



CROSS OVER

PROMOTING SCHOOL SUCCESS THROUGH SPORT

GUIDELINES FOR MULTIPLIERS AND FACILITATORS



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1. Introduction

The intention of this document is to transfer some transversal knowledge to who wishes to replicate and implement “Crossover” Program.

“Crossover” Program builds on both individual and group learning, always respecting participants needs. To achieve the learning goals, the learning process was carefully planned and framed within the principles of Experiential Learning.

The overall goal of this document is to give a comprehensive introduction of some key concepts that reader can then further deepen according to their needs and interests.

It’s important to refer that the Crossover Program Implementation it’s flexible and adaptable to each target group.

Facilitators/teachers/educators implementing Crossover program should choose the activities more suitable for their group and adapt them according to the needs.

Crossover Program was implemented through pilot tests in 5 different countries/settings and structure, and in all 5 pilot tests positive results were achieved.

PART I – GUIDELINES FOR MULTIPLIERS

2. The Role of the Multiplier

Good projects not only come up with valuable results and information, they also work hard to transmit their products and findings to their target groups and, if necessary, to the wider community.

If Sustainability is the capacity of the project to continue its existence beyond the end of the funded period and thereby to have a sustainable impact on the defined end-users, Exploitation is about engaging. It consists of multiplication (to direct target groups) and mainstreaming (to indirect target groups):

Multiplication is the planned process of convincing the direct target groups, meaning associations or institutions to adopt and/or apply the results of the project.

Mainstreaming is the planned process of transferring the successful results of programmes and initiatives to the indirect target groups, meaning appropriatedecision-makers, opinion-formers and other multipliers in the related national or European systems.

“Valorisation’ can be described as a process of exploiting project learning and outcomes (training products and processes, methodology, course materials etc.) with a view to optimising their value and impact in existing and new contexts (target groups, organizations, sectors, training institutions and systems etc.).”

3. Why to Multiply?

The aim of valorisation is to optimise the value of Crossover Project, strengthen its impact, transfer it to other contexts, and integrate it in a sustainable manner into the broader European context.

It is all about thinking outside the box and continuing to build upon a project after its lifetime, by enabling others to apply it or take it to the next step.



The valorisation concept analysed in this document describes how the results achieved in the partner countries may be generalized and made available to a larger public. The concept was presented and discussed with all project partners. Their feedbacks and recommendations were integrated.

The project “Crossover: Promoting School Success through Sport” provides a realistic, practical and effective answer to address a variety of current issues that exist also at EU level such as the Early School Leaving and the importance of Sport and Physical Education in developing personal and social skills, and in particular strategies to improve the School Engagement, Self-Regulation and Self-Esteem.

It is targeted to multipliers, such as institutions of school education, or any other organization working with children/youngsters, as well as policy makers in the field.

4. What to Multiply

This guideline is referred to “Crossover” Program, which consists of the following documents:

- The Crossover Program Presentation presents a brief introduction to the topic and to “Crossover” Program;
- Crossover Guidelines for Multipliers and Facilitators introduces some standard recommendations for dissemination and exploitation of “Crossover” program and some key concepts for implementation;
- The Crossover Preliminary Research provides useful information and theoretical knowledge to support the implementation;
- The Crossover Program Implementation with practical activities to be implemented;
- The **Crossover Program Validation** presenting the methodology used to validate the program created, the results obtained, as well as a full correlational study on the Crossover Program impact.

5. How to Multiply?

Project website provides access to all outcomes and materials. All material is accessible as free download on the project website. By further use of the “Crossover Program” the following regulations were agreed on:

The reproduction, distribution and public utilization for educational, teaching and training and research processes of any of the Crossover materials, or parts of them, by third parties will be possible provided that third parties are respecting the following duties:

- a) Always make full reference to the source of the materials;
- b) Always make full reference that the Crossover project has been funded under the Erasmus+ Programme of the European Commission;
- c) Usage of the outputs of the Crossover project is for non-commercial purposes which are not to gain any profit by the use of the Crossover project outcomes or parts of it.



PART II – GUIDELINES FOR FACILITATORS

6. The Role of the Facilitator

The definition of facilitation is "to make it easy". The facilitator has the responsibility to plan, guide and manage a group, ensuring that the group objectives are met effectively. It's not about offering the right answers, it is about questioning, in order to guide the group in the discussion to achieve a conclusion.

To facilitate effectively, the facilitator must be objective and take a neutral stance, stepping back from its personal point of view and focus on the group process.

The "group process" is the group behaviour and the approach used to manage discussions, solve problems or make decisions, ensuring participation of all members, getting the best from them, and bringing them through to a successful conclusion. The key responsibility of a facilitator is to create this group process and a safe and trustful learning environment in which it can flourish.

The facilitator must understand clearly the desired outcome, the background and the context, developing a strategy and a plan that addresses the target group's needs, and works towards attaining the overall goal. The role of the facilitator is multifaceted, acting as a supporter, as a source of information, and as a partner for the members of the group.

To bring the group to a successful conclusion, and achievement of the desired outcome, the facilitator will:

- **Create a safe and trustful learning environment**, providing physical, emotional, and intellectual security for the group, a space for sharing, thinking, growing and learning;
- **Design and plan the group process**, selecting the **learning tools** that best fit the dynamics of that group;
- **Guide the group**, ensuring that:
 - Participants have a good level of **self-awareness and motivation**;
 - Participants achieve a **mutual understanding** about the desired outcome;
 - There is **effective participation** of all members and that contributions are considered and included in the discussion;
 - There is an atmosphere of **self-reliance** among the group;
 - Participants take **shared responsibility** for the outcome.
- **Monitor, assess and summarise the outcomes** and impact of the activities performed by the group.

7. Formal Education, Non-Formal Education and Informal Learning

Although Crossover Project was implemented in Physical Education classes, in fact Crossover Program can be implemented in a variety of settings, and for that reason is important to approach the concept of Formal Education, Non-Formal Education and Informal Learning. Disputes about the concepts of education and learning are as old as Socrates, becoming difficult to go into all the definitions, links and views about this in this document.

People are constantly learning everywhere and at all times. Not a single day goes by that does not lead to additional skills, knowledge and/or competences for all individuals. Learning is a part of one's life and it's constant. Sometimes we don't even see



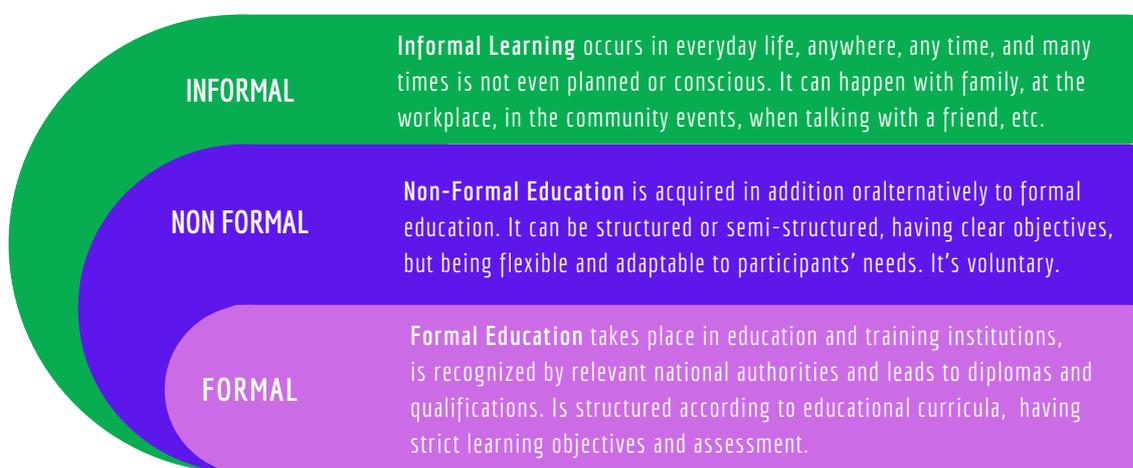
all the things from which we educate ourselves and learn new things, but this helps us to increase, develop new skills and to handle everyday situations.

Yet, learning is often understood to be taking place exclusively within formal settings and learning environments, ignoring the fact that a lot of valuable learning also takes place either intentionally or casually in everyday life.

Along with others we have found it useful to differentiate between:
Education as a system and Learning as a process

These thoughts naturally raise a lot of questions about how the several types of learning are linked together and how to distinguish between formal, non-formal and informal elements. Without being too simplistic, the current consensus seems to be that:

- informal learning happens nearly all the time in daily life (at home, on the street, in cafés, etc.) but it is not a planned activity;
- non-formal learning is voluntary, is assisted by others and is planned;
- formal learning is structured, regulated from the outside and involves some form of certification.



8. Experiential Learning

'Learning by doing', and the term 'experiential learning', are commonly used to refer to several aspects of learning.

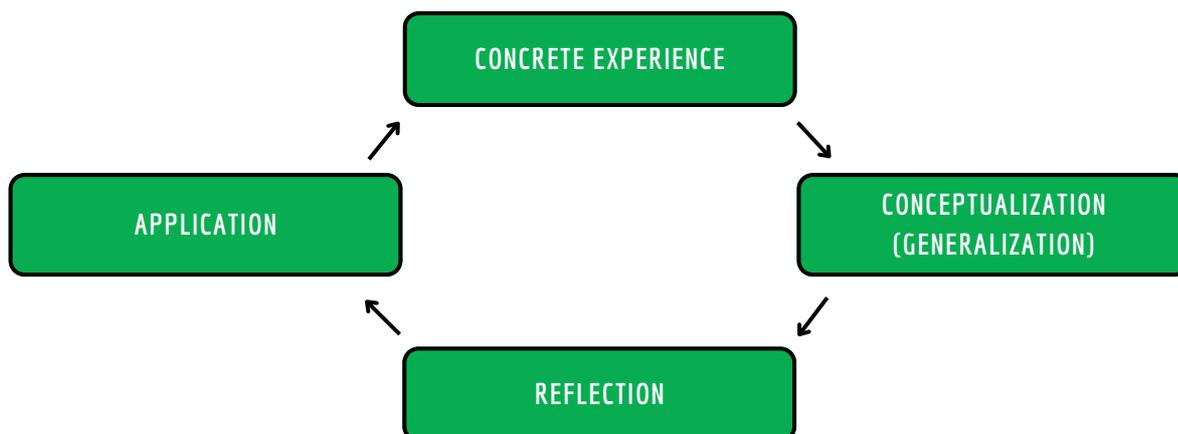
It is common for training courses to be described as either practical or theoretical: as either involving doing or involving thinking. In order to learn it is not enough simply to have an experience. Without reflecting upon this experience, it may quickly be forgotten or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations which enable new situations to be tackled effectively.

Similarly, if it is intended that behaviour should be changed by learning, it is not enough simply to learn new concepts and develop new generalisations. This learning must be tested out in new situations. The learner must make the link between theory and action by planning for that action, carrying it out, and then reflecting upon it, relating what happens back to the theory.

It is not enough just to do, and neither is it enough just to think. Nor is it enough simply to do and think. Learning from experience must involve links between the doing and the thinking.



Learning from experience involves four stages which follow each other in a cycle, as in the following diagram:



The terms used here as labels for the four stages come from Kolb’s Experiential Learning Theory, and placed in this sequence they form the experiential learning cycle.

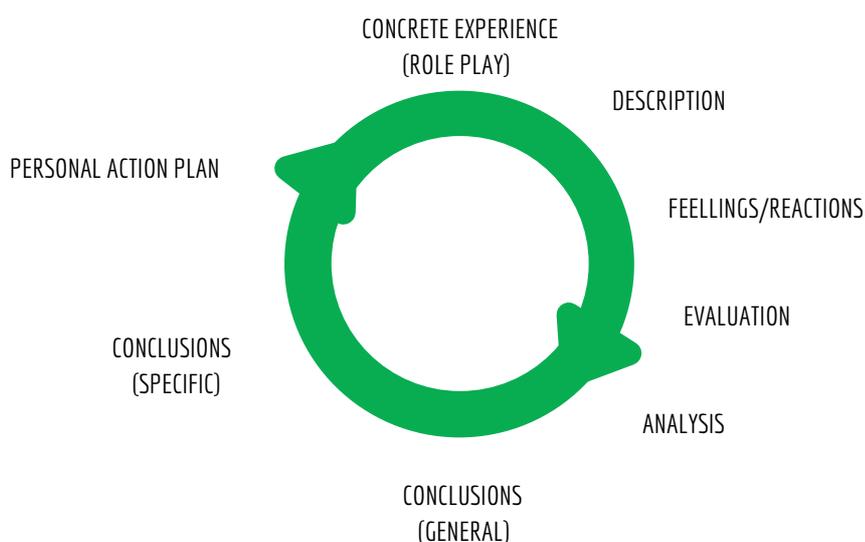
Concrete Experience: is where the learner actively experiences an activity such as a lab session or field work.

Reflection: is when the learner consciously reflects back on that experience.

Conceptualization (Generalization): is when the learner attempts to conceptualize a theory or model of what is observed.

Application: is when the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

One of the most challenging stages is what happens after learning experiences and how learning points can be drawn out through structured reflection. The diagram below relates the **stages of a full structured debriefing** to the stages of the experiential learning cycle:



Description: What happened? Don't make judgements yet or try to draw conclusions; simply describe.

Feelings/reactions: What were your reactions and feelings? Again don't move on to analysing these yet.

Evaluation: What was good or bad about the experience? Make value judgements.

Analysis: What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in the important aspects?

Conclusions (general): What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?

Conclusions (specific): What can be concluded about your own specific, unique, personal situation or way of working?

Personal action plans: What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

9. Learning Tools

A tool is usually any physical item that can be used to achieve a particular physical result, especially if the item is not consumed in the process.

However, informally the word has also come to be used to describe a procedure or process with a specific purpose.

Tools can be classified according to their basic functions (cutting tools, cooking tools, drawing tools, etc.) but in fact they can be creatively used to other purposes.

A learning tool is something that creatively and inventively initiates or supports an action or process that leads to a learning result or outcome.

Crossover Program provides tools, although, remember that tools alone have no influence. It is your task to adapt them to the context, objectives and target group, but most importantly to your own skills to turn them into something powerful!

Usually, a learning tool:

- Can be transferable and capable of further change and development depending on context;
- Results in identifiable learning outcomes;
- Can be adaptive to a variety of learning methods and approaches, for example group work, games, discussions, simulations;
- Can support participants in identifying their own learning needs and capacities;
- Engages and stimulates participants in the learning process;
- Should be user friendly and flexible.



10. Planning a Session

To organize your work, you may find useful to create a training session plan, where you can write the description of the activities and resources you will use to lead your group toward a specific learning objective.

LEARNING OBJECTIVE	ACTIVITY NAME/DESCRIPTION	DURATION	WHO	MATERIALS
Specify what you want your learners to learn.	You can choose to insert a brief description or a script with all the steps of your activity/exercise.	Think about the timing of each activity in your session.	If you work in a team with one or more facilitators, it's important to establish who is responsible for each activity.	Make a list of all the materials you will need to each activity.



Tips:

- In the beginning of the session, set the intended mood of the group by using an energizer or ice-breaker;
- Keep the attention on the learners needs;
- Give participants some time and space to exchange and share experiences;
- Remember that reflection is an important component of the learning process.



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