



Deliverable D2.1 Research Progress Document

*YouthSportCV:
empowering young people to assess their soft
skills gained in sports
for improving employment opportunities*

Project number 101245949



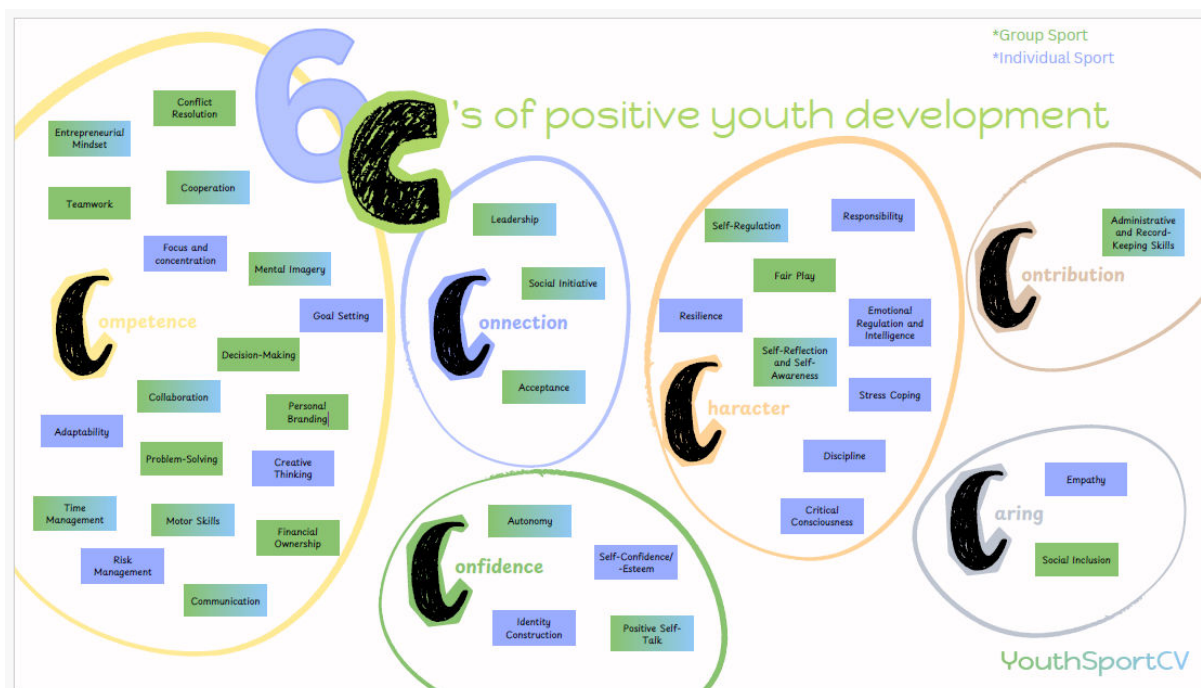
Report YouthSportCV

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1 YouthSportCV Mapping



1.1 Description of the Map

The YouthSportCV map represents a visual overview of life skills that young people can develop through participation in sports and that transfer to everyday life. These 37 skills were extracted from 65 scientific sources encompassing different team sports, individual sports, lifestyle sports and physical education. To visually distinguish the sporting contexts from which these skills emerge, the map utilizes three colours. Green indicates that a skill is primarily developed through group sports, while blue signifies that a skill is developed mainly through individual sports. If a skill features both colours, it means the skill can be acquired from both group and individual sports alike.

In order to organize the collection of skills in a meaningful way, a recognized framework known as the "6 C's of Positive Youth Development" was used. Within the map, every skill is assigned to one of these six categories. All skills that are grouped together under a specific "C" are thematically related and fit together naturally.

A more detailed description of the process and background of this work is provided in the upcoming sections.

2 Research process

2.1 Literature Review

Given that the YouthSportCV mapping is being implemented across Spain, Portugal and Greece, one first initiative was obtaining a general overview of sport participation across these three countries. For one, it provided an opportunity to familiarize with the sporting landscapes and participation structures in each of the three countries and at the same time offered insights into the availability and scope of data on physical activity and participation in sports clubs. More notably, however, the most commonly practiced sports within each national context were identified. For this purpose, attention was paid to differences in sport participation between genders, as well as to identifying those sports that are most frequently practiced by youth. These sports were documented in order to be considered during the later literature review, as their inclusion was regarded as essential for ensuring that the research reflects sporting contexts with which at least a proportion of young people are likely to have prior experience or current engagement.

It was, however, taken into account from the outset that this represented one way of conducting the literature review and that the sports documented largely reflect participation in organised sport, as it is primarily based on registration numbers within sports clubs and formal membership structures. As such, these statistics capture only one dimension of young people's sporting engagement and do not fully represent informal, self-organised or non-registered forms of sport participation. Consequently, additional consideration was given to researching and identifying sporting activities and forms of physical exercise in which young people engage within informal and self-organised settings, in order to ensure that these contexts were likewise taken into account within the literature review.

Building on these preliminary considerations, the first sources were identified through a broad search strategy using different databases with key words and search combinations such as: life skills development through sport, sport-based learning, physical activity and life skills, transferable skills and sport. This initial search was intentionally kept more general in order to gain an overview of the existing literature on the topic and to explore how life skills development through sport is discussed and conceptualised within current research. All relevant sources

identified through this process were collected and documented. For each source, it was examined whether and to what extent life skills development was addressed, as well as which specific life skills were identified as being developed through sport participation. While some of these sources addressed sport in a more general sense, a number of studies also referred to specific sports in which their findings had been obtained. Consequently, and after the broad search strategy yielded no further new sources, the search process was expanded to look for life skills developed through the different respective sports.

Accordingly, the most popular team sports and individual sports across the three countries were examined with regard to their potential for fostering life skills. Attention was also given to identifying sources that explored these sporting activities within more informal or self-organised contexts, such as self-organised basketball played in recreational settings. However, it became evident that many of the accessible sources, particularly those relating to team sports, were situated within organised sport settings, as these tend to be more accessible for scientific investigation and systematic observation. Subsequently, emphasis was also placed towards lifestyle and trend sports, as well as sporting activities that by their nature are more commonly practiced within informal and self-organised settings, such as skateboarding and parkour.

As a result of this process, a document was created in which all relevant sources, in total 65, together with the life skills extracted from them, were recorded. For the purpose of clarity and comparability, the sources were organised thematically according to their respective focus and research context. These thematic categories included: sport in general or undefined sporting contexts, informal and lifestyle sports, individual sports, school sport and sport-specific sections covering taekwondo, parkour, tennis, skateboarding, track and field, swimming, running, fitness, football, basketball, volleyball, water polo and handball. After a substantial body of literature had been collected, it became evident that many of the identified life skills were recurring across sources and that the continued search yielded only limited additional insights or newly emerging skills. The final selection was therefore limited to 65 sources.

A further consideration throughout the source selection process was the inclusion of literature representing a wide range of geographical, social and sporting contexts. Care was taken to include studies from different countries and research settings in order to ensure a broader perspective. In addition, the review sought to incorporate literature addressing diverse forms of sport participation, including professional and leisure sport, as well as studies focusing on young people from disadvantaged living conditions and different age groups. This was intended to

maximise the breadth of perspectives considered and to cover as wide a range of young people's life realities as possible.

2.2 Organisation of Skills: Positive Youth Development Framework

A subsequent step of the review process involved organising and structuring the life skills extracted from the literature. The decision was made to group the skills thematically. Since many of the identified life skills were mentioned repeatedly across different sources, an initial list was created in which each skill appeared only once together with the respective sources in which it was addressed. Through this process, a final overview consisting of 47 life skills was developed.

As life skills research in sport frequently referred to the Positive Youth Development framework throughout the literature reviewed, this framework emerged as a particularly relevant conceptual tool. Consequently, it was also adopted within the present literature review as a basis for structuring and organising the identified life skills. Positive Youth Development (PYD) is a strength-based approach to youth development which views young people not as problems to be solved, but as individuals with existing strengths, resources and potential that can be further developed. The framework focuses on promoting positive psychological, behavioural and social development by providing experiences and environments that support young people in thriving and becoming active contributors to society. Within the literature, PYD is commonly described through the "6 Cs": competence, confidence, connection, character, caring and contribution. Competence is the ability and skill to deal with the challenges, tasks, and stresses in life while confidence is a positive belief in one's own worth and efficacy. Besides that, the term connection describes positive relationships with others, including family members, peers, and communities. Character defines standards of behaviour that promote social functioning in societies. Additionally, caring implies a sense of sympathy and empathy for others. Finally, the last C contribution, is considered to emerge when the other five Cs are developed, enabling young people to actively apply their strengths, skills and values in ways that positively contribute to their communities and society (Geldhof et al., 2013).

The 47 identified life skills were assigned to the respective "6 Cs" according to their thematic meaning and developmental focus. In several cases, however, the skills could also have been allocated to other categories, as overlaps between the different dimensions became apparent throughout the analysis. The resulting structure should therefore not be understood as a rigid classification, but rather as one possible way of organising and visualising the identified life skills. During

the more detailed categorisation process, it became evident that some of the identified life skills essentially described the same skill, even though different terms or wording were used across the literature. As the differences between these terms were only minor, skills with very similar meanings were combined in order to create a clearer and more concise list of skills. This ultimately resulted in the 37 skills listed above.

As one of the objectives of the mapping was to indicate whether particular life skills are more strongly associated with individual or team sports attention was given to the specific sporting contexts described within the respective studies. By tracing each skill back to the sports investigated in the corresponding literature, it became possible to identify whether the skill was primarily associated with team or individual sports. During this process, it became evident that in many cases, life skills could not be clearly assigned exclusively to either team sports or individual sports. A considerable number of skills appeared to be fostered through both sporting contexts, depending, among other factors, on how the activity is practiced, taught, structured and experienced by participants. Since several skills were identified in literature relating to both team and individual sports, an additional category was introduced for skills that could be associated with both contexts. Furthermore, also in this case it should be acknowledged that this classification reflects only the body of literature included within the present review and may have differed if alternative or additional sources had been considered.

3 Conclusion

The present YouthSportCV mapping provide an overview of life skills that may potentially be fostered through participation in different sporting contexts. At the same time, it is important to emphasise that the development of life skills through sport should not be understood as an automatic or universal outcome of participation itself. Across the reviewed literature, it became evident that the acquisition and transfer of life skills are strongly dependent on the specific conditions under which sport is practiced. Factors such as supportive social environments, positive relationships with peers and coaches, safe and inclusive settings, and intentionally designed learning experiences appear to play a particularly important role in enabling meaningful developmental outcomes.

In this regard, several studies highlighted that sport programs in which coaches and instructors integrate and reflect upon life skills within training environments tend to produce more substantial and transferable effects than approaches in which young people are merely expected to acquire such skills implicitly through participation alone.

While general life skills may emerge naturally through sport participation to some extent, the literature suggests that more specific or long-term developmental outcomes are closely linked to the educational, social and structural context in which sport takes place.

It should also be acknowledged that the present mapping represents only one possible outcome of the chosen research process and literature selection. Different methodological approaches, alternative search strategies or the inclusion of additional sources may have resulted in a different configuration of skills and sporting contexts. The map should therefore be understood primarily as a structured representation of the literature reviewed within the scope of this project rather than as a definitive or universally valid model of life skills development through sport.

4 Literature

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YouthSportCV Desk Research

Structure:

1. Desk research explanation

YouthSportCV desk research aims to analyse existing initiatives, platforms and tools related to **skills validation, self-assessment, certification and recognition of competencies** in the fields of sport, youth work and employability.

The objective is to identify **good practices and transferable elements** that can support the conceptualisation of the **YouthSportCV digital platform**, which aims to recognise and visualise skills gained through sport participation, volunteering and youth work activities.

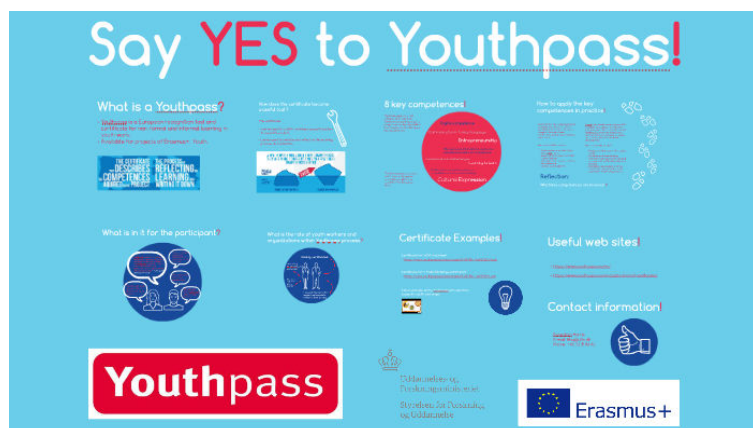
The research includes initiatives from:

- **European Union tools**
- **National qualification systems**
- **Sport employability programmes**
- **Youth work recognition tools**
- **Digital self-assessment platforms**

This desk research was developed through a participatory and co-creative approach. Young delegates from ENGSO Youth, part of the Employability and Education Working Group (aged 18–30), reviewed the usability of existing skill validation systems and provided feedback on what is useful, as well as on the identified limitations. The final document therefore reflects a co-creation process between stakeholders, organisations and young people.

2. Key Platforms and Initiatives

a. Youthpass



YOUTHPASS in brief...

YOUTHPASS is:

a) A "validation instrument" aiming at:

- the reflection upon the personal non-formal learning process
- the social recognition of youth work
- the employability of young people and youth workers

b) A result of an integrated strategy on the validation and recognition of non-formal learning within the context of "Youth in Action" programme.

- Youthpass was developed and will be used in European context.
- Youthpass is a means to validate learning outcomes.
- Learning that takes place within the "Youth in Action" programme (generally described as non formal and informal learning) is recognized through Youthpass as a valuable educational experience for the young person.
- Youthpass is the first instrument within European Union to make use of the framework of **8 Key Competences for lifelong learning**.

c) An official certificate mainly describing the main characteristics of the action through which the participant receives one (e.g Action 1.1 – Youth exchange) and also including a **self assessment**.

YOUTHPASS is for:

a) Every participant in "Youth in Action" projects realized under Action 1.1, Action 2 and Action 4.3 (soon for other actions as well) is individually entitled to receive a Youthpass.

b) The responsibility to implement, generate and issue Youthpass lies at the organizations carrying out the activity.

c) National Agencies – should – offer support in different ways (links, information, training...). **Ask for it!**

YOUTHPASS contains:

a) Description of project (objectives, venue, duration, main activities) and the Action

b) Participant's details

c) Description of learning outcomes (based on the provided framework of 8 key competences) in the form of **self assessment**.

Organizations hosting the activities can generate the certificates at :
www.youthpass.eu

Visit regularly
www.salto-youth.net/youthpass
for activities that can assist you in integrating Youthpass in your projects

Description

Youthpass is a European recognition tool used in Erasmus+ and European Solidarity Corps programmes. It documents learning outcomes acquired through **non-formal education activities**, encouraging participants to reflect on the competences they developed during projects.

Elements relevant for YouthSportCV

- ✓ Reflection on learning outcomes
- ✓ Competence-based framework (EU Key Competences)
- ✓ Recognition of non-formal learning
- ✓ Validation through youth workers or mentors

Limitations

- ✗ Not sport-specific
- ✗ Focus on reflection rather than CV-style skills presentation
- ✗ Limited digital portfolio functionality

Relevance for YouthSportCV

Youthpass provides a **strong methodological model for recognising learning through non-formal activities**, which can be adapted for skills developed through sport.

b. ESCO – European Skills, Competences and Occupations



Description

ESCO is the European classification of **skills, competences, occupations and qualifications** used across the EU labour market.

Elements relevant for YouthSportCV

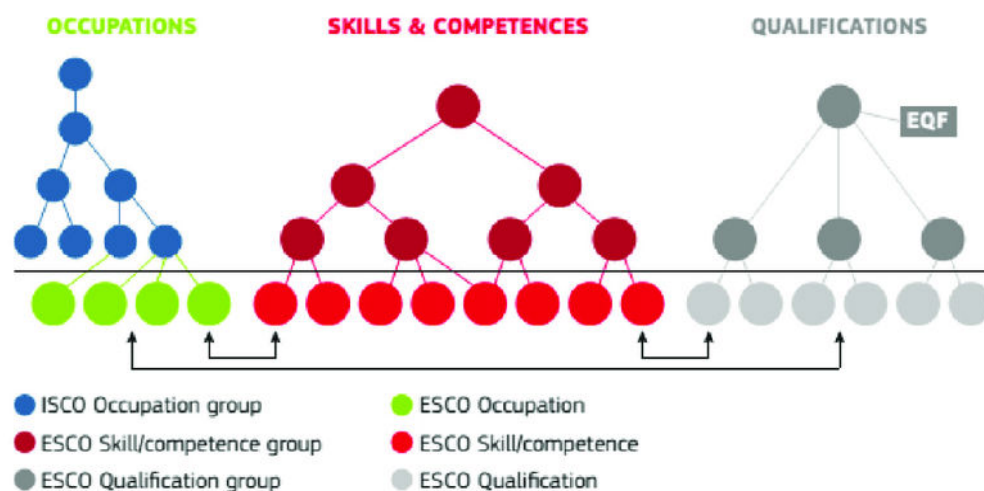
- ✓ Structured taxonomy of skills
- ✓ Alignment with labour market terminology
- ✓ Possibility to map sport-acquired skills to employment sectors

Limitations

- ✗ Highly technical framework
- ✗ Not designed for youth self-assessment
- ✗ Not user-friendly for young people

Relevance for YouthSportCV

ESCO could provide the **reference framework for categorising competencies (picture below)** within the YouthSportCV platform.



c. Pass'sport pour l'emploi

Nos prochaines formations

Formations 100% féminin

Passerelle Emploi/Formation Conductrice de métro (RATP)



Formation 100% féminine
Niveau: Bac + 2/3ème année
Durée: 6

Formation POEI Préparation Opérationnelle à l'emploi GPSR RATP



Formation 100% féminine
Niveau: Bac + 2/3ème année
Durée: 6

Les métiers de la restauration

Formation POEI Titre à Finalité Professionnelle Commis de cuisine

Nos projets

Autour de l'inclusion, nous sommes convaincus que notre vision peut s'appliquer à tous types de projets : formations, actions de remobilisation, etc. (à définir)...



EvaCops : révélez vos compétences grâce au sport



POEI Se préparer aux tests de recrutement
d'Agent de Sécurité (GPSR RATP 100% féminin)
- Mention Sport & Performance - Présentation

Nos outils

Créés et développés par nos équipes, nos outils permettent aux participants de révéler leurs compétences grâce au sport !

Première étape : Demande de recevabilité (15 % de la procédure)

La demande de validation doit d'abord être **déclarée recevable**. Pour qu'une demande puisse être déclarée recevable et que l'accès à la démarche soit accordé, il faut attester d'une expérience professionnelle et/ou extraprofessionnelle :

- d'une durée d'au moins trois ans (soit 5 000 heures), en continu ou non ;
- en rapport direct avec la qualification demandée.

Afin de vous guider dans votre démarche en cas de doute ou d'incertitude quant au certificat, diplôme ou brevet à choisir, la **Cellule VAE** vous propose de vous aider et vous conseiller sur rendez-vous ou par téléphone.

Deuxième étape : Demande de validation sur le fond (85 % de la procédure)

Si la demande de recevabilité a été acceptée, vous devrez préparer la demande de validation sur le fond qui consiste en un travail rédactionnel, exigeant une description d'activités détaillées, en lien avec le programme scolaire (**programme cadre**) du certificat, diplôme ou brevet visé.

La demande de validation est soumise pour analyse et décision à une commission de validation.

La commission peut prendre une des trois décisions suivantes :

1. **validation totale** : le candidat a prouvé qu'il possède la totalité des connaissances, aptitudes et compétences figurant au programme cadre de la qualification visée ;
2. **validation partielle** : le candidat n'a pas prouvé qu'il possède la totalité des connaissances, aptitudes et compétences figurant au programme cadre de la qualification visée, et il dispose de trois années supplémentaires maximum afin d'acquies les compétences manquantes ;
3. **refus** : les acquis dont fait état le candidat dans sa demande ne correspondent pas aux exigences du programme cadre de la qualification visée.

Description

Pass'sport pour l'emploi is an initiative connecting sport participation with employment pathways, offering training opportunities and showcasing job roles that can be accessed through sport-based engagement.

Elements relevant for YouthSportCV

- ✓ Wide range of job examples linked to sport
- ✓ Clear connection between training and employment pathways
- ✓ Practical orientation toward employability

Limitations

- ✗ Unclear final “product” (validation vs training system)
- ✗ Focus appears more on training than actual skill certification

Relevance for YouthSportCV

This system highlights how sport can be directly linked to employment pathways. It could inspire the inclusion of career-oriented skill pathways within YouthSportCV, but would need a clearer validation component.

d. Mobiliser le sport pour l’insertion professionnelle

« Les clubs sportifs engagés » est une initiative financée par le ministère du Travail et le ministère des Sports, en lien avec l’Agence nationale du Sport et Les entreprises s’engagent. Son déploiement a été confié à France Travail.

Plus de 5 000 clubs sportifs, sur l’ensemble du territoire, se sont engagés à travailler main dans la main avec France Travail et ses partenaires locaux pour favoriser l’insertion des publics les plus vulnérables.

L’objectif, d’ici la fin de l’année, est de rassembler 10 000 clubs sportifs mobilisés pour travailler en synergie avec France Travail et ses partenaires locaux.

Un projet qui incarne un héritage durable des Jeux de Paris 2024

Les Jeux Olympiques et Paralympiques de Paris 2024 resteront gravés dans l’histoire de notre pays et dans les mémoires de chacun d’entre nous. Maintenant, il nous incombe de faire vivre l’héritage des Jeux bien au-delà des stades, sur l’ensemble du territoire. C’est en ce sens que l’initiative « Les clubs sportifs engagés » a été lancée.

À travers cette démarche, chaque acteur de l’emploi et chaque club sportif volontaire seront réunis dans une communauté de clubs sportifs engagés autour d’un même objectif : utiliser le sport comme moyen d’insertion et de réinsertion professionnelle.

Un projet à fort impact social

Cette initiative « Les clubs sportifs engagés », inspirée par l’élan des Jeux, a pour but de créer des coopérations locales durables. L’objectif est de soutenir les clubs sportifs qui s’engagent au quotidien dans l’accompagnement des publics les plus fragilisés sur leur territoire avec les acteurs de l’emploi de proximité. Ensemble, ils font rayonner les valeurs du sport au-delà des terrains et transmettent ces valeurs essentielles telles que le respect, l’esprit d’équipe, la discipline, le sens du collectif...

Une plateforme numérique pour déployer les programmes sur tout le territoire

La plateforme numérique dédiée, <https://lesclubs-sportifs-engages.francetravail.fr>, est au cœur de ce projet. Elle permet, tout d’abord, à chacun d’identifier les clubs sportifs déjà engagés sur leur territoire. Elle permet, ensuite, aux clubs sportifs, en collaboration avec leurs fédérations, comités ou ligues, et les acteurs locaux de l’emploi, de déployer des programmes concrets selon quatre axes :

Description

An initiative focused on using sport as a tool for social inclusion and employability, particularly targeting marginalised groups and building on the legacy of the 2024 Summer Olympics.

Elements relevant for YouthSportCV

- ✓ Strong focus on inclusion and marginalised communities
- ✓ Centralised platform with high potential for impact
- ✓ Inspiration from large-scale sporting events

Limitations

- ✗ Unclear definition of the validation “product”
- ✗ Functions more as a funding/support mechanism than a validation tool

Relevance for YouthSportCV

Useful as a model for inclusive outreach and impact-driven design, but YouthSportCV would need to ensure clear and tangible validation outputs.

e. Validation des acquis de l'expérience (VAE)

Première étape : Demande de recevabilité (15 % de la procédure)

La demande de validation doit d'abord être **déclarée recevable**. Pour qu'une demande puisse être déclarée recevable et que l'accès à la démarche soit accordé, il faut attester d'une expérience professionnelle et/ou extraprofessionnelle :

- d'une durée d'au moins trois ans (soit 5 000 heures), en continu ou non ;
- en rapport direct avec la qualification demandée.

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3. **refus** : les acquis dont fait état le candidat dans sa demande ne correspondent pas aux exigences du programme cadre de la qualification visée.

	Afficher tout
▼ Avantages de la démarche	
▼ Les qualifications disponibles	
▼ Comment identifier la bonne qualification ?	
▼ La demande de recevabilité – accès à la démarche	
▼ La demande de validation sur le fond – travail rédactionnel	
▼ Le service d'accompagnement	
▼ Les délais à respecter	
▼ La commission de validation et les décisions	
	Afficher tout

Description

A formal system that validates prior learning and professional experience, allowing individuals to obtain recognised qualifications based on their experience.

Elements relevant for YouthSportCV

- ✓ Clear and structured information
- ✓ Transparent validation process
- ✓ Strong institutional credibility

Limitations

- ✗ Formal and bureaucratic language
- ✗ May feel inaccessible or intimidating for young users

Relevance for YouthSportCV

Provides a strong model for formal recognition of skills, but YouthSportCV should simplify language and improve accessibility for youth audiences.

f. Framework for Youth Organisations

Structured for easy use, this template guides organisations through evaluating their services to youth. Using the scale below, organisations rate their performance across standards and indicators to gauge their effectiveness. They then provide evidence, outline achievements, and identify areas for improvement, creating a clear roadmap for development.

1	The organisation never considered this
2	The organisation is currently working on this
3	The organisation is implementing action on this
4	The organisation has a system in place for this
5	The organisation is acknowledged to be an example of good practice in this

8 Self-Assessment Tool for Quality Work with Young People A Framework for Youth Organisations

This evidence-based approach ensures thorough evaluation, showcasing strengths and realistic areas for improvement. The process fosters collaborative planning for future enhancements by facilitating effective communication and dialogue.

1 Putting Young People in the Centre of Our Work

Indicator	Grade	Outline main achievements. How does the chosen level reflect the organisation's practices and performance?	Specific evidence supporting the level chosen (e.g., documents, reports, statistics, testimonials)
Voluntary and active participation			

1 Putting Young People in the Centre of Our Work

Putting young people first involves actively engaging them in decision-making that affects their lives. This means valuing their opinions, ideas, and aspirations and allowing their voices to guide the direction of programmes and initiatives. It is about co-designing activities, seeking their input in planning, and involving them in evaluating the impact of the work. This approach empowers young people and creates programmes that resonate with their needs and interests.

Indicators:

- 1.1 *Voluntary and Active Participation:* The organisation recognises the centrality of voluntary participation. Young people actively engage in the design plan and implementation of their activities and initiatives.
- 1.2 *Retention and Support:* The organisation consistently tries to retain young people by fostering an environment that encourages continued participation and growth.
- 1.3 *Amplified Voices:* The voices of young people are heard, respected, and integrated into the organisational processes, demonstrating a commitment to valuing their perspectives and including them in the decision-making process.
- 1.4 *Advocacy:* The organisation acts in the best interests of young people by ensuring that it identifies, understands, and addresses issues important to all young people.

2 Foregrounding the Safety and Well-being of Young People

Ensuring the safety and well-being of young people is a paramount concern. Adequate risk assessments should be conducted for activities, and safeguarding policies should be in place to protect young people from harm. This commitment extends to providing emotional support, resources for mental health, and avenues for reporting any concerns. The safety and well-being of young people should never be compromised.

Indicators:

- 2.1 *Safeguarding and Ethics Policy:* The organisation has a well-defined safeguarding policy that outlines minimum requirements, including ethical guidelines for interactions, respect, and protecting young people's physical and emotional safety.
- 2.2 *Risk-Assessment Procedures:* The organisation has procedures for buildings and spaces where young people meet, as well as activities organised by, with, and for young people.
- 2.3 *Safeguarding Training:* The organisation provides induction and top-up training regarding the health, safety, and well-being of young people for all volunteers and paid staff working with the organisation, ensuring they are well-equipped to address safety and well-being concerns.
- 2.4 *Insurance Cover:* The organisation maintains appropriate insurance cover, including liability protection for property, activities, young people and personnel.



Description

A structured framework outlining competencies, indicators, and evaluation criteria for youth organisations.

Elements relevant for YouthSportCV

- ✓ Clear indicators and structured competency framework
- ✓ Strong logic for assessment and evaluation
- ✓ Well-organised content

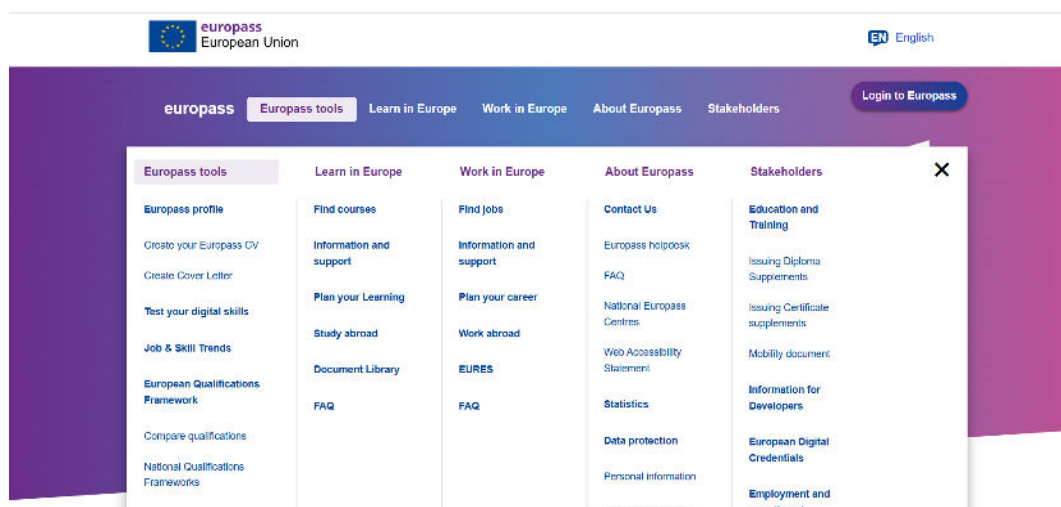
Limitations

- ✗ Large volume of information can be overwhelming
- ✗ Lack of interactivity (static tables)
- ✗ No visual summaries (e.g. infographic or executive summary)

Relevance for YouthSportCV

Highly relevant for designing competency frameworks. YouthSportCV could improve on this by adding interactive tools (tick boxes, automatic scoring) and visual summaries.

g. Europass



All the informations, easy to read and comprehend

Description

Europass is a multilingual platform supporting CV creation, skills documentation, and career development across Europe.

Elements relevant for YouthSportCV

- ✓ Highly user-friendly and accessible
- ✓ Available in multiple languages



- ✓ Inclusive design (readability, accessibility features)
- ✓ Use of multimedia (videos, guidance)

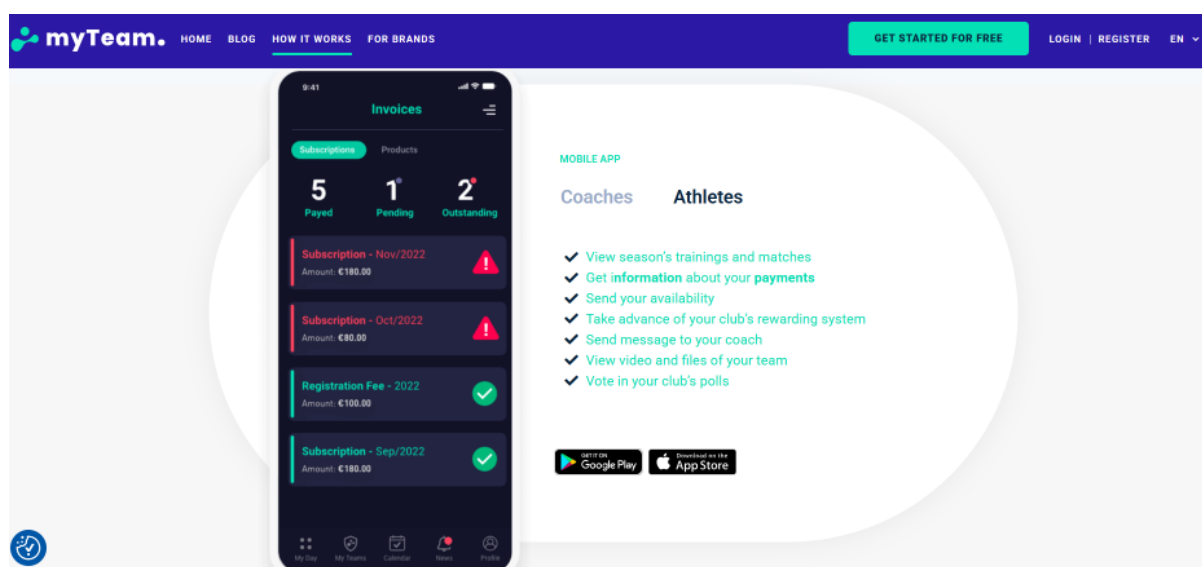
Limitations

- ✗ No specific focus on sport
- ✗ Limited recognition of sport-acquired skills

Relevance for YouthSportCV

A strong benchmark for usability and accessibility. YouthSportCV could adopt similar UX principles while integrating sport-specific competencies.

h. My-Team Platform



The only part about athlete is this one, and there is nothing about skill validation

Description

A digital platform designed for sports clubs to manage teams, communication, and operations.

Elements relevant for YouthSportCV

- ✓ Clean and accessible interface
- ✓ Easy navigation

Limitations

- ✗ Limited information available
- ✗ No clear skill validation component
- ✗ Focused on management rather than competencies

Relevance for YouthSportCV

Shows good UX/UI practices, but lacks relevance in terms of validation. Useful mainly for design inspiration.

i. EOPPEP Qualifications Register

HQF Data Source			
Qualifications			
Awarding Bodies			
More			
Comment 60 Log in			
Awarding Bodies			
Name	URL	Contact Info	
Ministry of Education, Research and Religious Affairs	URL		
QAED – Manpower Employment Organization – Ministry of Labour, Social Security and Welfare	URL		
Ministry of Health	URL		
Ministry of Rural Development and Food	URL		
Ministry of Tourism	URL		
E.O.P.P.E.P. (National Organisation for the Certification of Qualifications & Vocational Guidance)	URL	41 Ethnikis Antistaseos Avenue, 14231 Nea Ionia, Greece www.eoppep.gr	
Organization of Tourism Education and Training	URL		
Hellenic Police Constable School	URL	Διεύθυνση : Το Χάρη Καραγιάννη - Επείξετε, Καραγιάννη, 69 100 Τηλ.: 2531057010, 2531057030000, 2531034371 email:sa.policeacademy@easynomia.gr	
Hellenic Police Officer School	URL	Α. Σπυριδωνίδου 101, Αργυρέι, 136 77, Τηλ.: 210-2424101, 2424103, 2102424106 Φαξ: 210-2403230, email: saeaspouon@easynomia.gr	
Ministry of Economy, Infrastructure, Maritime and Tourism - Higher School of Tourism Education of Rhodes	URL	ΥΠ. ΟΙΚΟΝΟΜΙΑΣ, ΥΠΩΣΤΟΜΩΝ, ΝΑΥΤΙΑΣ ΚΑΙ ΤΟΥΡΙΣΜΟΥ (Πρότυπο Υπουργείο Τουρισμού) Α. Αποστόλ 12, 10557 Αθήνα, 2103736131, 2103736180 Φαξ: 2103736181, e-mail: kelfa_s@mintour.gr, s.mihalopoulou@mintour.gr AETEP Επείξετε "School", Δημοκρατίας 2, 851 00, Ρόδος, Τηλ: 2241024190 Fax: 2241024356 E-mail: aetep@mintour.gr	

The awarding

bodies are well-referenced; the url and contact info are useful.

Description

A national platform providing information on qualifications and awarding bodies in Greece.

Elements relevant for YouthSportCV

- ✓ Clear listing of awarding bodies
- ✓ Useful reference information (URLs, contacts)
- ✓ Transparency in certification structures

Limitations

- ✗ Outdated or low-quality website design
- ✗ Limited user engagement

Relevance for YouthSportCV

Valuable as a reference system for validation authorities. YouthSportCV could replicate this transparency while improving usability and design.

j. Du stade vers l'emploi

Leading organisation: Fédération Française de Tennis de Table / EUSA

Description

A programme linking sport participation with employment opportunities by showcasing participants' soft and hard skills through sport-based activities and events.



Elements relevant for YouthSportCV

- ✓ Strong real-life application of skills
- ✓ Focus on both soft and hard skills
- ✓ Clear examples and well-structured reporting
- ✓ Strong link between volunteering and employability

- ✓ Strong agency of local sport organisations

Limitations

- ✗ Not a formal validation system
- ✗ Content available only in French

Relevance for YouthSportCV

Highly relevant as a practical model of skill demonstration. YouthSportCV could integrate similar mechanisms to showcase competencies to employers.

k. Passeport de compétences

Description:

A digital tool within Mon Compte Formation that allows individuals to store and validate career achievements, qualifications, and training records.

Elements relevant for YouthSportCV

- ✓ Personalised competency tracking
- ✓ Preloaded verified data (high credibility)
- ✓ Integration with training and employment systems
- ✓ Ability to include experiences like volunteering at major events (e.g. Olympics)

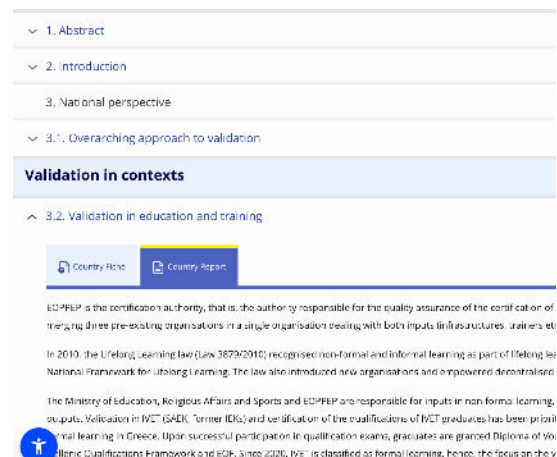
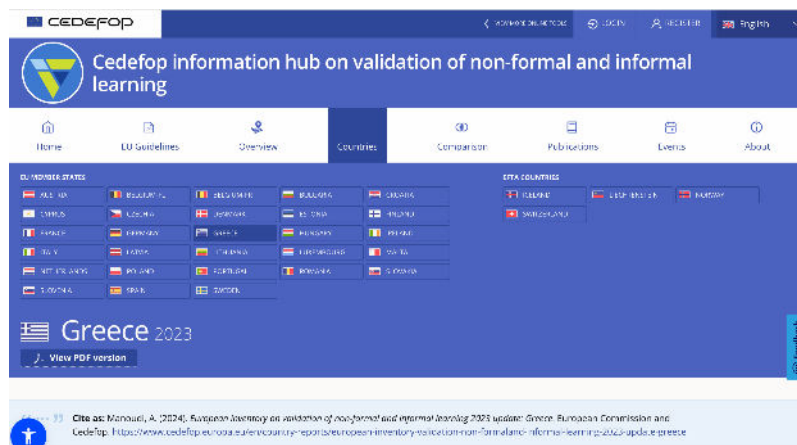
Limitations

- ✗ Bureaucratic structure
- ✗ Limited to the French system

Relevance for YouthSportCV

A strong model for creating a personal “skills passport.” YouthSportCV could adopt this idea in a more flexible, youth-friendly, and internationally accessible format.

l. Cedefop – Validation of non-formal and informal learning: Greece (2023)



Description:

Validation of non-formal and informal learning (relevance for youth/sport volunteering). A dedicated EU reference on the validation of non-formal and informal learning in Greece is available through CEDEFOP. This reference may be useful for the project's mapping of national approaches related to recognition/validation pathways beyond formal education

Elements relevant for YouthSportCV:

- ✓ Easy to navigate the website.
- ✓ Available to download as PDF's.
- ✓ Been broken down into countries

Limitations:

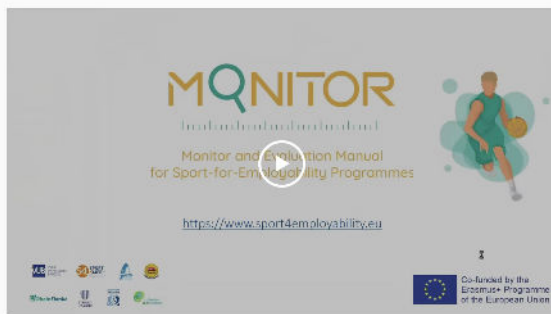
- ✗ Text heavy with many drop down sections.

Relevance for YouthSportCV: Useful for **policy alignment**

m. MONITOR – Monitoring & Evaluation Manual for Sport-for-Employability Programmes (2019–2021)

MONITOR M&E VIDEO

The Manual defines a series of outcomes relevant to employability and outlines programme processes which are required to lead to such outcomes. It **provides scales** with which to **measure outcomes** and explains how to **interpret the data**. It emphasises the important differences between **validated and non-validated scales** and their use. Because not all sport-for-employability organisations have experience in collecting and processing data, we have included an M&E video that explains this in greater detail. The video was prepared by Mr John Taylor from the University of Stirling (UK). Processing survey data obtained from the scales can be completed using **Excel spreadsheets** that are prepared for the Manual and provided separately.



The video has the following content:

CHOOSING THE SECTIONS RELEVANT TO YOU

SECTION 1 - THE PURPOSE OF THE MANUAL

This provides a general introduction to the Manual and offers definitions of key terms central to M&E – Outcomes, Impacts, Monitoring, Evaluation, Summative and Formative Evaluation.

SECTION 2 - DEFINING EMPLOYABILITY AND THE NATURE OF OUTCOMES

This explores issues relating to the definition of the ambiguous term 'employability'. It distinguishes between hard and soft skills and outlines research-based and employer-defined components of employability.

SECTION 3 - SPORT AND EMPLOYABILITY: A CONTINUUM OF PROGRAMMES

This section emphasises that sport on its own will make a limited contribution to developing employability and that sport needs to be amended and/or supported with other activities and workshops. It outlines a continuum of approaches, based on the mixture of sport and other activities – Plus Sport, Sport Plus 1 and Sport Plus 2. It also examines the importance of the social climate of such programmes and the central role of mentoring. The section ends with a comment about the basis for choosing a particular approach.

Table 2. Definitions of Employability Skills and Attributes
(Source: Blades, Fauth & Gibb, 2012)

Skill/Attribute	Definition
(Self)confidence	Belief in oneself or one's own abilities
Self-esteem	A positive or negative orientation toward oneself: an overall evaluation of one's worth or value
Motivation	Interest/engagement, effort and persistence/work ethic
Perceived Self-efficacy	Belief in one's ability to succeed in a particular situation
Social/interpersonal skills	Ability to interact appropriately with other people, without undue conflict or discomfort
Communication skills	Ability to convey information effectively so that it is received and understood; appropriate verbal/non-verbal communication with colleagues, managers and customers/others
Teamwork	Ability to work cooperatively with others
Assertiveness	Ability to confidently express views or needs without either aggression/dominance/undue submissiveness towards others
Self-control	Ability to control own emotions and behaviour, particularly in difficult situations or under stress
Reliability	Attendance and time keeping, consistent standards
Positive attitude	Keen to work, learn, accept feedback and take responsibility
Presentation	Consistently clean, tidy and appropriately dressed, with a polite and professional manner
Planning	Ability to plan tasks and monitor progress
Problem-solving	Ability to identify problems and devise solutions
Prioritising	Ability to identify and focus on priority tasks

When you decide the desired outcomes and the broad type of programme (as outlined above), you then need to design a programme which will achieve them. This raises the issue of the development of a theory of change.

EXERCISE 2 - HOW WOULD YOU DESCRIBE YOUR PROGRAMME?

On the basis of the continuum of programmes outlined in this section:

- What type of programme do you provide?
- Why do you define it like that? What are its components?
- Why did you choose this approach?
- How do you identify both existing and required skills? Do you use a personal learning/development plan?
- How do you develop a positive social climate?
- Is mentoring important in your programmes?
- Does it follow the steps outlined in this section?
- How is each stage in the mentoring process delivered? By one mentor or several? Why did you choose this approach?

	COACH+ project	COACH+ MOOC	MONITOR project	DOWNLOAD THE MONITOR MANUAL	More
09:06	Attendance data				
09:22	Filtering the TSP responses from the questionnaire				
10:46	Viewing survey response in the 'Converted Data' sheet				
11:47	Viewing survey response in the 'Results' sheet				
12:15	Viewing survey response in the 'Data Output' sheet				
12:35	Enter all the 'before' survey data				
13:58	Deleting old questionnaire				
14:12	Viewing all 'before' survey responses in the 'Data Output' sheet				
16:07	Viewing all 'before' survey responses in the 'Results' sheet				
17:05	Enter all 'after' survey data				
17:26	Matching respondents between the two surveys				
18:36	Adding attendance data				
19:10	All 'before' and 'after' surveys data entered				
19:58	Viewing 'before' and 'after' survey responses in the 'Converted Data' sheet				
20:00	Viewing 'before' and 'after' survey responses in the 'Results' sheet				
20:45	Comparing 'before' and 'after' survey responses in the 'Data Output' sheet				
21:44	Filtered 'before' results				
25:07	Viewing 'before' and 'after' survey responses in the 'Results' sheet				
26:56	Using the 'athletics and disability' questions				
29:00	Using other scales from the Manual				
29:29	Social Skills Questionnaire (SSQ) overview				
29:36	Data Output sheet for the SSQ - showing more results tables				
30:55	Reset values				

Description:

The objective of the MONITOR project is to develop a user-friendly manual that will help sports-based organisations to increase the level of employability of the young people they work with.

Elements relevant for YouthSportCV:

- ✓ Video breaking down each element and a timeline to show the time of each section.
- ✓ PDF - having links that takes you to the section relevant to you (easy to use)
- ✓ Clear breakdown of definitions
- ✓ Interactive exercises to support planning sessions. Exercises could be used for self-assessment tools.
- ✓ Clear explanations of theories.

Limitations:

- ✗ The excel documents could be layed out better.

Relevance for YouthSportCV:

- Strong inspiration for **self-assessment tools**.

n. Skills4Sports

Description: The purpose is to create new curricula in professions related to sports and business-oriented (merchandising, marketing, administration, event management). An initial analysis, based on the existing skills gap between jobseekers and companies'



requirements, will lead to e-tools (e-learning platform, mobile app and social-media app) aimed at young people.

Elements relevant for YouthSportCV:

- ✓ Use of real examples

Limitations: /

Relevance for YouthSportCV:

- Supports integration of: Learning pathways and Digital tools
 - o. **SK4YS**

SK4YS Good Practice #4



Title and leader organisation	Doorstep Sport Clubs (DSCs) Street Games UK
Target group	Disadvantaged 14-25 years old youngsters who, typically, are not members of any other sports club. Many of them are NEET youngsters.
Sports	Over 40 sports are played in DSCs including football, dodgeball, handball, table tennis, basketball, badminton, cricket, swimming and break dance.
Category	Sport Plus
Location	England and Wales
Short story	StreetGames was formed in 2007. In 2013, Sport England granted StreetGames £20m to support 100 000 disadvantaged young people to participate in sport in 1000 new-style Doorstep Sport Clubs.
Skills	Through Doorstep Sport, StreetGames teaches a whole host of valuable skills – including teamwork, communication, respect, patience and improved self-confidence. The organisation's successful volunteering programme further develops these traits into winning leadership skills – emboldening young people to develop their peers, organise social activities, and speak confidently in large groups.
	Through the "Youth Outcomes Star" impact assessment tool StreetGames continually

Description: SK4YS – Skills for You(th) through Sport – was a two-year (2019-2020) transnational initiative of European sport, youth organisations and educational institutions whose aim was to raise awareness of soft skills and competences learnt through sport and implement them through sport-based employment programmes.

The SK4YS awareness-raising initiative, which targeted young people from disadvantaged backgrounds and those not in employment or training (NEETs), focused on a cross-sector approach of sport, youth, employment and education policies.

Elements relevant for YouthSportCV:

- ✓ Use of examples to bring the skill development to life.





Limitations:

✘ Not a skills validation system, but provides useful information regarding Sport's contribution to skills development and employability.

Relevance for YouthSportCV:

- Important for **storytelling and skill visibility**.

o) ProfilPASS

The ProfilPASS for young people: Look for and find your strengths

ProfilPASS will show you the many things you have accomplished in your life – as part of your family or your circle of friends, in school, or during an apprenticeship. It will also help you pinpoint your interests, and can become an important starting point for planning your future.

ProfilPASS will help you to understand where your strengths lie, and show you all the skills you have already mastered. After all: there are plenty of opportunities to learn and develop skills, not just in school or as part of a vocational training. Take your time and take the exercises in this ProfilPASS seriously – and you may really surprise yourself!

You can do so much more than you thought!

ProfilPASS consists of four parts:

-  **My Life**
-  **My Strengths**
-  **My Interests**
-  **My Goals**

Don't try to do everything in one go. Instead, talk to people who know you well about the various exercises.

Their feedback will help you discover your personal strengths step by step. Did we get you interested?

Have fun discovering who you really are!

If you come across anything in the ProfilPASS you're not sure about: find someone who can help. Ideally that should be one of our ProfilPASS advisors, one of your teachers, your training supervisor, or even your parents.

The last part of the ProfilPASS is where you can collect your report cards, work references, and other certificates, etc. Having everything in one place means that it will be really easy to have everything you need at hand, when you want to apply somewhere.

My Life



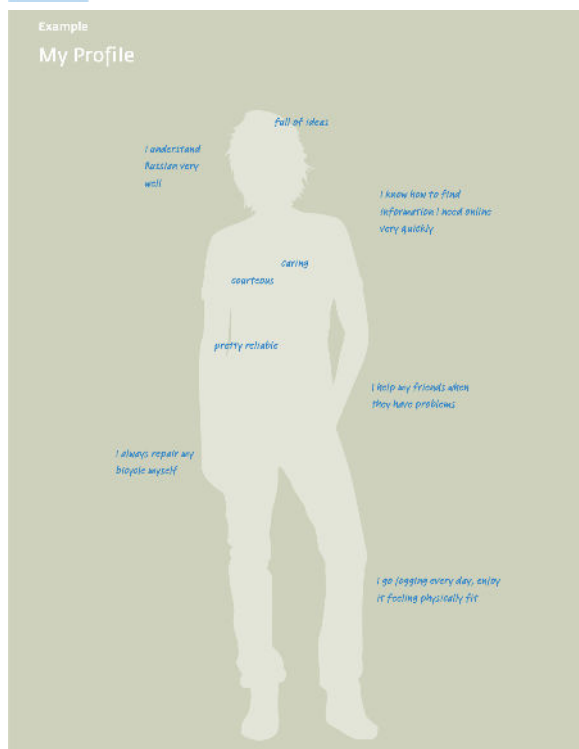
Let's take a closer look at your life!

- Who are the most important people in your life?
- What does a normal day look like for you?
- Have there been any big, important events in your life?
- Have you already had some practical work experience?
- What are the things that are most important in your life right now?

My Opinion Self-Assessment

	true	sometimes true	not really true	not true at all
full of ideas	☒	☐	☐	☐
hard-working	☒	☐	☐	☐
target-oriented	☒	☐	☐	☐
short-tempered	☒	☐	☐	☐
bossy	☒	☐	☐	☐
persistent	☒	☐	☐	☐
careful	☒	☐	☐	☐
impatient	☒	☐	☐	☐
caring	☒	☐	☐	☐
thorough	☒	☐	☐	☐
courteous	☒	☐	☐	☐
curious	☒	☐	☐	☐
confident	☒	☐	☐	☐
disciplined	☒	☐	☐	☐
tolerant	☒	☐	☐	☐
hard-headed	☒	☐	☐	☐
laid-back	☒	☐	☐	☐
disobedient	☒	☐	☐	☐
reliable	☒	☐	☐	☐
punctual	☒	☐	☐	☐
helpful	☒	☐	☐	☐
good with hands	☒	☐	☐	☐
creative	☒	☐	☐	☐
responsible	☒	☐	☐	☐

Example My Profile



full of ideas

I understand Russian very well

I know how to find information I need online very quickly

caring

courteous

pretty reliable

I help my friends when they have problems

I always repair my bicycle myself

I go jogging every day, enjoy it feeling physically fit

Description: Self-assessment tool with a personal development focus.

Elements Relevant for YouthSportCV:

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Co-funded by
the European Union

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



- ✓ Person first approach - doesn't just look at skills
- ✓ Interactive tasks throughout the workbook
- ✓ Presented in clear sections
- ✓ Tickbox exercise works well to see qualities

Limitations:

- ✗ Limited mention of sport
- ✗ Could it be more digital, the document is a printable pdf.

Relevance for YouthSportCV:

- Useful for designing: Self-assessment journeys and Simple interaction models

3. Key Findings from User-Friendliness Research

Across the analysed platforms, young people consistently preferred:

- **Simple and intuitive interfaces**
- **Visual outputs (graphs, badges, CV formats)**
- **Interactive elements (tick boxes, progress tracking)**
- **Short and guided processes instead of long text inputs**
- **Clear connection to real-life outcomes (jobs, skills, CVs)**

They struggled with:

- Complex language
- Long reflective writing
- Static or text-heavy platforms

4. Conclusion: Implications for YouthSportCV

Based on the desk research and user feedback, several key elements emerge as essential for the development of the YouthSportCV platform:

1. Combine Reflection with Visual Output

While tools like Youthpass highlight the importance of reflection, YouthSportCV should translate this into **clear, visual, and CV-ready outputs** (e.g. skill profiles, badges, summaries).

2. Use a Structured but Accessible Competence Framework

ESCO and similar frameworks provide strong foundations, but must be:



- Simplified
- Translated into youth-friendly language
- Supported by examples

3. Prioritise User Experience and Accessibility

Inspired by Europass and user feedback:

- Simple navigation
- Step-by-step guidance
- Mobile-friendly design

4. Integrate Interactive Self-Assessment Tools

Based on MONITOR and ProfilPASS:

- Tick-box exercises
- Automatic feedback
- Progress tracking

5. Link Skills to Employability Pathways

From Pass'sport and Du stade vers l'emploi:

- Show career pathways
- Connect skills to jobs
- Provide real-life examples

6. Ensure Credibility While Remaining Youth-Friendly

Inspired by VAE and Passeport de compétences:

- Include validation mechanisms
- Possibly involve mentors or organisations
- Maintain trust without complexity

7. Include Personalisation and Storytelling

From SK4YS:

- Allow users to showcase experiences
- Include narratives and examples

Final Insight

The main added value of YouthSportCV lies in **bridging the gap** between:

- Informal learning in sport
- And formal recognition in the labour market

To achieve this, the platform must be:

- **Simple but credible**
- **Structured but flexible**
- **Reflective but outcome-oriented**

Focus Group Summary Report

Basic information

- Pilot country: Greece
- Hosting organization: Ministry of Education, Religious Affairs and Sports
- Date of session: 26/05/2026
- Location: Maroussi, Greece (GM headquarters)
- Facilitators: Michalis Nochos, Theodora Alexandropoulou
- Number of participants: The group consisted of 10 participants, both males and females of various ages. More specifically we included, as initially suggested by the consortium consensus, 3 team sports coaches, 3 individual sports coaches, 2 physical education teachers, 1 parent, 1 youngster

- video projection was available to facilitate the process

- coffee, snacks and a light meal by the end of the meeting were offered to the participants

Participant	Gender	Status	Background
1	Male	Coach – Team sport	Football (grassroots level)
2	Male	Coach – Team sport	Basketball (teenagers' level)
3	Male	Coach – Team sport	Handball (young men's national team)
4	Male	Coach – Individual Sport	Kick boxing and former boxing Greek champion
5	Female	Coach – Individual Sport	Athletics (grassroots and teenagers' level)
6	Female	Coach – Individual Sport	Jiu Jitsu and former Greek champion

7	Male	Physical Education teacher	School teacher and basketball coach in various levels
8	Male	Physical Education teacher	Educational Advisor, MSc Human Performance, MSc Performance Maximization, MSc Psychology of Exercise
9	Female	Parent	Official of the Ministry of Education, Religious Affairs and Sports, parent of two distinguished athletes
10	Male	Youngster	13 years of football practicing

Block 1: Coaching Strategies and Tools

To start with a general view of the Alex story we consider that the actual balance between “on-field leadership” and “workplace unreliability” was based on and finally expressed more explicitly by the various and contrary supporting ideas for each of the two above mentioned topics that were discussed. It was exactly this pluralism in the views of the participants, depending on the sports category or the discipline itself each time, that led to an interesting and fruitful discussion.

More specifically, some of the participants agreed that a leader should stand out and be the example to be followed in all of his aspects and behaviors, in and out of the field. Alex, on the other hand, could not be a leader since he is late at training sessions and can't comply with a certain time schedule. The leader should be the one that will influence all others in the locker rooms, in the field (training or game), when hanging around, by the time he/she will arrive or leave, by the way he/she will interact with everybody else in the team at any time.

Nevertheless, the contrary opinion was also expressed, by a team sport coach, that a leader is not necessarily perfect in total. The question to be discussed is to what extent the team is ready to accept or manage his/her negative behavior, characteristics aso, because he/she is the one who will give answers on the field, motivating and leading the whole team to win the game or championship. Of course it's not a matter of ignoring the problem, the coach must address it and try to resolve it, despite the fact that he/she will put up with it in certain occasions.

As far as the working place and relevant environments is concerned, the discussion was also diverse and focused mainly on the type of work we have to deal with. Some of the participants stressed that Alex could be useful to a job without a certain or strict working schedule. He could be productive and capable of carrying out multiple tasks and jobs, serving also here as an example for the rest of his work mates and employees. Once again though, even if the employer or manager at work was willing to tolerate and excuse a late arrival, there are specific types of work, that operate under strict timetables, either because of their deliverables or because they depend on a chain of other tasks and jobs of other workers, colleagues aso. Consequently, although one or two of the coaches may have given a recommendation letter supporting Alex towards an employer, most of the participants would not propose him for the job. The distinction also came to the point of weighting the immediate actual goal (win) in the field versus the general goals and long-term outcomes a job is targeting to. Overall, Alex should be encouraged and supported to manage his lack of keeping with time schedules, focusing and highlighting other of his positive characteristics and soft skills in order to balance his delay issue and make easier for him to start solving his time keeping incompetence.

One of the main obligation coaches believe they should carry out during their interaction with their athletes, apart from training and practicing pure sports, competitive skills and knowledge each discipline requires, is to work with youngsters closely as well to support them in the field of psychology, observing and exercising also their mental abilities, behaviors aso. Coaches apart from sport educators should be also life teachers and pedagogues for the young people they are involved with. The participants (especially coaches) agreed they should observe and record their athletes' soft skills as they are the necessary supplement to sports skills, in order to compile a perfectly and totally trained young person, in view of his sport or other career in life. These soft skills, or even lack of some essential attributes, must be recorded and discussed, either with the presence of the whole team together, when required, or each individual athlete, in cases where more personal guidance and educative support is indicated in favor of the young athlete. Another significant, not actually technique, since this process comes spontaneously, naturally and constitute an inevitable socializing act, not only in team sports of course, comes when coaches try to bond their athletes and strengthen their social abilities also outside the sport environment. In order to achieve that goal, they organize nights out with the guys, they arrange entertainment meetings and hang outs for a drink or cinema or even going out to play billiards or bowling, where these kind of leisure sports would reflect competitive or other soft skills and their bonding as individuals outside the game field, in a more loosely way.

Most usual method coaches referred to as a tool for assessment and recognizing soft sills is the all time classic questionnaires. One of the physical education teachers stressed the existence of three different types. The classic assessment questionnaire, the self-assessment questionnaire and the observation questionnaire. Apart from this distinction, some of the participants argued also on the parents' feedback as a useful and significant assessment tool to assist coaches. But still, most of the participants agreed that the opposite way around, is also and even more crucial, where the coach provides feedback to the parents for what is happening during training, playing a game and within the sports environment in general. They also refereed to data and record comparison, although they noted that this process needs to have a wide sample in numbers as well as population, ages, regions and other characteristics concern.

Block 2: Validation of the "Map of Soft Skills"

Following a read-through by the facilitator of the Map of soft skills, as listed and categorized according to the 6 Cs (clusters), depending on the thematic area they cover, as well as having visual contact with the Map, while it was projected in the meeting room, the participants dedicated few minutes to study carefully and read again individually the soft skill chart, given that it was the first time they had seen soft skills categorized in this way. The participants agreed that this is a valid framework based on six distinct clusters; however, in everyday coaching practice, these clusters are not so

clear-cut, as usually more than 1-2 skills from a different category may be practiced simultaneously by the coach's work, training and the young athletes' interaction in general within the sport club environment.

The soft skills and dexterities that have been distinguished concerning "Winning" in the game field were Discipline, Leadership and Self-confidence/Self-esteem. The participants also referred to a lot more skills from the Map, but most of the opinions were coincided on the above-mentioned ones. As for "Employability" the participants stressed Discipline, Responsibility and Goal-setting as the three major skills required or considered as very important in the work place situations.

The participants continued their discussions and noted that "civic literacy" could be added in the "Caring" category. Civic literacy is the foundational knowledge and skills required to participate effectively in society. It encompasses understanding how government systems function, recognizing your rights and obligations as a citizen, and having the critical thinking skills needed to engage thoughtfully with community and political issues. The civic literacy also refers to respect in public spaces, respect for others, social responsibility, adherence to rules of coexistence, environmental awareness, and democratic behavior. They considered this skill important in both team and individual sports since it relates to our interaction with other people within the same community. The skill of "punctuality" closer to the "Character" field, which pertains to arriving on time at sports activities as well work places, is another soft skill which the participants considered extremely important and should be included, as we also discussed thoroughly in the occasion of Alex story earlier.

Both team and individual sports representatives had a slight difficulty to understand and mainly to exactly interpret what "administrative and record-keeping skills" that was under the "Contribution" cluster means, basically they didn't understand its practical application, making that skill the one that they seemed to approve less when trying to associate it with their sports.

The participants agreed that all skills listed in the Map are essential for both individual and team sports. However, they differ only proportionally by the range these skills are practiced and cultivated at each sport category. More specifically, they expressed slight objections to certain skills that have been listed to either belong only to individual or team sports respectively. Skills such as "focus and concentration," "adaptability," "creative thinking," "goal setting," "discipline," and "responsibility"— which are considered skills acquired through individual sports—are undoubtedly essential in team sports as well. Similarly, "decision-making," "problem-solving," "conflict resolution," "self-image," and "fair play," which correspond to team sports on the map, are equally essential skills in individual sports. Participants also emphasized that skills such as "problem-solving," "decision-making" "goal-setting" and "responsibility" carry proportional weight depending on the nature of the work.

Block 3: Digital Platform and Online Course Input

As we moved on to the 3rd block, regarding the digital platform and the online course of our project, we were already a bit delayed and out of the initial time schedule for this meeting with the coaches, as the discussions were holding the participants attention for good and all of them seemed to be passionate about the issues we were exploring on the occasion of this new YouthSportCV idea. They all wanted to share lots of experiences, as well as to learn and listen to their colleagues' stories and inputs. Consequently, we had to deal with this time limitation and as many of them had to return to their obligations and trainings the last discussion turned to be shorter and it could be summarized as follows.

First of all, the participants agreed that they all have strong and real motivation. They are all willing to be part and support this new project by attending any lesson we could offer by the end of the program. They also came to an agreement that the language should be simple, easy to understand and in Greek format. They expressed some worries if there is any need for preparation or instructive lesson prior to the main course.

As a physical education teacher stated, the observation assessment is very essential to this point, as well as the coaches, young athletes and parents' comparative assessments, in order to create an objective as possible tool. What is really important here is to try and achieve objectivity, because objectivity for the moment can be only seen at the scores and results in the field during and mainly after the game.

For the young athletes it could be very useful and effective if we could have already examples to demonstrate to them. Meaning that, if major brands or even smaller companies had already hired young people based on their YouthSportCV and their soft skills gained through sports and recognized there, this could be the success story young people or their parents would like to follow and be part of. Of course, we explained to the participants that this is exactly what we hope to achieve, as we are in the process of making that happen through this project. We hope to be able by the end of the program to create the foundation and the bridge that will associate youngsters who practiced sports and gained the soft skills employers are looking for in the job market. Eventually success stories will come and enhance the role, the credibility and the results of YouthSportCV.

From the parents' aspect this lesson should be also available to them. Easy to use, friendly to every parent, as they should be definitely part of the chain.

We should create an easy to use tool also for the youngster, who has already bad experiences from typical education. Young athletes don't need a complex and confusing tool, since they may not be involved or give any time and chance to go on with this. They need a simple and brief platform so they have the time to engage with it.

The obstacles we have to deal is bureaucracy for sure and the time needed for such an implementation to be applied. For the moment and at least as far as Greece is concerned, there is no interest from the ones involved in this. That is, such a culture is not developed in our country. Parents and other stakeholders should be more interested, as the coaches agreed that although they organize meetings in order to inform and consult with the parents, they are not attending these meetings for various reasons, with or without real justifications. There is lack of motivation (or the time required nowadays?), and although it's all about their kids, parents should have been more interested in cooperating and consulting with the coaches and educators.

Interaction Analysis

Consensus points:

- The soft skills Map was overall accepted and all participants agreed that the described soft skills cover their sports and disciplines or sport category they serve in general.
- They also agreed that they wouldn't recommend Alex for a job, as they considered punctuality a major requirement in employability and job market.

Debated topics:

The Alex story brought up a wide discussion as regards his leadership issue within the team environment and whether he should or not be the team leader. The opinions covered both answers with strong and logical arguments making the discussion very exciting and productive through different and various views of the participants. According to some of the participants he must be leading the team in view of good results and winning, for some others he should be step aside, because he is a bad example and the team has to follow certain rules from which no one is excluded. He has to be the ideal example for all if he wants to lead the team.

Going a step further, the opinions were also differed as regards the methods to help Alex understand and overcome his late arrival issue or even the ways coaches choose deal, even punish him or any other athlete, who is considered to be trouble for the team due to certain behavior or habits.

Shifting opinions

There weren't any obvious and major shifting opinions during our discussion, although some participants may slightly changed their view after a clarification from the facilitators or a strong argument expressed by another participant, like by the time a physical educator explained more explicitly the questionnaires and assessment methods he used to follow or implement in his career, making an individual sport coach understand more clearly this issue and agree with her colleagues ideas.

Conclusions and Recommendations

Key takeaways for the development of the Map of Soft Skills

- All soft skills as listed in the Map and we presented to the participants were adopted and accepted by consensus. The participants considered that these skills cover most aspects required for the proper and desired development of young athletes
- The distinction as far as individual and team sports for each soft skill was also unanimously rejected, since the participants strongly argued that all soft skills could be found in every sport category without any classification. All soft skills described in the map should belong to both team and individual sports categories.
- New scientific researches and bibliography has shown that, nowadays in the job market section, major companies and methods followed by employability experts are based on soft skills and the civic literacy of the candidates, apart from their Degrees and Diplomas, like it used be in the past.

Key takeaways for the Online Course for Coaches

- The participants agreed that the tool should be simple and easy to understand and use, in Greek language, without complex content that could confuse them.
- The time they would need to dedicate was also an issue during the discussion since there are more obligations for everyone than ever in the past, especially for coaches, who often deal with more engagements than only the standard trainings in the field.
- The participants agreed that YouthSportCV project is an innovative idea, they all embrace it from the beginning, setting themselves to our disposal for any future scientific research and especially the coaches, who praised the epitome the project, and expressed their will to attend and participate in the online course for them.

Focus Group Summary Report

Pilot country: Portugal

- Hosting organisation: Sport Evolution Alliance
- Date of session: 25/05/2026
- Location: Online via Zoom Meetings
- Facilitators: Thiago Santos, PhD – Professor at Oporto University, Faculty of Sport
- Number of participants: 10



- Profile of participants: gender-mixed, from different regions of Portugal, coaches, teachers, educators, sports managers, athletes and parents between 25 and 60 years old.

Block 1: Coaching Strategies and Tools

Discussion of the “Alex” dilemma:

Participants considered Alex a young person with clear potential, especially because he demonstrated leadership, resilience, commitment to training, and the ability to motivate and organise others in the sporting context. However, they also recognised that his repeated lateness and very direct communication style could create difficulties in a workplace environment. Some participants felt that he could be recommended, but only through honest communication with the employer, explaining both his strengths and the aspects that still needed to be developed. Others argued that they would not recommend him immediately, because punctuality was seen as a basic requirement in school, work and life. Overall, the participants viewed Alex as someone who should not be excluded, but who would need support, preparation and a better understanding of the reasons behind his behaviour before being fully integrated into a professional opportunity.

Debriefing techniques:

Participants highlighted the importance of helping young athletes become aware of the skills they develop through sport, rather than assuming that this transfer happens automatically. They referred to observation, interaction and guided reflection as important strategies. Coaches can observe how athletes behave in training, competitions, changing rooms and group interactions, but they also need to speak with them and ask questions that connect sporting experiences to real-life situations. For example, athletes should be encouraged to reflect on how they deal with mistakes, pressure, feedback, punctuality, teamwork, communication and responsibility. Participants also stressed the importance of asking young people about their own perspectives, helping them understand the reasons behind their behaviours and supporting them in recognising how values such as respect, discipline, resilience and leadership can be applied outside sport.

Current recognition tools:

Participants referred to several ways in which skills are currently recognised or observed in sporting contexts, although not always through formal tools. These include attendance records to monitor assiduity and punctuality, observation during training and competition, analysis of behaviour in group settings, and the way athletes respond to challenges, rules, feedback and pressure. In martial arts, grading exams were mentioned as a context where athletes are asked about values such as courtesy, integrity, perseverance, self-control and respect. Participants also referred to broader structures that support this work, such as coach education programmes, ethics



frameworks, club development initiatives and European sport projects. However, they also suggested that there is still a need for more intentional and practical tools to help young people identify, understand and transfer their skills to education, employment and personal life.

Block 2: Validation of the "Map of Soft Skills"

Ranking exercise results:

Participants identified several overlapping skills between “winning” in sport and employability, with responsibility and cooperation emerging as the most repeated cross-cutting skills. For sporting success, the most frequently emphasised skills were resilience, discipline, and teamwork/cooperation, often connected to consistency in training, emotional management, accepting feedback, dealing with pressure, recovering from mistakes, and continuing after defeats. Other sport-related skills mentioned included focus/concentration, goal setting, stress management, acceptance, communication, emotional intelligence, leadership and self-reflection. For employability, participants most often highlighted responsibility/commitment, cooperation/teamwork, and adaptability, with communication, empathy, autonomy, discipline, critical thinking, entrepreneurial spirit, time management and decision-making also appearing as important. When asked what employers would value most, participants did not agree on a single universal answer, but the strongest recurring ideas were discipline, empathy, teamwork/cooperation, adaptability, and responsibility, depending on the role, company culture and professional context.

Missing or overemphasised skills:

Participants did not strongly reject the skills included in the map, but they stressed that the classification of soft skills should not be treated as fully objective or universal. They argued that the importance of each skill depends on values, the type of sport, the professional role, the organisation, and the individual profile of the young person. One participant made an important distinction between sport, education through sport, and high-performance sport, noting that they do not automatically produce the same educational outcomes. Competitive or high-performance sport can develop important abilities, but without values-based education it can also reinforce problematic behaviours. Participants also suggested that some essential dimensions may need stronger emphasis, particularly self-awareness, empathy, values-based education, practical transfer of skills, and the ability to understand one’s own strengths and how these can be applied in school, work and life.

Sport-specific distinctions:

Participants recognised important differences between individual and team-based activities but also warned against oversimplifying that distinction. Team sports were seen as naturally rich contexts for developing cooperation, communication, shared goals and group responsibility. However, participants also noted that individual sports

still involve teams, especially at higher levels, where athletes depend on coaches, support staff, training partners and wider structures. Some participants argued that athletes coming from individual sports may face greater challenges when entering professional environments where objectives are collective rather than personal, because they may need to adapt to shared goals, hierarchy, collaboration and team dynamics. At the same time, individual and combat sports were seen as particularly strong contexts for developing decision-making, discipline, resilience, emotional control and respect for rules. Overall, participants understood soft skill development as dependent less on the sport category alone and more on the quality of coaching, the values promoted, the club culture, and whether skills are intentionally reflected on and transferred beyond sport.

Block 3: Digital Platform and Online Course Input

Priority course topics:

Participants considered self-awareness and skills identification to be the most critical lesson for young athletes. The course should help young people understand what they are already good at, recognise the skills they have developed through sport, and learn how these skills can be transferred to school, work and everyday life. Several participants stressed that many young people already possess valuable competences, such as discipline, resilience, cooperation, leadership or communication, but often do not recognise them as relevant outside sport. Another priority topic was the idea of managing one's own "life project", helping athletes think about their personal, sporting, academic and professional pathways with more intention. Participants also felt that the course should help young people understand how different professions require different skills, so they can connect their own profile with possible career paths and make more conscious decisions about their future.

App functionality:

Participants felt that the platform should be simple, intuitive, visually appealing and able to capture attention from the first minute. It should avoid long theoretical introductions and instead use short, engaging, practical content. Suggested functionalities included videos, real-life cases, interactive questions, self-reflection exercises, gamification, and personalised pathways. The app should allow young people to identify their skills, understand which ones they already have, discover which ones they may want to develop, and see how these can connect to possible educational or professional opportunities. Participants also suggested that the platform should help create a "match" between skills and career paths, showing young athletes how competences developed in sport could be useful in different jobs. For coaches and educators, the platform would be most useful if it provided practical scenarios, reflection prompts and tools to connect sporting behaviours with school, work and personal development.

Barriers to implementation:

Participants identified several barriers to implementing soft skill assessment in practice. One major barrier is time: many coaches have jobs, families and limited availability beyond training and competition, which makes it difficult to provide deeper individual support to young athletes. Another barrier is motivational: young people may not engage with training platforms if the content feels too theoretical, generic, boring or disconnected from their reality. Participants also pointed to a gap between theory and practice, arguing that many educational tools explain concepts but do not sufficiently connect them to the young person's own experience. A further challenge is the lack of formal recognition of sport-based skills in many professional contexts, especially when employers do not fully understand how sporting experience can demonstrate responsibility, resilience, cooperation or leadership. Finally, participants noted that clubs, coaches, families, companies and public policies all influence whether soft skills are developed and recognised, meaning that implementation cannot depend only on the athlete or the coach; it requires a more coordinated ecosystem.

Interaction Analysis (Group Effects)**Consensus points:**

Participants reached strong agreement that sport can be a powerful context for developing soft skills, but only when this development is intentional, guided and supported. They repeatedly agreed that skills such as responsibility, cooperation, resilience, discipline, communication, empathy and adaptability are relevant both in sport and in employability. There was also broad consensus that these skills do not transfer automatically from sport to work or education; young people need to be helped to recognise what they are learning, reflect on it and understand how it applies beyond the sporting context. Another strong point of agreement was the importance of the coach's role, not only as a technical instructor, but also as an educational figure whose values, behaviour and relationship with athletes influence their development. Participants also agreed that any digital tool or course should be practical, engaging, visually appealing, personalised where possible, and connected to the real experiences of young people.

Debated topics:

There was some debate around the "Alex" case: some participants would recommend him to the employer with full transparency, while others would not recommend him immediately because punctuality was considered a basic and non-negotiable professional behaviour. The distinction between individual and team sports was also discussed. Team sports were associated more directly with cooperation, communication and collective objectives, while individual and combat sports were linked to discipline, resilience, decision-making and emotional control. It was recognised that no sport develops skills automatically and that both individual and team

sports can contribute to soft skill development if coaches create intentional learning situations and help athletes reflect on their behaviours.

Shifting opinions:

There were no clear cases of a participant completely changing their opinion, but several interventions built on and refined previous contributions. For example, the discussion moved from a simple question of whether Alex should be recommended or not towards a broader understanding of context, trust, honest communication and gradual preparation. Participants also expanded each other's ideas around the role of the coach, moving from observation of behaviours to interaction, reflection, values-based education and mentoring. In the final part, several participants openly aligned their views with previous speakers, especially around self-awareness, skills identification and the need to help young people understand how their sport-based competences can be applied to school, work and life. This suggests that the group progressively converged around a more holistic view: soft skills should be identified, reflected on, intentionally developed and connected to real opportunities, rather than assumed to emerge automatically from sport.

Conclusions and Recommendations

Key takeaways for the development of the Map of Soft Skills (D2.2):

Participants validated the relevance of the proposed soft skills map but stressed that it should not present skills as fixed, universal or automatically transferable. The map should make clear that the value of each competence depends on the sport context, the athlete's profile, the role of the coach, the club culture and the future professional context. Skills such as responsibility, cooperation, resilience, discipline, adaptability, communication, empathy and autonomy emerged as particularly important across both sport and employability. However, participants also highlighted that the map should distinguish between skills developed for sporting performance and skills that are transferable to education, employment and personal life.

The map should also include a strong focus on self-awareness, because participants repeatedly emphasised that many young people already have valuable competences but do not recognise them as such. Therefore, the map should not only list skills but also help young people understand what each skill looks like in practice, how it appears in sport, and how it can be applied in school, work and daily life. A useful structure could show each competence through practical indicators, for example: "How this skill appears in training", "How it appears in competition", and "How it can be transferred to employability".

Another important takeaway is that the map should avoid assuming that all sport experiences are positive by default. Participants clearly stated that sport can develop soft skills, but only when there is intentional guidance, values-based education and quality coaching. The map should therefore reflect the role of the environment around

the young person, including coaches, families, clubs, schools, employers and community structures. It should also acknowledge differences between team sports, individual sports and combat sports, while showing that all of them can develop transferable skills when the learning process is deliberate and supported.

Key takeaways for the Online Course for Coaches (D2.3):

Participants suggested that the online course for coaches should focus less on abstract theory and more on practical application. The course should help coaches understand how to identify, develop and transfer soft skills through everyday sport practice. A central theme should be how to help young athletes recognise their own competences and connect them to real-life contexts, particularly education, employment and personal development. The course should also address how coaches can use training sessions, competitions, feedback moments and group interactions as opportunities for reflection and skills development.

A priority topic for the course should be the coach as an educational agent. Participants repeatedly stressed that coaches are not only technical instructors; they influence behaviours, values, motivation, confidence, responsibility and social development. The course should therefore include content on coach behaviour, role modelling, communication, mentoring, observation, feedback and values-based leadership. It should also help coaches understand that skills such as discipline, resilience, teamwork or leadership do not automatically transfer to the labour market unless athletes are supported in recognising and applying them outside sport.

The course should also provide practical tools for coaches to use with young people, especially vulnerable youth and NEETs. These could include reflection questions, case studies like the “Alex” dilemma, observation checklists, self-assessment exercises, scenarios for discussion, and activities that connect sport behaviours to employability skills. Participants also highlighted the importance of making the course visually appealing, concise, interactive and connected to real examples. To be effective, the course should avoid long theoretical explanations and instead use short videos, practical cases, gamified activities and problem-based learning approaches.

Finally, participants identified time, motivation and lack of coordination as important barriers. Many coaches have limited availability beyond training and competition, so the course should be flexible, modular and easy to use. It should also recognise that coaches cannot do this work alone; clubs, families, schools, employers and public policies all play a role. For this reason, D2.3 should present coaches as part of a wider support ecosystem and provide methods that are realistic for use in the field.

YouthSportCV: Focus Group Summary Report

Basic information

This focus group was conducted in Spain on 20 May 2026 and hosted by UFEC. The session took place at the organisation's offices in Barcelona (Rambla de Catalunya, 81), in the conference room. The discussion was facilitated by Alla Krinitsyna (psychologist and project manager) and involved ten participants representing a range of profiles, including coaches, coach educators, sport psychologists, athletes, and parents. Water was provided throughout the session to ensure a comfortable environment for discussion.

Participant	Gender	Status	Background
Nora	Female	Young athlete - Team Sport	Final-year Psychology student, former gymnast and amateur hockey player
Sofia	Female	Parent	Parent of a high-performance athlete (Migrant Background)
Pau	Male	Educator - Team Sport	Catalan Football Federation, Deputy Director of the Coaches' Education School; training management and coaching experience
Marta	Female	Educator - Team Sport	Catalan Football Federation, Secretary of the Coaches' Education School; management of coaching courses from grassroots to elite level; coaching experience
Laia	Female	Coach - Individual Sport	Protocol and administrative management at the Catalan Athletics Federation and coach
Albert	Male	Coach - Individual Sport	Head of Communications at the Catalan Athletics Federation and coach
Eloi	Male	Coach / Educator - Team Sport	Sport Psychologist, Licensed Football Coach, Football Coach Educator, and Lecturer in Psychology for Levels 1, 2, and 3 Football Coaching Courses
Guillem	Male	Coach / Educator - Individual Sport	Sport Psychologist; Elite-Level Wrestler and Grappling Athlete Competing at Spanish Championship Level; Coach of Jiu-Jitsu, Grappling, Football, and Basketball
Roger	Male	Psychologist	General and Sport psychologist working in youth sport, high performance and athletic retirement; expertise in

			dual careers and employability
Miquel	Male	Educator	Director of International Sporting Events at the FECPC; involved in international events and employment-related inclusion issues

Participants were assigned pseudonyms to protect their anonymity.

Block 1: Coaching Strategies and Tools

This first section focused on the role of sport in the development and recognition of soft skills. Discussions explored how coaches support the acquisition of transversal competencies, their perceived relevance for employability, and the practical challenges associated with making these skills visible and transferable beyond sport.

To facilitate the discussion, participants were presented with a fictional case study describing a 21-year-old NEET young person who demonstrated strong leadership, commitment, and resilience through sport, but also faced challenges related to punctuality and communication in professional settings. Participants were invited to reflect on how they would assess, support, and prepare this young person for employment opportunities.

Balancing On-Field Leadership and Workplace Reliability

Participants generally considered Alex's leadership potential to outweigh his current workplace-related limitations, provided that adequate support and adaptation mechanisms were in place. There was broad agreement that Alex's difficulties with punctuality and direct communication should not automatically prevent access to employment opportunities. While these aspects were recognised as potential challenges, they were largely viewed as skills that could be developed over time, particularly given the young person's age and demonstrated commitment through sport.

Several participants highlighted the importance of adopting a developmental perspective. As Pau noted, "at 21 years old, none of us is fully developed", arguing that employers should not expect a perfect candidate and that communication and workplace skills can improve through experience: "It would be important to make it clear that communication issues could lead to conflicts at times. However, it should also be emphasised that finding a perfect employee is very difficult and that skills can be developed over time." (Pau). Similarly, Miquel stressed that "leadership is something intrinsic; not everyone has it", whereas communication skills, punctuality, and professional behaviours can be learned with maturity.

A recurring argument was that Alex had already demonstrated valuable qualities through sport that could transfer to employment. Participants described him/her as someone who would likely commit to an organisation if he/she felt part of the group and emphasised that his/her leadership was recognised by teammates. As Pau explained, “on the field, his/her teammates follow him/her; he/she is an example for the others”. Roger argued that employers should focus not only on communication style but also on the ability to influence others, stating that “if they are looking for someone who can influence people, this young person already has that”, and then added: “Obviously, it would require a process of adaptation, but just as he has adapted in his sporting life, we can also present the idea that he will adapt to the workplace context.”

At the same time, participants acknowledged that successful integration into the workplace would depend on contextual factors and appropriate support. Some suggested adapting initial responsibilities to reduce communication demands, and Eloi recommended “a process of onboarding and role planning”, arguing that young people coming from organised sport environments are often accustomed to working within clear rules, objectives, and expectations.

The discussion also highlighted different interpretations of Alex's punctuality issues. While some participants considered lateness a common challenge among young people that could be addressed if the job was perceived as meaningful, others suggested that sport itself may sometimes contribute to normalising such behaviours when coaches fail to enforce time-related rules consistently: “maybe the issue with schedules is the coaches’ responsibility. If a player arrives late and we still let them play, they feel that rule is not important. Maybe we should enforce that rule more strictly” (Guillem).

Discussion Highlights

 Leadership potential over current limitations

 Workplace skills as developable assets

 Transferable strengths from sport

 Importance of support and onboarding

Approaches Used to Identify Soft Skills

Participants described several strategies they would use to help young people become aware of the behaviours and soft skills that may influence their future employability. Rather than focusing exclusively on sanctions, many participants emphasized the importance of understanding the reasons behind a behaviour and creating opportunities for reflection.

Although the discussion had moved towards debriefing strategies, participants continued to draw on Alex's case to illustrate how they would approach soft-skill development in practice. A recurring theme was the need to explore the underlying causes of punctuality issues before intervening. As Marta explained, coaches should first determine whether the behaviour is the result of a poor habit or external circumstances, such as family responsibilities: "If there is a justified reason for it, the group has to accept it so that it is not perceived as unfair. If it is not justified, then I believe there should be a disciplinary code, because every group needs rules and those rules have to be respected". Individual conversations were frequently mentioned as a key strategy for understanding the reasons behind a behaviour before deciding how to address it. Eloi described discussing the issue directly with the young person through one-to-one conversations, asking simple questions such as "Why are you arriving late?" and then working together to identify practical solutions. Beyond time management, these conversations were also used to connect behaviours with broader values, helping athletes understand "the importance of arriving on time in terms of values and respect".

Participants also highlighted the educational role of coaches in helping young people connect sporting behaviours with future life and employment contexts. As Pau noted, "we are the leaders who have to help them not only within the team, but also for their future and working life". This included encouraging athletes to anticipate commitments, develop responsibility, and understand how their actions affect others.

At the same time, participants stressed that reflection should be accompanied by clear expectations and consequences. Several argued that team rules should apply equally to everyone and that coaches must avoid sending contradictory messages by tolerating behaviours that would normally be considered unacceptable. Eloi summarized this concern by asking: "As a leader within the team, what image are you giving to the rest of the group?". Others suggested combining dialogue with incentives or meaningful consequences, helping young people learn from both rewards and the loss of valued opportunities.

While the discussion initially focused on punctuality and communication through the case of Alex, participants subsequently broadened the conversation to explore more general strategies for developing transversal skills through sport. Rather than focusing on specific workplace behaviours, the discussion centred on how coaches, families, and sport environments can foster competencies such as resilience, communication, self-awareness, emotional regulation, and realistic goal-setting.

Participants frequently highlighted the importance of helping young people develop resilience and learn from setbacks. Rather than avoiding failure, several participants described sport as a valuable environment for normalising mistakes and learning how to respond to them constructively. Sofia argued that sport provides repeated opportunities to experience failure and learn from it, explaining that "as a mother, I always tell my daughter that sport involves far more defeats than victories, and that

learning how to deal effectively with mistakes is very important. It means accepting when you have done something wrong and working on it". From her perspective, learning to accept mistakes and work on them helps young people become more receptive to feedback and more capable of dealing with criticism in other areas of life. Similarly, Guillem emphasized the importance of distinguishing between mistakes and unsuccessful outcomes: "Missing a shot is not necessarily a mistake, because taking the shot may have been the right decision. But if I take a half-court three-pointer instead of making the pass, that is a mistake, even if I end up scoring." This approach was described as a way to encourage long-term learning rather than focusing exclusively on immediate outcomes.

The management of expectations also emerged as a recurring theme. Roger noted that many young people compare themselves with elite athletes and social media success stories, creating unrealistic expectations about their own progress. According to participants, helping athletes set realistic goals and learn from defeats is an important component of developing resilience. Eloi reinforced this idea through his experience working with football players, describing resilience and expectation management as some of the most valuable life lessons that sport can provide.

Participants also described more structured reflective practices aimed at making athletes aware of the interpersonal and psychological skills they develop through sport. Eloi shared an example from his work with a women's football team, where focus group discussions were organised with team captains to explore topics such as empathy, assertive communication, frustration management, leadership, and team cohesion. These sessions also included reflection on concepts such as success, pressure management, role clarity, and the intermediate steps required to achieve long-term goals. According to Eloi, the objective was to provide athletes with "internal tools to help them manage pressure, such as clarifying roles, identifying the steps needed to achieve a larger goal, and focusing on the process required to reach it." Another technique involved using admired athletes and sporting role models as prompts for self-reflection. Rather than directly correcting behaviours, Pau described encouraging young people to compare their own habits and decisions with those of athletes they respect. Through questions such as "What does your role model do before a match? Are they sitting at home? And what are you doing? Are you going out? Can you see that you're not going to make it on time?", coaches aimed to help young people identify inconsistencies between their aspirations and their daily behaviours, allowing them to reach conclusions themselves.

Finally, participants highlighted the importance of helping athletes separate performance from personal identity. Nora stressed the need to be careful with labels and the language used when giving feedback, warning that young athletes can begin to define themselves exclusively through their achievements. This concern was reinforced by Eloi, who noted that many young people display strong perfectionist tendencies. He stressed the importance of helping athletes separate "what you do from who you are",

warning that problems can arise when a young person comes to define themselves solely through their achievements. As a result, participants described identity work and self-compassion as important strategies for helping athletes develop a healthier understanding of success, failure, and personal worth.

Discussion Highlights

-  Exploring the reasons behind behaviours
-  Reflection and guided questioning
-  Learning through mistakes and setbacks
-  Developing self-awareness and identity

Limited Use of Formal Recognition Tools

No specific certification systems, competence passports, or structured self-assessment tools were identified during the discussion. Participants did not report the systematic use of formal mechanisms to recognise or document the transversal skills developed through sport.

Instead, recognition appeared to rely primarily on informal processes, including coaches' observations, individual conversations, reflective discussions, and ongoing feedback. Participants described various strategies for helping young people become aware of their strengths and areas for development, but these approaches were generally embedded within everyday coaching practice rather than linked to formal assessment or certification systems.

Block 2: Validation of the "Map of Soft Skills"

The second part of the focus group aimed to validate the preliminary Map of Soft Skills developed within the project and assess its alignment with the realities of coaching practice. Participants were invited to reflect on the relevance of the proposed competencies, discuss whether these skills are commonly developed through sport, and identify any gaps, overlaps, or aspects that may require further clarification. The discussion also explored how these competencies are recognised and observed in young people participating in sport programmes.

Skill Ranking Results: Winning vs. Employability

Participants were asked to reflect on the competency map and discuss which skills they considered most important for sporting success (“winning”) and which were most relevant for employability. Their responses showed substantial overlap between the skills considered important for sporting success and those associated with employability. Several participants argued that many of the competencies developed through sport are directly transferable to professional contexts, while others identified certain skills that become particularly relevant in one setting or the other.

For sporting performance, participants most frequently highlighted competencies related to decision-making, concentration, resilience, frustration management, and continuous improvement. For employability, communication, teamwork, problem-solving, stress management, and time management emerged as particularly important.

Some participants explicitly rejected the distinction between sporting and employment skills. Roger argued that his top competencies were identical in both contexts:

In my case, they are the same. In my sport, the ability to improve, the ability to leave mistakes behind and not focus on the negative side of them, but rather on the positive side, is essential. Continuous improvement. And I think athletes’ time management is also fundamental.

He noted that athletes are often required to balance multiple commitments, including school, training, recovery, and personal responsibilities, making time management a highly transferable skill.

Other participants identified important contextual differences. Guillem suggested that communication is essential in most workplaces but may be less critical in certain individual sports, where athletes can perform successfully without extensive interaction with others. In contrast, concentration was viewed as particularly important for sporting performance. Pau also argued that teamwork is fundamental in both domains, but that conflict resolution and stress management become especially relevant in employment contexts, while effort and perseverance are increasingly important in sport given the expectation of immediate results among younger generations.

Decision-making was another competency repeatedly identified across both domains. As Sofía explained, “all athletes have to make decisions throughout their lives”, while Eloi emphasized that effective decision-making is often linked to the ability to manage frustration appropriately.

More associated with winning

 Concentration

 Resilience & frustration management

More associated with employability

 Communication

 Teamwork

Missing and Overemphasised Skills

Overall, participants expressed broad agreement with the proposed competency map and identified relatively few omissions or overrepresented skills. This suggests that the preliminary classification was generally perceived as consistent with the realities of coaching practice and athlete development. Despite this overall agreement, the main competency identified as missing from the draft was effort and perseverance. Interestingly, this observation emerged despite the presence of related competencies within the map, such as discipline, self-regulation, resilience, and goal setting. This suggests that, although participants recognised conceptual links between these competencies, Pau felt that sustained effort and consistency were sufficiently important to warrant more explicit recognition within the framework.

Beyond specific competencies, participants also reflected on the structure and interpretation of the framework itself. Marta noted that many of the competencies appeared highly interconnected, arguing that “one does not make sense without the other”. This observation highlights the possibility that coaches may perceive soft skills as overlapping and mutually reinforcing rather than as isolated attributes that can be developed independently.

Participants also highlighted the importance of adapting the language of the framework to employment contexts. Roger argued that the challenge is not only to identify the competencies developed through sport, but also to translate them into terms that are meaningful for employers. For example, “responsibility can be reframed as commitment, and employers may value that more.” He therefore suggested identifying the keywords commonly used by employers and exploring how sporting experiences can be connected to this vocabulary, making the transferability of skills more visible and understandable.

Discussion Highlights

-  Broad agreement with the competency map
-  Greater recognition of effort and perseverance
-  Adapting sport competencies to employer language

Sport-Specific Differences in Soft Skill Development

The conversation then shifted towards validating the existing classification of competencies across sporting contexts. Participants showed limited agreement regarding the classification of certain competencies as being primarily associated with either individual or team sports. Rather than accepting these distinctions at face value, several participants questioned whether some competencies could genuinely be restricted to a particular sporting context.

Creativity generated the most extensive discussion. One participant suggested that creativity may be more strongly developed in team sports because it emerges through interaction and collaboration with others. However, this view was immediately challenged by other participants. Guillem argued that creativity should be present in both categories, drawing on his experience in martial arts, and added that the key factor was not whether a sport was individual or collective, but rather its level of complexity: “the more complex the sport, the greater the need for creativity”. Eloi went even further, suggesting that “all the competencies currently classified as individual could also be part of collective sports”. In this sense, participants also highlighted that the manifestation of a competency may differ depending on the phase of participation. Albert used athletics as an example, explaining that “at competition level, athletics may not appear particularly creative, but training environments are becoming increasingly creative”. He argued that creativity may be especially relevant for coaches when designing training activities, even if it is less visible during competition itself.

Although creativity generated the most extensive discussion, similar reflections emerged regarding other competencies. For example, responsibility also emerged as one of the competencies most clearly associated with differences between sporting contexts. Roger argued that athletes in individual sports are solely accountable for both success and failure, explaining that “when you are alone, you win and lose alone; everything depends on you”. In contrast, responsibility is shared within team or paired sports, where both achievements and mistakes are experienced collectively. According to Roger, this shared responsibility can help athletes learn to distribute pressure more effectively, whereas some athletes in individual sports may internalise responsibility until it becomes overwhelming. Building on this idea, Eloi highlighted a specific challenge faced by many athletes in individual sports: financial responsibility. He explained that performance outcomes often have direct consequences for sponsorship opportunities, meaning that “all the good and bad consequences fall on the individual athlete”. Emotional management was also identified as an area where experiences may differ across sporting contexts. Marta suggested that athletes in individual sports are often required to regulate their emotions independently, whereas team sport athletes operate within social environments where teammates can influence and support their emotional states. However, participants did not reach a clear consensus regarding other interpersonal competencies. For example, when empathy was proposed as being

more characteristic of team sports, several participants argued that the reality was more complex: “I think it depends, because in team sports there can also be competition within the team, with players wanting more playing time or a bigger role. In the sport I do now, people actually want you to improve because we are not competing for the same position” (Guillem). Albert shared a similar view: “I experience the same thing. The atmosphere in football compared with athletics is completely different. In athletics, if you achieve a good result, your rivals come over and congratulate you.” These examples suggest that the culture surrounding a sport may shape soft skill development as much as, or even more than, whether the sport is individual or collective.

Discussion Highlights

-  Creativity linked to sport complexity rather than sport type
-  Responsibility and emotional management shaped by sporting context
-  Sport culture may be more influential than the individual/team distinction

Block 3: Digital Platform and Online Course Input

The final part of the focus group explored participants' perspectives regarding the proposed YouthSportCV digital platform and online training course. Participants were invited to reflect on the practical needs of coaches, educators, and young athletes, identifying priority learning topics, useful platform functionalities, and potential barriers that could affect the implementation of soft skill assessment and recognition within sport settings.

Priority Topics for the Online Course

When asked what a 90-minute online course should prioritise, participants emphasised practical content that could be directly applied within coaching settings. Rather than requesting theoretical knowledge, they highlighted the need for concrete tools, examples, and strategies that could be implemented immediately: “in a short online course, people will want practical tools and examples that are meaningful to them. They want to know that if I do this, I will achieve this positive outcome, or that this is something I am currently doing wrong” (Pau).

Among the specific topics suggested for inclusion, communication emerged as one of the most relevant areas. Eloi explained that, during his own coach education pathway, he felt that basic communication skills had received insufficient attention. In particular, he highlighted the importance of learning how to communicate effectively with athletes and how to make them aware of the competencies they are developing through sport.

He also stressed that communication can be used as a tool to support the development of other soft skills, such as pressure management and expectation management.

User Needs and Platform Functionality

Participants emphasised that the usefulness of the YouthSportCV app would depend largely on its ability to translate abstract concepts into concrete and easily understandable situations. Several participants expressed concerns that broad classifications such as “individual” versus “team sport” might be insufficient to capture the diversity of sporting experiences, and could therefore be confusing or overly simplistic for users, potentially reducing engagement with the platform. Instead, they suggested considering additional distinctions, such as the difference between performance-based and situation-based sports, in order to better reflect the realities of different sporting contexts and provide more meaningful competency assessments. Furthermore, participants suggested that the app should rely on practical examples and real-life scenarios to help users recognise their competencies. As Pau noted: “if I’m not able to describe what I’m like as a person, I’m going to need examples and situations.” Nora similarly highlighted the value of presenting concrete situations that allow users to recognise behaviours they already display in practice.

Finally, participants showed interest in interactive assessment features. For example, Eloi suggested the possibility of incorporating test-based or AI-supported functionalities that could help users identify and reflect on their competencies in a more engaging and personalised way.

Barriers to implementation

Participants identified time and resource constraints as the main barriers to the systematic assessment and recognition of soft skills within sport settings. Across different sporting contexts, there was broad agreement that, although coaches often contribute to the development of transversal competencies, limited time and competing priorities make it difficult to assess these skills in a structured way.

Time was the barrier most frequently mentioned. As Marta stated succinctly, “time” is often the main obstacle preventing coaches from engaging in additional assessment processes. In addition, participants noted that while high-performance environments may have access to specialised staff and resources, these conditions are not representative of most sport organisations. Pau explained that elite settings can dedicate specific time and resources to these tasks, but that “this represents only a very small part of society”, while most clubs operate with significant time and financial constraints. Roger pointed out that activities such as conducting observations, sociograms, or role-mapping exercises require dedicated personnel, time, and funding. In practice, many clubs prioritise resources that are perceived as more urgent:

Most clubs simply do not have the resources to do this. When decisions have to be made about where to invest time and money, priorities tend to focus on

increasing staff capacity or supporting core sporting activities. Soft skill assessment is rarely seen as a priority area for investment. (Roger)

Beyond practical constraints, participants also identified a lack of awareness regarding the transferability of sport-based competencies. Marta noted that coaches frequently reinforce positive behaviours and personal strengths as part of their everyday coaching practice, but often do so with the objective of improving sporting performance rather than helping athletes recognise competencies that may be relevant for education or employment. According to participants, this reflects not only a lack of time but also a limited awareness of the broader value of these skills beyond sport.

Key Barriers



Time constraints



Resource limitations



Performance-first priorities



Limited awareness of skill transferability

Interaction Analysis

This section examines the dynamics of the group discussion, focusing on how participants interacted with one another throughout the focus group. In addition to identifying areas of consensus and disagreement, it highlights instances where participants built on each other's contributions, refined existing ideas, or reconsidered their initial perspectives.

Consensus points

Several areas of strong agreement emerged throughout the discussion. Participants consistently viewed soft skills developed through sport as highly transferable to employment contexts and generally agreed that competencies such as communication, responsibility, resilience, teamwork, and emotional management can be intentionally developed through coaching practice.

Another strong consensus concerned the importance of making these competencies visible to young people. Participants repeatedly argued that athletes often develop valuable skills through sport without being fully aware of them. During the discussion, several participants converged on the idea that one of the coach's roles is to help

athletes identify, name, and understand the competencies they are already demonstrating in practice.

Debated topics

The most debated topic concerned the distinction between competencies developed in individual and team sports. Participants questioned whether certain skills could genuinely be attributed to a single sporting context and repeatedly challenged the classification of some competencies within the proposed framework. While responsibility and emotional management were discussed as potentially differing across sporting environments, participants ultimately emphasised that factors such as sporting culture, competitive structure, and social environment may be more influential than the simple distinction between individual and collective sports.

Shifting opinions

No explicit changes in opinion were observed during the discussion. Participants generally entered the focus group with a shared belief in the value of sport as a context for developing transferable competencies and supporting young people's personal development.

However, the discussion appeared to reinforce and enrich these existing perspectives. Through the exchange of experiences from different sports and professional contexts, participants collectively reflected on common challenges, shared practices, and potential solutions. Rather than producing clear shifts in position, the interaction seemed to contribute to a stronger sense of validation around the role of sport in fostering soft skills and employability-related competencies. The discussion also created opportunities for participants to learn from one another's experiences and identify common concerns despite working in different sporting environments.

Conclusion

The research phase of the YouthSportCV project has provided a comprehensive evidence base for the development of the project's educational resources and digital platform. Through a combination of an extensive literature review, comparative desk research, and focus groups involving coaches, educators, athletes, parents, and youth, the project explored how sport contributes to the development of transferable life skills and how these competencies can be more effectively recognised and translated into employability outcomes.

The literature review confirmed a strong and growing body of evidence demonstrating that participation in sport can foster a broad range of personal, social, emotional, and cognitive competencies. Across 65 scientific sources, 37 transferable life skills were identified and organised within the Positive Youth Development (PYD) framework,

highlighting sport as an important environment for developing competencies such as leadership, teamwork, communication, resilience, responsibility, decision-making, self-regulation, empathy, and problem-solving. However, one of the most significant findings of the review is that these outcomes should not be considered automatic consequences of sport participation. Rather, the development and transfer of life skills depends largely on the quality of the sporting environment, the educational intentions of coaches, opportunities for reflection, and supportive relationships within sport settings.

The desk research complemented these findings by examining existing European and national initiatives related to skills recognition, validation, employability, and non-formal learning. While numerous platforms and frameworks already support competence recognition in education and employment, the analysis revealed a clear gap regarding the validation of skills acquired specifically through sport participation. Existing tools often provide either strong validation mechanisms without user-friendly design, or attractive digital experiences without meaningful recognition processes. This demonstrates a clear need for a solution that combines credibility, accessibility, and practical relevance. The review also highlighted several design principles that should guide the YouthSportCV platform, including simple navigation, interactive self-assessment, visual presentation of competencies, personalised feedback, and clear connections between sport experiences and employment opportunities.

The focus groups conducted in Spain, Greece, and Portugal provided valuable practical validation of the research findings. Across all three countries, participants strongly agreed that sport plays a fundamental role in developing transferable competencies that are highly valued in education, employment, and everyday life. Coaches described themselves not only as sport instructors but also as educators responsible for supporting young people's personal development. Rather than relying on formal assessment tools, participants reported that soft skills are currently recognised primarily through observation, dialogue, reflection, feedback, and everyday coaching practice. This confirms that while the development of transferable competencies is already taking place within sport, systematic methods for recognising and documenting these skills remain largely absent.

The focus groups also validated the proposed YouthSportCV Soft Skills Map. Participants generally agreed that the identified competencies accurately reflect the skills developed through sport and confirmed their relevance for both sporting success and employability. At the same time, important recommendations emerged that will strengthen the project's future outputs. Participants emphasised that soft skills are highly interconnected and rarely develop in isolation. They also questioned the strict distinction between competencies developed through team and individual sports, suggesting that factors such as coaching methodology, sporting culture, competitive environment, and the nature of participation often have a greater influence on skill development than the type of sport itself. Additional competencies such as

perseverance, punctuality, and civic responsibility were also highlighted as deserving greater visibility.

Another important finding concerns the challenge of making sport-acquired competencies understandable and meaningful outside the sporting environment. Participants repeatedly stressed that young people often possess valuable transferable skills but struggle to recognise or articulate them when applying for jobs or educational opportunities. Consequently, there is a clear need for tools that help users identify their competencies, translate them into language recognised by employers, and present them in ways that are both credible and accessible. This need forms one of the central rationales for the YouthSportCV platform.

The research phase also generated important recommendations for the development of the project's educational and digital outputs. Participants consistently requested practical, user-friendly resources rather than theoretical materials. The future online course should therefore focus on concrete coaching strategies, communication techniques, reflective practices, and practical examples that coaches can immediately apply within their daily work. Likewise, the YouthSportCV platform should prioritise simplicity, accessibility, interactive self-assessment, personalised learning journeys, and visual presentation of competencies, while maintaining sufficient credibility to support employability and recognition by external stakeholders.

Overall, the research phase demonstrates that sport represents a powerful but currently underutilised environment for developing competencies that extend far beyond athletic performance. Young people acquire valuable life skills through participation in organised and informal sport, yet these competencies frequently remain invisible outside sporting contexts. The YouthSportCV project responds directly to this gap by building an evidence-based framework that supports the identification, validation, and communication of these skills. By combining scientific evidence, existing good practices, and the practical experiences of coaches, educators, and young people, the project has established a solid foundation for the next stages of development. The findings provide clear guidance for creating tools that not only recognise learning through sport but also strengthen young people's employability, personal development, and active participation in society.

Conclusions and Recommendations

Key takeaways for the development of the Map of Soft Skills

- The proposed Map of Soft Skills was **broadly validated** by participants and was generally perceived as consistent with coaching practice and athlete development.
- Participants highlighted the **strong interconnections between competencies**, suggesting that soft skills are often developed and expressed in combination rather than as isolated attributes.
- The distinction between individual and team sports was repeatedly questioned. Participants suggested that **factors such as sporting culture, competitive environment**, and the distinction between performance-based and situation-based sports may be equally or more relevant for understanding soft skill development.
- **Effort and perseverance were identified as competencies** that could receive greater visibility within the framework, despite being partially represented through related concepts such as discipline, resilience, and self-regulation.
- Participants emphasised the importance of **using terminology that is meaningful beyond sport**, particularly when connecting competencies to employability and recruitment contexts.

Key takeaways for the Online Course for Coaches

- The course should prioritise **practical tools, examples, and immediately applicable strategies** rather than extensive theoretical content.
- **Communication emerged as a key topic**, particularly in relation to helping young people recognise and articulate the competencies they develop through sport.
- The course should provide **guidance** on how coaches can intentionally support the development of soft skills through everyday coaching practices.
- Topics such as **pressure management, expectation management, resilience, and learning from mistakes** were identified as particularly relevant for young athletes.
- Participants stressed the importance of using **realistic examples and case-based learning** to facilitate understanding and application.

Key Takeaways for the YouthSportCV App

- The platform should translate **abstract competencies into concrete situations** and examples that are easy for young people to recognise and understand.
- Users should not be expected to understand technical classifications or competency frameworks. Instead, the app should simplify these processes and **apply relevant classifications automatically** where possible.



- **Practical scenarios and self-reflection activities** were considered more useful than direct questions about personal characteristics.
- Interactive and personalised functionalities, including **assessment tools and AI-supported features**, were viewed positively by participants.
- **Simplicity, accessibility, and ease of use** were identified as essential for encouraging adoption among coaches and young athletes.

