the achievement of such competence transfer. The fulfillment of a few fundamental rules during the training process is necessary for the athlete to change from a passive performer of physical workouts based on the copy-paste concept into an active party.

Regular participation in sports may not always translate into a worthwhile educational experience that will advance a child's civic development. The demands placed on the technical staff generally center on the beginning and development of athletic performances and physical abilities. This procedure excludes ETS. When athletes prepare for their sports, many other talents might be added. In ETS, it is necessary to conduct and add an educational component to a physical activity or sport. Socialization, integration, or rehabilitation are frequently issues.

III. The EntreComp conceptual model of the EC

The European Commission is giving a wider definition of entrepreneurship as a transversal skill, containing 15 interrelated competencies. Ten years ago, the European Commission identified sense of initiative and entrepreneurship as one of the 8 key competences necessary for a knowledge-based society. The EntreComp framework presented in this compilation book proposes a shared definition of entrepreneurship as a

competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens.

It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, togeth entrepreneurship as a transversal ski competences:

1. Spotting opportunities
2. Creativity
3. Vision
4. Valuing ideas
5. Ethical and sustainable thinking
6. Self-awareness and self-efficacy
7. Motivation and perseverance
8. Mobilizing resources
9. Financial and economic literacy
10. Mobilizing and Inspiring others
11. Taking the initiative
12. Planning and management
13. Coping with uncertainty, ambiguity and risk

14. Working with others
15. Learning through experience

The framework can be used as a basis for development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for definition of parameters to assess learners' and citizens' entrepreneurial competences.

For the purposes of the project's innovative methodology elaboration, **entrepreneurship will not be perceived in its narrow notion definition**, but as a **comprehensive notion related to transversal skills development** and **entrepreneurial mind-set instillation** to students at their youngest age.

IV. Skills of the future

The World Economic Forum reports that you need the ten skills listed below to thrive in 2020:

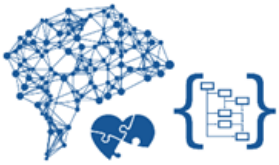
1. Complex problem solving.
2. Critical thinking.
3. Creativity.
4. People management.
5. Coordinating with others.

6. Emotional intelligence.
7. Judgement and decision making.
8. Service orientation.
9. Negotiation.
10. Cognitive flexibility.

WORLD ECONOMIC FORUM
COMMITTED TO IMPROVING THE STATE OF THE WORLD

Top 10 skills

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity



Source: Future of Jobs Report, World Economic Forum

The Skills Needed to Fill the Jobs of the Future (2018)

In the past ten years alone, technology has made more of an impact on society than almost any other phenomenon has managed in the past century.

Even on the most basic level, from the way we get our news, to the way we go to work, technology is disrupting the way we do almost everything.

And while that may cause some to think the sky is falling, it has always been this way.

Imagine what it must have been like to live at the turn of the century. Back then, people got their news and entertainment from radios (televisions hadn't been introduced yet), the concept of electricity in the home was enjoyed by a few thousand, and horses and buggies were being replaced by four-wheeled contraptions called "automobiles."

Technology has always disrupted.

Today, technology continues to send shockwaves to those in the present, and on into the future. Take the workplace for example, which is becoming increasingly more efficient thanks to technology — a 2016 report estimated 5 million jobs will be lost to automation by 2020.

While that fact can sound as scary as it is impressive, technology is creating new jobs, too. For example, that four-wheeled contraption mentioned above? Technology has made it possible for them to not even need a driver behind the wheel to operate. But while that might mean less need for hired drivers, it means needing more driverless car operating system engineers — just one of many future STEM jobs.

These changes represent an obvious, major shift in the traditional workplace. Those who pay close attention to these trends are the ones who will not only be best suited to survive when things play out, but to thrive as well.

Becoming Future-Proof

Again, if you look back to any era, you'll find that emerging technologies have been displacing workers since the dawn of man. In doing so, you'll also find groups of people who learned everything they could about their field of work - and where it might be heading - in order to stay current, or even ahead of, those trends and changes.

To prepare for the future, we need to understand where the jobs are now, yes, but importantly, where they will be—and the skills that will be needed to fill them.

Critical Thinking & STEM

Technology can do a lot of things, but even in light of tremendous breakthroughs in the way of artificial intelligence, it still can't think 100% like

a human being. Thus, human analysis, decision making, and logical deduction are still valuable skills and will continue to be so in the future.

One specific area expected to be in demand is "computational thinking"—or, the ability to, like a computer, manage enormous amounts of data and parse through it.

It should go without saying, but we'll mention it anyway—there are many reasons why kids should learn how to code. Computers and the software that runs them aren't going anywhere, so getting familiar with coding - and speaking a computer's language - is one very good way to future-proof your career.

Associated Jobs: Marketing specialist positions like market research analysts are expected to increase by 18.6% according to the Bureau of Labor Statistics. Software developer jobs will grow by 18.8% by 2024, and computer system analyst jobs by 20.9%.

People Skills

Computers and A.I. have a long way to go to learn and understand the nuances of human communication, with cross-cultural understanding and social interactions being A.I.'s Achilles heel.

Learning empathy - how to recognize and share emotions - is always going to be an important trait, not only in the job market but for winning at the game of life.

Associated Jobs: One of the hottest jobs sectors through 2025 is health care and caregiving. Makes sense, right? People are living better and longer (thanks to a lot of things, including technology) so it would make sense that jobs like physical therapists, medical technicians, medical assistants, and workplace ergonomics experts are on the rise. Home health aide jobs are expected to grow by a shocking 38.1%.

SMAC

When we talk about the importance of STEM and the associated careers, it's valuable to keep in mind the "other" (non-coding) areas too; like learning SMAC (social, mobile, analytics, and cloud) skills.

SMAC technologies are going to continue to have an impact on the future, and even more so than their effect today.

In the future, social literacy and new media intelligence will be valuable skills. Why? Because again, it's going to take a long time for computers to master soft skills like empathy.

Plus, in a world where you could be living in the U.S. and "virtually" working with someone in Bangladesh or China, humans are able to better understand cultural differences, social interaction, and how social platforms are used to communicate—at least way better than any robot (and thus, is a reason why students should study abroad).

Associated Jobs: The BLS projects sales jobs, like sales representatives, marketing specialists, and customer service representatives will grow by 6.4% to 18.6% by 2024.

General Knowledge & Problem Solving

As cultures and economies get further intertwined, it will be incredibly important to be able to pull information from a vast array of knowledge sources. Future careers will also present some of the most challenging problems humans have ever faced—and computers won't be able to solve them alone.

Analyst Julie Friedman Steele of the World Future Society (an organization for futurists) says we need to shift how we learn, using technology to cull the best and most current resources.

So, got 10 minutes on a bus ride? Use it to learn a new technique or polish your C++ skills. Or learn how to make a webpage using HTML. In the future, learning like this will be commonplace.

Associated Jobs: The education and training field is expected to be a growth sector will into 2025. Teachers, trainers, and other types of educators are going to be in demand.

Creativity & Business Sense

Computers haven't written a best-selling novel or made a blockbuster movie, and those milestones are still many years away. Computers also haven't

come up with an idea for a multi-million dollar start-up. Those things are still the domain of humans, because while computers and A.I. can solve dynamic equations, they can't create original content, yet.

Associated Jobs: Entrepreneurs will always have a place in the future. But people who have an understanding of business and the way it works will continue to be essential to business. Management roles and auditors are expected to see double-digit growth through 2024.

OECD: Education 2030. Competencies to transform our society and shape our future

If students are to play an active part in all dimensions of life, they will need to navigate through uncertainty, across a wide variety of contexts: in time (past, present, future), in social space (family, community, region, nation and world) and in digital space. They will also need to engage with the natural world, to appreciate its fragility, complexity and value.

Building on the *OECD Key Competencies* (the DeSeCo project: Definition and Selection of Competencies), the OECD Education 2030 project has identified three further categories of competencies, the "**Transformative Competencies**", that together address the growing need for young people to be innovative, responsible and aware:

- **Creating new value**
- **Reconciling tensions and dilemmas**
- **Taking responsibility**

Creating new value

New sources of growth are urgently needed to achieve stronger, more inclusive and more sustainable development. Innovation can offer vital solutions, at affordable cost, to economic, social and cultural dilemmas. Innovative economies are more productive, more resilient, more adaptable and better able to support higher living standards.

To prepare for 2030, people should be able to think creatively, develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new enterprises, new sectors, new business models and new social models. Increasingly, innovation springs not from individuals thinking and working alone, but through cooperation and collaboration with others to draw on existing knowledge to create new knowledge. The constructs that underpin the competency include adaptability, creativity, curiosity and open-mindedness.

Reconciling tensions and dilemmas

In a world characterized by inequities, the imperative to reconcile diverse perspectives and interests, in local settings with sometimes global implications, will require young people to become adept at handling tensions, dilemmas and trade-offs, for example, balancing equity and freedom, autonomy and community, innovation and continuity, and efficiency and the democratic process. Striking a balance between competing demands will

rarely lead to an either/or choice or even a single solution. Individuals will need to think in a more integrated way that avoids premature conclusions and recognizes interconnections. In a world of interdependency and conflict, people will successfully secure their own well-being and that of their families and their communities only by developing the capacity to understand the needs and desires of others.

To be prepared for the future, individuals have to learn to think and act in a more integrated way, taking into account the interconnections and inter-relations between contradictory or incompatible ideas, logics and positions, from both short- and long-term perspectives. In other words, they have to learn to be systems thinkers.

Taking responsibility

The third transformative competency is a prerequisite of the other two. Dealing with novelty, change, diversity and ambiguity assumes that individuals can think for themselves and work with others. Equally, creativity and problem-solving require the capacity to consider the future consequences of one's actions, to evaluate risk and reward, and to accept accountability for the products of one's work. This suggests a sense of responsibility, and moral and intellectual maturity, with which a person can reflect upon and evaluate his or her actions in light of his or her experiences, and personal and societal goals, what they have been taught and told, and what is right or wrong. Acting ethically implies asking questions related to

norms, values, meanings and limits, such as: What should I do? Was I right to do that?

Where are the limits? Knowing the consequences of what I did, should I have done it? Central to this competency is the concept of self-regulation, which involves self-control, self-efficacy, responsibility, problem solving and adaptability.

Advances in developmental neuroscience show that a second burst of brain plasticity takes place during adolescence, and that the brain regions and systems that are especially plastic are those implicated in the development of self-regulation.

Adolescence can now be seen as a time not just of vulnerability but of opportunity for developing a sense of responsibility.

SUMMARY OF: Recommendation 2006/962/EC on key competences for lifelong learning

It urges EU governments to make teaching and learning of key competences part of their lifelong learning strategies. The recommendation identifies 8 key competences that are fundamental for each individual in a knowledge-based society.

The 8 key competences are the following:

1. Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.

2. Communicating in a foreign language: as above, but includes mediation skills (i.e. summarising, paraphrasing, interpreting or translating) and intercultural understanding.

3. Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).

4. Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.

5. Learning to learn: ability to effectively manage one's own learning, either individually or in groups.

6. Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

7. Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.

8. Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

V. Sporting activities and exercises, applicable both in formal and non-formal educational environment

Regarding the involvement of young people, the people need to acknowledge that conventional forms of structured sport continue to be important for many kids, in part because structured sport has long been at the foundation of school and junior sport. However, the attention is drawn to the fact that as young people gain more autonomy, they not only determine whether or not involvement in formal structures appeals to them, but also whether or not it is even accessible given the reduction in age groups and increased competition and investment required to stay involved. According to data from participation, surveys conducted both domestically and abroad, many young people stop playing organized sports after the age of 14, and many of those who do will probably stop participating in their adult years.

Considerations and implementations pertaining to the extension of extended educational possibilities as non-formal and informal learning settings were made in relation to the adoption of an all-day school at primary schools as well as the general introduction of all-day schools. This made creating expanded space and time in terms of organization, procedures, and objectives even more crucial. Expanded care hours gave designers and providers of supervised, non-instructional time more options. The longer

school day was to be designed around physical activity and sports, as well as other cultural and aesthetic educational activities.

In general, a variety of things have an impact on physical education. Although the family is typically the first and initially the only field of activity for children, the family setting does play a significant influence in early development. Depending on their parents' socio-cultural backgrounds and views on education, children are given more or fewer opportunity to get experience in a sport-related activity that will help shape their participation in a sport. Children and adolescents from lower socioeconomic homes are less likely to be physically active than their peers with greater socioeconomic status, according to several research on children's PA. Knowing the parents' native tongue and country of origin is particularly crucial when considering their migrant history because sport has a varied standing in each country.

Practicing sport (professional, non-professional, recreational) is very important for the development and growth of the student, as well as for improving his/ her psycho-physical health. It strengthens the skeleton, strengthens the heart and lungs, helps the child to coordinate body movements, prevents the risk of obesity, etc.

Sport is also an amazing activity for socializing and developing educational values: discipline, patience, concentration. It can also have a good effect on a child's character: the shy ones will gain self-confidence and learn about teamwork, while the anxious ones will learn to concentrate and self-control.

On the other hand, a very important and current moment for the education is the development of entrepreneurial skills and competencies in order to sustain their work, development and providing financial resources for sports equipment, props and other needs. Entrepreneurship means the commercialization of its services and activities.

For effective entrepreneurship, one should have a good business idea and determine the target groups (children, youth, families, the elderly, recreationists, companies and public institutions, tourists, etc.) and the target 'packages' that will be offered to them (fig. 5).

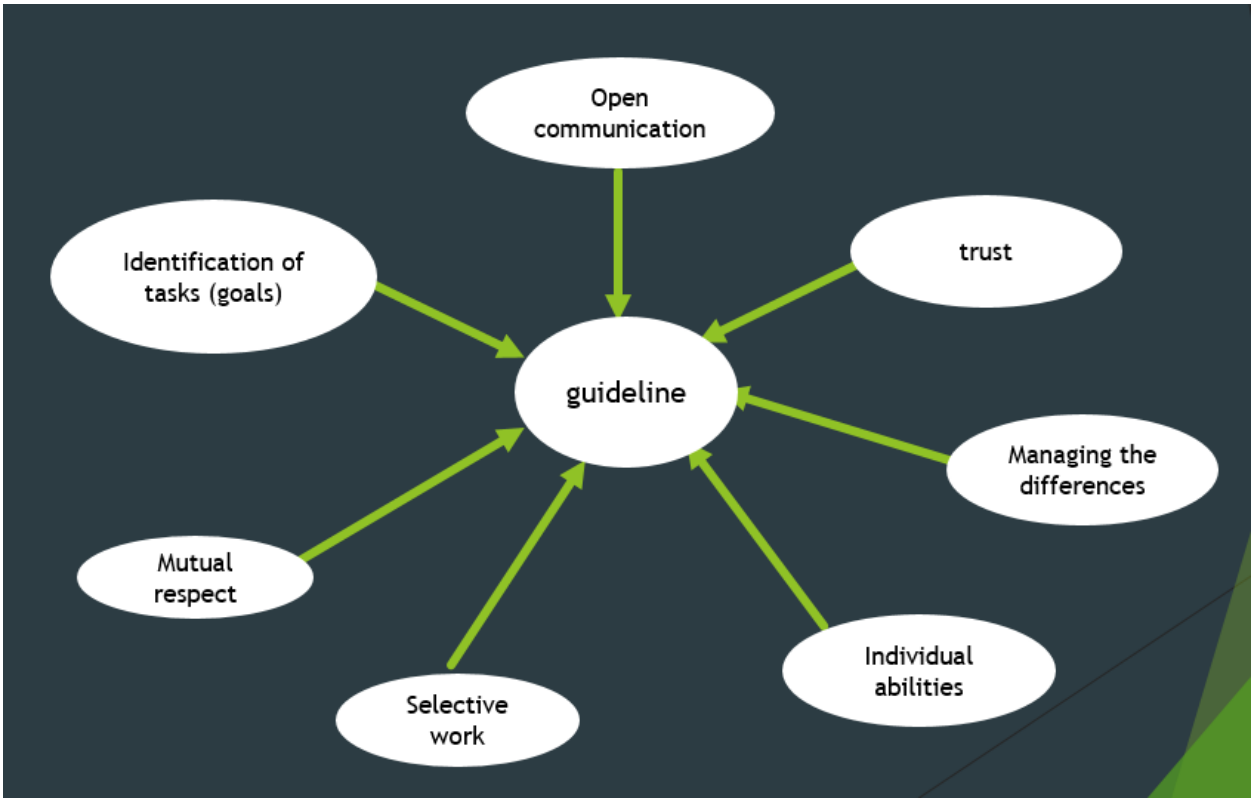


Figure 4 *- Characteristics of a successful school club*

To this end, sports professionals in school clubs can organize social and educational programs in non-profit organizations, to become entrepreneurs who invest in startups or create innovative products, services and technologies.

School sports clubs can benefit financially in many areas, using their skills such as discipline, teamwork, patience, respect and persistence during the implementation of entrepreneurial activities.

In the context of entrepreneurship, the existing facilities and equipment of school sports clubs and other sports and non-sports facilities and funds of public character can be activated.

For example, members of school sports clubs involved in mountain sports can be motivated to popularize, revitalize and activate mountain lodges across the country for the needs of domestic and foreign tourists.

In particular, to be included in the tourist offers for mountain tourism in the country. Also, potential business ideas can be developed for fitness, bodybuilding, recreation, water sports, working with children with special needs, etc. (as shown on Fig. 6)

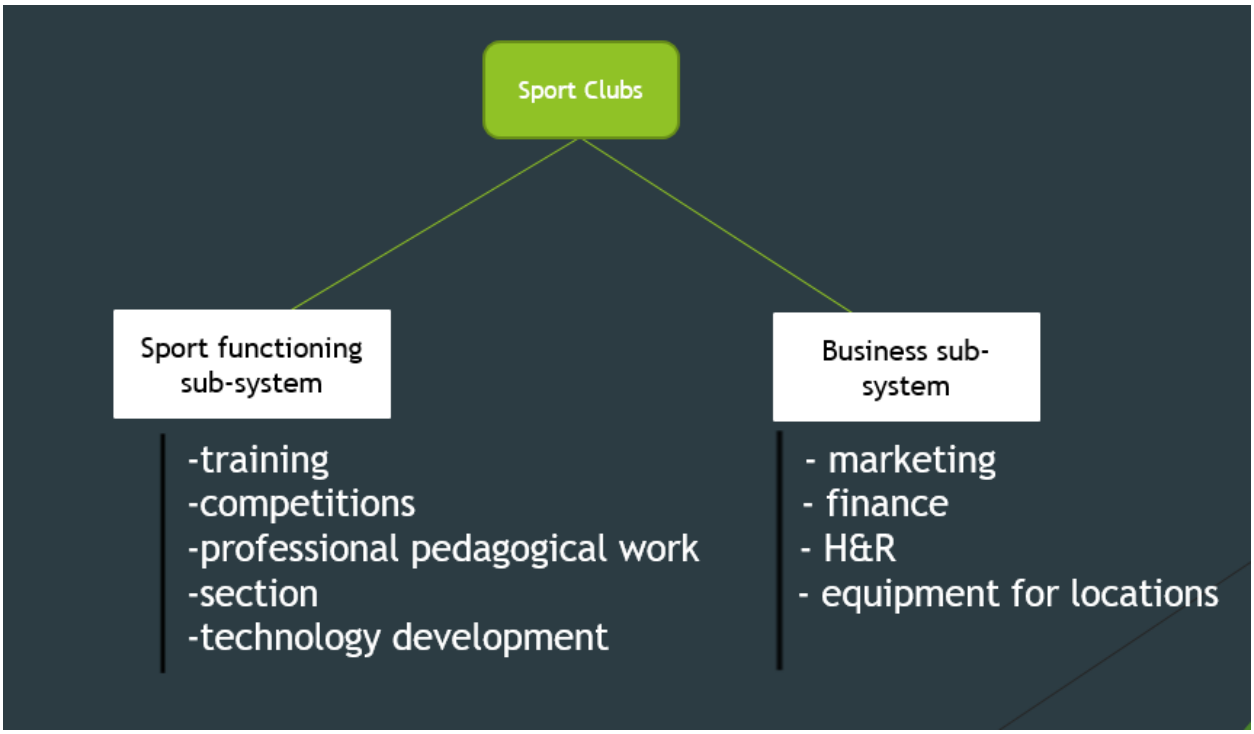


Figure 5 *- Sport Clubs in Entrepreneurial input*

It is also recommended that athletes (professional or non-professional) be trained for entrepreneurship. The aim is to provide them with an alternative career opportunity after the end of their sports careers to do business or to develop their skills for approaching sports from a business perspective, while they are still active athletes.

In the Handbook are set some examples of a successful sporting activities and exercises, which are applicable both in formal and non-formal educational environment:

V. 1. – The sun shines on…;

V. 2. – Human Bingo;

V. 3. - Collect the puzzle pieces and assemble the treasure;

V. 4. – Dodge Ball;

V. 5. – Basketball;

V. 6. - ETS – Put yourself in other people's shoes.

V. 1. The sun shines on...

Purpose	***Team building; Getting to know each other; Energizer.***
Preparation	***Enough chairs for all participants***
Group Size	***Whole class/group***
Age	***10+***
Duration	***10-15 minutes***
Needed Materials	***Chairs for each participant, arranged in a circle***
Type of Education	***Non-formal/ Formal***

Instructions of the Exercise

1. All participants sit on the chairs. The teacher pushes his chair aside, goes to the middle of the circle and starts giving commands.

2. The person in the middle has to find a chair to sit on. Before that, he has to introduce himself name and tell some interesting fact about himself/ herself.

3. Then say, "The sun is shining on someone who..." (for example - is wearing jeans, was watching TV yesterday, wears glasses, has long hair, has blue eyes, loves walks in the park, etc.). Anyone for whom this statement is true should change his chair, and at the same time the person in the middle should find a chair for himself.

4. Since the chairs are one less, the participant who failed to find an empty chair must repeat step 3.

Objectives and Results	The aim of the activity is to "break the ice" in the group, to create a relaxed atmosphere and reduce the distance between participants.

V. 2. Human bingo

Purpose	***Team building; Getting to know each other; Energizer.***
Preparation	***Free space for participants to walk around***
Group Size	***/***
Age	***/***
Duration	***10-20 minutes***
Needed Materials	***Bingo Template - Appendix 1***
Type of Education	***Non-formal/ Formal***

Instructions of the Exercise

1. Distribute one bingo template per participant

2. Ask participants to find people who can identify with any of the characteristics/conditions and then write his/her name in the appropriate box

3. A participant's name can only appear once in the template

4. You can give a time limit for the activity

5. If there are many participants or there is a time limit, you can specify that the sheet should be filled diagonally or in rows

6. The first participant to complete four horizontal, vertical or diagonal boxes or the entire box (depending on the activity leader's instructions) must announce loud BINGO! and the game is over.

V. 3. Collect the puzzle pieces and assemble the treasure

Purpose	***Team building; Getting to know each other; Competitor skills***
Preparation	***Free space for participants to walk around***
Group Size	***20***
Age	***14+***
Duration	***1 hour***
Needed Materials	***Puzzle pieces***
Type of Education	***Non-formal/ Formal***

Instructions of the Exercise

1. Participants are divided into several teams (preferably 5 participants per team)

2. They are given a pre-designed map on which the locations of the puzzle pieces are marked

3. Participants have to follow the map and put the pieces together, and then make the picture.

Objectives and Results	The idea of this game is to activate the sense of the participants to compete with each other, handling a map of the place.

V. 4. Dodge ball

Purpose	***Team building; Getting to know each other; Competitor skills; Concentration; Physical Ability.***
Preparation	***Free space for participants to walk around***
Group Size	***/***
Age	***8+***
Duration	***/***
Needed Materials	***5 dodgeball or light ball***
Type of Education	***Non-formal/ Formal***

Instructions of the Exercise

1. The 6 players involved are divided into their own half of the field. Their aim is to eliminate all the players of the opposing team without being eliminated.

2. An eliminated player is the one who is hit by an opposing ball with a direct shot. A player who takes a ball thrown by the opponent, eliminates

the player who made the shot and at the same time re-enters the field a team mate previously eliminated.

3. In the central part of the camp there is a neutral zone of 3 meters (1 meter and a half for each half camp). In this neutral zone every player can move as quietly as in his half field.

4. There are 5 balls in play and at the beginning of each match they are placed by the referees on the half-court line.

5. Each game is divided into 2 times from 15 minutes for a total of 30 minutes per game. Within the 30 minutes of the race each team will try to win as many "sets" as possible, taking into account that each "set" has a maximum duration of 3 minutes.(times can be changed according to needs)

Objectives and Results	There is no physical contact (they can play male and female and of different ages). Players must pass the ball (collaboration). There is exclusion (just like in life) but you can re-enter the game with the help of a companion (solidarity and inclusion).

	Retriever are on the edge of the game but actively participate and help their teammates. The neutral zone where you cannot be hit represents a kind of protection where players can "take refuge". The figure of the referee that will be carried out in turn by all the boys will increase the responsibility of those who play this role and will allow compliance with the rules for the players.

V. 5. Basketball

Purpose	*Team building;* *Competitor skills;* *Concentration;* *Leadership;* *Physical Ability.*
Preparation	*Free space for participants to walk around*
Group Size	*2 – 16 participants*
Age	*8+*
Duration	*Depends of the game type*
Needed Materials	*• Basketball court;* *• One basketball;* *• Flip chart, blackboard or something similar;* *• Bibs for one of the teams.*
Type of Education	*Non-formal/ Formal*

Instructions of the Exercise

1. Play basketball

2. Each team has a coach (one of the participants)

3. On one team the coach is told to be exclusively positive and do a lot of complements

4. The coach on the other team is told only to have an eye on the players deficiencies and be predominantly negative

5. In the second half of the game the two coaches switch roles.

Objectives and Results	To discover causal relations between different approaches to communication and the impact of these. To be aware of how our minds, feelings, focus, performance, cooperation, etc. are affected by how we communicate. To be aware of how difficult it is to penetrate with one's approach if someone else has chosen another/ reverse way of communication in the situation.

	To have a superficial knowledge of the appreciative inquiry. To reflect on how to communicate in everyday life in a way that makes both you and the people around you benefit from it. To reflect on how to communicate in everyday life in a way that creates development rather than stagnation and conflict.

V. 6. ETS – Put yourself in other people's shoes

Purpose	***Team building; Concentration; Leadership.***
Preparation	***Free space for participants to walk around***
Group Size	***10 – 16 participants***
Age	***/***
Duration	***Depends of the game type***
Needed Materials	***A big sport hall or a proper open space, flipchart, paper, pens, sticky tape, sleeping bags, cones, stopwatch, chalk, training bibs of different colors.***
Type of Education	***Non-formal/ Formal***

Instructions of the Exercise
1. Divide participants into equal/ teams. 2. The coach explains the rules of activity.

3. Each participant has to go through various obstacles with a blindfold.

4. Each of the team members must pass at least once through the obstacles, guided by the voice of its team members.

5. If a participant fails on an obstacle, he/she returns to the beginning of the obstacle until he/she passes it. Team time is a sum of the individual times of each team member.

6. The teams have 3 minutes for elaborating a strategy.

7. During the crossing of the obstacles, the participants from the other teams must keep silence. Only team members of the playing team can talk.

8. The time of the individual participant should not be displayed to the other participants. The time is counted by the facilitator, coach or trainer. The total time of the team is secret until the end of the activity.

Objectives and Results	To raise awareness for people with disabilities by using sport as a tool to provoke teamwork & cooperation, problem solving, empathy, understanding, and citizenship by putting "in the other people's shoes".

Youth athletic programs are a well-liked non-formal education method that are frequently utilized to develop teenagers' personalities. Although youth sports are frequently seen as a magic bullet for social regeneration, we must be careful and sceptical about the goals of these initiatives. It is not unexpected that many organizations need to change their objectives in order to line with promoting neoliberal principles given that non-formal education providers often depend on external money to operate and is frequently connected to "neoliberal strings."

To sum up, youth sport environments may be fantastic places for young people to explore who they want to be as adults. But this growth doesn't just happen when someone kicks or bounces a ball; it's the result of well-planned programs. Therefore, it is crucial to exercise caution while using non-formal education and to carefully assess the purposes of each program.

VI. New Methodology for innovative ETS approach for entrepreneurial and transversal skills development

The new Methodology elaborated within the "InnoSkills through Sport" project is comprised of three innovative elements:

The first innovative element is that, through the elaboration of a new educational methodology, using sport as educational tool - in line with EC priorities of promotion of education in and through sport with a special focus on skills development, the new methodology develops entrepreneurial competencies among teenage students. The methodology enables the involvement of young people in ETS activities, allowing them to develop the 15 EntreComp competences.

Sport is a key tool to promote social and personal values such as team spirit, discipline and perseverance, and fair play can also boost knowledge, motivation and skills. For a sporting activity to have real and concrete value, the work of the qualified educators plays an essential role and providing them with the theoretical framework, skills and evidence base to do their work effectively is vitally important. Physical activity and social recreational sport provide value by themselves for everyone, but utilising the situations and settings of sport and physical activity for learning processes adds a valuable dimension–in fact, it adds both value and values.

The ETS methodology is an illustration of using sport as learning tool and thereby taking steps to stretch sport beyond the activity itself. ETS approach

in the context of education, on the basis of non-formal education, experiential learning and active participation, is a conceptual model and a practical learning tool. The activities of this methodology assist and enrich the non-formal learning processes in the youth sector. ETS methodology (official Salto resource) is a structured pedagogical non-formal educational approach that works with sport and physical activity and refers to the development of soft skills of individuals and groups, in order to contribute to personal development and sustainable social transformation with a main goal – social inclusion and active citizenship.

The second innovative element of the methodology is the specific focus on matching the 15 key entrepreneurial transversal competences, identified by the EntreComp conceptual model of the EC with the skills of the future, as they are described by leading European and International researchers in that field.

The innovative approach of the methodology to match the 15 EntreComp transversal entrepreneurial competences with the skills of the future incorporates the OECD vision for Education 2030 and the so called "transformative competences" that young people need in order to be innovative, responsible and aware: creating new value, thinking in a more integrated way and taking responsibility.

With the development of the following EntreComp competences: spotting opportunities; motivation and perseverance; mobilizing resources; coping with uncertainty, ambiguity and risk, the young participants will acquire the

skills of the future: mental elasticity and complex problem solving. Through valuing ideas, self-awareness and self-efficacy they will develop their critical thinking. As they learn how important it is to have a clear vision of the future, take the initiative and think outside of the box, they will develop their creativity. The competences for ethical and sustainable thinking; working with others, mobilizing and inspiring them will improve the participants' people skills. Acquiring financial and economic literacy corresponds with the STEM skills, while the entrepreneurial competences: planning and management, and learning through experience are related to the SMAC skills of the future.

SKILLS AND COMPETENCES MATCHING	
SKILLS OF THE FUTURE	**ENTRECOMP ENTREPRENEURIAL COMPETENCES**
Mental elasticity and complex problem solving	Spotting opportunities; Motivation and perseverance; Coping with uncertainty, ambiguity and risk
Critical thinking	Valuing ideas, Self-awareness and self-efficacy
Creativity	Having a clear vision of the future, Taking the initiative; Thinking outside of the box
People skills	Ethical and sustainable thinking; Working with others, Mobilizing and inspiring others
STEM (science, technology, engineering & math)	Acquiring financial and economic literacy; Planning and management
SMAC (social media, analytics & cloud)	Learning through experience; Mobilizing resources

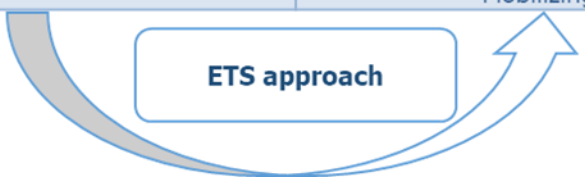


Figure 7 - *Matching 15 key entrepreneurial transversal competences, identified by the EntreComp conceptual model of the EC with the skills of the future*

The third innovative element is the objective to create, develop and reinforce a transnational network which combines different profiles in the field of sport and education, so as to join forces for a common objectives:

- Matching sport activities with the development of entrepreneurial competencies;
- Matching sport activities with the development of transversal skills of the future.

The project involves a heterogeneous group of partners whose involvement will provide constructive synergy between a sport club, an NGO and a secondary school. That allows for tackling the project need from different perspective and finding complex solution, applicable both in formal and non-formal education forms.

The methodology includes ETS modules with exercises, structured as follows:

1. Title;
2. Description of the exercise;
3. Theme;
4. Group size;
5. Age range;
6. Complexity;

7. Time;
8. Overview;
9. Objectives;
10. Materials;
11. Preparation;
12. Instructions;
13. Debriefing and evaluation;
14. Tips, considerations and safety;
15. Additional information

FEATURE	DESCRIPTION
Title	The title may sometimes give you a hint on the related topic, but it may also be a funny/catchy one to make people remember it easily.
Description of the exercise	The description of the exercise in maximum one or two short sentences in order to give you a quick and clear idea what is going to happen there.
Theme	The theme mentions all the topics we relate to in this exercise. Sometimes it may only be one, but others tackle several ones because they are closely connected and you can profit from the different links.
Group size	The group size gives you a precise number of people needed (ideally), and sometimes a minimum or maximum capacity for this exercise. It is always possible to split the group up and do the exercise in two subgroups if you have two facilitators who can lead the activity separately.
Age range	The age range gives you a frame of how old participants should be (ideally). In most cases there is no maximum age limit, because ETS can be done with youngsters and adults alike. However in some cases you may have to adapt an exercise to a specific age group. This criteria is also connected to the skills participants have to perform in the exercise, e.g. playing a specific sport, playing role games, abstract thinking, drawing connections.

Complexity	The complexity criterion shows how demanding an exercise can be for facilitators in terms of preparation, time and delivery. In general it gives you an idea of how much preparation, logistics and training experience is needed to deliver this exercise successfully. The rating goes from 1 to 3. 1. Neither a lot of material, nor preparation nor experience is needed; e.g. only one ball is needed, the playing field could be anywhere and the announcements or rules guiding play are rather simple. 2. You need more time and material to prepare the activity and you also need more experience in delivering it; e.g. you might need various sport material, you cannot play it anywhere and the activity is more complex to explain to participants. 3. A lot of preparation and/or material is needed, you need at least two facilitators to deliver it and the complexity of the activity is rather high; e.g. you need diverse sport material plus other material you might not have at hand in a sport environment, you need to have at least one facilitator who is familiar with the activity and you cannot play it with all kinds of target groups, because the conditions expect some specific skills (e.g. abstract thinking) from the participants as well. It is important to mention that ETS is best delivered by two facilitators, because the debriefing part can be evaluated much more effectively and the mutual feedback and exchange afterwards can be done among the trainers as well. But we know that this is not the case in all training situations and therefore it is not an obligation, but a strong recommendation.

Time	The time reference gives you the most ideal time frame you might need for the activity. Every trainer and facilitator has its own rhythm and flow to deliver activities, plus it depends on the target group as well. Only experience can give you the exact time you might need to deliver the exercise. The first attempt should include more planning time than mentioned.
Overview	The overview explains the flow of the activity as tested in real with a group. This will give you an idea of how the activity takes place step by step.
Objectives	The objectives explain the learning objectives and the expected learning outcomes for participants. It helps to evaluate the activity. If you did not reach the targeted objectives in the end it might give you an indication of how and what to alter/change next time.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material.
Preparation	The preparation states what you have to do in advance in order to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance and distributing tasks among team members, because they are obvious.
Instructions	The instructions will tell you exactly what you have to do step by step. The flow of the activity is described in light of the responsibilities of the facilitators. Rules, instructions and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants.

Debriefing and evaluation	Debriefing and evaluation is the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. This is the core element of ETS! In order to achieve the highest learning effect you might have to surprise yourself as well. There are many questions which open discussions you might not have anticipated. To meet the needs of the group it is essential to be open, to go with the flow or sometimes to stay focused where it is needed. All the questions/ideas we mention in this box are suggestions and you are welcome to find others thatare more suitable to your target group and training situation. The debriefing part needs the highest concentration of all parts of the group.It is always helpful to explain basic feedback rules to participants if you are facilitating ETS for the first time with a group in order to set ground rules for communication. You might encounter situations which are most challenging either because of the topics you tackle or the situations that might arise. That is why this part should never be delivered under time pressure.
Tips, considerations and safety	Tips and considerations for facilitators is the box where you find ideas which might apply to some of you or are important for further development of the exercise. The process of developing an exercise in a heterogeneous group offers a rich and diverse amount of questions and suggestions to implement the activity. Some safety instructions will also be given here.
Additional information	Additional information is the box where we put all the ideas which do not fit into the boxes above, but we still want to share them with the ETS community.

Source: *https://www.moveandlearn.org/files/Move&Learn.pdf*

The elaboration of a new education methodology, using sport as educational tool - in line with EC priorities of promotion of education in and through sport with a special focus on skills development, the project will develop entrepreneurial competencies among teenage students. The methodology will enable the involvement of young people in ETS activities, allowing them to develop the 15 EntreComp competences.

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sport provide value by themselves for everyone, but utilizing the situations and settings of sport and physical activity for learning processes adds a valuable dimension–in fact, it adds both value and values.

ETS methodology is an illustration of using sport as learning tool and thereby taking steps to stretch sport beyond the activity itself. ETS approach in the context of education, on the basis of non-formal education, experiential learning and active participation, is a conceptual model and a practical learning tool. The activities of this methodology assist and enrich the non-formal learning processes in the youth sector. ETS methodology (official Salto resource) is a structured pedagogical non-formal educational approach that works with sport and physical activity and refers to the development of soft skills of individuals and groups, in order to contribute to personal development and sustainable social transformation with a main goal – social inclusion and active citizenship.

Main concepts of sport in the context of InnoSkills Methodology

Essentially, sport is an educational and social activity, which has a role in the growth and preparation of the person to become a responsible adult.

Practicing sport (professional, non-professional, recreational) is very important for the development and growth of the student, as well as for improving his/ her psycho-physical health (Figure 1).

Normal physical activity or skill performed under publicly accepted rules and in order to recreate: for competition, for one's own enjoyment, for

improvement, for developing a skill or a combination of the above. It strengthens the skeleton, strengthens the heart and lungs, helps the child to coordinate body movements, prevents the risk of obesity, etc.

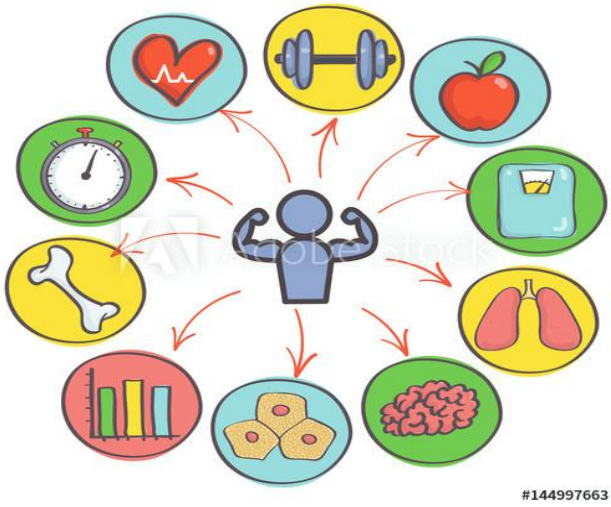


Figure 1: Healthy mind and body through InnoSkills Methodology

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Sport is also an amazing activity for socializing and developing educational values: discipline, patience, concentration. It can also have a good effect on a child's character: the shy ones will gain self-confidence and learn about teamwork, while the anxious ones will learn to concentrate and self-control.

Each sport is characterized by a clear goal, combined with the impression of individual (or team) skill or ability. Initial sports such as hunt and running were created as it was necessary to survive. Unlike then, people today engage in sports for health and relaxation.

Benefits of the context of InnoSkills Methodology

1. Health benefits (Figure 2)

- Regular physical activity (two to three times a week) improves general health
- strengthens immunity, prevents diseases and obesity
- helps for proper muscle development, strengthens the skeletal system, helps to maintain proper posture
- balances the child's endocrine system.
- In addition to these effects on the body, it plays an equally important role in healthy mental development
- improves strength, flexibility, and also develops motor skills.
- increased cardiovascular protection
- controlled body weight
- better hormonal control

- delaying aging
- excellent psychological action, emotional stability (anti-stress therapy)
- creating hygienic habits

All these advantages are such only if the sport is practiced with the right intensity and duration over time.

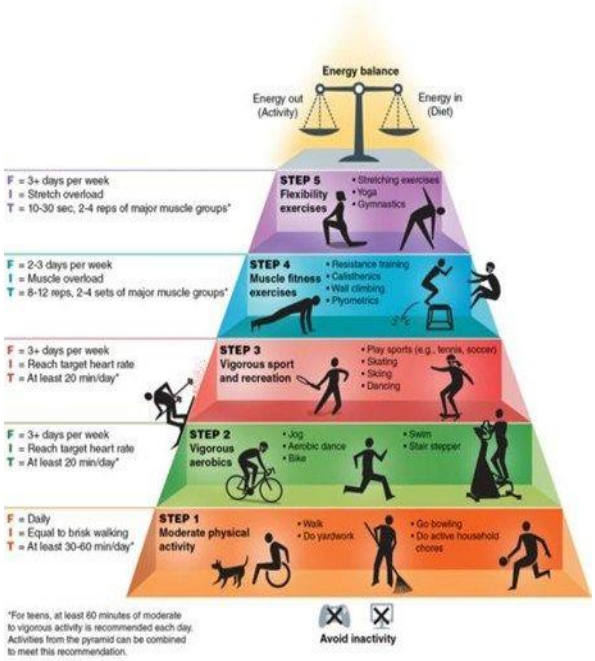


Figure 2: The pyramid that represents how much effect does the ETS bring in day-to-day activities

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

2. Social benefits

- sports activities develop the ability to communicate and enhance interpersonal relationships.
- help develop leadership and collaboration skills.
- develop true friendships
- accept obligations and responsibilities more easily
- learn organizational skills
- willingness to share everything with friends
- develop work habits
- sporty behavior, fair play
- increases self-confidence and self-esteem (Figure 3)
- Team spirit
- respect for peers
- Smooth adaptability to different environments

Figure 3: The social benefit from the InnoSkills Methodology is to increase your self-confidence and self-esteem

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

- Acquiring and developing moral qualities
- Strengthening of the will and character (Figure 4)
- Improved concentration, organization, discipline
- Creating daily habits for systematic exercise
- Creating social awareness for environmental protection

Figure 4: The social benefit to strengthening the will and character from implementing the InnoSkills Methodology

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

3. Educational benefits

- improves the ability to concentrate and pay attention, thus facilitates the achievement of better results at school
- learning of self-discipline, persistence and responsibility
- acquire habits that are related to health, for example, proper nutrition, regular exercise
- reduces the possibility of developing bad habits, such as smoking, alcohol and drug use
- parents also have benefits, as they are involved in their children's lives

- they are happy that their children are active and healthy
- they know at all times that they are under the control of professionals
- children who play sports get better education and are solid students
- it is unlikely that children who play sports will follow the path of vices - cigarettes, alcohol, drugs
- sport is a means of preventing antisocial behaviors, such as delinquency, crime, aggression, etc.

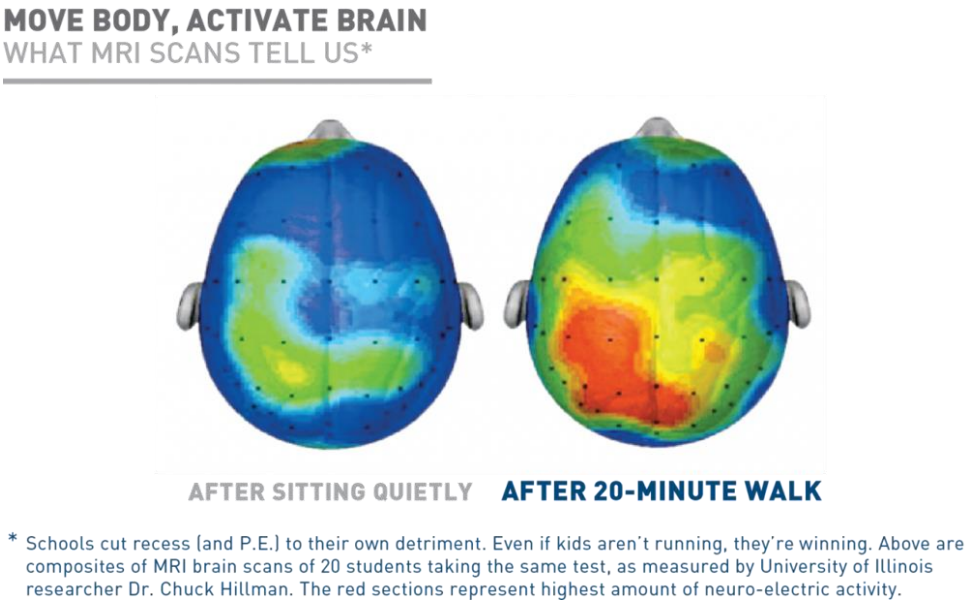


Figure 5 The educational benefits that impact the brain just from 20-minute walk by implementing the InnoSkills Methodology

Source: https://www.aspenprojectplay.org/youth-sports/facts/benefits

What is the goal behind ETS in the context of the InnoSkills Methodology?

The goal is to encourage motor, cognitive, co native, language, special skills, social and emotional maturation, coping with problem-situations.

School sports are a very important link for promotion of an active lifestyle, development of sports and top results. Within school sports, schools play a central role.

The aim is to animate the children to engage in physical exercise, through fun and games and to meet the basic priorities of school sports: comprehensiveness, talent recognition and health aspect. The main goal must be the physical, intellectual, moral, social and cultural development of all students.

One of the functions of the school sports club is an early detection of **sport's potential**, which is the starting point for how the student will further develop in sports (professionally). Every student has their own characteristics and personality that are recognized from an early age. Development means a process of change, which occurs as a result of respecting the individual characteristics of the student, monitoring his/ her inner strength, natural development and skills of movement, thinking, feeling, speaking.

Figure 6: School competition in volleyball in Medical High School ,,Dr. Jovan Kalauzi" – Bitola, Republic of North Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 7 School competition in chess in Medical High School " Dr. Jovan Kalauzi " - Bitola, Republic of North Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Sport in all of its forms should be equally accessible to all students without discrimination and to all school ages. For the all-round development of the children, it is crucial to engage in sport activities, both in the regular school hours and as well as in extracurricular activities. In addition to school activities, students should spend their free time outdoors, such as playing various games, walking, hiking, cycling, swimming, etc.

Every student at a different age can start playing sports, the most important thing is to follow the individual rhythm of the child, to make an individual approach to him in triple coordination coach - sports doctor - psychologist.

Figure 8:Local ski competition in the National Park Pelister- Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 9 : National karate competition in Bitola , R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 10 : Local handball competition in Gymnasium "Josip Broz Tito"-Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 11: Pupils ski competition in Nizepole - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Forms of organized sports in the context of the InnoSkills Methodology

1. **Group form of sports - sport games (football, basketball, handball, volleyball, etc.)**

The aim is to develop aerobic abilities, develop and improving motor and functional abilities and improve and perfect the coordination of movements and orientation in space, developing a proper relationship between an individual and a team, as well as advocating for the team, developing a fighting spirit and more.

Figure 12: Students playing football in Technical High School "Gjorgji Naumov"- Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 13: Pupils playing basketball in Primary School " Elpida Karamandi"- Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 14: Students playing handball in Medical High School "Dr. Jovan Kalauzi" - Bitola, R.N. Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

2. Individual form of sports - individual sports (athletics, gymnastics, swimming, table tennis, cycling, martial arts, skiing, etc.)

Figure 15: Students practicing playing table tennis in High School of Economics "Jane Sandanski" - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

The goal is to develop psychomotor and aerobic abilities, develop general and explosive strength of the lower and upper extremities, and develop endurance.

Figure 16: National karate competition in Gymnasium "Josip Broz Tito" - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

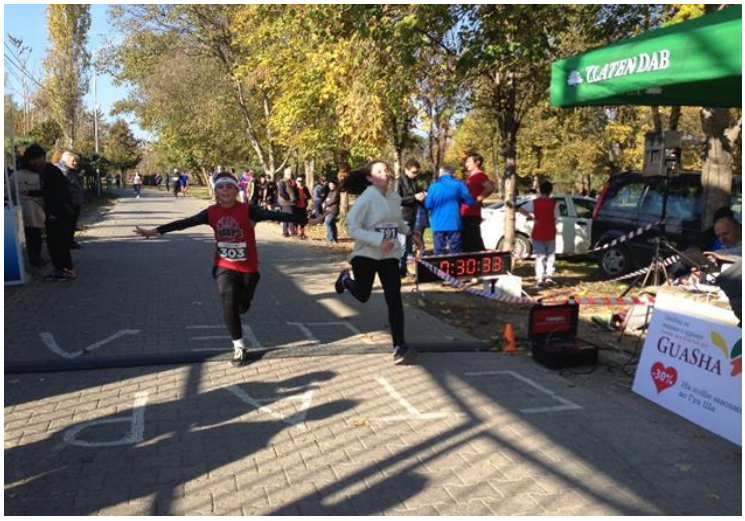


Figure 17: Traditional local athletics competition from all schools in Bitola, R.N.M.

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 18: Local table tennis competition in Gymnasium "Josip Broz Tito" - Bitola, R.N. Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 19: National chess competition in sport hall "Pavel Shatev" - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

3. Sports and recreational activities (hiking, cross-match, cycling activities, walks in the nature, etc.)

The goal is to develop psychomotor and aerobic skills, develop general endurance, fun, socializing.

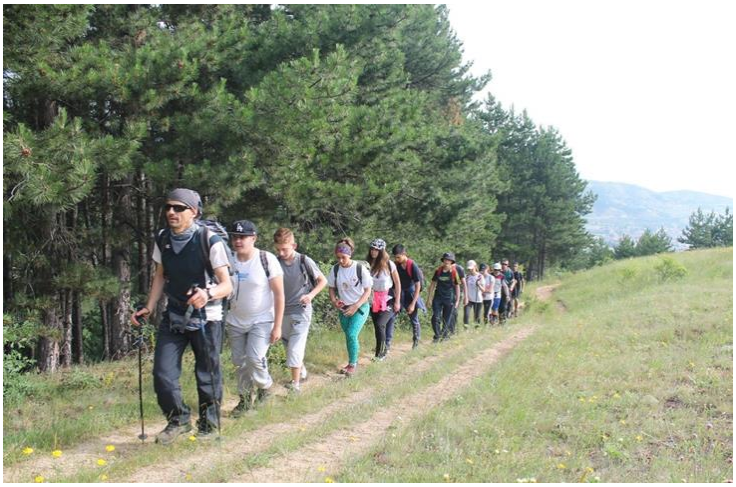


Figure 20: Students and teachers hiking in the mountain - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 21: Students and teachers hiking in the mountain - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Figure 22: Students and teachers taking a walk in nature in Smolevo - Bitola, R.N.Macedonia

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

Implementing the InnoSkills methodology through ETS

Implementing the InnoSkills methodology through ETS with the pupils from the Sport Club "Comac Sport" -Ivanyane, Sofia, Bulgaria

1. Crosswords puzzles

Equipment and tools needed: 6 obstacles, 2 hoops, 2 mats, 1 table and 2 different types of crosswords.

The game is suitable for children over 8 years old.

The children are divided into two teams, when given a start by the teacher they start along the track, at the end of the track there is a table where the two crosswords are waiting. When the contestants reach the table, their goal is to find a word in the fastest way, after which they go back along the track and pass the baton to the next one. If a player takes too long on the crossword puzzle, we may send a pupil from their team to help them, except for the last player who is not eligible for help.

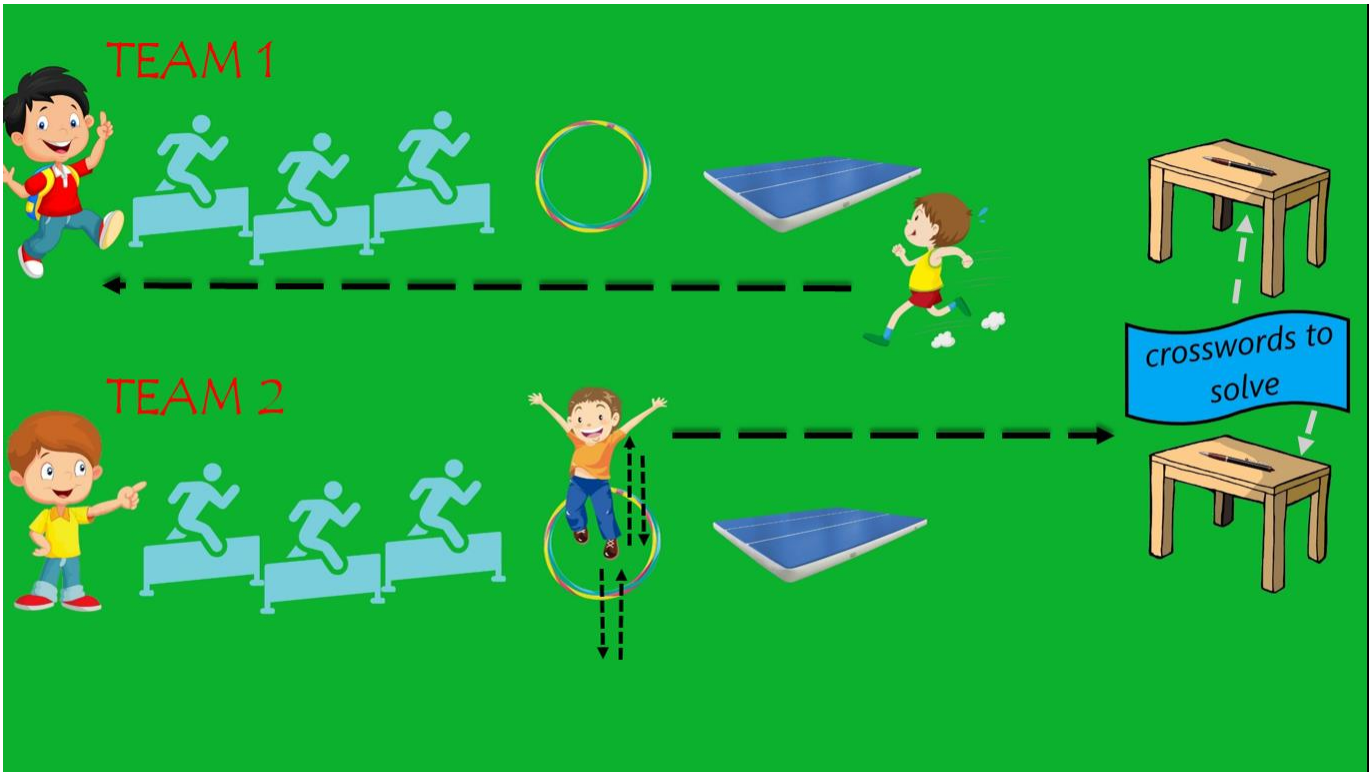


Figure 23: Illustration for the crossword puzzle game

Source: InnoSkills Through Sport project team

2. I can count while playing football

Necessary equipment and tools: ball and cones.

The game is suitable for children over 7 years old age

Each child has a ball and does different exercises instead of technique. While the children are performing the exercises, the coach gives them different mathematical tasks (predetermining the condition to start with an even or odd sum of the tasks). If the conditions are met, the pupils start as fast as possible without the ball to the next cone.

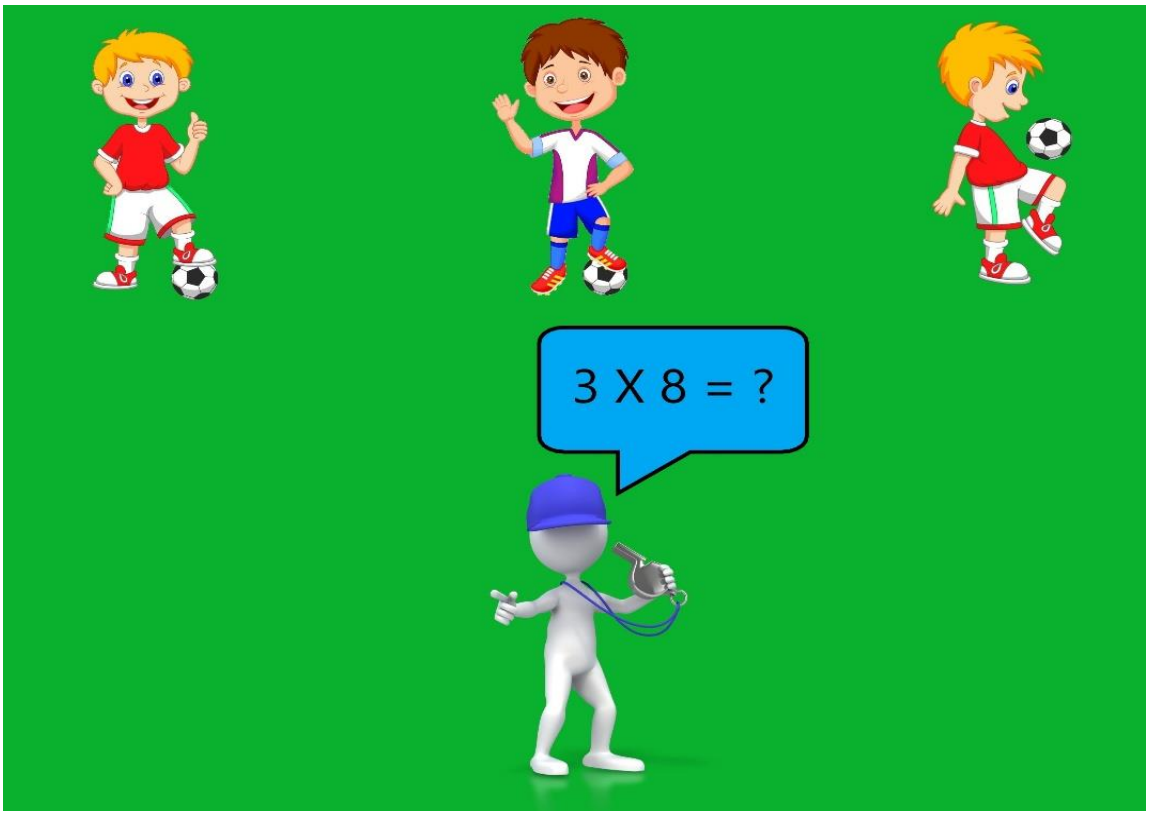


Figure 24 Illustration for the game " I can count while playing football"

Source: InnoSkills Through Sport project team

3. Tic-tac-toe

Necessary equipment and tools: balls, cones, hoops, jerseys

The game is suitable for children over 7 years old age

We divide the children into two teams. At a given start, they start with a dribble between the cones (the first three wear jerseys in their hands), after the dribble at the end, a sea chess field drawn with the help of the hoops awaits them. The children place the jerseys, the goal being to make a checker, if they fail with the first three jerseys, the next children go and move the jerseys already placed on the ground. It is important to change the order of the children on initial startup

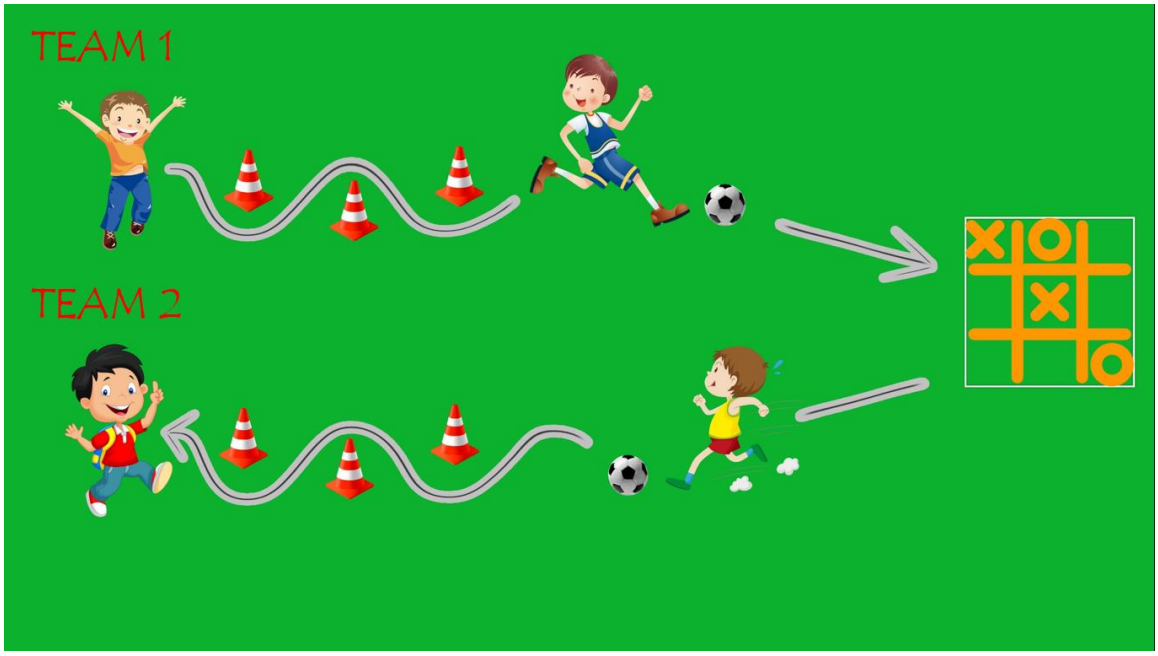


Figure 25: Illustration for the game " Tic-tac-toe"

Source: InnoSkills Through Sport project team

Implementing the InnoSkills methodology through ETS with the students from the Medical High School "Dr. Jovan Kalauzi "- Bitola, N. Macedonia

1. Moving games - elementary games, relay games

Necessary equipment and tools: cones, hoops, small balls

Introductory activity

Activation of prior knowledge students performs walking, running at an easy pace, jumps and exercises for shaping the body under the guidance of a teacher.

• Activity 1: "Shark and swimmers" Hoops representing "islands" are placed in a certain area. One student is a "shark" and the others are "swimmers". Swimmers move through space imitating various swimming styles. At the cry "Save yourself" the shark starts rushing and has to catch one of the swimmers, and they have to jump into the ring (island) to save themselves from the shark.

Main activities – experiential learning

• Activity 2: "Balls - caps" - Students are placed in 2-3 columns (depending on the number of students in the class). In front of them, at a certain distance, as many markers as there are students in the column are placed. In front of the first student there is a hoop in which plastic balls are placed (one for each student). At a given sign, the student has to pick up a ball and

run to place it on any marker in his column as a cap. The ball must rest on the hole in the marker. The student returns to the column and with a tap on the shoulder, signals the next player to continue the game. The first column to place all the balls on the markers wins.

•Activity 3: The same activity, but now the students have to return the balls to the hoop one by one.

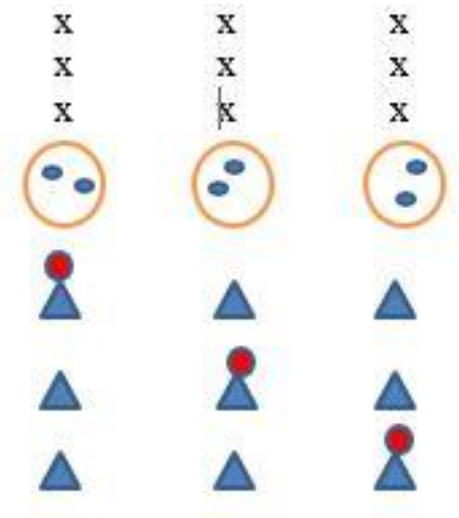


Figure 26 : Illustration for the "Balls- caps" game

Source: Teachers from the Medical High School "Dr. Jovan Kalauzi"-Bitola, R.N. Macedonia

Final activity

•Activity 4: Students are placed in a column one behind the other. The first student from the column pulls the hoop from his feet, pulls it out through his head and gives it to the second player. In the same way, each student should pass through the hoop. Once the last player has slipped through, the

entire column runs to a cone placed 5m from their column and places the hoop over the cone.

2. **Athletic alphabet (fast and persistent walking and running, hopping, jumping and jumping, throwing at a distance and at a target).**

Necessary equipment and tools: light balls, markers, cones

Introductory activity – activation of prior knowledge

Students perform walking, jogging, jumping and body shaping exercises

• Activity 1: Students work in pairs with a light ball. They move by walking/running through the space and pass a ball to each other from close range. At the teacher's signal, the student without the ball should stand in a staggered stance, and the student with the ball should pass the ball between his legs. The game is repeated several times by changing the roles.

Main activities – experiential learning

• Activity 2: "Throwing and catching a ball bounced off a wall" Students line up in two columns facing the wall. The first student throws a light ball towards the wall and has to catch it without falling to the ground or with one bounce off the ground. He gives it to the student behind him and stands last in the column.

• Activity 3: The first student in the column throws the ball towards the wall and immediately runs to the last in the column, and the student behind him has to catch the ball without falling or with one bounce from the ground.

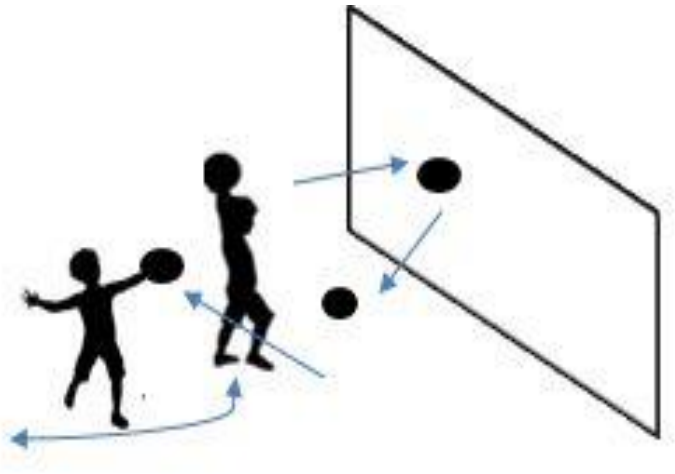


Figure 27 : Illustration for the "Throwing and catching a ball bounced off a wall" game

Source: Teachers from the Medical High School "Dr. Jovan Kalauzi"- Bitola, R.N. Macedonia

Final activity

• Activity 4: "Get the ball" - Students form two circles. In each round, two students are chosen who should try to take the ball away from the other students who pass it to each other in different ways (by rolling, bouncing from the floor, in hands). The student who loses the ball stands in the middle.

3. Folk dances (folk dance)

Necessary equipment and tools: CD player, speakers, computer

Introductory activity – activation of prior knowledge

The activities of performing basic folk dance steps and dancing with simple steps can be done in a classroom, sports hall, school corridor or other room in the school.

• Activity 1: The teacher chooses a folk dance that is performed with simple steps, a "real dance". Example: *"Bitola, moj roden kraj"* (a folk song). They listen to the song together with the students, in order to experience the rhythm and tempo. The text of the song can also be processed in a music education class, which enables cross-curricular integration.

Main activities – experiential learning

• Activity 2: Students form one big circle - dance. The teacher is in the middle of the circle. The students follow the directions (their body and head are straight, and they place their hands on their hips) and perform movements in place by counting the steps and starting with the right foot.

- One - two - three, left leg up - lower, right leg up - go... or

- Right - left - right, left leg up - lower, right leg up - go...

• Activity 3: They practice the steps in place accompanied by music.

Final activity

• Activity 4: Students stand in a circle. Their hands are placed on their hips. The teacher gives instructions to move in a circle to the rhythm of the music with an even step to the right. They stop at the teacher's signal and continue again with the right foot to the right.

Figure 28 :Pupils implementing the folk dances

Source:https://www.facebook.com/casilindenbitola/photos/pcb.5779011192158828/5779002098826404

Implementing the InnoSkills methodology through ETS with the pupils from the Ninjutsu klub "Bitola"- Bitola, N. Macedonia

1. **Exercise to improve cognitive abilities in children training jiu-jitsu between the ages of 7 and 10**

Necessary equipment and tools: cones, 2 mats, 2 types of clock puzzles, 2 pens

Introductory activities

The exercise is explained, that is, it is clarified, which activities will follow, which sports props will be used, how long the exercise will last, how it will be performed and what the whole process will look like.

Main activity

When all the props are placed at the appropriate distances, the exercise is carried out as seen how the children, after a complex of physical exercises, move on to solving a mental task (inserting the specified time into the clock

with the help of a pen), on which the hour and minutes are located right next to the drawn clock.

Final activity

In a period of 5 to 10 minutes, depending on the number of students, it is desirable to motivate the children with phrases like: come on faster, you can do it, well done, great job, etc., because it is done in rotation, they are informed that the time is running out, that is, the end of the exercise is coming, and with that the students themselves are stimulated to give their best in the spirit of the sports competition.

Conclusion

Subsequently, over a longer period, this exercise contributes to the improvement of the child's physical and mental condition, increases their self-confidence and prepares them for more difficult exercises, both physically and mentally, and thus for better progress in the sport itself. This exercise can be used in all martial sports (KARATE, BOXING, JUDO, TAEKWONDO, MAI TAI, etc.), where great concentration is required in great physical exertion.

Monitoring progress

This exercise is used occasionally in order not to create saturation and fatigue by itself and to monitor the progress of children so that they can move on to more difficult exercises and tasks...

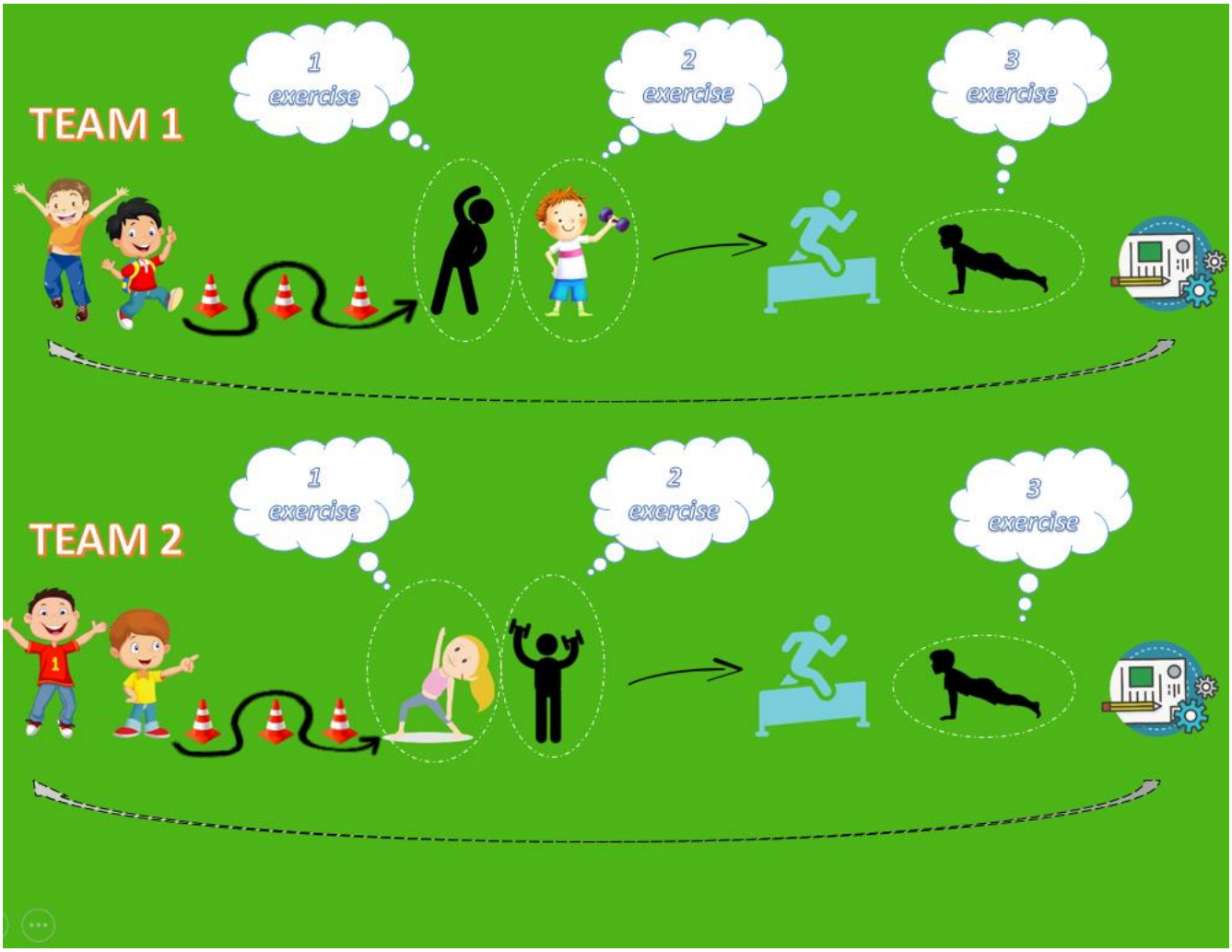


Figure 29: Illustration for the pupils from the jiu-jitsu club

Source: InnoSkills Through Sport project team

Implementing the InnoSkills methodology through ETS with the pupils from the Primary and Secondary School Salas vidusskola – Sala, Latvia

Game	Motion abilities	Competences acquired in the game
"A cat and a mouse"	*Speed and agility;*	**Creative thinking and innovation-** when working in pairs or small groups, uses creative thinking strategies, creates new ideas for the game, its conditions and jointly chooses the best solution for the task, for example, figure out the ways of movement of the "cat" or "mouse".
"Who will collect more"	*Speed and agility;* *Movement technique;*	**Organizational skills**- the leader, organizing the relay, divides the class into equal groups. Every team's captain is chosen from them.

	Accuracy	**Mobilizing and inspiring others-** the activities require full effort and skill of each competitor. **Motion and perseverance-** the team that is the fastest and most accurate wins the relay. **Creativity-** with the support of the teacher, students themselves, acting in a small group, choose the inventory and come up with alternative movement games or relays.
Sports games (basketball, Football)	*Attack and defense tactics;* *Selection of movement techniques or tactics*	**Learning through experience-** creatively uses the learned skills in sports games; develops the habit of observing the rules of the games and following their implementation. **Critical thinking-** evaluates the need of improvement, there is a

	according to the situation; *Developing of physical properties and movement;* *Principles of fair play.*	desire to link self-control and self-esteem with skills. **Spotting opportunities-** playing sports games creates a favorable emotional background that helps successfully build skills and abilities, contributes to the development of the observational abilities of each participant **Decisiveness-** the ability to make quick decisions, inculcate independence, initiative and tactical thinking. **Resource mobilization-** playing promotes the acquisition of experience, because the competition mobilizes everyone learner's strengths. **Teamwork skills-** can work in a team, adapt to the strengths and

		needs of other players, debate with team members who have different opinions and expresses an opinion without offending other people; able to be honest in various competition situations, treats himself with respect, as well as towards to teammates and against opponent in sports. **Organizational skills-** talks with the game partners whether the conditions of the task are clear, agrees on the responsibilities, progress of the game. When cooperating in a team, evaluate and coordinate the capabilities of each member and plan the joint tactical action during the game - for example, who will execute final shot or kick, how will work in defense. **Creativity-** plans, evaluates and uses new and creative solutions,

		offensive and defensive techniques, to diversify the tactics of the game. **Cooperation and co-responsibility-** cooperates with others according to the situation, builds and leads a team, solves communication problems, adjusts behavior according to the situation and is co-responsible for the achieved result.
Orienteering	*Coordination;* *Speed and agility;* *Endurance;* *Flexibility and strength;* *General physical fitness*	**Critical thinking-** evaluation of the dynamics of the development of individual results. **Interaction of physical abilities-** importance of exercises on physical ability in developing and strengthening health. **Creative, analytical and critical cooperation skills-** in practical and independent work in action: the

		learned walking, running, crawling skills are rationally applied in known and new situations, navigating the terrain or hiking. For example, when hiking along a route with different terrain, use appropriate movement type (on a slope, climbing a hill, crawling under a bent branch or other obstacle). **Environmental thinking-** use the environment for physical activities. For example, independently create an obstacle course in an outdoor environment, incorporating a different type of movement at each stage and connecting it with other basic movements (Stage 1 – running, stage 2 – stepping over the low barriers, stage 3 – overcoming the obstacle by jumping after the running).

		With the support of adults, move fallen natural objects (branches, small stones) or various other objects in order to successfully move along a certain route or navigate in a clearly visible area. **Decisiveness-** all adventure activities and orientation exercises incorporate walking, running and crawling skills appropriate to the situation, environment and terrain features, such as running on a flat or slope, or overcoming obstacles. **Planning and management-** after receiving an orientation map and familiarizing with the distance, evaluates the terrain and chooses an appropriate mode and pace of movement. **Self-awareness and self-efficacy-** moves in well-visible or unfamiliar terrain using orientation

		skills (orienting the map by surrounding objects or compass, reading the map, distance and direction determination and control), sets own goals, independently follows own performance, evaluates it and chooses different strategies and tactical options, uses digital technologies to control and maintain health, lifestyle, uses a mobile application, such as *Endomondo, My Trip* or *GPS* to determine a location in the area.

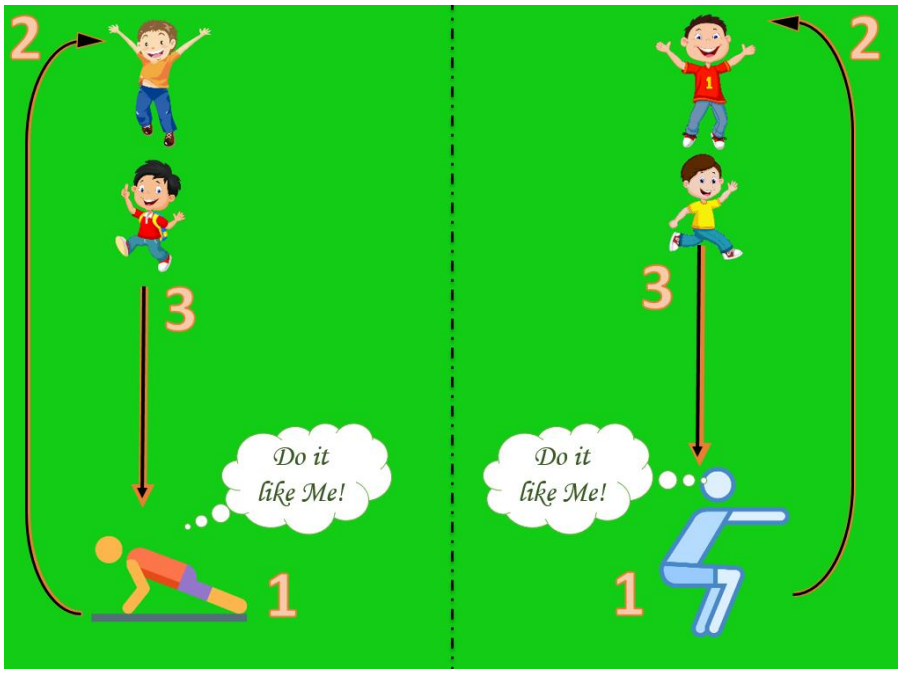


Figure 30: Illustration for the " A cat and a mouse " game

Source: InnoSkills Through Sport project team

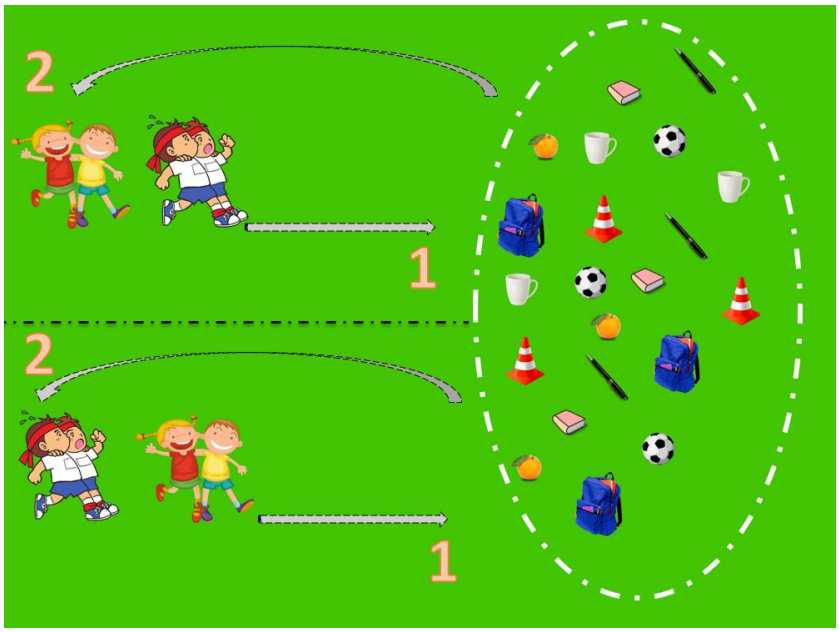


Figure 31: Illustration for the " Who will collect more" game

Source: InnoSkills Through Sport project team

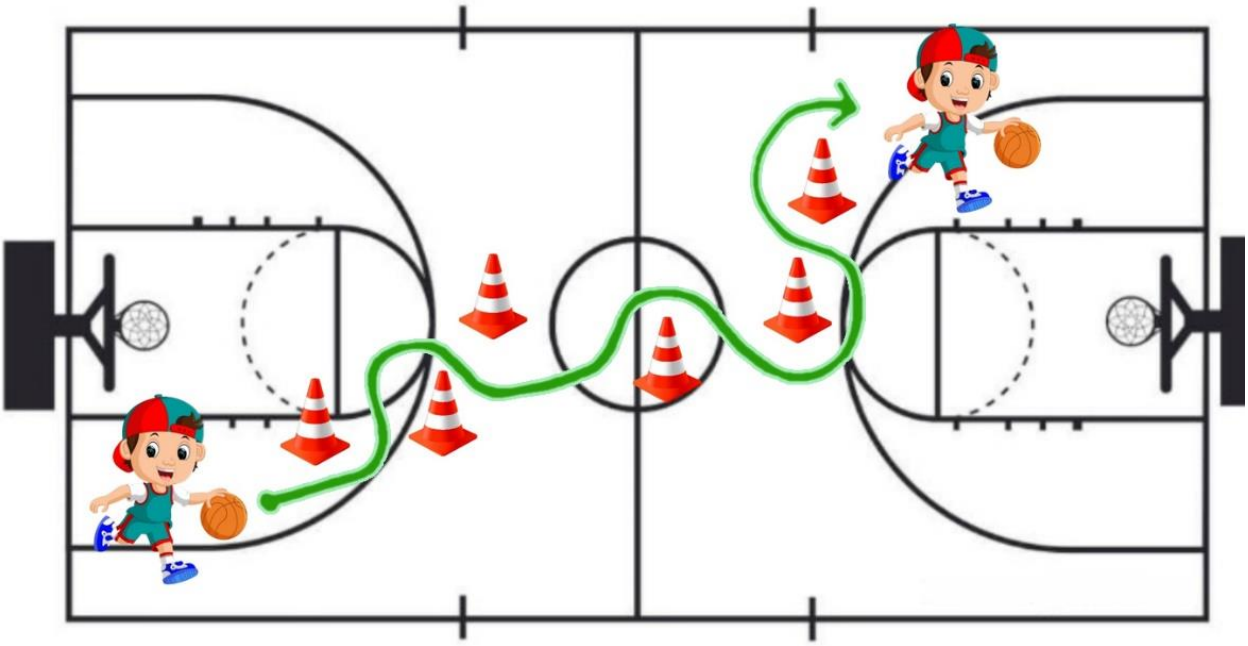


Figure 32: Illustration for the basketball game

Source: InnoSkills Through Sport project team

Figure 33: Illustration for the football game

Source: InnoSkills Through Sport project team

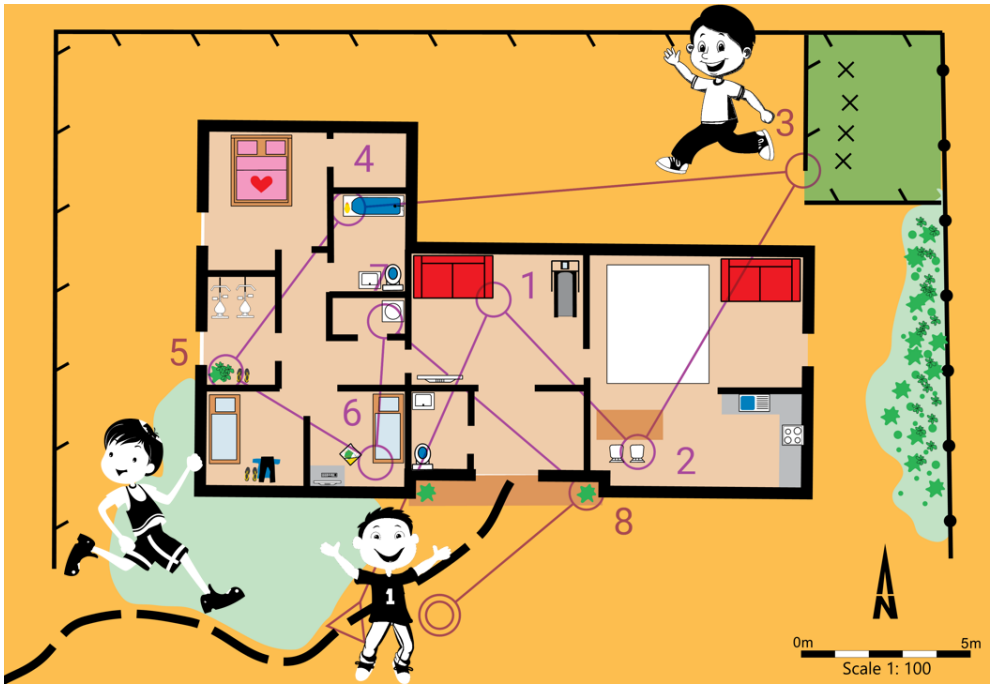


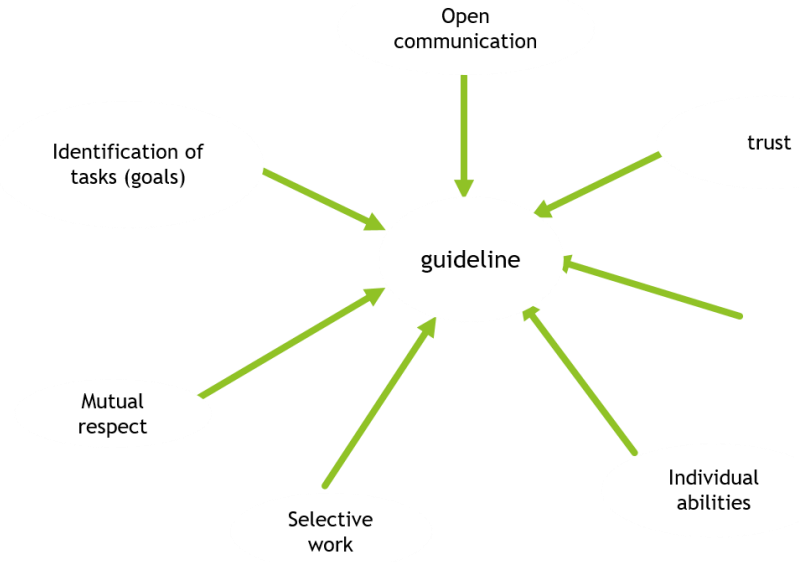
Figure 34: Illustration for the "Orienteering" game

Source: www.act.orienteering.asn.au

Entrepreneurial skills and competences in the context of InnoSkills Methodology

On the other hand, a very important and current moment for the School Sports Clubs is the development of entrepreneurial skills and competencies in order to sustain their work, development and providing financial resources for sports equipment, props and other needs. Entrepreneurship means the commercialization of its services and activities.

For effective entrepreneurship, one should have a good business idea and determine the target groups (children, youth, families, the elderly, recreationists, companies and public institutions, tourists, etc.) and the target 'packages' that will be offered to them (sketch № 1).

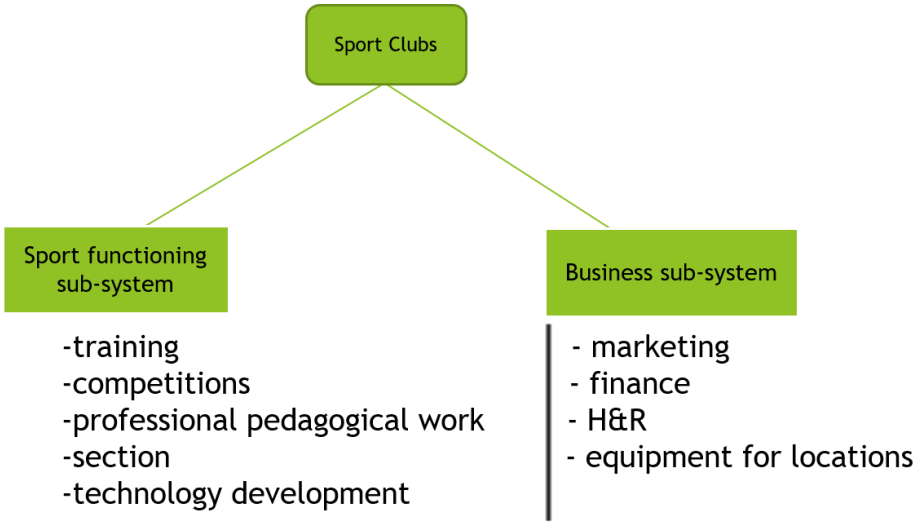


Sketch № 1: Development of entrepreneurial skills and competencies in the context of InnoSkills Methodology

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

To this end, sports professionals in school clubs can organize social and educational programs in non-profit organizations, to become entrepreneurs who invest in startups or create innovative products, services and technologies. School sports clubs can benefit financially in many areas, using their skills such as discipline, teamwork, patience, respect and persistence during the implementation of entrepreneurial activities.

In the context of entrepreneurship, the existing facilities and equipment of school sports clubs and other sports and non-sports facilities and funds of public character can be activated. For example, members of school sports clubs involved in mountain sports can be motivated to popularize, revitalize and activate mountain lodges across the country for the needs of domestic and foreign tourists. In particular, to be included in the tourist offers for mountain tourism in the country. Also, potential business ideas can be developed for fitness, bodybuilding, recreation, water sports, working with children with special needs, etc. (Sketch № 2)



Sketch № 2: Business ideas developed through the InnoSkills Methodology

Source: Presentation from the Association for Macedonian-Bulgarian Friendship

It is also recommended that athletes (professional or non-professional) be trained for entrepreneurship. The aim is to provide them with an alternative career opportunity after the end of their sports careers to do business or to

develop their skills for approaching sports from a business perspective, while they are still active athletes.

School sports and physical education are significant factors for the overall development of children. Sport also has an important role as a form of measure to prevent violence among students and prevent violence at sporting events.

When reviewing this mater, it should be approached from the perspective of the overall improvement of sports culture from the earliest age of students.

It is especially important and necessary to conceptualize and systematize the sports-functional activities and entrepreneurial skills that will ensure sustainable development of the work of the School Sports Club. The development of Entrepreneurial Skills is a precondition for the success and survival of the School Sports Club at a time when financial support from the state is at a low level.