

STAY!

Decreasing teenage dropout in sport

REPORT

PILOT ACTION IMPLEMENTATION



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*Decreasing teenage
dropout in sport*

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1. Introduction

The STAY project was created to address the growing challenge of youth drop-out from sport, with a special focus on supporting teenage athletes—particularly girls—who are most at risk of leaving the sporting environment. The project aims to develop and promote sustainable ways for young people to remain involved in sport beyond traditional competition.

STAY explores how sport clubs can create alternative, meaningful roles for youth—through volunteering, peer mentorship, assistant coaching, or digital engagement—especially for those who no longer wish or are unable to compete at a high-performance level. Rather than focusing solely on athletic achievement, STAY promotes long-term inclusion, self-development, and active citizenship through sport.

The pilot action phase of the project was launched to test these new strategies in real-world settings. Between May 2024 and April 2025, each club partner designed and carried out a tailored set of social programs and support roles aimed at preventing youth drop-out and encouraging continued engagement with sport.

The pilot phase was carried out under the methodological guidance and monitoring oversight of the University of Cassino and Southern Lazio (UNICAS), which supported quality assurance across pilot sites. In parallel, the European Multisport Club Association (EMCA) facilitated the dissemination of results, promoted knowledge exchange among partners, and contributed to the visibility of pilot actions at the European level.

Importantly, through the constant sharing of progress among partners during the project, some pilot actions originally implemented by one club were successfully adapted and replicated by others. This collaborative learning process allowed partners to benefit from each other's experience and apply tested methods in their own contexts.





The following organisations implemented pilot actions during the STAY project:

- **Association “Levski – Sport for All” (Bulgaria)**
 - Sports/sections: Judo, Karate, Rhythmic Gymnastics, Water Polo
 - Focus: Youth volunteering, peer mentoring, ceremonial roles, media content creation
- **TSV Bayer 04 Leverkusen (Germany)**
 - Sports/sections: Fistball, Kids & Youth (Kiju), Fitness & Health, Media & Communication
 - Focus: Leadership development, dual student engagement, social media, event organisation, coaching
- **Fondazione S.S. Lazio 1900 ETS (Italy)**
 - Sports/sections: Athletics, Karate, Teqball, Hockey, Swimming
 - Focus: Inclusion, accessibility, volunteering, mentoring, and dual-career pathways
- **Sports Union of Slovenia (Slovenia)**
 - Sports/sections: Basketball, Football, Handball (via 4 local clubs)
 - Focus: Gender-sensitive re-engagement, peer leadership, social and recreational sport, life skills education
- **HAŠK Mladost (Croatia)**
 - Sports/sections: Water Polo, Rowing, Swimming, Field Hockey
 - Focus: Recreational retention, club governance involvement, tutoring, media and event roles

Each pilot action was developed in consultation with local coaches, sport professionals, and working groups. Activities ranged from assistant coach roles and jury table support to event organisation and social media management. The goal was to test how small, local interventions could reduce drop-out, promote a sense of belonging, and help young people find new meaning in sport—on or off the field.

This report presents the results of the pilot implementation phase and summarises how each club carried out its activities, the challenges they faced, and the outcomes observed among participants.

2. Methodology

The pilot actions within the STAY project were designed to allow each partner the flexibility to develop and test context-specific approaches to reducing youth drop-out in sport. While the activities were locally driven, they were framed by a shared methodology developed at the project level to ensure coherence, comparability, and evaluation across sites.

Each club began by drafting a Pilot Action Plan, outlining the goals, target groups, activities, and anticipated outcomes of their proposed actions. These plans were informed by previous project phases, including desk research and focus groups with sport professionals. Local Working Groups—made up of coaches, club staff, and stakeholders—were consulted to help identify needs, shape ideas, and later reflect on the outcomes of the implementation.

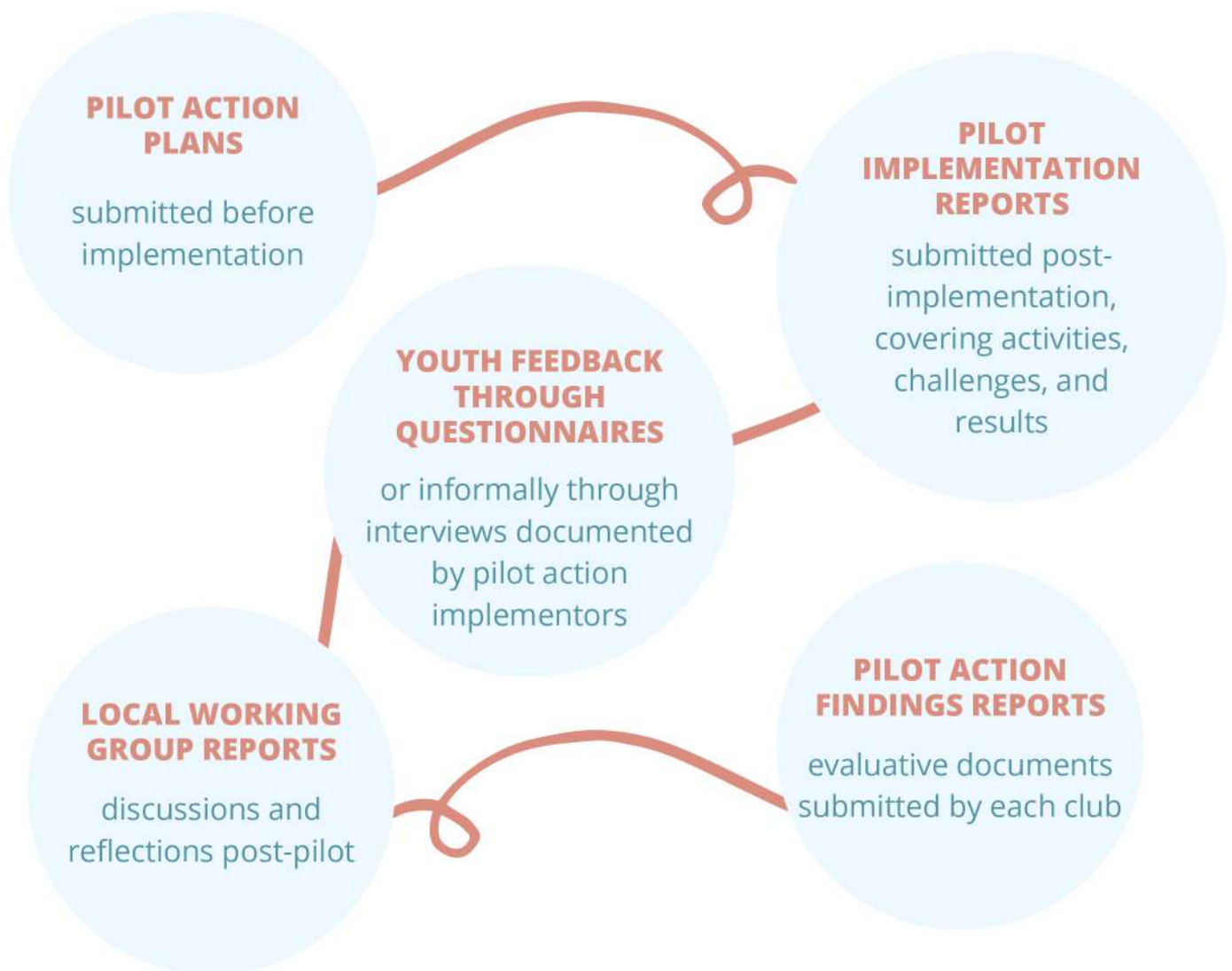
One of the key strengths of the STAY project was that it gave each partner the opportunity to implement the same project in a way that was relevant to their own national and club context. This approach not only allowed the actions to be more effective and realistic at the local level, but also enriched the project as a whole by generating diverse outputs and a wider range of experiences.

Through regular communication and structured check-ins among project partners, successful approaches trialled in one club were often shared and adapted by others. For example, jury table recruitment and social media management, first introduced in one club, were later replicated by others who found them suitable for their local needs. This exchange of ideas further reinforced the value of a collaborative, multisport approach to dropout prevention.

Clubs maintained autonomy in selecting their approach, which enabled pilots to reflect the realities of different sports, cultural contexts, and organisational capacities. Despite these differences, a shared reporting and monitoring framework was adopted to support comparability and transparency.



The following tools and data sources were used throughout the pilot phase:



In addition to these, clubs used internal checklists, photos, attendance sheets, and testimonials to further monitor and document their activities.

Together, these sources formed the basis for assessing the effectiveness, relevance, and potential for replication of the various pilot actions, and directly informed the development of the accompanying Good Practices & Recommendations report.



3. Overview of Participating Clubs

“Levski – Sport for All” (Bulgaria)

Levski – Sport for All is a multisport organisation based in Sofia, Bulgaria. Within the STAY project, the club implemented pilot actions across four sports sections: Judo, Karate, Rhythmic Gymnastics, and Water Polo. The pilot focused on engaging young athletes through structured volunteering roles such as Assistant Coach, Event Assistant, Social Media Contributor (Club Influencer), and Assistant Referee. These activities were designed to offer teenagers new opportunities to remain involved in their sport beyond regular training. A total of 89 young athletes participated in the program, of which 60 were girls and 29 boys, aged between 12 and 21.

Fondazione S.S. Lazio 1900 ETS (Italy)

Fondazione S.S. Lazio 1900 ETS, based in Rome, implemented its pilot actions across four sections: Karate, Teqball, Hockey, and Swimming. The club’s primary goal was to reduce dropout among adolescents by addressing socio-economic barriers and creating new pathways for participation in sport. The three key activities implemented were: offering one year of free sport training to selected youth, engaging young people in sport event volunteering, and enabling certification for young referees and coaches in Teqball. These activities targeted adolescents from disadvantaged backgrounds, helping them stay involved in sport through accessible, skill-building roles. In total, 33 young people took part in the pilot actions, including 14 involved in volunteering and 19 enrolled in sport training programs. Participants ranged in age from 14 to 21, with a balanced gender distribution.



TSV Bayer 04 Leverkusen (Germany)

TSV Bayer 04 Leverkusen is one of Germany’s leading multisport clubs. Its STAY pilot actions were implemented across five sections: Fistball, Kids & Youth (Kiju), Media & Communication, Fitness & Health, and the main club administration. The club focused on empowering youth through leadership roles, media engagement, event organisation, and dual student programs. Pilot activities included referee training, recreational coaching, club communications, and participation in club governance. A total of 28 young people took part in the various roles, supported by seven dual students. Participants were aged between 14 and 24, with both genders represented. The club’s integrated approach helped strengthen retention by offering real responsibilities and long-term pathways.



HAŠK Mladost (Croatia)

HAŠK Mladost is a historic multisport club located in Zagreb, Croatia, known for combining grassroots, competitive, and academic sport. As part of the STAY project, the club delivered its pilot actions across four sections: Water Polo, Swimming, Rowing, and Field Hockey. The pilot focused on offering transitional and volunteering opportunities for young athletes who were stepping away from competitive sport. Activities included jury table training and referee development, social media management, support in organising major tournaments, recreational training sessions for former athletes, mentoring in youth coaching programs, tutoring, and involvement in club governance. Particular emphasis was placed on supporting female engagement, especially through the women's water polo section (ŽAVK Mladost). The pilot involved 53 participants in total, with more than 30 girls aged between 14 and 20.

Sports Union of Slovenia (Slovenia)

The Sports Union of Slovenia (SUS) implemented a decentralised pilot in partnership with four clubs across the cities of Ljubljana, Maribor, and Novo Mesto. The focus was on engaging girls aged 12 to 23 who had dropped out or were at risk of disengagement from sport. Activities included recreational training sessions, peer mentorship, event organisation, educational workshops (nutrition, mental health, time management), and club communication tasks. One club also included a mixed-gender group in basketball. In total, 91 young people participated in the pilot, most of them girls. The approach was built around inclusion, wellbeing, and leadership development, with mentoring and flexibility as core components of the model.





4. Club-by-Club Implementation Summaries



4.1. "Levski – Sport for All" – Bulgaria

Pilot Goals & Target Group

Levski – Sport for All aimed to reduce drop-out among young athletes by introducing meaningful, flexible roles that allow youth to remain engaged with their sport beyond regular training. The club chose this strategy to address growing disengagement during adolescence, especially among girls, and to build a foundation for long-term involvement in sport through volunteering and leadership development.

The pilot targeted athletes aged 12 to 21, with a focus on the transition period (16–18), when drop-out risk is highest. Participants were identified through internal club communication and selected based on interest, availability, and recommendations from coaches. Participation was voluntary and activities were open to athletes across four sports: Judo, Karate, Rhythmic Gymnastics, and Water Polo.

Implemented Activities

1. Assistant Coach

Participants helped organise and deliver training sessions, supported by senior coaches. They learned how to plan sessions, assist during exercises, and motivate younger athletes.

- Section: Judo, Karate, Rhythmic Gymnastics, Water Polo
- Duration: September 2024– April 2025
- Participants: 17 youth (mixed gender, ages 16–20)
- Mentoring/Supervision/Key People: Club coaches, head coaches; direct support by assigned senior coach
- Tools: Weekly planning outlines, feedback discussions



2. Club Influencer (Social Media Contributor)

Youth athletes were involved in creating social media content for their sport sections. One rhythmic gymnast with a large online following became the section's ambassador.

- Section: Rhythmic Gymnastics, Judo, Water Polo, Karate
- Duration: September – April 2025
- Participants: 4 (mainly female athletes aged 15–18)
- Mentoring/Supervision/Key People: Section managers, media assistant
- Tools: Club social media accounts, Canva, phones for photo/video content



3. Event Assistant

Participants supported event organisation during competitions, helping with logistics and coordination such as registration, team welcoming, and on-site support.

- Section: All sections
- Duration: 4 events during March–April
- Participants: ~15 across all sections (ages 14–19)
- Mentoring/Supervision/Key People: Event organiser and club staff
- Tools: Club event checklist, briefing sessions



4. Ceremony Assistant

Youth were trained to support protocol-related roles during competition ceremonies, such as handing out medals or presenting awards.

- Section: All sections
- Duration: March – April 2025
- Participants: ~10 athletes (mainly girls, 14–18)
- Mentoring/Supervision/Key People: Club event coordinator
- Tools: Ceremony flow scripts, role assignments



5. Assistant Referee

Athletes assisted in match scoring, timekeeping, and other basic officiating roles. This was particularly relevant in judo and water polo competitions.

- Section: Judo, Water Polo
- Duration: January – April 2025
- Participants: 12 athletes (mostly boys, 15–20)
- Mentoring/Supervision/Key People: Referees and technical delegates
- Tools: Score sheets, timers, rules handbooks



Monitoring & Feedback

Monitoring was conducted through informal check-ins by coaches, participant observation, and discussions in the local working group. Some feedback was collected in written form, but most insights were captured through reflection sessions and interviews.

Participants reported increased motivation, pride, and sense of inclusion. Coaches noted stronger interpersonal skills and a better understanding of the sport. Parents expressed appreciation for opportunities that kept their children connected to the club, especially when they were no longer active competitors.

The club observed a visible reduction in drop-out tendencies during the pilot period and noted that several participants expressed interest in continuing their roles even after the project ends.

Challenges & Adjustments

Several challenges emerged:

- Time management was a major barrier, especially during exam periods.
- Some athletes lacked confidence at the start, especially when placed in public-facing roles.
- Certain sports lacked federation-level recognition for youth assistant roles.

To adapt, the club implemented flexible schedules, shorter involvement slots, and supportive mentoring. Coaches were encouraged to give regular feedback and highlight each participant's contribution. The club also provided small recognitions (certificates, shout-outs on social media) to build pride and visibility.

Observed Outcomes

The pilot led to improved retention during the implementation period, especially among youth previously considering quitting. Participants developed organisational and leadership skills, gained self-confidence, and formed stronger bonds with their sport sections.

From the club's perspective, the program improved event logistics, boosted visibility (especially through social media), and created a stronger sense of internal community. Some roles, like Assistant Referee and Club Influencer, are now being considered for permanent adoption in Levski's club structure.

4. Club-by-Club Implementation Summaries

4.2 Fondazione S.S. Lazio 1900 ETS – Italy



Pilot Goals & Target Group

The goal of Lazio's STAY! Italy pilot was to address sport dropout among adolescents from economically and socially disadvantaged backgrounds by reducing financial barriers, promoting skill development, and creating inclusive participation pathways. The pilot aimed to engage youth through three key programs: offering one year of free sport participation, volunteer opportunities in sport event management, and certification for coaching and refereeing.

The target group included young athletes from four sports sections (Karate, Teqball, Hockey, and Swimming), with participants ranging in age and primarily selected on a first-come, first-served basis after a call was shared through each section's membership. The participants were all adolescents facing social and economic challenges.

Implemented Activities

1. One-Year Free Training

Youth athletes were offered free participation in club training for one year to help overcome economic obstacles and promote inclusion. The aim was to support sustained involvement by reducing financial stress for adolescents from disadvantaged backgrounds.

•Section: Karate, Teqball, Hockey, Swimming/water polo

- Duration: 1 October 2024 – 30 April 2025 (continues after the pilot phase)
- Participants: 4 athletes
- Mentoring/Supervision/Key People: Coaches from the respective sections
- Tools: Flexible scheduling, participation monitoring templates



2. Volunteering in Sport Event Management

Participants were trained and involved in planning and managing sport events, learning about logistics, operational roles, and teamwork. They helped coordinate set-up, registration, and onsite support.

- Section: Karate, Teqball, Swimming/water polo
- Duration: 1 February – 10 April 2025
- Participants: 6 volunteers
- Mentoring/Supervision/Key People: Event organisers and section staff
- Tools: Daily briefings, online preparation meetings, event plans



3. Coach & Referee Certification

Young athletes were given the opportunity to earn coaching and referee certificates in Teqball, supporting dual-career development and increasing capacity within the club's structure.

- Section: Teqball
- Duration: 1 October 2024 – 10 April 2025
- Participants: 8 (new coaches/referees)
- Mentoring/Supervision/Key People: International instructors and online course facilitators
- Tools: Certification modules, guided theoretical and practical sessions



Monitoring & Feedback

Feedback was gathered through participant observation, activity coordination, and informal discussion. The club also collected feedback forms and documented participant development through lists, images, and testimonials.

Participants expressed increased confidence, communication skills, and motivation to remain involved in sport. Notably, several volunteers from the event management group described feeling more responsible and confident working in public-facing roles.

A particularly strong case involved a 17-year-old girl who had been withdrawing from school and social life. She re-engaged with peers through the STAY program, first as a quiet observer, and later as an active participant supporting younger athletes in group sessions.

Challenges & Adjustments

Key challenges included:

- Coordinating activities with schools due to differing schedules
- Limited staff capacity to supervise and follow up with youth
- Need for digital and communication skills to maintain online visibility
- Accessibility barriers (transportation and facilities)

Solutions included:

- Appointing focal points for school coordination and holding regular planning meetings
- Engaging trained volunteers and peer coaches to assist with delivery
- Enhancing social media capacity through basic training and support
- Adopting flexible participation and role-sharing strategies

Observed Outcomes

All three activities produced positive impacts:

- The one-year free training increased participation and reduced absenteeism by addressing socio-economic pressures.
- Event management volunteering built soft skills such as time management, responsibility, and team coordination, with strong satisfaction among volunteers.
- The coaching and refereeing certification program provided hands-on, confidence-building experiences and boosted the club's future leadership base.

The club also reported greater staff cohesion, stronger school partnerships, improved public visibility, and growing interest from local stakeholders and sponsors.

Efforts are already underway to embed these programs into the club's structure, with the four sections committing to continue the free training model even after the project concludes, despite the lost revenue from fees.



4. Club-by-Club Implementation Summaries



4.3 TSV Bayer 04 Leverkusen – Germany

Pilot Goals & Target Group

TSV Bayer 04 Leverkusen implemented a comprehensive pilot action under the STAY project aiming to create diverse opportunities for youth to remain engaged with sport, even beyond active participation in training or competition. The pilot was developed across multiple club sections including Fistball, Children & Youth (Kiju), Media & Communication, Fitness & Health, and the main club's education section. The central focus was on leadership development, community engagement, and skill-building through various volunteering and educational initiatives.

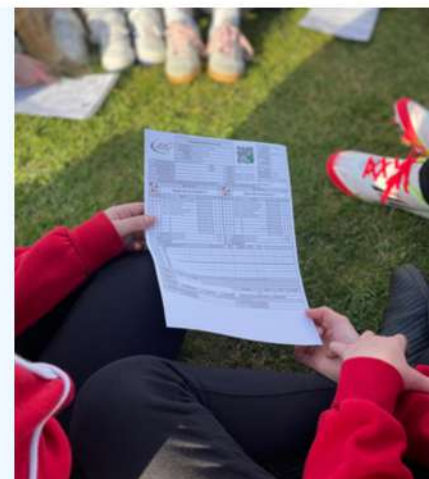
The pilot targeted young people aged 6 to 24 years, with a special emphasis on current and former athletes who had chosen not to pursue high-performance careers but were still motivated to contribute to the club. Participant selection was interest-driven and facilitated through coaches, club staff, and internal communications.

Implemented Activities

1. Referee Recruitment

A training and recruitment program was organized to prepare girls to officiate youth fistball matches. This included a referee workshop, logistical preparation, and mentorship from experienced officials.

- Section: Fistball
- Duration: January – March 2025
- Participants: 10 female athletes
- Activities: Workshop, live practice games, mentoring
- Tools: Score sheets, timers, rules handbooks



2. Come Together Event

Two youth participants co-organised a multi-sport fitness day including Yoga, Pilates, Cross Workout, and other activities. Their tasks were event promotion, setup, support during sessions, and one of the youth also led a session independently.

- Section: Fitness & Health
- Duration: December 2024 – January 2025
- Participants: 2 youth, many club members engaged
- Mentoring/Supervision/Key People: Fitness instructors and event staff
- Tools: Activity sheets, promotional materials



3. Recreational Training Sessions

A Sunday training program for children aged 6 months to 4 years, led by young coaches supported by dual students. The initiative promoted active family involvement and hands-on coaching experience.

- Section: Children & Youth
- Duration: January – March 2025
- Participants: 5 youth leaders, 280 children attended sessions
- Mentoring/Supervision/Key People: Dual students and senior coaches
- Tools: Live planning guides, basic fitness equipment



4. Kids Karneval

Youth volunteers helped coordinate a children's carnival-themed event, supporting logistics, entertainment, and on-site organisation. Planning began months ahead and the activities included decoration, catering, games, post-event cleanup

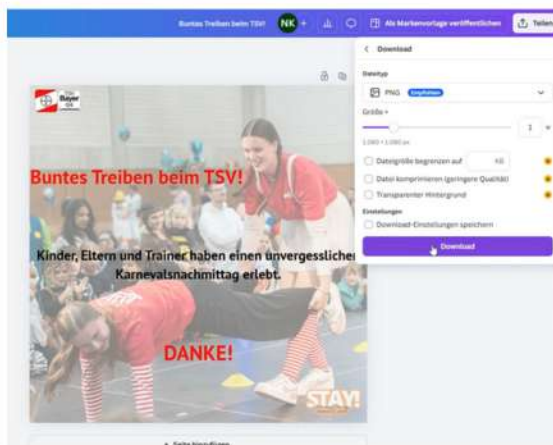
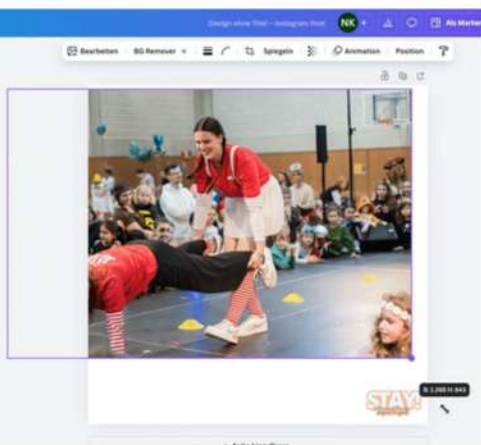
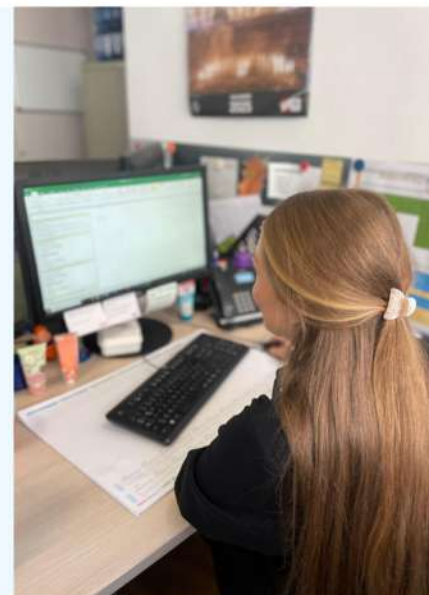
- Section: Children & youth
- Duration: September 2024 – March 2025
- Participants: 11 youth (6 female, 5 male)
- Mentoring/Supervision/Key People: Event coordinator and club organisers
- Tools: Decoration kits, activity instructions, logistics checklist



5. Social Media Workshop

A dual student created a tutorial video and supported youth volunteers in managing section-specific club social media accounts. The process was supported by the marketing department and integrated insights from the DigiRoot EU project. Youth supported the club's internal and external communication by gathering photos, writing social media posts, and helping to maintain match updates.

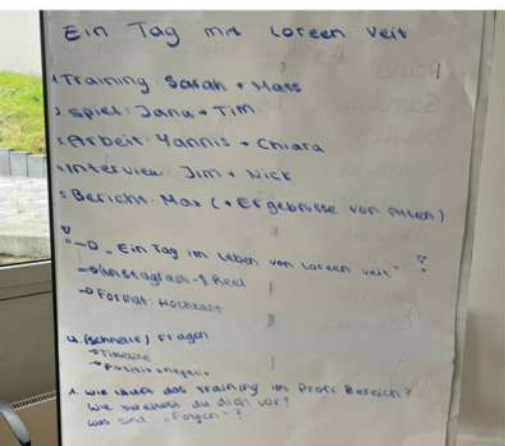
- Section: Media & Communication
- Duration: September 2024 – March 2025
- Participants: 1 dual student (creator), ~6 youth aged 15–17
- Mentoring/Supervision/Key People: Marketing department
- Tools: Canva, content calendars, social media templates



6. Dual Student Program

This long-term initiative involved seven dual students in project management, reporting, and strategic discussions on dropout prevention. They attended EMCA events, managed sections of the STAY action plan, and contributed to youth engagement strategies.

- Section: Main club operations
- Duration: January 2024 – May 2025
- Participants: 7 students (3 initial, 4 additional)
- Mentoring/Supervision/Key People: Club staff, EMCA facilitators
- Tools: Meeting notes, project templates, reporting guidelines



Monitoring & Feedback

Monitoring was conducted through project meetings, working groups, and mentorship loops. Data was collected from coaches, dual students, parents, and participants during and after events. Feedback was qualitative, with participants reflecting on their growth and sense of involvement.

Youth reported feeling empowered and appreciated, with some expressing interest in continuing their new roles beyond the pilot period.

The partner emphasized reflection through discussions, testimonials (like Marie's coaching story), and internal reports. All sections participated in evaluating implementation success, and adjustments were made where needed (e.g., overcrowding solutions during training).

The club's internal working group also met to reflect on which roles were most sustainable and how the concept of "engagement beyond performance" could be embedded in club culture.

Challenges & Adjustments

- Scheduling conflicts and event coordination complexities (e.g., referee training, large-scale events) required adaptive planning
- Visual identity inconsistencies in social media were corrected through mentorship and training resources.
- Managing multiple club sections and youth-led teams necessitated clear task allocation and guidance via workshops.
- High attendance at events prompted structural changes like waitlists and crowd control strategies.

Observed Outcomes

The pilot had a measurable impact on both club operations and participant development where 28 young people participated across activities.

Youth gained leadership, communication, digital content, and project management skills. While the activities increased visibility for the club through high-quality media content and strong event turnout. The club's internal coordination improved through dual student-led reporting and working groups. Many roles—refereeing, social media, coaching—are now integrated into regular club structures.

A strengthened sense of belonging was observed, especially among youth not involved in high-performance sport.

4. Club-by-Club Implementation Summaries



4.4 HAŠK Mladost – Croatia

Pilot Goals & Target Group

HAŠK Mladost, a historic multisport club based in Zagreb, focused its STAY pilot actions on retaining young athletes—especially girls—by offering alternative ways to stay connected to sport outside of competitive participation. The partner recognised that school obligations, changing interests, and pressure to perform often contribute to drop-out, and it aimed to create a diverse set of volunteering and recreational opportunities to address this.

The pilot specifically targeted youth aged 14–20 from Water Polo, Swimming, Rowing, and Field Hockey sections. Depending on the section, participants were identified either through direct coach recommendation or internal club communication. In some clubs, extra efforts were made to gather youth who had already expressed a desire to step away from competitive sport but wanted to stay involved.

Implemented Activities

1. Jury Table Recruitment & Referee Training

Participants were trained to support match operations, including timekeeping and live scoring. Some progressed into referee pathways for youth competitions. This was particularly active in the water polo section.

- Section: Water Polo, Swimming
- Duration: September 2024 – April 2025
- Participants: 15
- Mentoring/Supervision/Key People: Club coaches, technical delegates, referee mentors
- Tools: Rulebooks, digital scorekeeping software, match sheets



2. Social Media Management

Young athletes assisted with the club's social media presence and contributed to club visibility through content creation, match coverage, and campaign storytelling.

- Section: Rowing, Water Polo
- Duration: September 2024 – April 2025
- Participants: 5
- Mentoring/Supervision/Key People: Social media coordinator and section staff
- Tools: Canva, scheduling tools, Instagram/Facebook platforms



3. Event Organisation Support

Volunteers supported logistics and operations during season matches and major competitions, such as the European Aquatics Challenger Cup and U19 Women's European Championships. Roles included team attachés, ball collectors, venue preparation and medal presenters.

- Section: Rowing, Water Polo, Swimming
- Duration: Various events from July 2024 – April 2025
- Participants: 20
- Mentoring/Supervision/Key People: Event organisers and club staff
- Tools: Event task sheets, logistics plans, accreditation materials



4. Recreational Training Sessions

Girls who stepped back from competition were offered relaxed, recreational sessions to stay active and maintain a connection with their sport and teammates.

- Section: Water Polo, Rowing
- Duration: September 2024 – April 2025 (continuing after the pilot phase)
- Participants: 30
- Mentoring/Supervision/Key People: Section coaches
- Tools: Flexible training plans, adapted session formats



5. Grassroots Coaching Mentoring

Former or current players were invited to assist coaches in training younger athletes at the grassroots level gaining hands-on leadership and coaching experience.

- Section: Field Hockey
- Duration: September 2024 – April 2025
- Participants: 5
- Mentoring/Supervision/Key People: Head coaches
- Tools: Weekly session plans, shadowing tasks, post-training debriefs



6. Tutoring Support (Water Polo and Rowing)

Tutoring sessions were provided to help athletes manage school obligations. These were led by older athletes or parents with relevant subject knowledge, supporting those at risk of dropping out due to academic stress.

- Section: Water Polo, Rowing
- Duration: As needed during the pilot phase
- Participants: 5 tutors, 20 users
- Mentoring/Supervision/Key People: Volunteer parents and older athletes
- Tools: Personalised learning support, scheduling coordination



7. Club Administration and Body Involvement

Following initial pilot actions, the rowing section expanded its efforts by engaging young members aged 20–23 in administrative roles and managing bodies. This marked a strategic shift from participation to governance, aiming to cultivate a new generation of club leaders and ensure long-term sustainability.



Monitoring & Feedback

Monitoring of the pilot actions was conducted through regular coordination with club administrators, feedback from coaches and section leaders, and direct conversations with participants and, in some cases, their parents.

Youth reported feeling more valued and motivated by their new roles, and coaches noticed stronger consistency, communication, and ownership of responsibility. They reported increased confidence and felt that their contributions — particularly in media, refereeing, and event support — were meaningful and respected. Tutors and coaches noted improved time management and social confidence among participants, especially those involved in academic support and assistant roles.

The Local Working Group emphasised the importance of building a strong club culture and sense of belonging. They praised the pilot actions for reinforcing values perceived as fading in modern sport—such as connection, loyalty, and teamwork. Particularly in the rowing section, the group recognised that the youth engaged through STAY could one day become club leaders and administrators.

Challenges & Adjustments

A major challenge was empowering youth to feel confident and capable in their roles—especially in tasks with perceived authority or responsibility, such as refereeing or club administration. Some coaches and staff also had to adapt to a more mentorship-based approach rather than directive leadership.

These barriers were addressed through regular encouragement, peer support, and low-pressure entry points into each role. Youth received visible recognition for their efforts and were supported by experienced mentors.

Aligning tutoring and volunteering with school schedules required planning and flexibility.

Clubs responded to these challenges by:

- Assigning clear, supportive mentors in each activity area
- Offering flexible participation (rather than rigid assignments)
- Celebrating small successes through informal recognition
- Including older athletes and parents as role models and peer tutors

These adjustments kept participation meaningful and low-pressure for everyone involved.

Observed Outcomes

The pilot actions resulted in higher retention and re-engagement of previously inactive or semi-active athletes. Youth involved in administrative, technical, or creative roles reported a sense of purpose and visibility within the club. Several girls who had fully left competitive training returned to the club in recreational or volunteering roles.

Skills developed included communication, leadership, teamwork, and problem-solving. The club itself benefited operationally—especially during events—and gained insight into how small adjustments in structure could lead to long-term engagement.

All activities are planned to continue based on club needs and event schedules, with some roles already formally continued post-pilot. The initiatives were recognised as valuable both for youth retention and for improving the overall functioning of the club.

4. Club-by-Club Implementation Summaries



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4.5 Sports Union of Slovenia – Slovenia

Pilot Goals & Target Group

The Sports Union of Slovenia (SUS) coordinated a decentralised pilot through four local sports clubs in Maribor, Ljubljana, and Novo Mesto, focusing primarily on female athletes aged 12–23 who had dropped out or were at risk of dropping out from sport. The aim was to offer inclusive opportunities for youth to re-engage through flexible, youth-led, and non-competitive activities. One club also included a mixed-gender group aged 12–18. Clubs involved: Košarkarski klub Šentvid (basketball), TPV Volley Novo mesto (volleyball), Športno društvo GIB Šiška (judo & gymnastics), and Ženski košarkarski klub Maribor (basketball).

Implemented Activities

1. Recreational Training Sessions

Non-competitive sport sessions were offered for girls who had stopped or considered stopping high-performance sport but still wanted to remain active. These sessions focused on enjoyment, peer support, and a relaxed environment.

- Section: Basketball, Football, Handball (Šentvid, Bravo, Krka, Troti)
- Duration: February – May 2025
- Participants: Girls aged 12–23
- Mentoring/Supervision/Key People: Local coaches trained to deliver inclusive and flexible training
- Tools: Adapted training plans, group games, informal feedback loops



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2. Peer Mentorship and Youth Leadership

Older or more experienced youth were invited to mentor younger teammates through informal peer support, warm-up leadership, and small-group coordination.

- Section: All four local clubs
- Duration: March – May 2025
- Participants: Mixed-age athletes (teen mentors and mentees)
- Mentoring/Supervision/Key People: Club coaches and programme facilitators
- Tools: Role guidelines, observation forms, regular check-ins



3. Event Organisation

Youth supported the planning and delivery of small local sport events, such as tournaments and open training days. They helped with logistics, registration, and welcoming participants.

- Section: All four local clubs
- Duration: Spring 2025
- Participants: ~20 youth volunteers
- Mentoring/Supervision/Key People: Event organisers and coaching staff
- Tools: Event task lists, schedules, on-site orientation



4. Educational Workshops

Life skills workshops were offered to help participants address issues contributing to dropout, such as mental health, nutrition, time management, and sport psychology.

- Section: All clubs (shared locations or joint events)
- Duration: March – April 2025
- Participants: 12–20 per session
- Mentoring/Supervision/Key People: External educators and psychologists
- Tools: Workshop presentations, take-home materials, reflection sheets



Monitoring & Feedback

Monitoring was carried out through regular check-ins with coaches, parents, and youth participants through feedback forms and informal discussions. Coaches noted increased motivation and confidence among returning participants and youth appreciated flexible roles and peer-led activities.

Challenges & Adjustments

- Outreach: reconnecting with former athletes required sensitive, personal communication
- Scheduling: aligning training and events with school calendars was difficult
- Cultural mindset: shifting club focus from competition to inclusion required ongoing coach education
- Adaptation: clubs tailored training formats and event responsibilities to match youth interests and capacities

Observed Outcomes

- Successful re-engagement of girls who had previously dropped out
- Development of soft skills (communication, leadership, organisation)
- Stronger sense of belonging and peer relationships within clubs
- Introduction of new roles for youth, many of which are being sustained post-pilot
- Club culture in some sections visibly shifted toward more inclusive and youth-driven models
- Coaches reported greater understanding of motivational factors for long-term sport participation



5. Cross-Club Summary of Results

The implementation of pilot actions across five European multisport clubs demonstrated the versatility, adaptability, relevance and value of the STAY approach across a range of organisational contexts, different sports, countries, and youth populations. While each club applied the pilot differently, several common strategies, challenges, and insights emerged through implementation and monitoring.

5.1 Common Effective Strategies

Across all five clubs, the most successful actions involved the creation of flexible, non-performance-based roles that enabled young people to remain active in their sport environment even if they stepped away from competition. These roles included assistant coaches, referees, event organisers, tutors, and club communicators. Such positions helped youth develop soft skills like communication, leadership, and time management, while also reinforcing a sense of value and belonging.

Every club integrated a mentorship model, where experienced staff, senior athletes, or volunteers provided guidance and encouragement. Mentoring was essential in building trust, reducing anxiety, and ensuring that youth were supported as they took on new tasks.

Recreational training sessions—especially for girls who had exited competitive sport—were an important inclusion strategy. Combined with tutoring support and flexible scheduling, these programs helped counteract common dropout factors such as academic pressure and fear of underperformance.

Another key strategy was the inclusion of youth voices in club communications and storytelling. In clubs like Bayer, HAŠK, and Levski, young people managed social media, created content, and supported public-facing activities, which enhanced visibility and pride both internally and externally.



5.2 Shared Challenges

Despite these successes, several challenges were common across clubs:

- **Time Management:** Balancing academic demands with club roles remained a challenge, particularly during exams or major events. This was especially acute for youth involved in both training and support activities.
- **Confidence and Readiness:** Many youths initially lacked the self-confidence to take on visible or leadership roles. Tasks like refereeing, social media, or tutoring felt intimidating until proper mentoring was in place.
- **Structural Limitations:** In some cases, national federations lacked recognition mechanisms for roles like youth assistant referees or volunteer coaches, limiting formal validation of contributions.
- **Internal Capacity:** Some coaches and staff needed additional support to shift toward mentorship-style leadership. Adapting to youth-led roles required more time, patience, and clarity than some clubs initially anticipated.

These challenges were addressed through flexibility in task design, clear mentorship assignment, trial-and-error adaptation, and visible recognition of youth efforts.

5.3 Differences Between Sports and National Contexts

While the goals were aligned, clubs adapted their actions to suit the nature of their sports and communities:

- Levski used ceremonial, digital, and assistant roles across four artistic and combat sports, focusing on visibility and skill-building.
- Lazio focused on youth from disadvantaged backgrounds, offering free sport access, volunteering, and official certification to support inclusion and long-term re-engagement.
- Bayer leveraged its club infrastructure to offer youth-led media, dual student engagement, and event co-organisation, promoting both internal leadership and public impact.
- HAŠK Mladost implemented a blended model with volunteering, recreational sessions, and club governance participation, addressing both soft skills and long-term club leadership.
- SUS implemented a decentralised model through four clubs, prioritising re-engagement of girls through recreational training, workshops, youth leadership, and social support.

These variations confirmed the importance of local design and adaptation, but also revealed the universality of key dropout drivers—such as identity shifts, academic stress, and lack of visible role models.



5.4 Emerging Patterns from Monitoring

Monitoring data—collected via observations, feedback forms, working group discussions, and informal conversations—highlighted the following shared patterns:

- Youth appreciated being trusted and included in meaningful roles, particularly when their contributions were publicly acknowledged.
- Mentorship and consistent encouragement were critical. Participants performed better and stayed longer when guided by someone they respected.
- Parents and staff reported improved youth confidence, engagement, and responsibility.
- Clubs that formalised or continued roles after the pilot saw early signs of improved retention and smoother integration of youth into club structures.

In addition, the EMCA-supported STAY conference fostered idea-sharing across partners and led to the translation and dissemination of the STAY e-learning platform into multiple non-project languages. This feedback loop enabled clubs to replicate successful actions seen in other pilots, further reinforcing the value of a networked, multisport approach.

Taken together, the results confirm that the STAY model offers a practical, scalable way to reduce dropout and increase youth inclusion, particularly when actions are embedded in the daily life and values of sport clubs.





6. Lessons Learned

The STAY pilot actions implemented across five multisport partners provided concrete insights into what helps retain young people in sport—and what barriers still exist. The lessons learned reflect both the diversity of local contexts and the shared dynamics of youth development in sport settings. They also offer practical guidance for clubs and organisations aiming to replicate or scale similar initiatives.

6.1 What Worked and Why

- Flexible and inclusive roles proved essential. Activities that moved beyond performance—such as media creation, refereeing, organising events, or recreational training—allowed young people to stay connected even when competitive training was no longer possible or an interest. These roles offered new sense of identity and purpose within the club.
- Structured mentorship consistently supported success. Whether led by coaches, dual students, senior athletes, or club staff, mentorship helped build confidence and accountability. Youth were more likely to engage and stay engaged when they knew someone was supporting them personally.
- Recreational training and discussion-based spaces were particularly impactful for girls. Across SUS, HAŠK, and Lazio, girls responded positively to low-pressure environments where their wellbeing was prioritised. These spaces addressed critical dropout drivers such as academic overload, social anxiety, and body image concerns.
- Storytelling and youth-led communication helped increase visibility and pride. In Levski and Bayer, young people involved in media roles said they felt more connected to their clubs. Their contributions also improved external communication, showing other youth what was possible.
- Whole-club engagement created stronger outcomes. In HAŠK, Bayer, and SUS, actions that included cross-section collaboration—coaches, administrators, volunteers, and parents—helped normalise youth-led roles and embed them more deeply in the club culture.



6.2 What Was Difficult and Needs More Support

- Building self-confidence in new roles took time. Many young people hesitated to take on responsibilities such as refereeing, mentoring, or managing events. Structured support helped—but only after consistent encouragement and visible appreciation.
- Time management remained a challenge. Participants in all clubs had to balance sport, school, and social life. Several pilots had to adjust their timelines, reduce task frequency, or offer more flexibility to keep participation sustainable.
- Formal recognition of new roles was not always possible. In some countries, federations do not officially recognise youth referees or assistant coaches, which limited the visibility and institutional support for these pathways.
- Staff and coaches required support to adapt. Some mentors were initially reluctant or unsure how to guide youth through non-traditional tasks. Training and peer-sharing helped shift attitudes, but additional resources would be beneficial.

6.3 Recommendations for Clubs Implementing Similar Actions

- Start small and informal. Let youth try out tasks like timekeeping, photography, or warm-up support before moving into more complex or public-facing roles.
- Assign clear mentorship. Youth respond best when they have a named, trusted person to guide them, check in, and give feedback.
- Celebrate success. Recognition through certificates, social media posts, or informal thank-you messages helps youth feel appreciated and encourages a continuation of involvement.
- Use peer support. When young people see others like them taking on meaningful roles, they're more likely to step forward themselves.
- Plan to be flexible. Exam seasons, personal challenges, and motivation levels vary. Offer short-term options, role-sharing, or reduced engagement periods when needed.
- Involve the whole club. Involve not only coaches but also administrative staff, volunteers, and parents in the mission of youth retention. Awareness and shared purpose go a long way.
- Integrate successful actions into regular club structure. When a pilot action is successful—whether it's a social media role, mentoring system, or recreational training format—find ways to integrate it into your regular club structure and planning.

These lessons show that dropout prevention is not just about keeping youth in training—it's about keeping them connected, empowered, and seen. When clubs create space for young people to shape their role, sport becomes a place they want to stay.

7. Sustainability Outlook

A key objective of the STAY pilot phase was not only to test innovative strategies for youth retention but to identify actions that could be integrated into the long-term functioning of sport clubs. Across all five participating partners, the pilots successfully demonstrated that youth-led, flexible roles are not only feasible but valuable — both for individual development and for enriching club life.

7.1 Continuation of Activities

Each club has confirmed that several of their pilot actions will continue beyond the STAY project. These include:

- Jury table and referee assistant roles at HAŠK Mladost, which have become standard parts of matchday operations across multiple sports.
- Media and communication roles at Bayer, Levski, and HAŠK, now integrated into regular club communication teams, with youth producing content for social media, newsletters, and internal campaigns.
- Recreational training sessions for non-competitive athletes, especially girls, at HAŠK, Lazio, and SUS, offering a softer pathway for continued physical activity and social belonging.
- Assistant coaching and mentoring roles across Levski, Bayer, and HAŠK, often paired with senior staff to support weekly sessions or youth groups.
- Academic tutoring support at HAŠK, driven by older athletes and parents to assist with balancing school and sport.
- Youth governance participation in HAŠK's rowing section, where young adults (ages 20–23) have been invited to contribute to strategic decisions and planning.
- Youth-led event planning and peer mentorship activities at SUS, which are being considered for expansion in additional clubs across Slovenia.

In addition, the dissemination of the STAY approach during the EMCA Connect Conference inspired other clubs outside the consortium to adopt and translate the e-learning materials. This indicates a broader sustainability impact beyond the initial pilot sites.



7.2 Integration into Club Structure

The pilot actions have prompted several clubs to reflect on how to systematise youth involvement within their existing routines. In many cases, these activities are no longer seen as “extra,” but as necessary and valuable components of athlete development and club operations. Club administrators and coaches have begun to view youth engagement as a structural element — not an optional extra. Some clubs are considering:

- Adding youth roles in seasonal planning, events, and matchday operations.
- Development of onboarding routines for youth volunteers, including orientation sessions and light mentoring frameworks.
- Assigning small teams of young people to handle tasks like communications, warm-ups, or event logistics, with support from staff.
- Using recreational or volunteer roles as re-entry points for youth who had stepped away from competitive sport.

This club culture shift — from youth as passive members to active contributors — is one of the most promising long-term benefits of the STAY pilot phase.

7.3 Support Needed

To ensure that pilot actions are sustainable and scalable, clubs identified several areas where ongoing support would be beneficial:

- Policy & Regulation: Clubs and federations need clearer frameworks for recognising youth in technical or support roles, including pathways to certification (e.g. for assistant referees or young coaches).
- Funding: Small compensations, equipment, travel support, and material costs (e.g. t-shirts, notebooks, media tools) can make a meaningful difference. Clubs also need funding to support staff time allocated to mentoring and coordination.
- Training & Resources: Clubs need access to ready-to-use resources — templates, toolkits, e-learning modules — to support soft-skill development for youth, and to train staff in facilitative leadership.
- Recognition & Motivation: Youth participants respond positively to recognition. Systems for showcasing contributions — certificates, digital badges, testimonials, social media features — would help sustain engagement.

Through the STAY pilot phase, all five partner clubs demonstrated that when young people are offered relevant, flexible, and well-supported roles, they choose to stay. With relatively modest but targeted support, these actions can grow from project-based pilots into embedded club practices that strengthen youth retention and help build inclusive, future-ready sport environments.

8. Annexes

The following annexes provide the templates and reports that were used within the STAY! project to gather data, guide pilot action implementation, and facilitate the analysis of results. These documents served as internal tools for partners to structure and report on their pilot actions, as well as for collecting and reflecting on the feedback from the Local Working Groups (LWGs). They provide insight into the project's implementation process and the measures used to evaluate the success of each pilot.

1. Annex 1: Pilot Action Plan

This template was used by partners to plan and structure the pilot actions. It outlined the objectives, target groups, activities and resources required for each action. It served as a guide for ensuring consistency across pilot actions.

2. Annex 2: Pilot Action Implementation Report

This report was completed after the implementation of each pilot action. It captured the details of the activities carried out, the number of participants involved, and the key observations made during the implementation phase. The report also included initial reflections on the challenges and successes of each pilot.

3. Annex 3: Pilot Action Findings

After the pilot actions were completed, this document was used to record the findings and outcomes. It analyzed the impact of the pilot actions, focusing on what worked, what didn't, and the overall effectiveness of each activity. This annex provided a comprehensive view of the pilot action results.

4. Annex 4: LWG Guide

This guide outlined the structure and process for working with the Local Working Groups (LWGs). It provided instructions on how to engage local stakeholders, gather feedback, and ensure that the LWG sessions contributed valuable insights for the evaluation of pilot actions.

5. Annex 5: LWG Report

This report summarises the feedback and insights gathered from the Local Working Groups (LWGs). It includes the discussions, recommendations, and ideas that emerged from these groups, which were used to inform adjustments to pilot actions and provide guidance for future projects.



Annex 1

Pilot Action Implementation plan

An action plan is a planning tool used for the management and control of tasks. It works as a sheet guide that helps organize and implement the necessary tasks for achieving objectives and goals.

This tool will help every partner create their own action plan. It will ensure consistency across submissions and provide clear sections for capturing key details.

This template allows each partner to provide a structured, comprehensive description of their social programs while ensuring alignment with the STAY project's goals.

It details the type of actions and actors / stakeholders, as well as the resources needed to sustain the social programs.

Also, it breaks down the strategy goals and objectives of the STAY Approach into specific tasks. It includes the sequence of steps to be taken, or activities that must be performed, for a program to succeed at local level.

In Short, the Action Plan Includes:

- What is the project about
- What issues do you intend to address
- Goals/Objectives
- Target group and number of participants
- Strategic alliances (public and private key actors involved in the project)
- Methodology and budget of implementation

The documents created using this template will serve as a starting point for creating the Report of pilot implementation within all partner organisations as well as a starting point for implementing Monitoring and evaluation.



3. Program Activities and key actors Involved

This part should be created separately for each different social program and/or for each of your participating sections.

- Provide details on the social or volunteering opportunities offered.
 - Describe each activity (e.g., helping organize matches, managing social media, refereeing, etc.).
 - Indicate how participants will be supported (e.g., mentoring, training).
- Identify the key actors responsible for the program's implementation.
 - List the roles of club officials, coaches, mentors, or external stakeholders.
 - Include any collaborators or sponsors supporting the initiative.

Section and Activity Name: _____

Short description of the pilot action

Social Program Details

Aspect	Details
Activity Description	
Support Provided	
Key Actors Involved	
Collaborators/Sponsors	

Task List and Key Details

Task Name	List of Detailed Actions and Tasks	Key Actors Involved	Estimated Budget



Annex 2

Pilot Action Implementation Report

This report provides an overview of the activities carried out during the implementation of the pilot action. It tracks the progress of each social program, highlighting key challenges, solutions, and the overall impact on the participating clubs.

The findings documented here will help to create the Report of findings that will be used to support the development of Good Practices and Policy Recommendations, ensuring that successful strategies for preventing sports dropout can be shared and applied more widely.

1. General Information

Name of the Organization:	
Name of the Social Program:	
Implementation Period:	
Responsible sections:	
Report prepared by: Name Contact	

2. Activities Conducted

For each activity within the social program, provide the following details:

Activity Name	Section responsible	Start date	end	Number of Participants	Key Tasks
e.g., Jury Table Recruitment	Water polo section	From xx to xx		[Insert Number]	Recruiting & training young referees



- **Challenges and Solutions:**

List the challenges you came across in each social program and solutions proposed during implementation

Pilot Action 1
Pilot Action 2

Add one for each social program

- **Key outcomes and impact:**

List the key outcomes and impact of each social program on the sections implementing them

Pilot Action 1
Pilot Action 2

Add one for each social program

6. Supporting Documentation

Attach the following (if applicable):

- Photos from the activities.
- Lists of participants.
- Completed feedback forms or surveys.
- Any other relevant documents (e.g., training materials, social media posts).



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Annex 3

Pilot Action Findings

This report is used to document the results of the pilot action, including what worked well and what could be improved. It will help create the final project report and support the development of **Good Practices** and **Policy Recommendations** to share effective ways to prevent sports dropout.

1. General Information

Name of the Organization:	
Name of the Pilot Action:	
Date of Implementation Period:	
Location:	

2. Target Group Details:

How many participants were involved?
Who participated in the program (age, gender, background)?
How were the participants selected?

3. Internal evaluation of the program

- *Key Findings:*

What were the outcomes (results) of implementing the program in your organisation?
Did the program meet its objectives?
Were there any unexpected benefits of the program?



Can you describe a specific case where the program had a strong impact on a participant?
Include any other notable success stories or testimonials.

- **Challenges and Solutions:**

What challenges did you face during implementation?
How were they addressed?

- **Lessons Learned**

What worked well during the program?
What could be improved for future implementation?
What are the top three lessons learned that other clubs should consider when implementing similar programs?

- **Impact Assessment**

How did the program benefit participants (e.g., skills gained, increased engagement)?
How did the program support the club's operations or community goals?



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- **Scalability & Replication:**

Could this program be easily implemented in other clubs? What conditions are necessary for success?
What resources (financial, human, infrastructural) were critical to the program's success?
What factors contributed most to the program's effectiveness?

- **Sustainability:**

What steps can be taken to ensure this program continues after the project ends?
Were there any partnerships or funding sources that supported long-term sustainability?
How can social programs like this be embedded into regular club activities?

- **Engagement & Motivation:**

What strategies were most effective in keeping participants engaged?
How did the program impact participants' sense of belonging in the club?
Did the program help change participants' attitudes toward staying involved in sports?



Annex 4

STAY Local Working group implementation guide

This guide outlines workshops to gather feedback on the STAY! project's pilot actions. Participants will review the Action Plan, discuss key activities, and suggest improvements. The workshop aims to refine strategies to reduce youth dropout in sport and explore ways to scale successful practices. Insights from these discussions will help shape the final Good-Practice Recommendations for future initiatives.

1. Workshop Agenda and flow (Approx. 1.5–2 hours)

1. Welcome & Introduction (5 minutes)

- Briefly welcome participants and state the workshop's purpose:
 - Give an overview of the STAY Project's Action Plan
 - Gather fresh viewpoints on the pilot actions.
 - Use these insights to refine Good-Practice Recommendations.

2. Presentation of Action Plan & Key Outcomes (10–15 minutes)

- Provide a concise overview:
 - Which pilot activities were carried out (e.g., referee recruitment, social media workshop, kids' events)?
 - Who was involved (coaches, dual students, volunteers)?
 - Key results and any initial successes or challenges discovered.

3. Clarification Q&A (5 minutes)

- Allow participants to ask clarifying questions about what they just heard.

4. Focus Group Discussion (30–40 minutes) – detailed steps in section 2-

- **Part A:** Outside Reactions & Observations
- **Part B:** Feasibility / Potential for Other Areas
- **Part C:** Good-Practice Ideas & Recommendations

5. Synthesis & Next Steps (10–15 minutes)

- Summarize common themes or stand-out feedback.



- Discuss how insights will be incorporated into the final Good-Practice Recommendations.
- Invite final questions or comments.

6. Conclusion (5 minutes)

- Thank participants for their input.
- Outline follow-up steps or how they can stay involved.

2. Workshop Guide & Discussion Prompts

Part A. Outside Reactions & Observations

(Participants have just heard the presentation about the Pilot Actions.)

1. Immediate Impressions

- “Having seen the overview of the pilot activities, what stands out to you the most?”
- “Which actions do you find especially intriguing or innovative from an outside perspective?”

2. Clarity & Gaps

- “Was there anything unclear, or do you see any gaps that might be addressed if these programs continue?”
- “Are there aspects of the pilot plan you’d like to hear more about?”

3. Strengths & Weaknesses

- “Based on your initial impressions, what do you see as the strongest points of these activities?”
- “What potential weaknesses or blind spots might exist if we roll out these activities more widely?”

Part B. Feasibility / Potential for Other Areas

(Now that participants have an overview, they can consider how to adapt or integrate these ideas elsewhere.)

1. Replicability



- “What suggestions do you have for club’s leadership to ensure these pilot actions become a standard part of club culture (rather than a one-off)?”
- “If we were to recommend local policy or resource changes to support this approach (e.g., municipal funding, training resources), what might they be?”



Annex 5

Local Working Group Data Collection Form

Partner name:	
Date and place	

Participant information	
Number of participants	
Types of participants: (example – club manager, policy maker, local sport federation employee, coach...)	

Reporting on findings from the Local working groups

Add the main comments and findings from the LWG in each category

Part A Outside Reactions & Observations

Immediate Impressions “Having seen the overview of the pilot activities, what stands out to you the most?” “Which actions do you find especially intriguing or innovative from an outside perspective?”

Clarity & Gaps “Was there anything unclear, or do you see any gaps that might be addressed if these programs continue?” “Are there aspects of the pilot plan you’d like to hear more about?”

Strengths & Weaknesses “Based on your initial impressions, what do you see as the strongest points of these activities?” “What potential weaknesses or blind spots might exist if we roll out these activities more widely?”



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Part C. Good-Practice Ideas & Recommendations

Identifying Good Practices

“From what you’ve seen or discussed, which elements could be labelled as ‘good practices’—i.e., worth repeating or adapting across other club sections?”

“What about these elements makes them effective or appealing?”

Practical Improvements

“What changes or improvements should be made for the next iteration of these pilot activities?”

“Are there best practices from your own experience (in sports or volunteering) that could strengthen these activities?”

Policy-Level Support

“What suggestions do you have for club’s leadership to ensure these pilot actions become a standard part of club culture (rather than a one-off)?”

“If we were to recommend local policy or resource changes to support this approach (e.g., municipal funding, training resources), what might they be?”





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