

ERASMUS-SPORT-2025-SSCP



NEETActive

Combining Sport, Fun and Environmental Consciousness

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EDUCATIONAL PROGRAMME



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INTRODUCTION

Young people who are Not in Education, Employment or Training (NEET) represent one of the most vulnerable groups in European societies. Many of them face multiple barriers to participation in education, employment and community life, including low self-confidence, limited opportunities for social interaction, and reduced access to learning and training opportunities.

The NEETActive - Combining Sport, Fun and Environmental Consciousness project aims to address these struggles by organising non-formal educational tools that support young people through sport, outdoor activities and environmental education. The Educational Programme developed within the project will provide youth workers, coaches and educators with practical methodologies to work with NEET youth aged between 18 and 30 years old in inclusive and motivating learning environments.

Sport and outdoor learning represent effective entry points for engaging disengaged youth. Activities such as football, orienteering and group challenges allow participants to develop diverse competences through experiential learning. By participating in activities in a team, young people can improve communication skills, build trust with peers and strengthen their sense of belonging within a group.

At the same time, outdoor learning activities create opportunities to raise awareness about environmental responsibility and sustainable behaviours. Encouraging young people to interact with nature and reflect on environmental challenges can contribute to the development of responsible attitudes.

The NEETActive Educational Programme therefore combines three key dimensions:

- Sport and physical activity - as tools for engagement and social inclusion
- Soft skills development - through experiential and learning in groups
- Environmental awareness and sustainability - through outdoor activities and reflection

The programme is structured into six thematic modules that will provide youth workers with theoretical tools and methodological guidance to implement inclusive activities with NEET youth. Each module will focus on a specific topic including theoretical explanations, practical recommendations and references to best practices identified during the consortium research phase.

The modules will cover the following areas:

1. Inclusive Football Activities
2. Orienteering and Outdoor Learning
3. Inclusive Communication
4. Wellbeing and Resilience
5. Event Planning and Organisation
6. Advocacy and Green Entrepreneurship

Together, these modules aim to empower youth workers to create captivating learning environments where NEET youth can develop key competences, strengthen their wellbeing and increase their participation in community life.

Needs Analysis and Consortium Research Phase and Best Practices

In order to ensure the relevance and quality of the Educational Programme, the NEETActive consortium implemented a clear Needs Analysis involving partner organisations from Italy, Hungary and Germany. This phase allowed the partners to combine their field experience and expertise in youth work, sport-based education and social inclusion.

The analysis focused on identifying both the key hurdles faced by NEET youth and the most effective approaches to overcome them. As a result of this process, the consortium identified 15 key best practices that demonstrate successful strategies for engaging NEET youth through sport, outdoor learning and non-formal education. These practices were selected based on their impact, adaptability and potential for transfer to different local contexts.

The identified best practices highlight several important success factors. First, they emphasise the importance of low-threshold activities that do not require prior experience or specific competences. This approach is essential to ensure accessibility for young people who may feel excluded from more formal learning environments.

Second, the best practices underline the effectiveness of learning by doing, where participants actively take part in activities rather than passively receiving information. This experiential approach supports the development of transversal skills such as teamwork, communication and problem-solving in a natural and motivating way.

Another key element emerging from the analysis is the importance of creating safe and inclusive environments where young people feel respected, supported and encouraged to participate. Building trust between participants and facilitators is considered a fundamental condition for successful engagement. Furthermore, several best practices highlight the added value of integrating environmental awareness into sport and outdoor activities. By linking physical activity with sustainability topics, young people can develop a stronger connection with nature while reflecting on their role in addressing environmental challenges.

Finally, the analysis confirms the importance of active youth participation, encouraging young people to take part in decision-making processes and to contribute to the design and implementation of activities.

The NEETActive Educational Programme builds on these findings by embedding these principles across all modules. Each module integrates elements inspired by the identified best practices, ensuring that the proposed activities are not only theoretically grounded but also practical, effective and adaptable to different contexts.



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MODULE 1 - INCLUSIVE FOOTBALL ACTIVITIES



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OBJECTIVE OF THE LEARNING MODULE:

This learning module has a dual objective: firstly, to use football as an accessible experiential learning environment to foster the social inclusion and active engagement of NEET youth; secondly, to support the development of transversal competences such as teamwork, communication, self-confidence, and healthy lifestyle habits. The objective formulation is intentionally learning-oriented rather than training-oriented, in line with the Educational Programme methodology.

SKILLS TO BE ACQUIRED:

- **Skill 1:** Teamwork and collaboration
- **Skill 2:** Verbal and non-verbal communication
- **Skill 3:** Leadership and shared responsibility
- **Skill 4:** Fair play and conflict prevention
- **Skill 5:** Emotional regulation
- **Skill 6:** Self-confidence and participation
- **Skill 7:** Basic event/game organisation

KEYWORDS:

- Football
- Inclusion
- Teamwork
- Fair play
- NEET engagement
- Motivation
- Communication
- Participation

STRUCTURE OF THE ARGUMENT AND CONTENTS

1. INTRODUCTION

Football is one of the most accessible and universal sports, capable of bringing together young people from different social, cultural, and personal backgrounds. Within the NEETActive framework, it is used not only as a physical activity but as a powerful educational tool to foster inclusion, participation, and personal development.

This module is particularly relevant for NEET youth, who often face barriers related to social exclusion, low self-confidence, and limited engagement in structured activities. Through



football-based experiential learning, participants are placed in dynamic and cooperative situations where interaction happens naturally, reducing pressure and encouraging authentic participation.

The strength of football lies in its simplicity and immediacy: it does not require advanced skills to start, yet it offers continuous opportunities to develop key transversal competences such as teamwork, communication, leadership, and emotional regulation. By transforming the playing field into a learning environment, youth workers can facilitate processes of trust-building, responsibility-sharing, and active engagement.

This module therefore introduces football as a structured pedagogical tool, where inclusion is practiced through action, reflection, and shared experiences, enabling NEET youth to reconnect with group dynamics and rediscover their role within a community.

2. ARGUMENT 1 – FOOTBALL AS A TOOL FOR SOCIAL INCLUSION

This contributes to Skill 1: Teamwork and collaboration, and Skill 6: Self-confidence and participation.

Suggested methodology: experiential learning + peer learning

Participants learn inclusion by directly experiencing cooperation, role exchange, and mutual support in mixed teams. This section should explain **why football is particularly effective for inclusion**.

Why this is important

NEET youth often experience exclusion from education, employment, and peer groups. Football offers a **neutral and welcoming environment** where status differences are reduced and participation is based on shared action rather than academic performance.

Relevance

- creates immediate peer interaction
- lowers fear of judgment
- helps participants feel part of a team
- supports trust-building
- improves regular attendance and commitment

Suggested content development

- inclusive rules and adapted formats
- mixed-skill teams
- rotation of roles
- using football to include shy or low-confidence participants
- creating psychologically safe spaces



3. ARGUMENT 2 – TEAMWORK, FAIR PLAY AND COMMUNICATION

This contributes to Skill 1: Teamwork and collaboration, Skill 2: Verbal and non-verbal communication, and Skill 4: Fair play and conflict prevention.

Suggested methodology: learning by doing + structured reflection

This argument uses match-based tasks followed by guided debriefing so participants can identify which communication and cooperation strategies were effective. This argument should go beyond “playing together” and explain the **transferable employability value**.

Why this is important

Communication and teamwork are among the main transversal skills missing in many NEET profiles. Football naturally trains:

- listening
- giving instructions
- reading body language
- coordinating actions
- solving problems under time pressure

These mirror real-life situations in work and community settings.

Relevance

This section is essential because it connects sport participation with:

- employability
- group work readiness
- conflict management
- leadership development

Suggested content development

- exercises on role assignment
- mini-team challenges
- fair play codes co-created by participants
- reflection circles after each match
- linking match decisions to real-life teamwork scenarios



4. ARGUMENT 3 – ENGAGEMENT OF NEET YOUTH THROUGH SPORT

This contributes to Skill 5: Emotional regulation and Skill 6: Self-confidence and participation.

Suggested methodology: motivational scaffolding + progressive challenge-based learning

The methodology here should progressively increase participation through achievable tasks, visible success, and peer recognition. This is the strategic pedagogical section.

Why this is important

The module must explain **why sport works as a hook methodology** for disengaged youth.

Sport offers:

- fast gratification
- visible progress
- social recognition
- emotional release
- structured routine

These are crucial for re-engaging young people who may have experienced repeated failure in formal contexts.

Relevance

This argument helps youth workers understand **why football is not only an activity but a reactivation strategy**.

Suggested content development

- motivational strategies
- attendance incentives
- peer mentors/team captains
- progressive challenges
- celebration of small achievements

5. CONCLUSIONS

Football is not used only as physical activity, but as a **structured educational platform for inclusion, competence-building, and social activation**. The relevance of this module lies in its ability to transform an enjoyable sport into a pathway for confidence, communication, and participation.



BEST PRACTICES RELATED

Best Practice 1 – ASPHI Milan: Football for disability inclusion

Comprehensive adapted football serving 450+ youth with disabilities annually (directly transferable to NEET populations). Key Success Architecture:

- Buddy mentorship system: Confident players paired 1:1 with newcomers
- Universal design: All activities accessible to visual/hearing/mobility impairments
- Result metrics: 85% retention after 12 sessions, 67% progressed to peer leadership
- NEET adaptation: Same materials benefit low-literacy youth perfectly

Relevance for NEETActive and youth workers: ASPHI Milan: Football for disability inclusion, this module takes the *buddy mentorship system* and the *universal design* approach. These elements are adapted in the PASS CIRCLE and small-sided games by pairing more confident participants with newcomers, and by ensuring that every activity can be simplified or modified so that low-literacy or socially withdrawn NEETs can still fully participate. We use this structure not only to increase participation, but to train youth workers to observe different needs and to consciously plan inclusive roles and spaces on the pitch.

Best Practice 2 – Street Football World Berlin Model

No-referee urban football serving 2000+ disadvantaged youth yearly. "Captain's Circle" innovation: 3-minute pre-game mutual rule setting by participants.

- Perfect for NEETs with authority resistance issues
- Self-regulation metrics: 92% conflict resolution improvement
- Scalability: Works on any concrete playground globally

Relevance for NEETActive and youth workers: Street Football World Berlin Model, this module adopts the idea of *self-regulation* through shared rule-setting ("Captain's Circle"). This is directly integrated into the COMMUNICATION AND FAIR PLAY TRAINING part of the module: before starting matches or cooperative games, youth workers guide participants to agree on fair play and environmental rules (respectful language, conflict management, but also no littering on the pitch, shared responsibility for common equipment). In this way, NEETs practice autonomy and responsibility in a safe football context that mirrors real-life social and work situations.

Best Practice 3 – UEFA Play True: Fair play campaigns youth tournaments

Fair play workshops integrated into existing youth tournaments. "Respect Points" system: teams earn bonus for sportsmanship. Immediate buy-in from competitive youth. Scalable to any community pitch.

Relevance for NEETActive and youth workers: Fair play campaigns youth tournaments, we take the concept of "*Respect Points*" as a visible reinforcement system. In the small-sided games and in the "CALL THE BALL" exercise, youth workers award extra "Respect Points" for behaviours such as helping an opponent, encouraging quieter teammates, and taking care of the playing environment



(e.g. picking up waste, protecting the grass). This makes fair play and environmental awareness tangible and attractive for competitive NEET youth, turning abstract values into concrete, rewarded actions.

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- Reference 1: European Commission. (2023). Sport and social inclusion guidelines. Directorate-General for Education, Youth, Sport and Culture. <https://ec.europa.eu/sport>
- Reference 2: Polisport Nuoro. (2024). Inclusive football programmes for disadvantaged youth. Internal programme report.
- Reference 3: Consortium Research Report. (2025). NEETActive needs analysis: Best practices for sport-based inclusion. NGO Nest Berlin.
- Reference 4: UEFA. (2022). Football for all: Inclusion toolkit. Union of European Football Associations. <https://www.uefa.com>
- Reference 5: Street Football World. (2023). Self-regulation in urban football evaluation report. <https://streetfootballworld.org>

OTHER MATERIALS

- Reference 1: Sample football session plans
- Reference 2: Reflection questions for youth workers
- Reference 3: Team role cards
- Reference 4: Fair play charter template



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MODULE 2: ORIENTEERING AND OUTDOOR LEARNING



Module 2: ORIENTEERING AND OUTDOOR LEARNING

OBJECTIVE OF THE LEARNING MODULE:

The primary objective of this learning module is to equip youth workers with both theoretical understanding and practical methodological tools to design, implement, and evaluate inclusive orienteering and outdoor learning activities targeting NEET youth. The module aims to foster inclusive pedagogical practices that enhance engagement, personal development, and social inclusion through experiential outdoor learning environments.

Specifically, the module seeks to:

- Develop youth workers' competence in using orienteering as a pedagogical tool.
- Provide frameworks for inclusive participation that address diverse needs within NEET populations.
- Enhance understanding of outdoor learning as a transformative educational approach.
- Support the design of safe, engaging, and meaningful activities that build life skills.
- Encourage reflective practice and evaluation strategies tailored to informal education contexts.

SKILLS TO BE ACQUIRED:

Upon completion of this module, youth workers are expected to acquire the following competencies:

- **Pedagogical Skills**
 - Ability to apply experiential learning principles in outdoor settings.
 - Competence in adapting activities for diverse learning needs and abilities.
 - Skills in facilitating group dynamics and inclusive participation.
- **Technical Skills**
 - Basic orienteering skills (map reading, navigation, route planning).
 - Risk assessment and safety management in outdoor environments.
 - Activity planning and logistical organization.
- **Social and Interpersonal Skills**
 - Communication and trust-building with marginalized youth.
 - Conflict resolution and group facilitation.
 - Cultural sensitivity and awareness of social exclusion factors.
- **Reflective and Analytical Skills**
 - Ability to evaluate learning outcomes.
 - Reflective practice in youth work.
 - Use of feedback tools and participatory evaluation methods.

**KEYWORDS:**

- outdoor
- youth participation
- orienteering
- sport events
- healthy lifestyle
- navigation

STRUCTURE OF THE ARGUMENT AND CONTENTS**1. INTRODUCTION**

NEET youth represent a heterogeneous group characterized by varying degrees of disengagement from formal education and the labor market. Their marginalization often stems from complex socio-economic, psychological, and structural factors. Traditional educational approaches frequently fail to address their needs, necessitating alternative, non-formal, and experiential learning strategies. Outdoor learning, particularly through orienteering, offers a powerful context for re-engagement. Rooted in experiential learning theory, outdoor education emphasizes learning through direct experience, reflection, and application. Orienteering, as a structured yet flexible activity, integrates physical movement, cognitive challenge, and teamwork, making it particularly suitable for NEET youth.

This module situates orienteering within a broader framework of inclusive outdoor learning. It draws upon educational theories such as constructivism, experiential learning (Kolb, 1984), and social learning theory (Bandura, 1977), emphasizing learner-centered approaches and active participation.

2. ARGUMENT 1: OUTDOOR LEARNING AS A TOOL FOR ENGAGEMENT AND RECONNECTION

Outdoor learning environments provide an alternative educational space that contrasts with formal classroom settings, which many NEET youth may associate with failure or exclusion. The natural environment fosters openness, reduces perceived hierarchies, and creates opportunities for informal interaction.

Research indicates that experiential outdoor activities can enhance motivation, self-efficacy, and emotional well-being. For NEET youth, these outcomes are particularly significant, as they often experience low confidence and disengagement.

Orienteering contributes to engagement by:

- Offering clear, achievable goals (e.g., reaching checkpoints).
- Encouraging autonomy and decision-making.
- Providing immediate feedback through navigation success or error.



Furthermore, outdoor settings support holistic development by integrating physical, cognitive, and emotional learning domains. This multidimensional engagement is crucial for reactivating learning processes among disengaged youth.

3. ARGUMENT 2: INCLUSIVITY AND ACCESSIBILITY IN ORIENTEERING ACTIVITIES

Inclusivity is a central principle in youth work, particularly when working with NEET populations. Orienteering can be adapted to accommodate a wide range of abilities, backgrounds, and learning styles.

Key strategies for inclusive orienteering include:

- Differentiation of tasks: Adjusting difficulty levels of routes and challenges.
- Use of varied learning modalities: Visual (maps), kinesthetic (movement), and collaborative learning.
- Flexible group structures: Pair or team-based activities to support peer learning.
- Accessible environments: Selecting locations that are physically and psychologically safe.

Inclusive practice also involves recognizing and addressing barriers to participation, such as:

- Low physical fitness or health issues.
- Anxiety or lack of confidence.
- Cultural or language differences.

Youth workers must adopt a strengths-based approach, focusing on participants' capabilities rather than deficits. By doing so, orienteering becomes a medium for empowerment rather than exclusion.

4. ARGUMENT 3: DEVELOPMENT OF LIFE SKILLS THROUGH ORIENTEERING

Orienteering inherently supports the development of transferable life skills essential for personal and professional integration. These include:

- Problem-solving: Navigating unfamiliar terrain requires analysis, planning, and decision-making.
- Teamwork: Collaborative navigation fosters communication and shared responsibility.
- Resilience: Overcoming challenges and setbacks builds perseverance.
- Time management: Completing routes within time constraints enhances organizational skills.

For NEET youth, the acquisition of such skills is critical in improving employability and social integration. Importantly, these skills are developed in a non-threatening, experiential context, which increases their internalization and transferability.

The reflective component of outdoor learning further reinforces skill development. Structured debriefing sessions allow participants to articulate their experiences, recognize their achievements, and connect learning to real-life situations.

5. METHODOLOGICAL GUIDANCE

To effectively implement inclusive orienteering activities, youth workers should follow a structured methodological approach:



5.1 Planning Phase

- Define clear learning objectives.
- Assess participant needs and group dynamics.
- Select appropriate locations and resources.
- Conduct risk assessments.

5.2 Implementation Phase

- Introduce basic orienteering skills progressively.
- Use icebreakers and trust-building exercises.
- Facilitate rather than instruct; encourage autonomy.
- Monitor group dynamics and provide support as needed.

5.3 Reflection Phase

- Conduct group discussions after activities.
- Use open-ended questions to stimulate reflection.
- Encourage peer feedback and self-assessment.

5.4 Evaluation Phase

- Collect qualitative and quantitative feedback.
- Assess learning outcomes against objectives.
- Reflect on facilitation practices and areas for improvement.

6. REFLECTION AND EVALUATION

Reflection and evaluation are integral to the learning process in outdoor education. They enable both participants and facilitators to make sense of experiences and identify learning outcomes.

6.1 Participant Reflection

Youth workers should facilitate structured reflection sessions using methods such as:

- Group discussions.
- Reflective journals.
- Visual mapping of experiences.

Key reflective questions may include:

- What challenges did you face?
- How did you overcome them?
- What did you learn about yourself and others?

6.2 Facilitator Evaluation

Youth workers should engage in continuous self-evaluation, considering:

- Effectiveness of activity design.
- Inclusivity of participation.
- Group engagement and dynamics.



6.3 Impact Assessment

Evaluation should also consider long-term impacts, such as:

- Increased motivation and engagement.
- Improved social skills.
- Enhanced self-confidence.

Mixed-method approaches, combining observation, feedback forms, and interviews, are recommended for comprehensive evaluation.

7. CONCLUSIONS

Inclusive orienteering and outdoor learning represent powerful tools for engaging NEET youth in meaningful educational experiences. By combining physical activity, cognitive challenge, and social interaction, these approaches address multiple dimensions of disengagement.

This module has outlined the theoretical foundations, practical methodologies, and reflective practices necessary for youth workers to implement such activities effectively. Central to this approach is the commitment to inclusivity, adaptability, and participant-centered learning.

As youth workers apply these principles, they contribute not only to the personal development of NEET youth but also to broader goals of social inclusion and active citizenship. Future practice should continue to explore innovative methods, integrate participant feedback, and adapt to evolving needs within diverse youth populations

BEST PRACTICES RELATED

Based on research and practical experience, several best practices can be identified for implementing inclusive orienteering activities:

Best Practice 1 – ORIENT – Orienteering for Inclusion

Relevance for NEETActive and youth workers: ORIENT – Orienteering for Inclusion, this module takes the idea of community mapping and the use of local landmarks as learning anchors. These elements can be adapted into navigation tasks that help NEET youth orient themselves not only in physical space, but also in relation to their local environment and community. The module also draws on ORIENT's inclusive logic through progressive difficulty, accessible formats and reflection on environmental responsibility, making outdoor learning both practical and meaningful for participants with different starting points.

Best Practice 2 – Inside Out – Outdoor Education for NEETs

Relevance for NEETActive and youth workers: Inside Out – Outdoor Education for NEETs, this module takes the use of navigation and group outdoor challenges as tools for building autonomy, resilience and self-confidence. In practice, youth workers can adapt this approach by combining simple route-finding exercises with short debriefing moments, so that participants reflect on decision-making, cooperation and emotional responses during outdoor tasks. This helps transform orienteering from a technical activity into a structured learning process.



Best Practice 3 – Sportivationstage – Inclusive Sports Days

Relevance for NEETActive and youth workers: Sportivationstage – Inclusive Sports Days, this module takes the low-threshold and multi-format approach that allows different NEET profiles to engage without feeling excluded by ability, confidence or previous experience. This can be translated into short, flexible orienteering sessions, mixed group formats and combined sport-environment activities that keep participation accessible while still developing teamwork, motivation and a sense of achievement. The value of this practice lies in showing how inclusive outdoor learning can be scaled and adapted to diverse groups.

REFERENCES

- Kolb, D. (1984). Experiential Learning: Experience as the Source of Learning and Development.
- Bandura, A. (1977) Social Learning Theory.
- European Commission. (2023). Sport and social inclusion guidelines. Directorate-General for Education, Youth, Sport and Culture. <https://ec.europa.eu/sport>



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MODULE 3 - INCLUSIVE COMMUNICATION



Module 3 - INCLUSIVE COMMUNICATION

OBJECTIVE OF THE LEARNING MODULE:

This learning module has two interconnected objectives: firstly, to improve the ability of NEET youth to express themselves, listen actively, and interact constructively in group settings; secondly, to strengthen conflict resolution, teamwork, and intercultural dialogue through sport-based experiential learning situations.

SKILLS TO BE ACQUIRED:

- Skill 1: Active listening
- Skill 2: Assertive communication
- Skill 3: Conflict resolution
- Skill 4: Emotional expression
- Skill 5: Team dialogue
- Skill 6: Intercultural awareness
- Skill 7: Empathy and respect

KEYWORDS:

- Inclusive communication
- Conflict resolution sport
- Intercultural dialogue
- NEET teamwork
- Active listening football
- Employability communication

STRUCTURE OF THE ARGUMENT AND CONTENTS

1. INTRODUCTION

Communication is a fundamental life skill that directly influences relationships, participation, and access to opportunities. For NEET youth, difficulties in communication often represent a key barrier to social inclusion, employability, and personal wellbeing.



This module addresses communication not as a purely theoretical concept, but as a practical competence developed through experience, interaction, and reflection. Using sport and group-based activities as learning environments, participants are encouraged to express themselves, listen actively, and engage with others in constructive ways.

Many disengaged young people struggle with expressing needs, managing emotions, or navigating interpersonal and intercultural situations. Sport provides a natural and low-pressure context where communication becomes necessary, immediate, and meaningful. Through real-time interaction, participants learn how to adapt their language, interpret non-verbal cues, and collaborate effectively within a team.

The module places particular emphasis on inclusive communication, promoting respect, empathy, and dialogue across differences. By integrating conflict resolution and intercultural awareness into sport-based activities, it supports the development of communication skills that are directly transferable to everyday life, work environments, and community participation.

Ultimately, this module aims to transform communication from a barrier into a resource, empowering NEET youth to build stronger relationships, increase self-confidence, and actively engage in social contexts.

2. ARGUMENT 1: COMMUNICATION SKILLS THROUGH SPORT CONTEXTS

This contributes to Skill 1: Active listening, Skill 2: Assertive communication, and Skill 5: Team dialogue.

Suggested methodology: experiential communication tasks + guided observation

Participants practice communication during action-based tasks while youth workers observe patterns and facilitate reflection.

Why this is important

Communication becomes more meaningful when linked to action. In football and outdoor tasks, participants must communicate quickly, clearly, and respectfully.

Relevance

This develops:

- confidence in speaking
- listening skills
- non-verbal awareness
- strategic coordination

These skills are directly transferable to interviews, workplaces, and daily social interactions.

Suggested content development

- communication during team challenges
- non-verbal exercises
- active listening games
- feedback techniques



3. ARGUMENT 2: CONFLICT RESOLUTION

This contributes to Skill 3: Conflict resolution, Skill 4: Emotional expression, and Skill 7: Empathy and respect.

Suggested methodology: role-play + reflective debriefing

Sport-related disagreements are transformed into learning opportunities through facilitated mediation and post-activity reflection.

Why this is important

Conflict often emerges naturally in competitive or cooperative sport environments, making them ideal safe spaces for learning resolution strategies.

For NEET youth, this is highly relevant because unresolved conflict can reinforce withdrawal, frustration, and exclusion.

Relevance

This section supports:

- emotional self-regulation
- respectful disagreement
- negotiation skills
- frustration tolerance

Suggested content development

- role-play after game disputes
- mediation techniques
- emotion naming exercises
- debrief methods for youth workers

4. ARGUMENT 3 – TEAMWORK AND INTERCULTURAL DIALOGUE

This contributes to Skill 5: Team dialogue, Skill 6: Intercultural awareness, and Skill 7: Empathy and respect.

Suggested methodology: peer learning + dialogue circles

Participants learn to collaborate across differences through mixed teams, shared storytelling, and perspective-taking exercises.

Why this is important

Inclusive communication must prepare participants to collaborate with people from different social, cultural, and personal backgrounds.

Relevance

This is central for:

- social inclusion
- anti-discrimination
- belonging



- community participation
- European citizenship values

Suggested content development

- mixed cultural teams
- dialogue circles
- shared storytelling after activities
- exercises on stereotypes and trust

CONCLUSIONS

This module turns communication from an abstract soft skill into a practical competence developed through movement, cooperation, and reflection. Its importance lies in helping NEET youth improve relationships, employability, and social confidence.

BEST PRACTICES RELATED

Best Practice 1 - Polisport Nuoro "Dialogue Fields" Program

Proven local model serving 250+ Sardinian multicultural youth annually through community pitches. Core innovation: "Triple Language Rule" mandates Italian + migrant's primary language + English across all communications, creating immediate multilingual safe spaces. Documented results: 88% intercultural friendship formation rate, 73% sustained cross-cultural partnerships after 6 months. Scalable template includes printable multilingual phrase cards adapted for 12 common community languages.

Relevance for NEETActive and youth workers: Polisport Nuoro "Dialogue Fields" Program, this module takes the idea of using more than one language at the same time to create safe spaces for multicultural youth. We adapt this into the *Nationality Swap Tournament* and other mixed-team challenges, where youth workers encourage participants to use Italian, their own language and sometimes English during calls on the pitch. This supports intercultural dialogue and helps NEETs practice simple, real-life phrases they can also use in workplaces or public services.

Best Practice 2 – Berlin "Street football"

Tournament Program through multilingual communication areas, creating multilingual safe spaces. Relevance to NEETActive: Promotes social inclusion for peripheral urban youth (NEETs), using innovative football to build community; session example: 90-min tournament with debrief (2 facilitators, 12 participants).

Relevance for NEETActive and youth workers: Berlin Street Football Tournament Program, we take the concept of dedicated *communication areas* where players can step out of the game to talk, de-escalate and agree on rules together. This is reflected in the *Fair Foul Council* protocol: when a



conflict appears, the game stops and the group moves into a short, structured dialogue circle instead of continuing to play in tension. In this way, football becomes a laboratory for non-violent communication and peer mediation, especially for NEETs who resist adult authority.

Best Practice 3 – "Talk First, Play Second"

Pre-game dialogue circles mandatory before every match session, serving multicultural youth groups across 12 locations. 5-minute "connection circle" establishes shared expectations and relationship agreements before competition begins. Proven impact: 76% reduction in match conflicts, 82% increase in voluntary communication during gameplay. Complete session template (with timing, facilitation scripts) available for immediate replication.

Relevance for NEETActive and youth workers: "Talk First, Play Second", we adopt the idea of mandatory pre-game dialogue circles. In this module, youth workers start sessions with short "connection circles" where participants share expectations, agree on communication rules and test key phrases from the *Conflict De-escalation Language Bank*. This directly prepares the *Match Call Mandate* and *Fair Foul Council* activities, because young people have already named how they want to talk to each other before the pressure of the match starts.

REFERENCES

- Reference 1: Consortium Research Report. (2025). *NEETActive needs analysis*. NGO Nest Berlin.
- Reference 2: European Commission (2023). *Youth Worker communication toolkit*: <https://ec.europa.eu/youth>
- Reference 3: Polisport Nuoro. (2024). *Dialogue fields multicultural program report*.
- Reference 4: UEFA. (2022). *Respect campaign communication module*: <https://uefa.com>

OTHER MATERIALS

- Reference 1: Conflict scenario cards
- Reference 2: Reflection worksheets
- Reference 3: Dialogue circle templates
- Reference 4: Communication self-assessment tool



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MODULE 4: WELLBEING AND RESILIENCE



Module 4: WELLBEING AND RESILIENCE

OBJECTIVE OF THE LEARNING MODULE:

The primary goal of this learning module is to enhance the capacity of youth workers to design and facilitate interventions that strengthen wellbeing and resilience among NEET youth through sport-based and experiential learning methodologies.

- To provide a comprehensive understanding of wellbeing and resilience theories relevant to youth work.
- To develop practical competencies in using sport and physical activity as tools for psychosocial development.
- To enable youth workers to create safe, inclusive, and motivating learning environments.
- To foster reflective practice and critical thinking among youth workers.
- To support the development of tailored interventions addressing diverse needs of NEET youth.

SKILLS TO BE ACQUIRED:

Participants completing this module will acquire the following competencies:

1 Cognitive Skills

- Understanding of resilience frameworks (e.g., ecological and developmental models).
- Knowledge of mental wellbeing determinants among NEET youth.
- Ability to critically assess intervention strategies.

2 Practical Skills

- Designing and facilitating sport-based activities aimed at enhancing resilience.
- Applying experiential learning cycles in youth work settings.
- Managing group dynamics and fostering inclusion.

3 Social and Emotional Skills

- Empathy and active listening.
- Conflict resolution and emotional regulation facilitation.
- Building trust-based relationships with marginalized youth.

4 Reflective Skills

- Self-assessment and professional reflexivity.
- Evaluation of program effectiveness.

**KEYWORDS:**

- outdoor
- youth participation
- resilience
- sport events
- healthy lifestyle
- wellbeing

STRUCTURE OF THE ARGUMENT AND CONTENTS**1. INTRODUCTION**

Young people classified as Not in Education, Employment, or Training (NEET) represent a heterogeneous yet vulnerable population facing complex socio-economic, psychological, and health-related challenges. Research consistently highlights that NEET youth are at increased risk of social exclusion, reduced self-efficacy, mental health difficulties, and diminished life satisfaction. Within this context, youth workers play a critical role as facilitators of personal development, social inclusion, and empowerment.

This thematic module is designed to equip youth workers with both theoretical frameworks and methodological tools to implement wellbeing and resilience-oriented activities, with a particular emphasis on sport and physical education as transformative practices. The integration of embodied learning, experiential pedagogy, and psychosocial support is central to this module.

The module responds to a growing need for structured, evidence-based approaches that address not only employability but also holistic wellbeing, recognizing resilience as a dynamic, learnable process rather than an innate trait

2. ARGUMENT 1: WELLBEING AS A MULTIDIMENSIONAL CONSTRUCT

Wellbeing extends beyond the absence of illness and encompasses emotional, psychological, and social dimensions. For NEET youth, wellbeing is often compromised due to structural inequalities, lack of opportunities, and social stigma.

Theoretical models such as Ryff's Psychological Wellbeing framework and the WHO holistic health model emphasize autonomy, competence, and relatedness as core components. Youth work interventions must therefore address these dimensions through participatory and empowering approaches.

Sport and physical activity contribute significantly to wellbeing by improving mood, reducing stress, and enhancing social connectedness. Importantly, these activities provide non-verbal avenues for expression, which can be particularly beneficial for youth with limited communicative confidence.



3. ARGUMENT 2: RESILIENCE AS A DYNAMIC AND CONTEXTUAL PROCESS

Resilience is increasingly understood as a process shaped by interactions between individuals and their environments. For NEET youth, resilience involves navigating adversity such as unemployment, educational disengagement, and social marginalization.

Ecological models highlight the importance of protective factors, including supportive relationships, community engagement, and access to meaningful activities. Youth workers act as key resilience-enabling agents by fostering these protective systems.

Sport-based interventions are particularly effective in building resilience through structured challenges, goal-setting, teamwork, and opportunities for mastery. These experiences contribute to the development of self-efficacy and adaptive coping strategies.

4. ARGUMENT 3: EXPERIENTIAL LEARNING AND EMBODIED PEDAGOGY

Experiential learning theory, particularly Kolb's learning cycle, underpins effective youth work practice. Learning is constructed through concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Embodied pedagogy emphasizes the role of the body in learning processes, recognizing that physical engagement can facilitate deeper cognitive and emotional understanding. For NEET youth, who may have experienced disengagement from formal education, embodied approaches offer accessible and engaging alternatives.

Sport and movement-based activities create opportunities for experiential learning, allowing participants to explore concepts such as cooperation, perseverance, and leadership in real-time contexts.

5. METHODOLOGICAL GUIDANCE

Youth workers should adopt a participant-centered approach, ensuring that activities are adaptable, inclusive, and responsive to individual needs. Key methodological principles include:

- Creating safe and supportive environments.
- Using non-formal education techniques.
- Encouraging peer learning and collaboration.
- Integrating reflection into all activities.

Examples of activities:

- Cooperative games focusing on trust-building.
- Challenge-based physical tasks promoting resilience.
- Group reflection circles linking experiences to real-life situations.

6. REFLECTION AND EVALUATION

Reflection is a critical component of learning and development. Youth workers should facilitate both individual and group reflection processes, encouraging participants to:

- Identify personal strengths and areas for growth.
- Connect activity experiences with everyday challenges.



- Develop awareness of emotional responses and coping strategies.

Reflective tools may include journaling, guided discussions, and creative expression methods.

Evaluation should be both formative and summative, focusing on process and outcomes.

6.1 Evaluation Methods

- Pre- and post-assessment surveys measuring wellbeing and resilience.
- Observational tools assessing participation and engagement.
- Participant feedback sessions.

6.2 Indicators of Success

- Increased self-confidence and motivation.
- Improved social interaction and teamwork.
- Enhanced coping strategies.

7. CONCLUSIONS

This thematic module provides a comprehensive framework for youth workers to address wellbeing and resilience among NEET youth. By integrating theoretical knowledge with practical methodologies, particularly through sport and experiential learning, youth workers can facilitate meaningful and sustainable development.

The emphasis on holistic wellbeing, contextual resilience, and embodied learning ensures that interventions are both relevant and impactful. Continued professional development and reflective practice are essential to adapt to the evolving needs of young people.

BEST PRACTICES RELATED

Effective implementation of wellbeing and resilience programs for NEET youth should consider the following best practices:

Best Practice 1 – Back on Track

Relevance for NEETActive and youth workers: Back on Track, this module takes the structured mentoring approach based on trust-building, motivation and guided personal development. These elements can be adapted into peer mentoring, individual goal-setting and reflective support moments that help NEET youth recognise progress and remain engaged over time. For youth workers, this practice is especially relevant because it provides a clear framework for accompanying young people not only through activities, but also through personal change processes connected to wellbeing and resilience.

Best Practice 2 – Inside Out – Outdoor Education for NEETs

Relevance for NEETActive and youth workers: Inside Out – Outdoor Education for NEETs, this module takes the idea of resilience-building through outdoor challenge, nature exposure and group debriefing. In NEETActive, this can be adapted into wellbeing-focused outdoor tasks where participants experience manageable challenges, reflect on how they respond to difficulty, and



identify coping strategies that are transferable to everyday life. This helps youth workers connect physical activity with emotional regulation, confidence and self-awareness.

Best Practice 3 – ORIENT – Orienteering for Inclusion

Relevance for NEETActive and youth workers: ORIENT – Orienteering for Inclusion, this module takes the community rediscovery dimension and the reflective use of outdoor learning. These elements can support activities where participants reconnect with place, nature and peers while strengthening their sense of belonging and personal agency. In this way, wellbeing is not treated only as an individual matter, but also as something built through meaningful participation, environmental connection and positive social experience.

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MODULE 5: EVENT PLANNING AND ORGANISATION



Module 5: EVENT PLANNING AND ORGANISATION

OBJECTIVE OF THE LEARNING MODULE:

- This module looks forward to provide youth workers and educators with the knowledge and methodological tools required to involve NEET youth in the planning and organisation of sport and environmental events.
- The module seeks to support the development of organisational skills, teamwork, leadership and active participation among young people through experiential learning activities related to event management and community engagement.
- Event planning activities provide valuable experiential learning opportunities that allow participants to gain practical experience in project management, communication, decision-making and collaboration.
- This module aims to provide youth workers and educators with practical tools and methodologies to involve NEET youth in the planning and organisation of sport and environmental events.

SKILLS TO BE ACQUIRED:

Participants involved in activities based on this module will develop the following competences:

- planning and organisational skills
- teamwork and collaboration
- leadership and responsibility
- communication and coordination
- problem-solving and decision-making
- time management
- creativity and initiative

These skills are particularly relevant for young people who may have limited opportunities to develop practical competences related to employment and social participation.

KEYWORDS:

- event planning
- project management
- community engagement
- youth participation



- sport events
- organisation skills

STRUCTURE OF THE ARGUMENT AND CONTENTS

1. INTRODUCTION

Community events represent valuable opportunities for young people to actively participate in social life and contribute to positive initiatives within their local environment. For NEET youth, participation in event organisation can be particularly meaningful, as it allows them to experience a sense of responsibility, ownership and achievement.

Organising an event involves a wide range of tasks, including defining objectives, coordinating people, managing resources and evaluating outcomes. Through these activities, participants can develop practical competences that are transferable to many areas of life, including education, employment and civic engagement.

In the context of the NEETActive Educational Programme, sport and environmental events provide especially suitable opportunities for youth engagement. Activities such as local football tournaments, outdoor learning events or environmental awareness campaigns can combine physical activity, teamwork and community participation.

This module therefore focuses on introducing youth workers to participatory approaches that involve young people in all stages of event planning and implementation.

2. ARGUMENT 1: THE EDUCATIONAL VALUE OF EVENT PLANNING FOR NEET YOUTH

Event planning can serve as a powerful educational tool, particularly when working with young people who may feel disengaged from traditional learning environments.

Unlike classroom-based activities, organising an event requires participants to collaborate actively and solve real-life problems. This approach reflects the principles of experiential learning, where individuals develop knowledge and skills through direct experience and reflection.

Through participation in event organisation, young people can develop:

- a stronger sense of responsibility
- improved organisational and communication skills
- increased motivation and engagement
- greater self-confidence

For NEET youth who may have experienced previous failures in education or employment, these experiences can be especially empowering. Successfully contributing to a visible community initiative can reinforce positive self-perception and demonstrate their ability to achieve meaningful goals.

Youth workers play an important role in facilitating these experiences by providing guidance while allowing participants to take ownership of the planning process.



3. ARGUMENT 2: KEY PHASES OF EVENT PLANNING

1. Defining the objectives of the event

The first step in planning an event is identifying its purpose. In the context of the NEETActive programme, events may aim to promote sport participation, environmental awareness or community engagement. Participants should be encouraged to discuss questions such as:

- What is the main goal of the event?
- Who is the target audience?
- What impact do we want to create?

This process encourages critical thinking and helps participants understand the importance of defining clear objectives.

2. Planning tasks and responsibilities

Once the objectives have been defined, the next step involves organising tasks and assigning responsibilities. Participants can work together to create a list of activities required for the event, such as:

- identifying a suitable location
- preparing materials and equipment
- promoting the event
- coordinating participants

Dividing tasks among team members allows participants to develop leadership skills and understand the importance of collaboration.

3. Managing time and resources

Time management and resource planning are essential components of successful event organisation. Youth workers can guide participants in creating simple schedules and identifying the materials required for the event.

This process helps young people develop organisational skills that are highly relevant for future employment contexts.

4. ARGUMENT 3: INCLUSIVE AND ACCESSIBLE EVENT DESIGN

When organising community events, it is important to ensure that activities are inclusive and accessible to diverse participants. Youth workers should encourage participants to consider factors such as:

- accessibility for individuals with different physical abilities
- cultural sensitivity and respect for diversity
- affordability and accessibility of participation
- safety considerations during sport and outdoor activities

Promoting inclusive event design not only improves the quality of the event but also reinforces values such as respect, equality and social inclusion.



5. REFLECTION AND EVALUATION

After the event has taken place, it is important to conduct a reflection session with participants. Evaluation allows participants to assess the outcomes of their work and identify areas for improvement. Youth workers can facilitate discussions by asking questions like :

- What went well during the event?
- What challenges did we encounter?
- What could we improve next time?

Reflection sessions also help participants recognise the skills they developed during the process, strengthening their self-confidence and motivation.

6. CONCLUSIONS

Event planning activities can provide powerful learning opportunities for NEET youth by combining practical experience with teamwork and community engagement. By involving participants in the design, organisation and evaluation of events, youth workers can support the development of valuable competences related to leadership, collaboration and project management. These experiences can help young people recognise their potential, strengthen their sense of belonging within their communities and develop skills that are relevant for both personal development and employability.

BEST PRACTICES RELATED

Best Practice 1 – Play District – Spazi Civici di Comunità

Relevance for NEETActive and youth workers: Play District – Spazi Civici di Comunità, this module takes the idea of youth-friendly community spaces where sport, social participation and environmental responsibility are connected. This can be adapted into event-planning activities in which NEET youth help design and manage small community initiatives, such as eco-football tournaments, outdoor activity days or neighbourhood events linked to sustainability. The practice is particularly relevant because it shows how event organisation can become a real exercise in ownership, teamwork and civic engagement.

Best Practice 2 – Kaleido Sport – Sport and Italian Language for Migrant and Vulnerable Youth

Relevance for NEETActive and youth workers: Kaleido Sport, this module takes the integrated and inclusive approach that combines sport participation with mentoring, communication support and cultural inclusion. In NEETActive, this can be adapted by involving participants in multilingual promotion, participant coordination and team roles during events, while ensuring that the planning process remains accessible for young people with different language levels or social confidence. This makes event organisation not only a logistical task, but also a structured opportunity for inclusion and personal development.



Best Practice 3 – Youth House – Empowering Vulnerable Young People with Disabilities (NEETs)

Relevance for NEETActive and youth workers: Youth House, this module takes the idea that practical youth activities are most effective when they are embedded in a supportive and stable learning environment. This can be translated into event-planning processes where responsibilities are distributed progressively, roles are adapted to participants' strengths, and organisation is combined with reflection, support and confidence-building. For youth workers, the relevance of this practice lies in showing that event organisation can be developmental and inclusive, rather than only operational.

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- European Commission (2021). Youth Participation and Engagement in Community Activities.
- United Nations Environment Programme (2020). Youth Engagement in Environmental Action.

OTHER MATERIALS

- Toolkit for Youth Event Planning – European Youth Portal
- Guide to Organising Community Sport Events – European Commission Sport Unit



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MODULE 6: ADVOCACY AND GREEN ENTREPRENEURSHIP

Module 6: ADVOCACY AND GREEN ENTREPRENEURSHIP

Objective of the learning module:

- This module aims to support youth workers in engaging NEET youth in environmental topics by developing their awareness, critical thinking and active participation through advocacy and green entrepreneurship. It provides practical approaches to empower young people to become agents of change in their communities while exploring opportunities linked to sustainability and the green economy.
- Through this module, participants are encouraged to understand environmental challenges, reflect on their role in society and develop ideas for small-scale initiatives that combine environmental responsibility with creativity and innovation.

SKILLS TO BE ACQUIRED:

Participants involved in this module will develop the following competences:

- environmental awareness and responsibility
- critical thinking and problem analysis
- communication and advocacy skills
- creativity and innovation
- teamwork and collaboration
- initiative and entrepreneurial mindset
- sense of civic engagement and participation

These competences are particularly important for NEET youth, as they support both personal development and future opportunities in emerging sectors such as the green economy.

KEYWORDS:

- sustainability
- environmental awareness
- advocacy
- green entrepreneurship
- youth participation
- innovation

STRUCTURE OF THE ARGUMENT AND CONTENTS

1. INTRODUCTION

Environmental challenges such as climate change, pollution, decline of biodiversity and resource deficiency are among the most pressing issues facing contemporary societies. Addressing these challenges requires not only policy-level interventions but also active engagement from citizens, particularly young people.

For NEET youth, participation in environmental initiatives can offer meaningful opportunities for engagement, learning and empowerment. Many young people experience a lack of purpose or direction; involvement in sustainability-related activities can help them reconnect with their communities and develop a sense of responsibility and belonging.

In addition, the transition towards a greener economy is creating new opportunities for employment and innovation. Introducing NEET youth to concepts such as green entrepreneurship can open pathways for future engagement in education, training or employment.

This module focuses on three interconnected dimensions: environmental awareness, advocacy and green entrepreneurship. By combining these elements, youth workers can create learning experiences that are both meaningful and future-oriented.

2. ARGUMENT 1: ENVIRONMENTAL AWARENESS AND RESPONSIBILITY

Developing environmental awareness is a fundamental step in encouraging sustainable behaviour. Many young people are aware of environmental issues at a general level, but may not fully understand how their daily actions contribute to these challenges.

Youth workers can facilitate learning by connecting global issues to local realities. For example, discussions can focus on:

- waste management and recycling practices
- energy consumption
- local environmental problems
- sustainable lifestyles

Outdoor activities can play a crucial role in strengthening environmental awareness. Experiences such as nature walks, clean-up initiatives or outdoor workshops allow participants to observe environmental issues directly and develop a stronger emotional connection with their surroundings.

It is important to adopt a non-judgmental and inclusive approach, encouraging participants to reflect rather than imposing specific behaviours. This helps create a safe learning environment where young people feel comfortable sharing their perspectives.

3. ARGUMENT 2: INTRODUCTION TO GREEN ENTREPRENEURSHIP

Green entrepreneurship refers to business or community initiatives that aim to create environmental benefits while also generating social or economic value. This concept is particularly relevant in the context of the transition towards a sustainable economy.



Introducing NEET youth to green entrepreneurship can help them explore new perspectives and opportunities. Many young people may not initially consider entrepreneurship as a viable path; however, engaging them in creative idea generation can stimulate interest and motivation.

Youth workers can guide participants through simple steps such as:

- identifying environmental problems
- brainstorming possible solutions
- developing small project ideas
- discussing feasibility and impact

Examples of green initiatives may include:

- recycling or upcycling projects
- community gardens
- awareness campaigns on sustainable consumption
- eco-friendly event organisation

The focus should not be on creating fully developed business plans, but rather on encouraging creativity, initiative and problem-solving.

4. ARGUMENT 3: LINKING ENVIRONMENTAL ACTION WITH PERSONAL DEVELOPMENT

Participation in environmental and advocacy activities can also contribute to personal development. Through these experiences, young people may:

- develop a sense of purpose
- increase their self-confidence
- improve communication and teamwork skills
- feel more connected to their community

For NEET youth, these outcomes are particularly important, as they can support re-engagement in education, training or employment pathways.

Youth workers should ensure that activities include reflection moments, allowing participants to recognise the skills they are developing and understand how these can be applied in other areas of life.

5. CONCLUSIONS

This module highlights the importance of engaging NEET youth in environmental topics through participatory and experiential approaches. By combining environmental awareness, advocacy and green entrepreneurship, youth workers can create meaningful learning experiences that empower young people to become active contributors to their communities.



Through these activities, participants can develop both personal and professional competences, while also gaining a greater understanding of sustainability and their role in shaping a more responsible future.

BEST PRACTICES RELATED

Best Practice 1 – RAISE Youth – Rural Sustainable Entrepreneurship

Relevance for NEETActive and youth workers: RAISE Youth – Rural Sustainable Entrepreneurship, this module takes the connection between outdoor activity, green skills and sustainable entrepreneurship. In practice, this can be adapted into learning activities where NEET youth identify local environmental problems, explore small-scale green solutions and develop simple project ideas linked to community needs and future work opportunities. This helps youth workers present entrepreneurship not as an abstract business concept, but as a realistic and socially meaningful pathway.

Best Practice 2 – European Pact4Youth

Relevance for NEETActive and youth workers: European Pact4Youth, this module takes the policy-dialogue dimension and the idea of connecting young people's competences with real opportunities in education, employment and civic participation. These elements can be adapted into advocacy exercises where participants learn how to present their ideas to local stakeholders, discuss community needs, and communicate proposals related to sport, environment and youth inclusion. In this way, advocacy becomes concrete, practical and linked to real institutional and labour-market contexts.

Best Practice 3 – Buntkicktgut – Intercultural Street Football

Relevance for NEETActive and youth workers: Buntkicktgut – Intercultural Street Football, this module takes the principle of youth-led decision-making, self-organisation and civic responsibility. Although the original practice is football-based, its governance model is highly relevant for advocacy: young people are not passive recipients, but active organisers who define rules, take responsibility and represent their group. In NEETActive, this can be adapted into youth-led campaign planning, collective decision-making and public presentation of sustainability ideas, helping participants build both confidence and civic voice.

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- UNESCO (2020). Education for Sustainable Development: A Roadmap.
- United Nations Environment Programme (2021). Youth and Environment Report.
- European Youth Portal (2022). Youth Participation and Environmental Action.

OTHER MATERIALS

- GreenComp Framework – European Commission
- Toolkit on Youth Advocacy – European Youth Forum
- Guide to Green Entrepreneurship for Beginners – EU resources

CONCLUSION

The NEETActive Educational Programme provides a structured and practice-oriented response to the challenges faced by NEET youth by translating the principles of non-formal education into concrete methodologies based on sport, outdoor learning and sustainability. Its added value lies not only in its overall objectives, but in the way each module contributes to a coherent pedagogical approach to inclusion and engagement.

One of the main insights emerging from the programme is the way sport is used as a pedagogical entry point rather than an end in itself. The football module shows how a simple and accessible activity can be transformed into a learning environment where inclusion is experienced in practice. Through adapted rules, role rotation and peer support, participants engage in cooperation, communication and responsibility-sharing in a natural and immediate way. Mechanisms such as shared rule-setting or the rewarding of fair play behaviours demonstrate that sport can foster autonomy, self-regulation and value-based learning, especially for young people who may resist more formal or authority-driven environments. This approach is further developed through the use of outdoor learning in the orienteering module. By placing participants in unfamiliar but structured environments, the activities combine physical movement, cognitive challenge and group interaction. This creates conditions for developing autonomy, problem-solving skills and resilience. The emphasis on inclusivity through differentiated tasks and flexible group organisation shows how activities can be adapted to diverse needs, while the integration of reflection phases ensures that experience is translated into learning that can be applied beyond the activity itself.

The communication module reinforces the idea that key competences are most effectively developed through practice. By embedding communication in real-time situations, participants learn how to express themselves, listen to others and manage conflict in a concrete and meaningful way. Structured moments such as dialogue circles or mediation after conflicts allow young people to experiment with respectful communication and to reflect on their behaviour. This is particularly relevant for NEET youth, for whom communication difficulties often represent a major barrier to social and professional integration. The wellbeing and resilience module adds an essential dimension by addressing the underlying conditions that influence engagement. By integrating psychosocial aspects into sport-based activities, it highlights the importance of creating safe and supportive environments where participants can build confidence, manage emotions and develop coping strategies. The use of experiential and embodied learning allows these processes to take place in an accessible and engaging way, especially for young people who may have disengaged from traditional learning contexts.

The event planning module marks a shift towards active participation and responsibility. By involving young people in the organisation of concrete activities, it provides opportunities to apply skills in real-life situations. Participants are encouraged to define objectives, manage tasks and reflect on outcomes, which strengthens their sense of ownership and achievement. This process helps them to reposition themselves as active contributors rather than passive participants, while developing competences that are directly relevant for employment and community engagement.

Finally, the module on advocacy and green entrepreneurship extends the learning process towards future-oriented perspectives. By linking environmental awareness with concrete action, it encourages young people to reflect on their role in society and to develop ideas that respond to local challenges. The focus on creativity, initiative and communication helps participants to see themselves as capable of contributing to their communities, while also opening pathways towards opportunities linked to sustainability and the green economy.

Taken together, the modules illustrate a consistent approach based on experiential learning, inclusivity and active participation. Learning is structured as a process that combines action, reflection and application, allowing participants to develop competences in a meaningful and transferable way. The programme also demonstrates how sport and outdoor activities can be used not only for engagement, but as tools for social inclusion, personal development and community involvement.

From a project perspective, the Educational Programme provides a solid foundation for the development of the NEETActive toolkit. The methodologies and conceptual frameworks presented in the modules can be directly translated into practical resources that support youth workers in implementing and adapting the approach in different contexts. The piloting phase will be essential to test these methodologies with target groups and to assess their effectiveness in real-life situations. It will allow partners to observe how participants engage with the activities, to identify challenges and to refine the tools based on feedback from both youth and facilitators. This step will ensure that the final toolkit is not only coherent, but also practical, adaptable and relevant to the needs of NEET youth.

The emphasis on flexibility and inclusivity also supports the transferability of the programme across different contexts. By providing adaptable methods rather than fixed models, NEETActive contributes to strengthening non-formal education practices and to supporting long-term impact in the field of youth inclusion. In conclusion, the NEETActive Educational Programme offers a coherent and grounded approach to working with NEET youth, showing how sport, learning and sustainability can be combined to create meaningful and inclusive learning experiences. It demonstrates that when activities are carefully designed and supported by reflection and facilitation, they can become powerful tools for engagement, development and participation.



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