



Common Pilot Scheme Report

Deliverable No: 8 (D.4.1)

**Promoting Employability of Young Student-Athletes through
“Competence Hub” on Sport Innovation**

COMPATH – 101050955

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1. Executive Summary

The COMPATH has demonstrated—through two sequential local pilots and a multi-country workshop—that a learning approach can measurably boost the employability competencies of young student-athletes.

Local Action 1 trained 40 educator-facilitators across several nations, validating the pedagogic soundness of the curriculum and surfacing the need for clearer digital onboarding and stronger data-privacy guidance.

Local Action 2 reached at least 54 student-athletes ($\approx 46\%$ female, mean age 20.9), producing statistically significant gains in self-reported digital confidence and unanimous agreement on content relevance.

The International Workshop gathered 15 student-athletes and young sports professionals and 2 facilitators for an intensive two-day workshop. Real-time feedbacks returned an average satisfaction score of 4.6/5, while net-promoter intent peaked at 4.8 / 5, signalling strong advocacy potential.

Four convergent findings underpin these positive results:

- The artificial intelligence module was found to be very crucial for the employment of sports professionals in the future.
- It was emphasized that the sports sector is one of the sectors that produces the most data and that every sports professional should definitely take the data analytics module.
- It was noted that the content in the drone technologies module in sports will be more prevalent in sports in the future.
- Hybrid delivery respects athletic timetables—asynchronous micro-units allowed learners to juggle training, travel and study.

Overall, the pilot evidence confirms the project's trajectory towards its core objective: equipping Europe's emerging sport professionals with technology-enabled, twenty-first-century skills. The next cycle will focus on scaling content depth, enhancing platform accessibility and synchronising learning windows with competitive sport calendars.

2. Introduction & Background

2.1. Purpose of the Report

Deliverable **D4.1 – Common Pilot Scheme Report** fulfils a contractual obligation under WP4 to provide the consortium, EACEA and Commission reviewers with a consolidated account of the first cycle of pilot activities. It captures the design, implementation and evaluation of:

- **Local Action 1:** educator-focused technology workshops;
- **Local Action 2:** learner-facing thematic workshops for student-athletes; and
- **International Workshop:** a two-day workshop convening multi-country cohorts.

The report distils quantitative metrics and qualitative insights to: (a) evidence progress towards the project's employability objectives; (b) surface improvement areas for subsequent pilot cycles and platform iterations; and (c) furnish a knowledge base for dissemination to external stakeholders interested in sport-innovation pedagogy.

2.2. Overview of the WP4 Pilot Scheme

WP4 sits at the heart of COMPATH's implementation phase, translating the educational resources (WP2) and the digital **Competence Hub (WP3)** into real-world learning experiences. Running from **Month 18 to Month 36**, WP4 pursues three intertwined objectives:

- **Capability building for educators** – equipping lecturers, coaches and sport-innovation consultants with the skills and confidence to deliver tech-enriched curricula (Local Action 1).
- **Competence development for student-athletes** – testing learner-centred modules that blend face-to-face instruction with gamified micro-learning in the Hub (Local Action 2).
- **Community formation & peer exchange** – fostering a trans-national network through an intensive International Workshop, where mixed teams co-create enhancements for content, platform and outreach.

Insights harvested in this first pilot cycle flow back into WP2 and WP3 sprint backlogs, while informing WP5 dissemination narratives. The iterative loop positions COMPATH to refine its offer before full-scale roll-out in Year 3.

3. Methodology

The evaluation approach for this first COMPATH pilot cycle was deliberately eclectic, blending quantitative and qualitative techniques so that we could measure change while also understanding how and why it occurred. We therefore combined post-activity surveys, semi-structured interviews, live sentiment feedbacks, structured observation by WP4 researchers and facilitators. Each instrument served a distinct purpose: surveys captured satisfaction scores and self-efficacy shifts; interviews elicited nuanced stories of use and value; quick-fire polls provided instant temperature checks; observation sheets recorded logistical and technical issues in real time.

Participants were recruited purposively to ensure that relevant partner country was represented and that the dual target group—educator-facilitators and student-athletes—was fully covered. In total we engaged forty facilitators during Local Action 1, at least fifty-four student-athletes during Local Action 2 and a further fifteen student-athletes and young sports professionals during the International Workshop.

Ethical rigour was paramount. Every participant received an information and provided informed consent, with an explicit right to withdraw at any time. Personal identifiers were replaced with alphanumeric codes, and data were stored on encrypted EU-based servers in line with GDPR requirements. VR sessions were capped at twenty minutes continuous exposure to mitigate motion-sickness risks, and first-aid as well as mental-health support were available on-site throughout the workshop.

Data analysis followed standard social-science practice. Survey responses were exported to Excel for descriptive statistics. Interview recordings were transcribed verbatim and subjected to thematic analysis. Finally, we triangulated findings across instruments—for example, checking whether high satisfaction scores aligned with positive interview narratives—to strengthen the credibility of our conclusions.

Taken together, this mixed-methods design provided a rich, triangulated evidence base for the activity-level findings set out in Sections 4 to 6 and the cross-pilot insights distilled in Section 7.

4. Local Action 1 – Pilot Implementation (Educators-Facilitator)

4.1. Activity Description

COMPATH partners hosted a short, technology-focused workshop for the educators who will ultimately roll the module workshops out to student-athletes. These introductory sessions had a double purpose: first, to familiarise trainers, lecturers and youth-sport consultants with the emerging technologies—virtual and augmented reality, esports platforms, wearable sensors—that sit at the heart of the project; and second, to collect formative feedback on the instructional design before the materials are released to larger learner groups.

Although each country tailored the agenda to its local context, the workshops followed a common rhythm: a brief ice-breaker; a themed input; hands-on micro-activities carried out inside a test version of the Competence Hub; a plenary reflection; and finally a short evaluation questionnaire.

4.2. Participant Engagement

Across the consortium forty facilitators took part. Just under half were university lecturers, while community coaches, sport-innovation consultants and PE teachers made up the rest. Every participant completed the practical tasks and spent more time exploring the Hub—than scheduled, suggesting high intrinsic interest. All attendees returned a fully completed feedback form, giving us a 100 % response rate.

4.3. Findings

In the workshop held with the facilitators, different topics related to virtual reality and augmented reality were discussed, as well as the use of the gamified or esport approach and how this could benefit the teaching-learning process in the university educational field. Aspects such as potential benefits and impact of these technologies on sport considerations, ethics, ways of implementing it in the environments or contexts of each of the facilitators related to their field of sport teaching and specific applications that could be designed to benefit university education related to sport were discussed.

The topics that arose of interest in the first place had to do with aspects related to the fact that these technologies facilitated the transfer to simulated spaces, that is, they put us in situations that would not be real otherwise, since it allows us to do things that could not be done in reality, such as stopping a student doing a jump in the air and analyzing the force vectors in the middle of a movement.

Another example dealt with weather conditions, since when they are not suitable, they allow training without having to go outdoors. In the field of sports facilities and management of sports equipment, these technologies allow all students to be transferred to a specific facility

through virtual reality or, for example, facilities can be designed with safety errors in baskets, goals or measurements and it is the student himself who has to detect them.

In addition, another aspect that benefits the teaching-learning process of students in the Degree in Sports Sciences is that the learning pace of each one is different and one student can use it 10 times and another 5 times. This was one of the aspects highlighted as a strong point to be able to be implemented in the work institution since it allows individualizing the teaching or practice according to the needs. In addition, as it is a virtual or expanded environment, it can be modified to the desired context.

Other aspects would be related to ethical considerations, in which they highlighted aspects such as preserving health, the data protection law in augmented reality, which requires limiting knowledge of the location of users, and finally controlling which companies have full access, since in the end they are recording private spaces and have the geolocation of users. In addition, the cost associated with these technologies can be high, which in some cases limits their adoption in educational institutions with reduced budgets. Not only the hardware, but also the development of specific educational content. Although in the case of UCAM it has a department specialized in this, so it would not be a problem.

The way in which the facilitators who participated in the workshop would mainly use it would be, for example, by creating virtual 3D models that allow viewing the movement plans. Another aspect is related to students with some type of disability who have difficulties accessing sports facilities. Another example would be through dynamic graphic designs in strength tests such as the CMJ or in the design of sports environments and spaces such as simulated climbing walls to see the grips and routes.

It should be stressed that the aspect that disabled people with reduced mobility can experience the same situation as fully capable people is one of the aspects that the teachers highlighted although it is true that in large sports cities this number of people is very small.

Finally, in relation to which applications the facilitators consider would be interesting to design, they referred to applications to improve sports tactics such as basketball through virtual reality, the creation of 3D videos through recording of two mobile phones, a dynamic graph that, as the student performs the jump, is visualized through the augmented noise, a graph that indicates a peak of force on the X axis and another on the Y axis that changes depending on the type of jump or it would also be used for proprioception work if we go a little further into the field of health sciences, such as proprioception, rehabilitation and injury prevention, changes in the sensory motor system.

The feedback given about the training seminar was quite high, as most of them rated the quality of the educational resources with a score between 4 and 5, such as relevance, usability, clarity, comprehensiveness. As well as the application of these contents in class, most of the facilitators rated it as easy to integrate. On the other hand, the general organization of the seminar was rated as very correct, as well as the agenda, time and engagement with the session. Finally, some of the participants suggested that these technologies discussed could be tested in more depth, such as virtual reality, augmented reality, and being able to spend more time learning about eSports related to more varied examples, according to the tastes of the participants. A couple of attendees stated that in terms of improvements to the workshop they would have liked to receive water or food at the workshop, although the majority said that everything was very adequate.

On the other hand, the following modules are delivered: "Literacy Skills Adapted to Sports for Career Success" and "Learning Skills Adapted to Sports: Enhancing Employability through Critical Thinking, Creativity, Collaboration, and Communication."

The goal of the "Literacy Skills Adapted to Sports for Career Success" module was to provide essential literacy-related information, including information, media, and technology literacy, in order to develop skills necessary for critical thinking in evaluating the credibility of information, understanding media products and communications, responsibly using media, encouraging the use of technology for research, communication, collaboration, and career

development in the sports industry, adapting literacy skills to new market demands and trends, and creating a competitive edge through effective communication and literacy. This module aimed to show that developing critical thinking and research skills is crucial for making decisions that lead to success in the sports industry.

The "Learning Skills Adapted to Sports: Enhancing Employability through Critical Thinking, Creativity, Collaboration, and Communication" module aimed to teach skills tailored to the sports industry, specifically learning skills. This module further encouraged critical thinking and a deeper understanding of learning skills in the context of sports and technological innovations. These skills can help in analyzing sports scenarios, making strategic decisions, solving complex problems, and fostering creativity in designing innovative solutions and approaches within the sports context. In this way, the development of collaboration skills is encouraged, communication abilities are enhanced, and the goal is to advance careers in the sports industry. This module aimed to demonstrate that critical thinking is highly valuable as it offers a competitive advantage and fosters an environment that values and develops sports capacities.

After the successful completion of the modules, facilitators received an evaluation questionnaire aimed at assessing their satisfaction with the modules and the overall organization and implementation.

The questions posed to the facilitators used a scale from 1 (lowest value) to 5 (highest value), or from "not at all relevant" to "very relevant."

To the question, "How relevant was this training for you?" 44% of facilitators responded that it was relevant, and 56% answered that it was very relevant.

To the question, "Do you think this training was useful for you?" 33% of facilitators said it was useful, and 67% said it was very useful.

To the question, "Was this training clear and understandable?" 100% of facilitators responded that the training was very clear and understandable.

To the question, "Was this training sufficiently comprehensive?" 100% of facilitators responded that the training was excellently timed, meaning it was sufficiently comprehensive given the time required.

To the question, "Do you think this training can be applied in classrooms and other workshops?" 56% of facilitators responded that the training could be applied in classrooms and other workshops, while 44% said it could certainly be applied in classrooms and other workshops. To the question, "Do you think you could integrate this training into your work?" 67% of facilitators responded that it would be possible to integrate this training into their work, and 33% said it would certainly be possible to integrate this training into their work.

To the question, "Was the agenda of this training well-structured?" 100% of facilitators responded that the agenda of this training was excellently structured.

To the question, "Was the training appropriately timed?" 100% of facilitators responded that this training was excellently timed.

To the question, "Did you find this training interesting?" 100% of facilitators responded that this training was very interesting.

To the question, "Would you recommend this training to others?" 11% of facilitators said they would recommend this training to others, while 89% said they would definitely recommend this training to others.

To the question, "Do you have any comments or suggestions?" facilitators responded that the training was excellently organized, with a top-quality instructor, very creatively designed, and that they support having more such training sessions.

The results indicate that this training was extremely successful, as the facilitators expressed great satisfaction with the topics presented and said they learned many useful and interesting pieces of information that they could integrate into their personal and professional lives in the future.

5. Local Actions 2 – Pilot Implementation (Student-athletes)

5.1. Activity Description



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The second cycle of local pilots shifted the focus from educators to their ultimate beneficiaries — the student-athletes. Each site translated the facilitator-tested curriculum into a learner-centred workshop format anchored by several themes: “VR/AR in Sport & Esports”, introducing immersive performance-analysis tools and Esport and competitive gaming mechanics, and “Literacy and Learning Skills Adapted to Sport”, which links information literacy and self-regulated learning to long-term career success.

Despite contextual differences, every workshop followed the same pedagogic arc: an ice-breaker to establish rapport; expert input on the day’s theme; guided; reflective group dialogue; and a short evaluation survey.

5.2. Participant Engagement

Across the documented pilots we gathered verifiable data for at least fifty-four student-athletes. The combined cohort was 46 % female, with a mean age of 20.9 years and a sport mix spanning football, basketball, athletics, winter and endurance disciplines. All participants completed the practical tasks and remained for the de-brief — well above the planned half-hour, signalling strong engagement with the digital elements.

5.3. Survey Results

Post-workshop surveys painted an unequivocally positive picture: 100 % of respondents rated the sessions 4 or 5 on relevance, usefulness, clarity, comprehensiveness, structure and timing. A parallel in-class poll at one site echoed these results, with more than 92 % assigning top-box scores across every criterion; the seamless fit with demanding training schedules attracted particular praise.

6. International Workshop

6.1. Workshop Design & Objectives

The International Workshop was designed as a two-day workshop hosted by Collective Innovation AS (COLIN) in Norway. The dual aims were to: stress-test Competence Hub under real-time, high-concurrency conditions; and capture multi-country, multi-sport feedback on two advanced learning branches of the modules – prior to their large-scale deployment. Participants rotated through blended learning cycles that mixed lightning talks, hands-on training or simulation sessions, and “rapid-reflection” polls delivered. Evening slots were reserved for cross-WP design sprints in which mixed teams drafted improvement backlogs for WP2 (content), WP3 (platform) and WP4 (community events).

6.2. Participant Profile & Context

Indicator	Value
Total student-athletes	15 (40 % female)
Countries represented	7 programme countries + UK
Mean age	21.3 years (SD = 2.1)
Disciplines	Athletics, football, volleyball, rowing, racket sports
Practitioner-facilitators	2 (host country)

6.3. Findings

Over the two-day workshop the fifteen student-athletes rotated through five mixed-discipline groups. Each group critiqued the three pilot modules—AI in Sports, Data Analytics in Sports and Drone Technology in Sports—using a “strengths / improvements” canvas, then presented their verdict to the facilitators. Four cross-cutting themes and a set of module-specific lessons emerged:

- **Authentic, directly transferrable content:** Learners valued material that mirrored elite-sport reality: live Python notebooks, drone-shot pitch maps and up-to-date AI case studies all scored ≥ 4.8 / 5 for usefulness. Several athletes reported “taking the

notebook straight into Monday’s video session” or “showing the drone heat-overlay to my club groundskeeper”.

- **Ethics, privacy and regulation need to surface earlier:** Across all modules the first improvement request concerned clearer guidance on GDPR, algorithmic bias and drone flight rules. Participants asked for check-lists to appear before technical drills rather than as end-notes, arguing that “compliance is part of the skill-set, not an appendix”.
- **Inclusive datasets matter:** Groups pressed for women’s, para-sport and lower-budget club examples. They felt broader datasets would make predictive models more robust and ensure the Hub “speaks to every layer of the pyramid”.
- **Platform micro-ergonomics:** The Hub’s asynchronous micro-learning format dovetailed with the cohort’s 15-hour training schedules, yet two friction points recurred: the need for auto-save on quizzes (patchy venue Wi-Fi) and real-time syncing of points to leaderboards (an important motivational trigger).

Module-specific insights

Module	What worked well	What should change next
AI in Sports	<ul style="list-style-type: none"> • Clear progression from fundamentals to real-world use-cases. • Career-path segment (“jobs of the future”) rated most inspiring talk of the event. • Case studies on AI-driven coaching tools sparked peer-to-peer idea-sharing. 	<ul style="list-style-type: none"> • Include a mini hack-demo so learners can <i>run</i> a basic model. • Add a short ethics vignette on bias in talent-identification algorithms. • Provide non-team-sport examples (e.g. winter sports, athletics).
Data Analytics in Sports	<ul style="list-style-type: none"> • Wearable-sensor case study and basketball shot-chart both cited as “instantly actionable”. • Step-by-step explanation of ETL pipeline demystified jargon. • Interactive poll showed 93 % intend to download the sample notebook. 	<ul style="list-style-type: none"> • Supply the notebooks and datasets as open files in the Hub. • Expand privacy segment beyond GDPR to cover cloud-vendor due diligence. • Insert examples from women’s leagues and para-sport to widen relevance.

Drone Technology in Sports	<ul style="list-style-type: none"> • Flight-simulator challenge achieved 100 % completion and highest fun rating. • 3-D pitch-mapping demo perceived as “game-changing” for community clubs. • Light-show use-case ignited ideas for fan-engagement projects. 	<ul style="list-style-type: none"> • Publish a country-by-country rules cheat-sheet and checklist. • Offer guidance on operating in adverse weather and low-light. • Provide budget tiers for hardware so lower-resource clubs can adopt drones.
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In sum, the International Workshop validated the pedagogical value of the pilot modules, spotlighted concrete usability tweaks and underscored the importance of ethics and inclusivity in technology-driven sport education.

7. Conclusion

The three-tier pilot phase has delivered exactly what COMPATH required before scaling: unequivocal evidence that the content, platform and pedagogy are fit for purpose, plus a concise list of refinements that will make them stronger still.

Educators left their workshops convinced that the modules offer authentic, future-facing material they can integrate immediately; student-athletes confirmed that the same resources slot neatly around a dual-career timetable and generate genuine performance insight; and the International Workshop stress-tested both the Competence Hub’s technical backbone and the learning design under real-time, multi-country conditions.

Across all settings participants converged on four priorities—earlier ethics guidance, richer inclusivity of datasets, smoother micro-ergonomics and longer practical windows. Upgraded platform features and refreshed event templates will be live and fully quality-assured, positioning COMPATH to launch its Europe-wide roll-out with resources that are technically robust, ethically grounded, inclusively framed and pedagogically engaging. In short, the project now stands on a stronger footing than ever to achieve its core mission: equipping

young student-athletes with the digital and transversal competences they need to thrive in an innovation-driven sports landscape.

8. Annexes

8.1. Photos





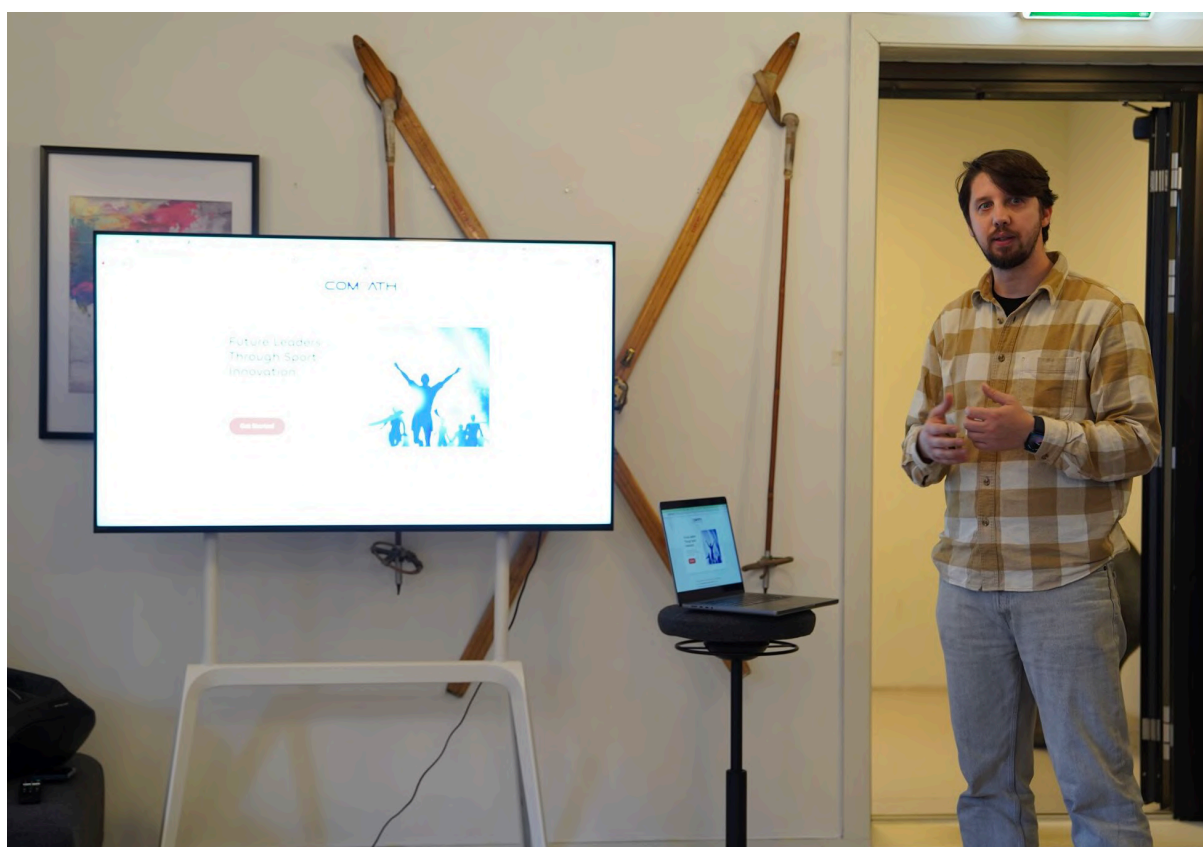












8.2. Raw Material



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FACILITATORS

UCAM
UNIVERSIDAD CATÓLICA
DE MURCIA

Nombre y Apellidos

Tomán Abelleira Lamela

Abraham López Vivanco

SALVADOR ROMERO ARENAS

MARIA DE LA TRINIDAD MORALES BECANDO

Adrián Mateo Orcajada

Alejandro Espeso García

MARIA JOSÉ MAGIÁ ANDRÉU

JUAN PABLO REY LOPEZ

Verónica Alcaraz Muñoz

ÁLVARO DÍAZ ORCAJA

DNI

Firma

48944964-K

48652387-G

23027025-T

48653808-E

48749155-B

48521078-W

23046704-Z

25182789#

48704710-W

48636732N

Beneficios potenciales e impacto

- Traslado a espacios simulados. Nos pone en situaciones que no serían reales. Permite hacer cosas que en la realidad no (parar un salto en el aire, analizar los vectores en mitad de un movimiento).
- Cuando las condiciones meteorológicas no son adecuadas, permite entrenar sin necesidad de salir al aire libre.
- En el ámbito de las instalaciones y equipamientos deportivos, permite trasladar al alumnado a una instalación a través de la realidad virtual. Se pueden diseñar instalaciones con errores de seguridad que tienen que ser detectados.
- El ritmo de aprendizaje es diferente. Un alumno puede usarlo 5 veces y otro 10 si lo necesita.

Consideraciones éticas

- Preservar la salud.
- Ley de protección de datos en la realidad aumentada.
- Limitar el conocimiento de la ubicación de los usuarios.
- Controlar qué hacen las empresas con los datos recopilados.

Formas de uso en entornos de los participantes

- Entornos y espacios deportivos
- Test de fuerza, CMJ
- Modelo 3D que permita ver los planos de un movimiento.
- Vivenciación de la discapacidad
- Escalada (marcar agarres, vías, manovras)

Apps concretas

- Para la táctica deportiva en baloncesto
- Creación de videos 3D mediante grabación de dos móviles.
- Gráfica dinámica (conforme se ejecuta el movimiento va cambiando la gráfica).
- Trabajo de propiocepción / rehabilitación y prevención de lesiones (cambios en el sistema sensoriomotor).



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1. Beneficios plenarios: Traslados a espacios de simulación; espacios de la vida real. Permite apreciar aspectos (dibujar vectores por tiempo en el salto), que a simple vista no se puede apreciar. Cuando las condiciones meteorológicas no son idóneas la RA también beneficia en contrastes con la formación. Permite crear espacios deportivos seguros, evitando carencias de seguridad, e incluso de desplazamiento. Igualmente le ventaja que también se abriga es que se puede visualizar tanto veces se desea.

2. Consideraciones éticas: Preservar la seguridad del participante. La ley de protección de datos, ya que finalmente estos grabando espacios privados o de geolocalización.

3. Formas de aplicarlo en entornos propios de los participantes. RV/RA para equipamientos y para espacios. Test de saltos. Con planos de 3D también ayuda también en la formación. Para vivenciar las mismas situaciones reales personas con movilidad reducida. Para vivenciar deportes de medios naturales como la escalada, donde predomina visualizar los agarres, la reunión, etc. elementos específicos del deporte a partir de ver la pared en roca con RA.

4. Aplicación: elementos técnicos-tácticos en baloncesto.

Visualizar elementos del movimiento y de forma simultánea en una gráfica, por ejemplo se dónde suceden los puntos máximos de fuerza durante la ejecución.

En propiocepción también es idónea para prevención de lesiones o en situación de rehabilitación.

5. Contexto: en situación real de aplicabilidad es algunos niveles superiores, es bastante habitual.

Feedback Form Template

We appreciate your feedback on the training seminar. Please take a few moments to share your thoughts on the quality of the resources presented, the organization of the seminar, and any suggestions for improvement.

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

- Relevance: 1 2 3 4 5
- Usability: 1 2 3 4 5
- Clarity: 1 2 3 4 5
- Comprehensiveness: 1 2 3 4 5

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 4 5

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 5
- Time management: 1 2 3 4 5
- Session engagement: 1 2 3 4 5

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Provide water for the students of the seminar.

Feedback Form Template

We appreciate your feedback on the training seminar. Please take a few moments to share your thoughts on the quality of the resources presented, the organization of the seminar, and any suggestions for improvement.

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

- Relevance: 1 2 3 4 (5)
- Usability: 1 2 3 4 (5)
- Clarity: 1 2 3 4 (5)
- Comprehensiveness: 1 2 3 4 (5)

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 4 (5)

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 (5)
- Time management: 1 2 3 4 (5)
- Session engagement: 1 2 3 4 (5)

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Everything was ok! THANKS

Feedback Form Template

We appreciate your feedback on the training seminar. Please take a few moments to share your thoughts on the quality of the resources presented, the organization of the seminar, and any suggestions for improvement.

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

- Relevance: 1 2 3 4 (5)
- Usability: 1 2 3 4 (5)
- Clarity: 1 2 3 4 (5)
- Comprehensiveness: 1 2 3 4 (5)

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 4 (5)

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 (5)
- Time management: 1 2 3 4 (5)
- Session engagement: 1 2 3 4 (5)

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Feedback Form Template

We appreciate your feedback on the training seminar. Please take a few moments to share your thoughts on the quality of the resources presented, the organization of the seminar, and any suggestions for improvement.

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

- Relevance: 1 2 3 4 (5)
- Usability: 1 2 3 4 (5)
- Clarity: 1 2 3 4 (5)
- Comprehensiveness: 1 2 3 4 (5)

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 4 (5)

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 (5)
- Time management: 1 2 3 4 (5)
- Session engagement: 1 2 3 4 (5)

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

It Can be good to try with different RV resources.

Feedback Form Template

We appreciate your feedback on the training seminar. Please take a few moments to share your thoughts on the quality of the resources presented, the organization of the seminar, and any suggestions for improvement.

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

- Relevance: 1 2 3 4 **5**
- Usability: 1 2 **3** 4 5
- Clarity: 1 2 3 **4** 5
- Comprehensiveness: 1 2 3 **4** 5

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 **4** 5

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 **5**
- Time management: 1 2 3 4 **5**
- Session engagement: 1 2 3 4 **5**

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Feedback Form Template

We appreciate your feedback on the training seminar. Please take a few moments to share your thoughts on the quality of the resources presented, the organization of the seminar, and any suggestions for improvement.

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

- Relevance: 1 2 3 4 5
- Usability: 1 2 3 4 5
- Clarity: 1 2 3 4 5
- Comprehensiveness: 1 2 3 4 5

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 4 5

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 5
- Time management: 1 2 3 4 5
- Session engagement: 1 2 3 4 5

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Se necesita más tiempo para debatir todas las aportaciones.

Feedback Form Template

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Quality of Educational Resources

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1 - Poor, 5 - Excellent

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- Usability: 1 2 3 4 5
- Clarity: 1 2 3 4 5
- Comprehensiveness: 1 2 3 4 5

Applicability in the Classroom/Workshops

Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale):

- Ease of integration: 1 2 3 4 5

Overall Organization of the Seminar

Please rate the overall organization of the seminar (1-5 scale):

- Agenda structure: 1 2 3 4 5
- Time management: 1 2 3 4 5
- Session engagement: 1 2 3 4 5

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Poden debater de una forma más profunda con
más casos de ejemplo.

Feedback Form Template

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Future Leaders through Sport Innovation

Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation



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Agenda

COMPATH project overview

Target Groups

Training Modules available

Toolkits available for Facilitators

Example Modules

Feedback & Discussions

COMPATH project overview

The project aims are to support professional and personal development of young people through a **Competence Hub on Sport Innovation**, thereby contributing to promote quality and new jobs and to driving innovation.

After analysing the educational needs of young people, who are aiming for a career in sports innovation, all partners are now building an online educational platform to support the areas identified in the research.

COMPATH project Partners



Target Group

- Young sportspersons with a career goal/plan in sport industry in the future
- Young sportspersons who are interested in technology and innovation
- Student-Athletes who are taking sport-related courses at the high school level
- Student-Athletes who are studying sport-focused vocational education and training (sports management, coaching, physical education teaching, recreation, etc.) at the higher education level
- Student-Athletes who are studying business administration, engineering at the higher education level.

Training Modules

ARTIFICIAL
INTELLIGENCE (AI)
IN SPORTS

DATA ANALYTICS
IN SPORTS

DRONES
TECHNOLOGY IN
SPORTS

FAN ENGAGEMENT
AND EXPERIENCE
THROUGH DIGITAL
TOOLS

INTERNET OF
THINGS (IOT) IN
SPORTS

VR AND AR
IN SPORTS

ESPORTS AND
SPORT-FOCUSED
GAMING

WEARABLE
TECHNOLOGIES

SPORTS-ADAPTED
LITERACY SKILLS

SPORTS-ADAPTED
LEARNING SKILLS

ENTREPRENEURIA
L MINDSET FOR
SPORTS
BUSINESSES

CAREER PLANNING
AND ENTERING TO
TECHNOLOGY-
ORIENTED SPORTS
BUSINESSES

Digital tool kit for Facilitators

Full module trainings

Module training example

NOTE: online educational platform will consist of video lectures and real life exercises to complete after the training.



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Agenda

Module 1 - AI in the Game: Navigating the Future of Sports with A.I

Reflection and Group Discussion

Module 2 - Wearable Technologies for Aspiring Sportspeople

Reflection and Group Discussion

Feedback

Module 1 – AI in the Game

This module is designed to empower young sports enthusiasts and aspiring professionals with a robust understanding of Artificial Intelligence (AI) in the sports industry. The course offers a dynamic blend of theoretical knowledge, practical applications, and insight into future trends, enabling participants to harness AI for their career development in sports.

Learning Outcomes

01

Grasp essential AI concepts and their applications in various sports contexts.

02

Discover AI's role in performance optimisation, coaching enhancement, and fan engagement.

03

Learn to integrate AI tools into their sports-related roles or interests.

04

Build confidence in leveraging AI for innovative approaches in sports.

05

Formulate strategies for continual learning and adaptation in the AI-driven sports landscape.

Topic 1 - Impact of AI in Modern Sports

AI is not just enhancing sports; it's redefining them.

From predicting opponents' moves to optimising training and changing fan experiences. AI analysis biomechanics, game footage, and sensor data, creating personalized training programs that maximise athletes' potential while minimising injury risks. It's a new era of precision in athletic training.

As a virtual assistant, AI provides coaches with deep insights into opponent strategies, in-game tactics, and play outcomes, leading to data-driven, real-time decisions.

AI transforms how fans interact with sports. Imagine personalised content, interactive virtual experiences, and AI-powered chatbots. The future of fan engagement is hyper-personalised and immersive.



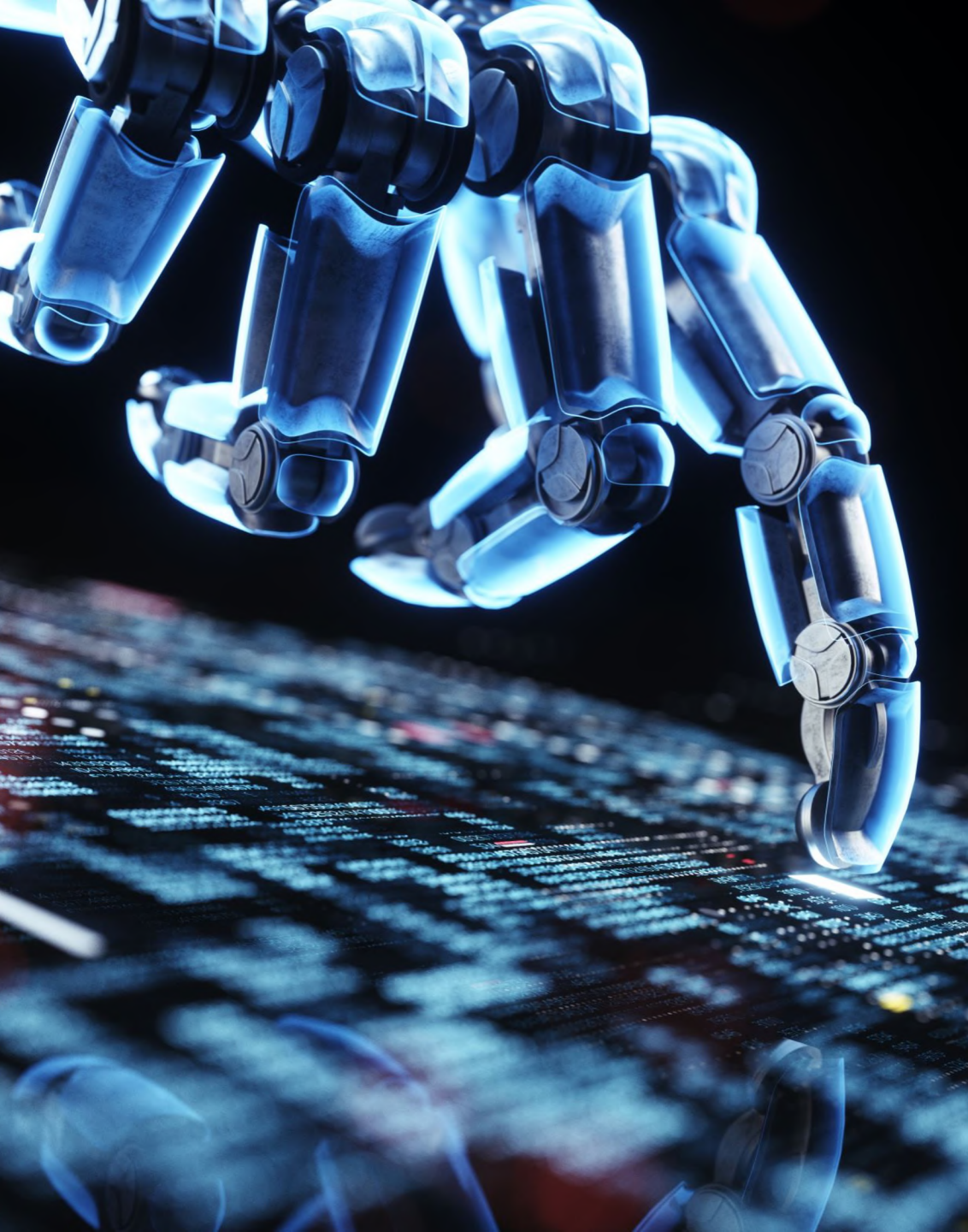
Otto Beisheim School of Management



How is Artificial Intelligence Changing the Sports Industry?

AI's impact is profound:

- Athletes train smarter,
- Teams gain strategic advantages,
- Operations are streamlined,
- Fans enjoy more personalised experiences.
- Competition level across all sports is being elevated.



AI brings challenges:

- Ethical considerations around data privacy
- Algorithmic bias,
- An accessibility gap creating uneven playing fields, and potential job displacement in the industry.

The future of AI in sports is bright, with continuous innovation promising even more advancements, like AI referees and personalised virtual coaching.

As we explore AI's role in sports, we're not just looking at technology; we're witnessing a revolution in how sports are played, enjoyed, and experienced.

Topic 2: AI Fundamentals

Imagine a computer program learning and adapting on its own.
That's AI!

AI uses algorithms inspired by human intelligence to solve complex problems and make informed decisions based on data. Machine learning is essentially AI's way of learning. By examining vast data sets, these algorithms discern patterns, making them capable of predicting outcomes based on historical data.

Topic 2: AI Fundamentals

Picture this powerful combination at work with sports data: player stats, game footage, and sensor data.

AI can analyse these resources for unparalleled insights into:

- performance optimisation,
- tactical advantages,
- fan engagement.

AI can also tailor training programs to athletes' unique strengths and weaknesses, pushing their limits while reducing injury risks.

Processing sports data with AI involves steps like:

- Data cleaning,
- Feature engineering,
- Model training,
- Testing.

Each step is crucial for the AI to learn accurately and provide valuable insights.



Topic 2: AI Fundamentals

Much like athletes refine their skills, AI models are continuously tested and improved to enhance their accuracy and reliability.

AI can understand opponent strategies, offering data-driven tactics.

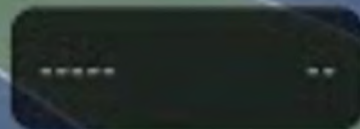
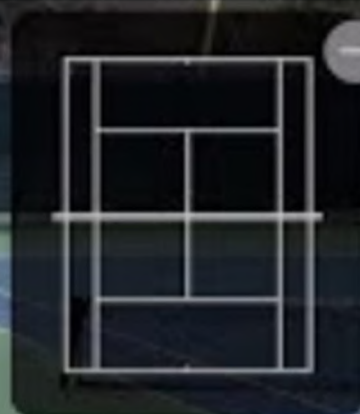
AI is redefining fan experiences. From personalised content to immersive virtual experiences, AI is creating a new era of fan interaction.

Remember, AI is not just about futuristic robots; it's about leveraging data and algorithms to make informed decisions across various domains.

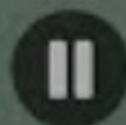
So, whether you're a sports enthusiast, a business professional, or simply curious about the future, understanding AI fundamentals is essential.

1/3

How **AI technology** helps improve **sports** game performances



PLAY



FILTER



SPEED



INCLUDE



FAVORITE



SHARE



Challenged shots



Topic 3: AI in Sports: Real-world Applications

AI can be used as a tool for personalised training and injury prevention, ensuring athletes perform at their best.

AI delves into an athlete's performance data, from biomechanics to recovery patterns, designing training programs that optimise strength, endurance, and agility.

By monitoring movement patterns and physiological markers, AI predicts injury risks. This foresight allows coaches to intervene early, keeping athletes in peak condition.

AI aids coaches in formulating game strategies. It evaluates opponent data and player performance, recommending tactical plays and formations for a winning edge.

Topic 3: AI in Sports: Real-world Applications

AI can also enhance how fans interact with their favourite sports, teams, and players. AI driven chatbots and virtual assistants offer personalised interactions, from answering fan queries to providing real-time game updates.

AI's predictive analytics extends to match outcomes and fan behaviours. This intelligence shapes marketing strategies, ticket sales, and merchandise promotions. AI also plays a role in officiating and analysing video footage to assist referees in making fair and accurate decisions.

It is not just about adopting new technology; it is also about reshaping athletic performance and fan experiences.

Topic 4: Advanced Career with AI

A deep understanding of specific sports, combined with analytical prowess, enables professionals to convert data insights into effective strategies for teams and athletes.

The ability to dissect complex data, discern patterns, and devise innovative solutions using AI will be crucial in enhancing performance and fan experiences.

Strong communication skills are essential for effective interaction with athletes, coaches, and various stakeholders, along with the ability to work collaboratively in diverse teams.

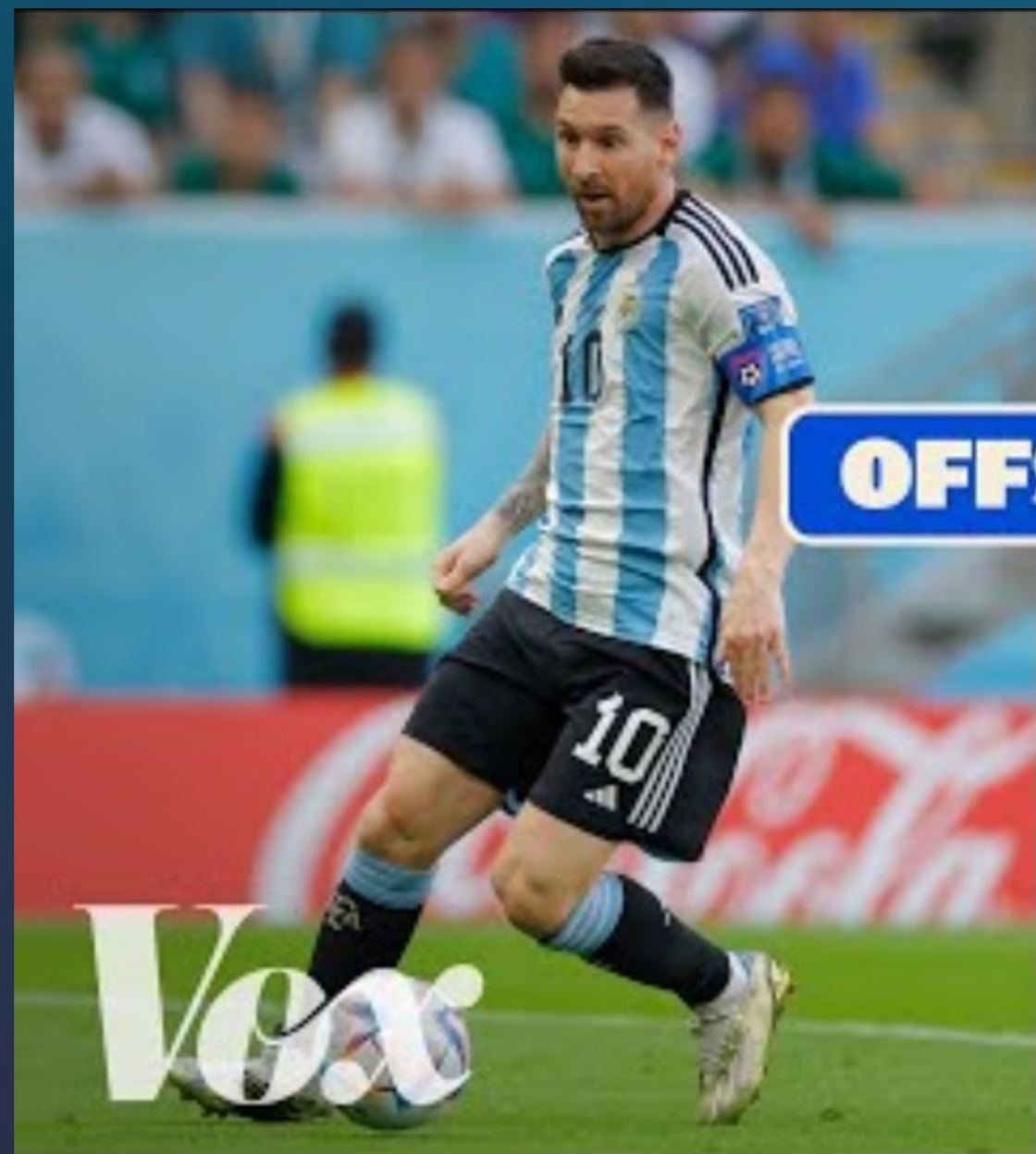
Career opportunities

Let's look at some exciting career opportunities that AI is bringing to the forefront of sports.

- **AI & Performance Analyst:** These professionals analyse athlete data, devise personalised training programs, and employ AI models for performance optimization and injury prevention.
- **AI-Powered Scouting and Recruitment:** AI tools are redefining scouting and recruitment, helping identify and predict the potential of talented athletes.
- **Fan Engagement Specialist:** This role involves creating AI-driven fan experiences, personalised content, and using VR or AR to deepen fan connections.
- **Sports Data Scientists and AI Developers** are pivotal in collecting, analysing, and implementing AI applications tailored for the sports industry.

The AI-powered sports industry is vast and growing. Embrace lifelong learning, interdisciplinary approaches, and networking to carve out a successful career in this exciting field.

AI isn't just a tool; it's your ticket to an experience-enhancing career in sports.



OFFSIDE?

Vex



Module 1 – AI in the Game

Reflection & Group
Discussion

Knowledge check
SCAN ME!



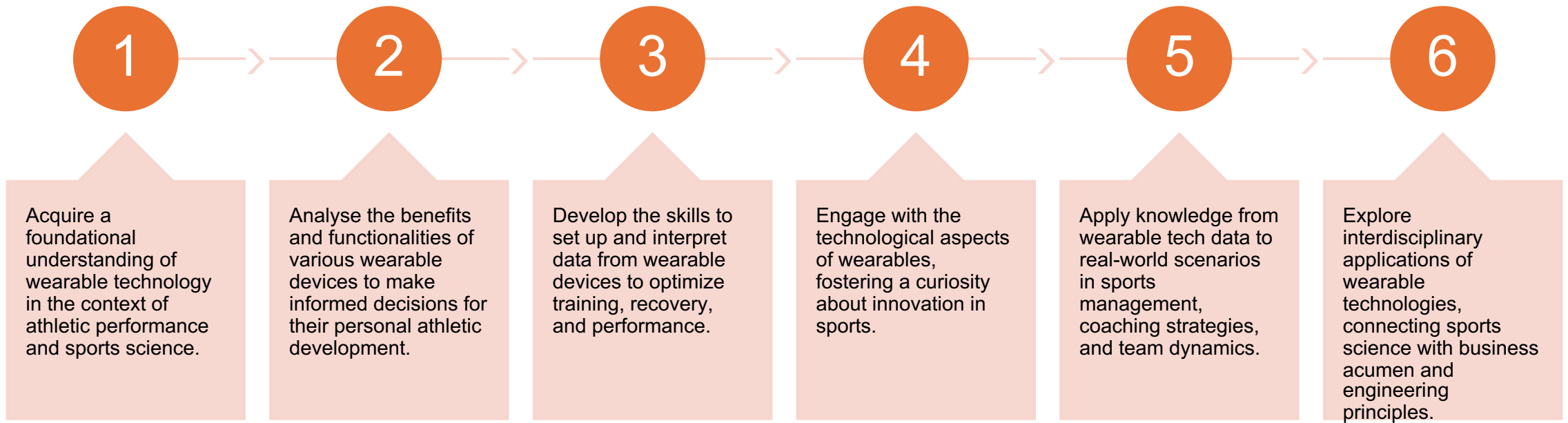
<https://forms.gle/GoS2cXjB1sicQG9w8>

Module 8 – Wearables

This module is tailored for young sportspeople and student-athletes who envision a career within the sports industry, blending their passion for sports with a keen interest in technology and innovation.

It addresses the emerging landscape of wearable technologies and their applications in sports training, performance enhancement, and health monitoring.

Learning Outcomes



Topic 1 – Device Exploration and Setup

Each device we use is more than a tool; it's a companion on your journey to sporting excellence.

By integrating these technologies into your training, you, as student-athletes, gain a holistic view of performance, embodying the interdisciplinary approach needed in today's sports careers.

These insights are not just numbers; they are the keys to unlocking potential and elevating performance to unparalleled levels.

Topic 1 - Device Exploration and Setup



Topic 2: Sport-Specific Technology Insights

Wearables are more than just devices; they're your partners in the relentless pursuit of excellence.

As future professionals in the dynamic field of sports, mastering these technologies is not an option—it's a necessity to stay ahead in the game.

For young athletes dedicated to their sport and studies, understanding, and leveraging Whoop's capabilities can be crucial.

Whoop transcends the basics of wearable tech by providing in-depth analytics on recovery times, sleep quality, and physiological strain. It's not about measuring activity; it's about interpreting it to maximize your potential.

As student athletes, engaging with Whoop's analytics aligns with your dual focus on academic excellence and athletic performance.





Catapult is the game-changer for football players, coaches, and sports management students. Its precision in monitoring player **movement**, **speed**, and **workload** translates complex data into actionable insights.

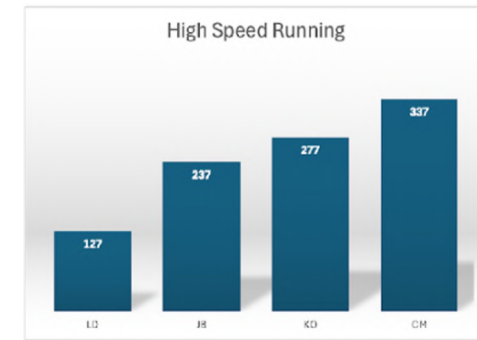
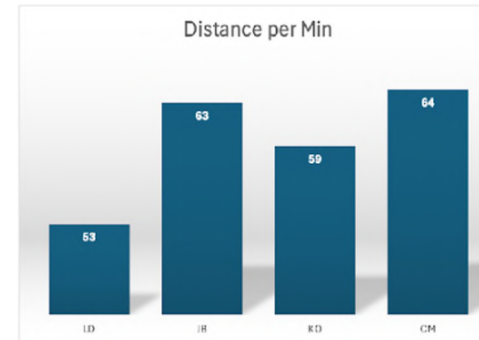
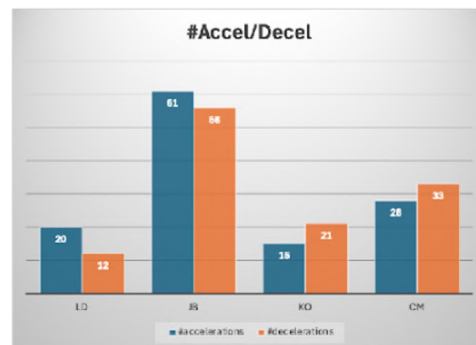
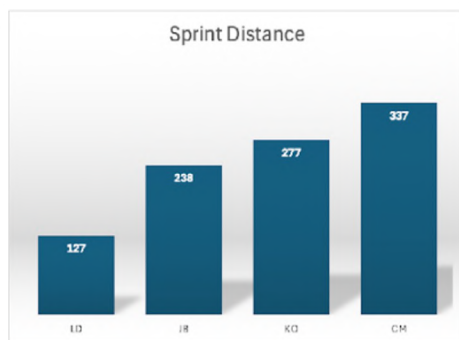
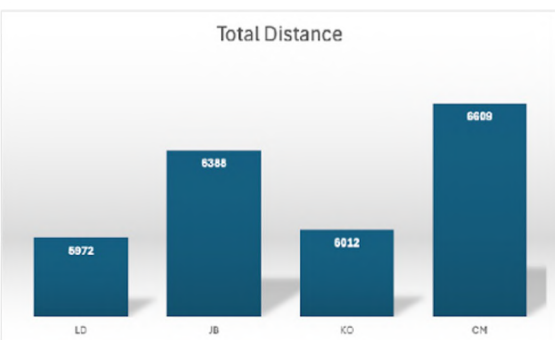
Learning to integrate Catapult's metrics into training and game strategy is an invaluable skill for those studying sports-focused vocational education and higher education. It exemplifies the intersection of sports science and analytics, a growing domain within the sports industry.

For those of you studying business administration or engineering with a sports lens, Whoop and Catapult represent the type of innovative tools that can inform business decisions, product development, and the overall technological advancement in sports.

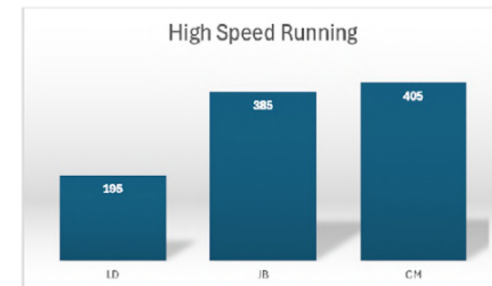
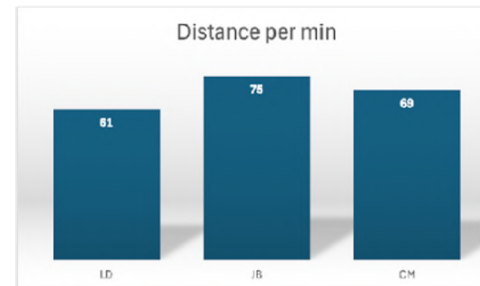
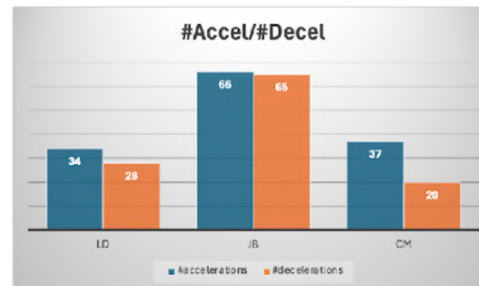
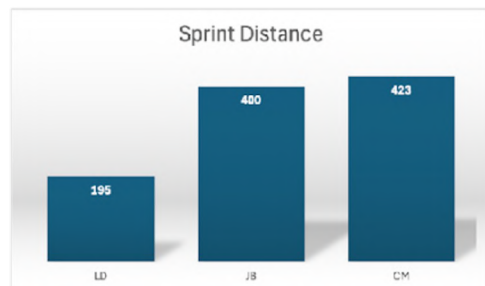
Your Catapult data

Your Catapult data

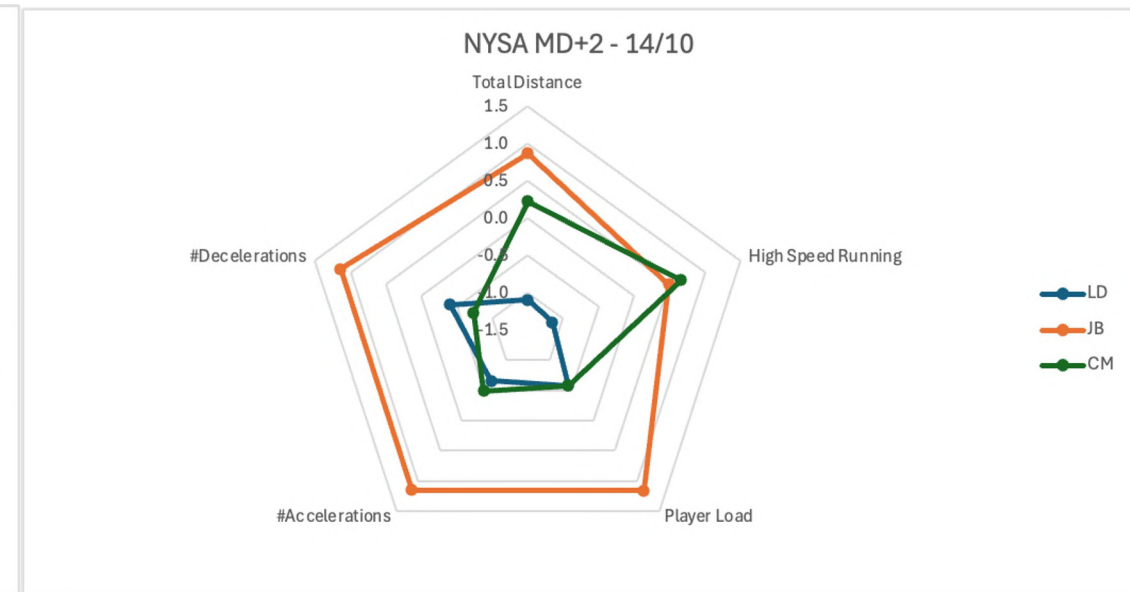
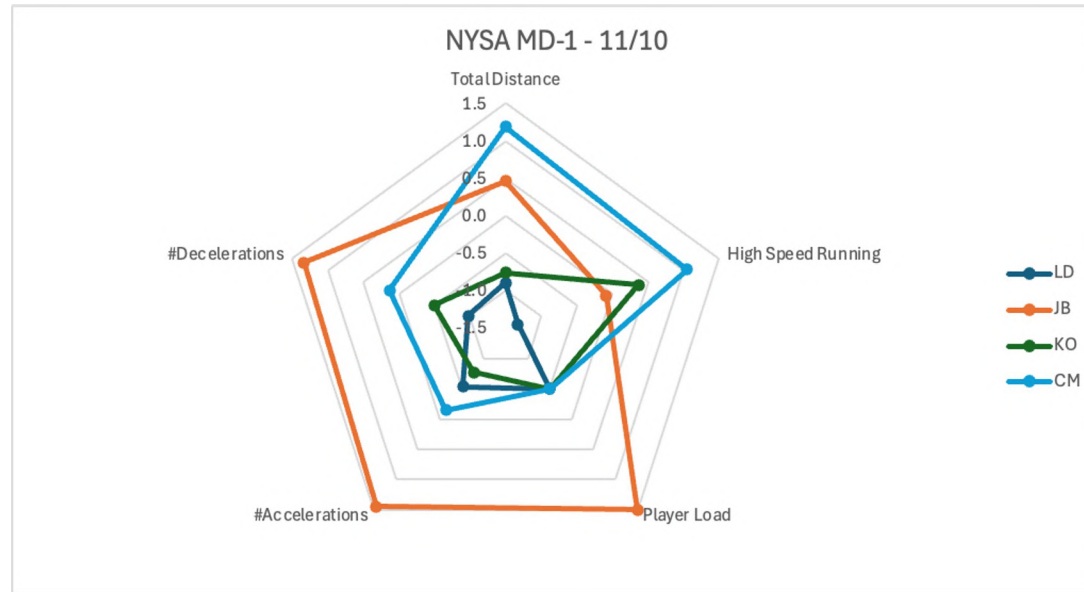
MD-1, 11/10



MD+2, 14/10



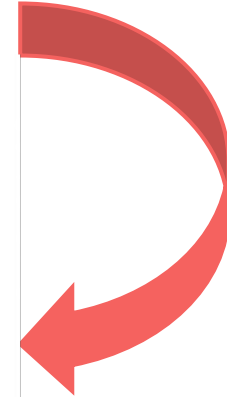
Catapult data



Module 8 – Wearables

Reflection & Group Discussion

Knowledge check
SCAN ME!



<https://forms.gle/hpRPvMidA7Qryt587>

That's a wrap!

What are your thoughts?

Feedback form





Future Leaders through Sport Innovation

Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation



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Example module
training
END

Feedback!

Would this be useful for your
young athletes/students?

SCAN ME!



Open discussion

What are the challenges, opportunities, and suggestions for enhancing the educational resources?

Thank you
for joining today &
providing your feedback!



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Timestamp	Understanding of "Module 1 - AI"
10/16/2024 15:46:58	5
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10/16/2024 15:47:21	5
10/16/2024 15:47:29	4
10/16/2024 15:48:08	4
10/16/2024 15:49:38	4

Confidence in Sport-Oriented "AI Technology" S Understanding of "Module 8 - Wearables"		
	5	5
	4	5
	3	5
	4	4
	4	5
	4	4

Confidence in Sport-Oriented "Wearables Techn Perception of Sport-Adapted 21st Century Skills

	5	5
	4	5
	4	5
	3	4
	5	4
	4	4

Workshop Structure & Organization	Suggestions for Improvement
	5
	5
	5
	4
	5
	4 Maybe fixing audio for clips

Timestamp	Relevance:	Usability:	Clarity:
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Comprehensiveness:	Ease of integration:	Agenda structure:	Time management:
5	4	5	5



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COMPATH
Future Leaders through Sport Innovation



COMPATH



PROMICANJE ZAPOSŁJIVOSTI MLADIH UČENIKA SPORTAŠA KROZ
"COMPETENCE HUB" NA TEMU SPORTSKIH INOVACIJA

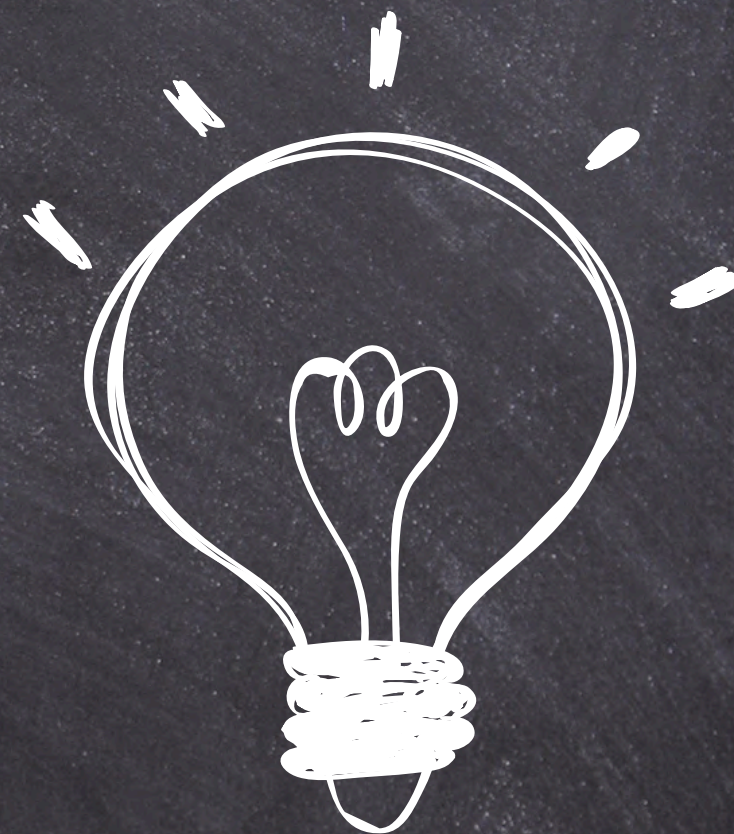
15. 10. 2024.

UVOD



COMPATH PROJEKT

- jačanje vještina
- zapošljivost mladih sportaša
- edukacija (edukatori i učenici)
- 12 modula
- "Competence Hub"



LISTOPAD 2024

MODUL (PESG)



PLANIRANJE
KARIJERE



PODUZETNIŠTVO



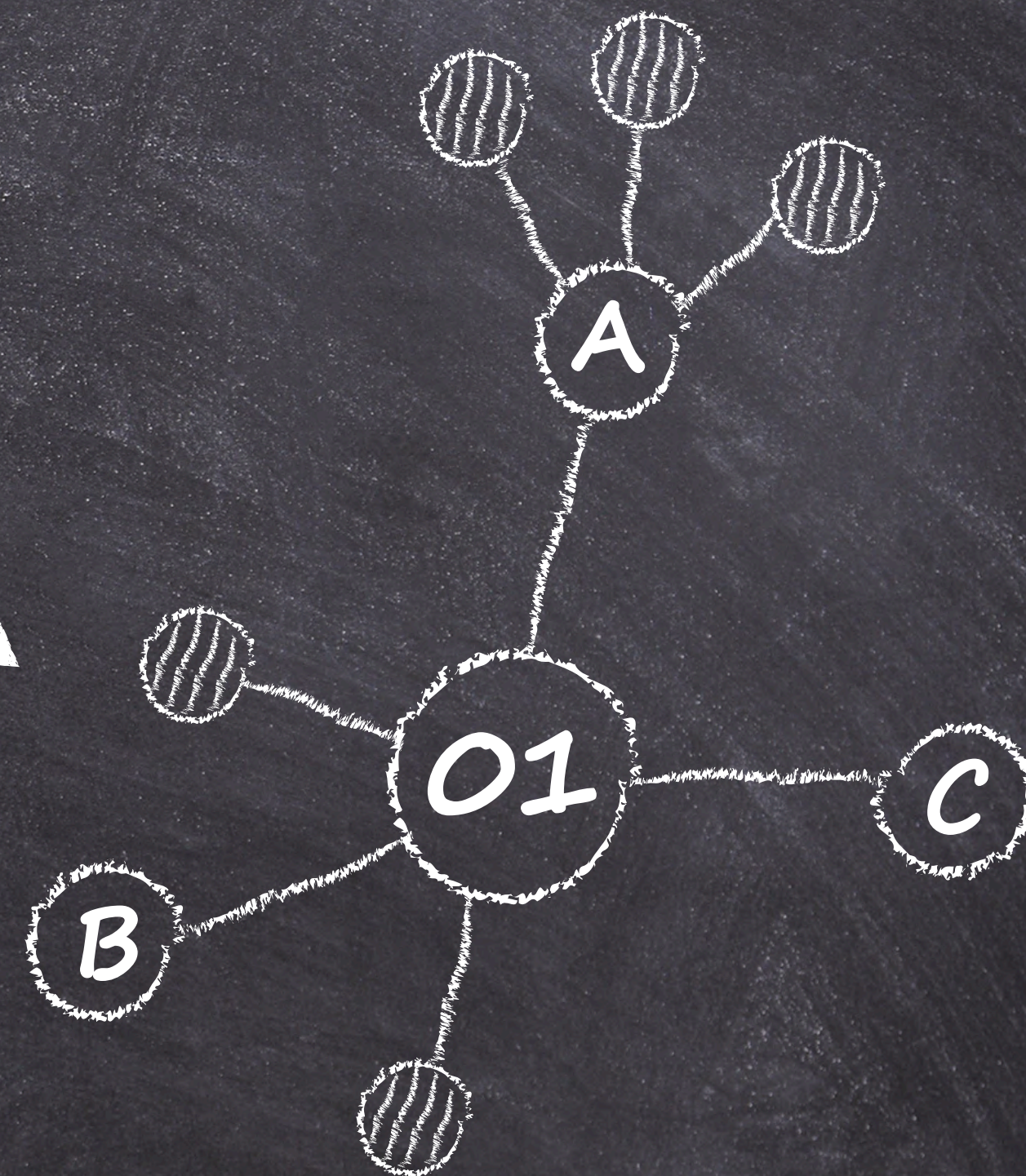
SPORTSKE
TEHNOLOGIJE

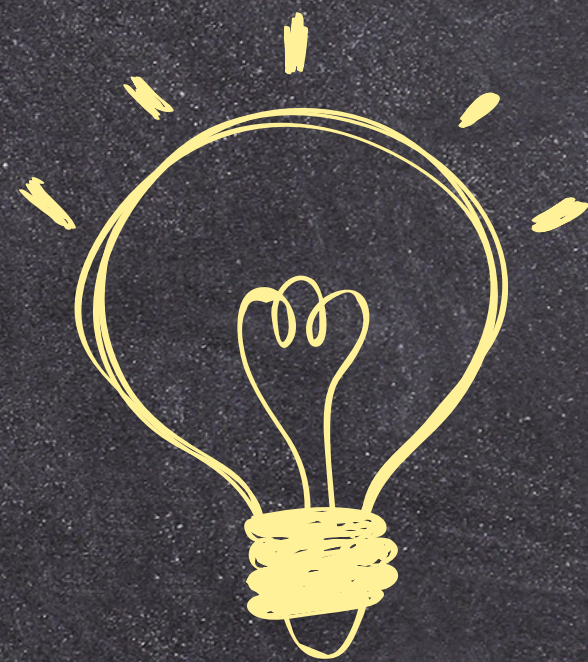


LISTOPAD 2024

OSTALI MODULI

1. AI u sportu
2. Analiza podataka u sportu
3. Dronovi
4. Angažman publike i iskustvo pojačano posredstvom digitalnih tehnologija
5. Internet stvari u sportu
6. Virtualna, proširena i kombinirana stvarnost u sportu
7. E-sportovi i gaming fokusiran na gaming
8. Nosive tehnologije
9. Pismenost povezana sa sportom
10. Vještine učenja u sportu
11. Poduzetnički mindset u sportu
12. Planiranje karijere i ulazak u svijet poduzetništva orijentiranog na sportske tehnologije





SPORTSKE TEHNOLOGIJE

LISTOPAD 2024



PREDNOSTI TEHNOLOGIJE

ANGAŽMAN

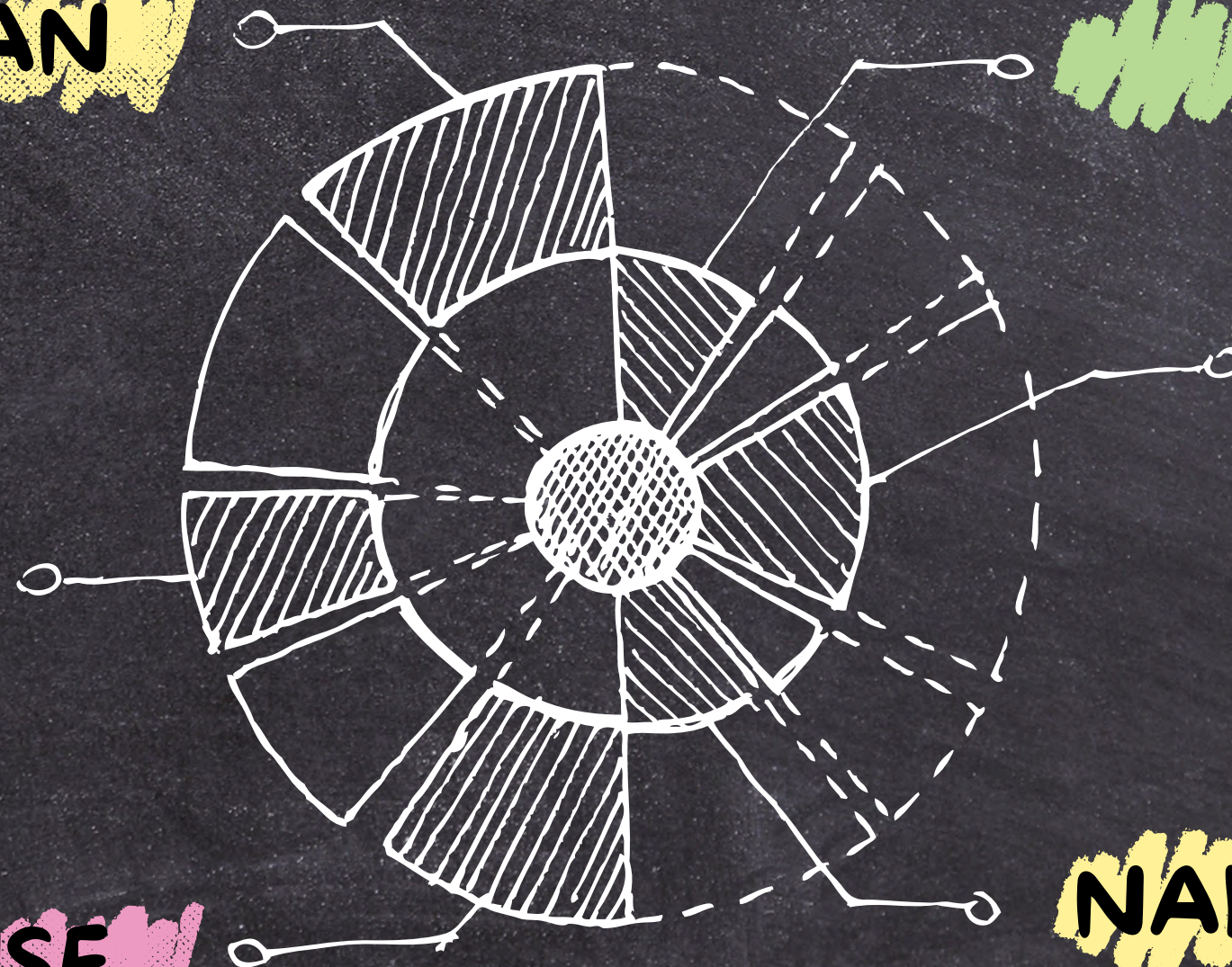
DOSEG

PROFIT

PREVENCIJA
OZLJEDA

PERFORMANSE

NAPREDAK

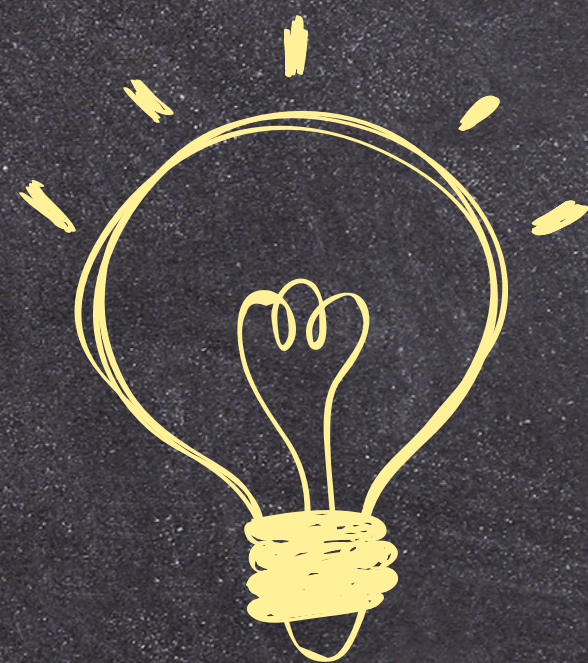


LISTOPAD 2024

LISTOPAD 2024

<https://portal.sportsinnovationshub.com/module/6>





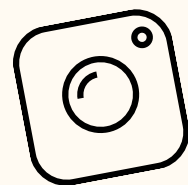
FEEDBACK!

LISTOPAD 2024

A horizontal row of five circular icons representing a Likert scale, each with a corresponding empty circle below it for selection. The icons are: a blue happy face, a green happy face, a yellow neutral face, an orange sad face, and a red sad face.

Blue Happy Face	Green Happy Face	Yellow Neutral Face	Orange Sad Face	Red Sad Face
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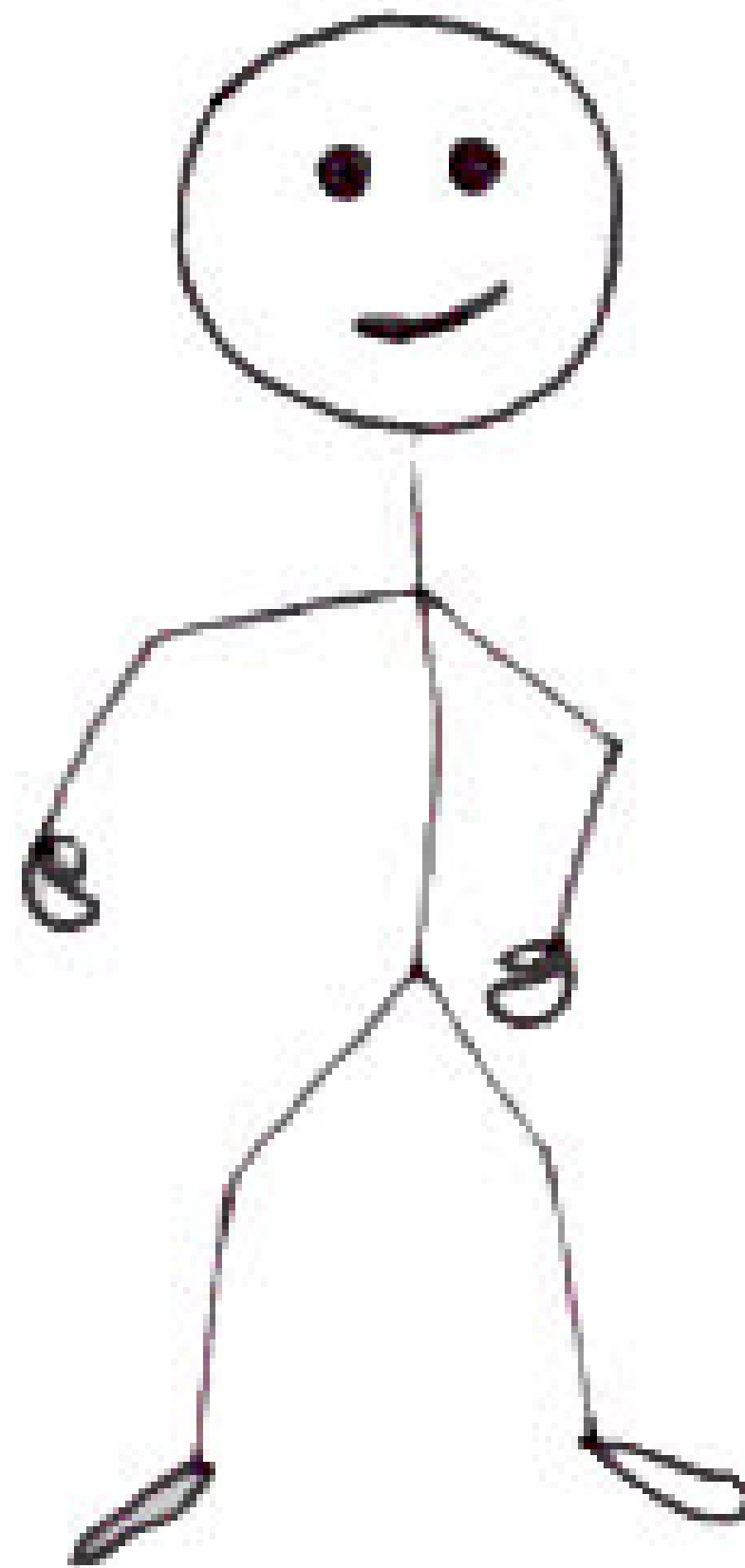




J J
N T RVR PPTN

LISTOPAD 2024

This is
my
thank you
dance!





CERTIFIKAT

kojim se potvrđuje da je

Maks Prebeg

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

Sandra Gale
PESG
Sportsko učilište
Zagreb
Ravnateljica





CERTIFIKAT

kojim se potvrđuje da je

Lucija Leventić

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

Sandra Gale
PESG
Sportsko učilište
Zagreb
Ravnateljica





CERTIFIKAT

kojim se potvrđuje da je

Jelena Poredski

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

Sandra Gale
PESG
Sportsko učilište
Zagreb
Ravnateljica





CERTIFIKAT

kojim se potvrđuje da je

Mateja Šimunović

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

Sandra Gale
PESG
Sportsko učilište
Zagreb
Ravnateljica





CERTIFIKAT

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Marija Fofić

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

Sandra Gale
PESG
Sportsko učilište
Zagreb
Ravnateljica





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Martina Ivanović

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

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PESG
Sportsko učilište
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Frvoje Babić

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PESG
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Ivan Vugrinović

sudjelovao u lokalnom trening seminaru u sklopu projekta COMPATH, koji se održao 15. 10. 2024. u prostorijama Sportskog učilišta PESG.

Sandra Gale
PESG
Sportsko učilište
Zagreb
Ravnateljica



Timestamp
10/15/2024 14:08:20
10/15/2024 14:31:17
10/15/2024 14:34:19
10/15/2024 15:03:42
10/15/2024 15:49:37
10/15/2024 15:50:12
10/15/2024 19:09:27
10/18/2024 10:02:23
Average:

Quality of Educational Resources

Please rate the following aspects of the educational resources (1-5 scale):

1 - Poor, 5 - Excellent

Relevance

[illegible]

Quality of Educational Resources Please rate the following aspects of the educational resources (1-5 scale): 1 - Poor, 5 - Excellent Usability	Quality of Educational Resources Please rate the following aspects of the educational resources (1-5 scale): 1 - Poor, 5 - Excellent Clarity
5	5
5	5
5	5
5	5
5	5
5	5
5	5
5	5
4	5
4.88	5

Quality of Educational Resources Please rate the following aspects of the educational resources (1-5 scale): 1 - Poor, 5 - Excellent Comprehensiveness	Applicability in the Classroom/Workshops Please rate the ease of integrating the resources into your current teaching or training framework (1-5 scale).
5	5
5	5
5	5
5	5
5	5
5	5
5	4
5	5
5	4.88

Overall Organization of the Seminar Please rate the overall organization of the seminar (1-5 scale):	Overall Organization of the Seminar Please rate the overall organization of the seminar (1-5 scale):
Agenda structure	Time management
5	5
5	5
5	5
5	5
5	5
5	5
4	4
5	5
4.88	4.88

Overall Organization of the Seminar
Please rate the overall organization of the seminar (1-5 scale):

Session engagement

	5
	5
	5
	5
	5
	5
	5
	4
	5
	4.88

Suggestions for Improvement

Please provide any suggestions you have for improving the seminar or the resources:

Increasing interactivity: Include more group discussions, problem-solving sessions, and hands-on tasks that require

/

To be more activities like this :)

/

My suggestion is there should be more activities like this.

I suggest more activities like this.

.







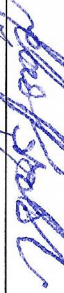
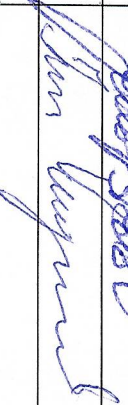
Projects should be as frequent and intensive as possible.

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Future Leaders through Sport Innovation

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Local training seminar
Zagreb, Croatia (15. 10. 2024.)

Name and surname	Institution	Your role in the institution	Signature
MARELA ŠIMUNOVIC	ŠPORTSKO UČILIŠTE REŠKA	REGIONALNI TRENER / MENTOR	
MARIS PRASOG	ŠPORTSKO UČILIŠTE REŠKA	NASTAVNIK	
ANJA LEVINA	ŠPORTSKO UČILIŠTE REŠKA	NASTAVICA	
MARTINA NANOVIĆ	ŠPORTSKO UČILIŠTE REŠKA	NASTAVNICA	
HRVOST BABIĆ	ŠPORTSKO UČILIŠTE REŠKA	NASTAVNIK	
MARIJA FOFIĆ	ŠPORTSKO UČILIŠTE REŠKA	POSREDOVAČ / NASTAVNICA	
JACENTA GOREDSKI	ŠPORTSKO UČILIŠTE REŠKA	VOĐENIJE TAJNICA	
IVAN VUGRIHOVIĆ	ŠPORTSKO UČILIŠTE REŠKA	VOĐENIJE NASTAVNIK / NASTAVNICA	

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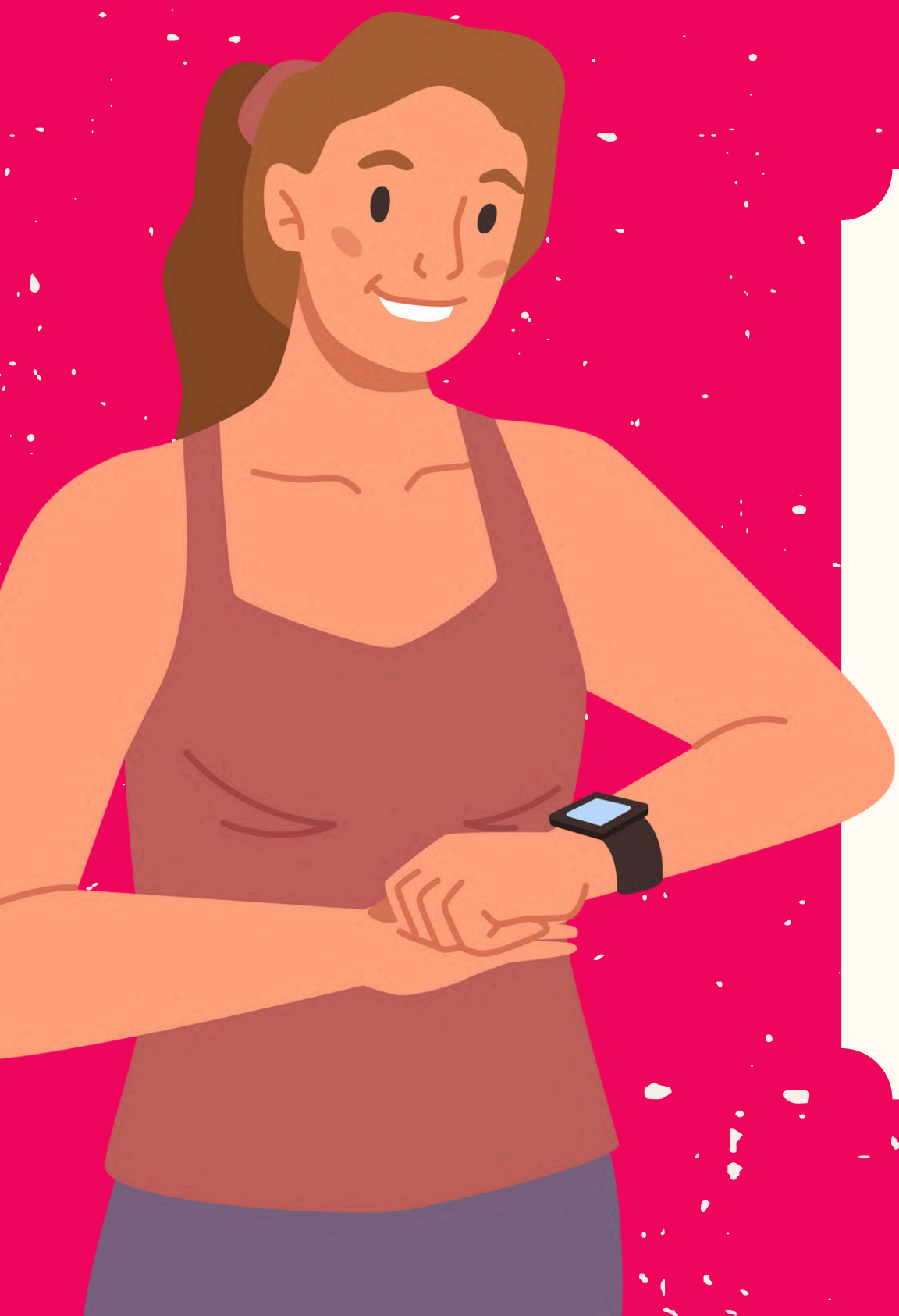


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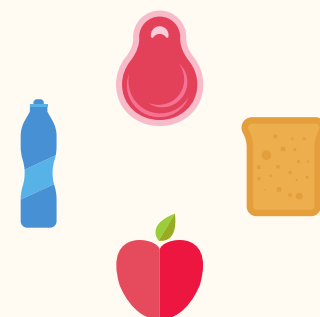
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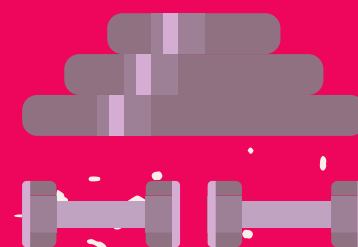
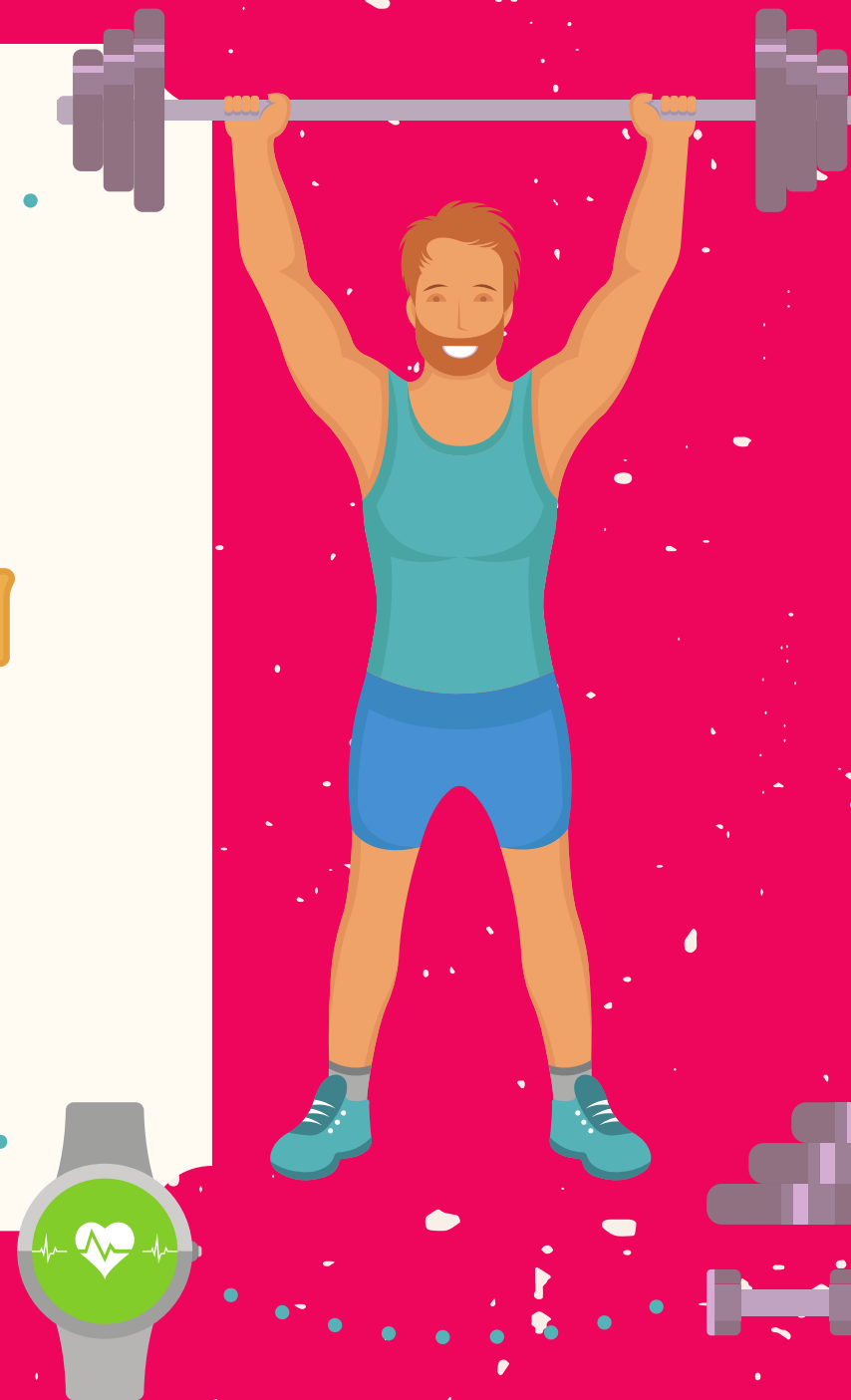
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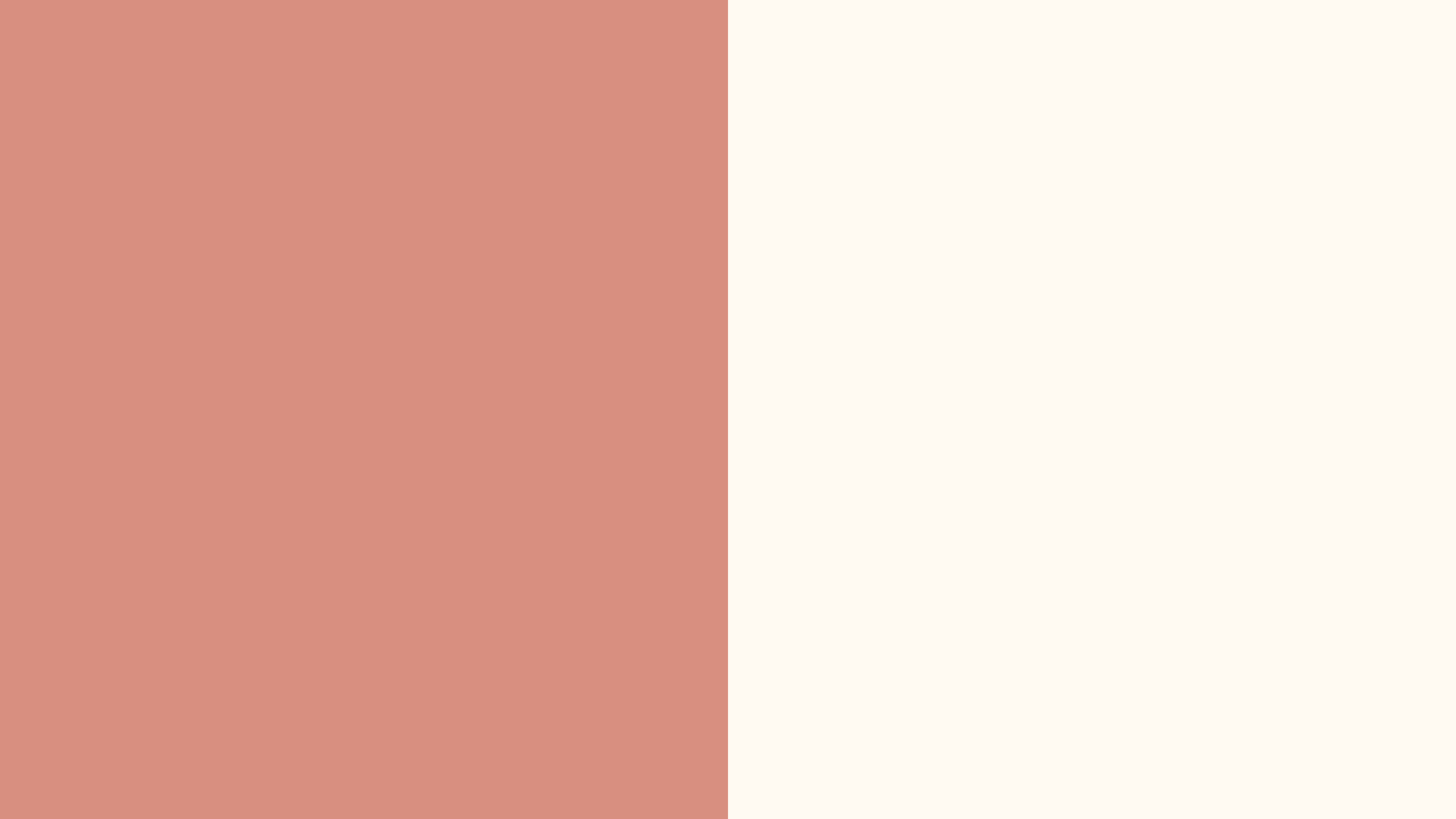


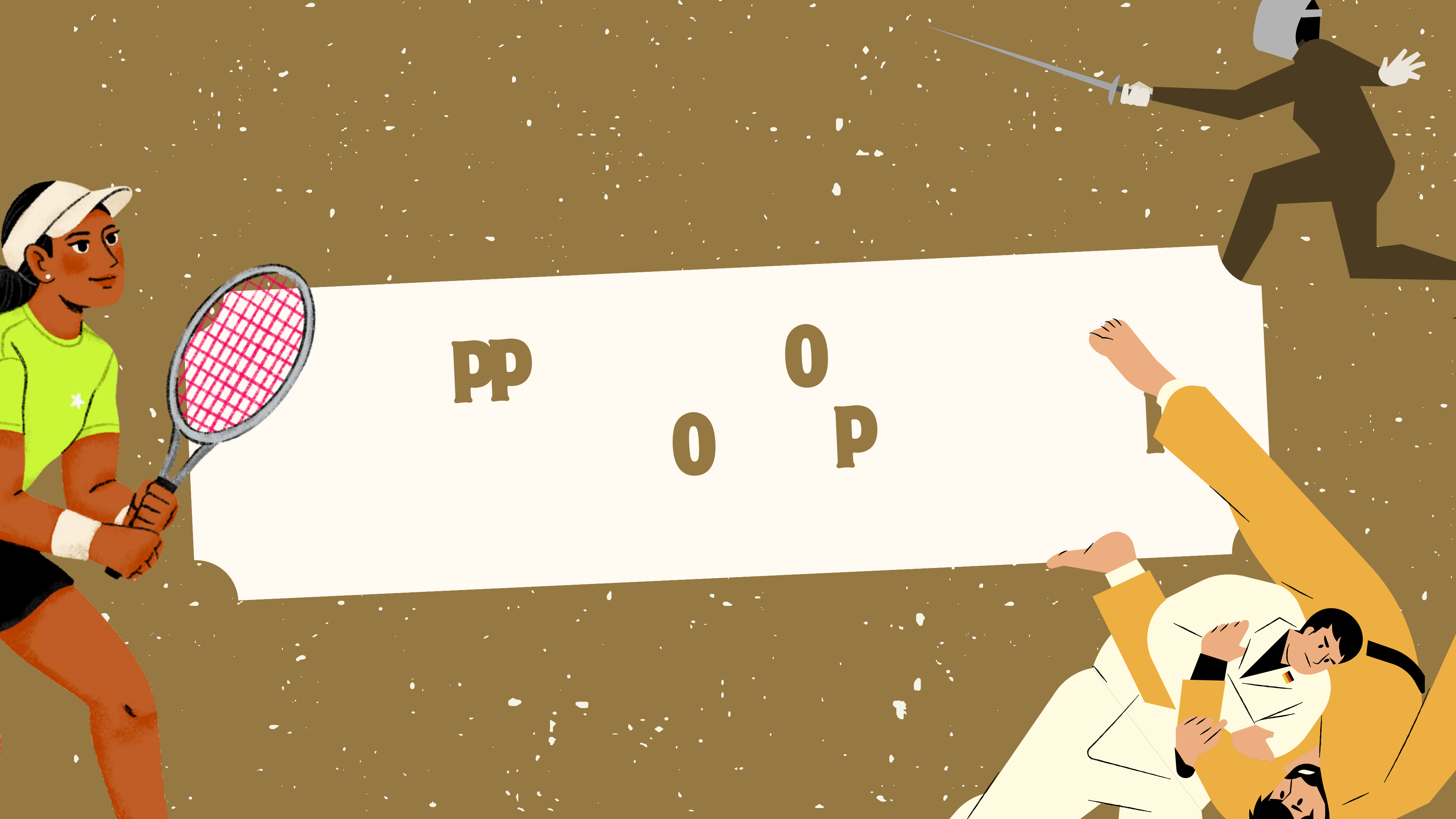












**COMMENT
BELOW**



SUBSCRIBE





Timestamp	Understanding of Thematic Module X
	Please rate your understanding of the thematic module (1-5 scale)
10/14/2024 15:50:13	5
10/14/2024 19:53:48	3
10/14/2024 20:59:07	3
10/14/2024 22:52:16	4
10/14/2024 23:17:21	4
10/15/2024 15:04:42	3
10/15/2024 15:04:49	5
10/15/2024 15:04:54	3
10/15/2024 15:05:16	5
10/15/2024 15:05:18	5
10/15/2024 15:05:25	3
10/15/2024 15:05:29	2
10/15/2024 15:05:30	3
10/15/2024 15:05:40	3
10/15/2024 15:06:05	4
10/15/2024 15:07:25	3
10/15/2024 15:07:30	3
10/15/2024 15:09:11	4
10/15/2024 15:24:42	2
10/15/2024 19:06:41	4
Average:	3.53

Confidence in Sport-Oriented [X] Technology Skills	Perception of Sport-Adapted 21st Century [Y] Skills
Please rate your confidence in using sport-oriented technology skills (1-5 scale):	Please rate your perception of the sport-adapted 21st century skills discussed in the workshop (1-5 scale):
2	4
4	5
4	3
5	4
3	4
3	3
3	5
4	3
5	5
5	5
3	5
4	4
3	3
3	4
3	4
4	3
3	3
3	3
4	2
4	4
3.65	3.76

Workshop Structure & Organization	Suggestions for Improvement
Please rate the overall structure and organization of the workshop (1-5 scale):	Please provide any suggestions you have for improving the workshop content or structure:
5	More workshops about sport.
5	-
5	,
5	to have as much as possible lectures like this
5	/
3	traveling
5	Z
3	traveling
5	nothing to comment, all is great
5	I don't have
5	-
4	More workshops
3	introduce the use of smart tablets
4	.
4	to talk more and to follow sports
3	A game/energizer with the ball was unnecessary.
3	I don't know
5	I don't have any ideas but I think currently everything is good
3	To follow more and talk more about sports
3	I don't know
4.00	

COMPATH

Local thematic workshop
Zagreb, Croatia (14. 10. 2024.)

Ime i prezime	Datum rođenja	E-mail adresa	Potpis
Jakov Frenković	13.10.2007.	jubi.julov10@gmail.com	JF
Matej Kruban	08.03.2008.	matej.kruban@gmail.com	Kurban
Jacob Orešković	24.12.2007	jacoboreskovic30...	JO
Rino Brader Tomljanović	25.1.2008.	rino.brader.tomljanovic@gmail.com	RBT
Tin Hruvoj	11.11.2007.	tin.hruvoj@gmail.com	Tin Hruvoj
Niko Jurinčić	28.08.2007	njurincic878@gmail.com	Niko Jurinčić
Ivan Ante Gasparac	22.06.2007.	ivan.gasparac285@gmail.com	Ivan Gasparac
Alexandar Miholjed	21.06.2007	alexandar.miholjed@gmail.com	Miholjed
Marko Miletić	11.03.2007	markomiletic294@gmail.com	Miletić
Davor Svetić	30.07.2007	davor.svetic@gmail.com	Svetić
Fran Mikić	13.06.2007.	frankmiki13@gmail.com	FM
Stanislav Węgrzebni	19.02.2007	stan.svetic@gmail.com	Węgrzebni
Niko Sabljčić	10.9.2007	niko.sabljic@gmail.com	NS
Gabriel Kuzmić	31.12.2007.	gabriel.kuzmic@gmail.com	Gabriel
Leo Radetić	07.03.2008	leoradetic10@gmail.com	Radetić

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Josipa Blazet	5.6.2007	jospa.blazet@gmail.com	J Blazet
Jana Cigleuić	27.10.2007.	janacigleuić5@gmail.com	"Cigleuić"
Luna Leona Šimunović	19.02.2007	luna.leon@ymail.com	Šimunović
Sofija Bišić	10.12.2007.	Bišić.sofi23@gmail.com	Š
Kaura Dejak	16.4.2008.	kauradejak1@gmail.com	Dejak

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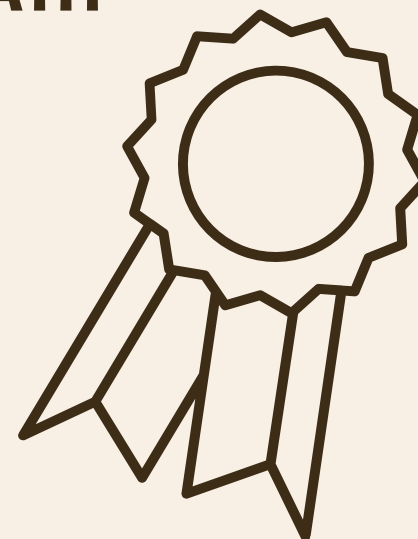
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Jakov Franković

Zagreb, 14. 10. 2024.

Sandra Gajda
PESG
Sportsko učilište
Zagreb



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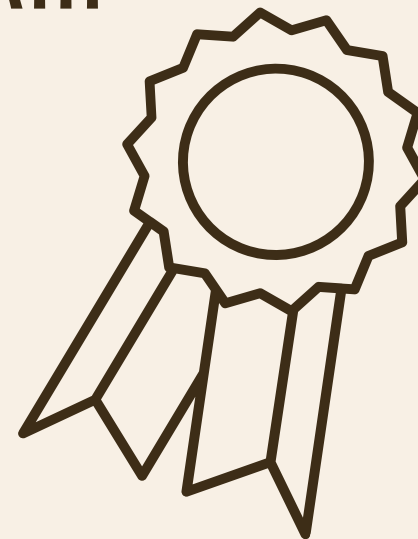
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Matej Kruhan

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Jacob Christian
Orešković

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Jana Gajda
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Sportsko učilište
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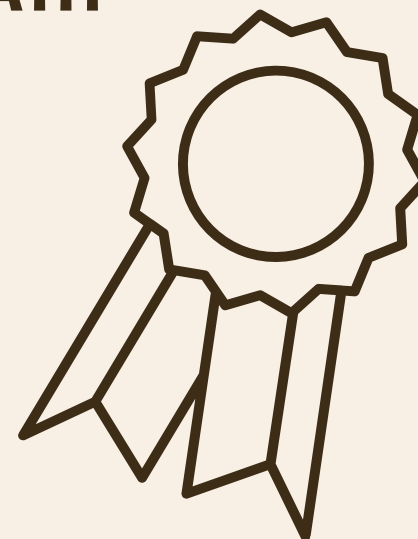
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Tin Hrvoj

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Ivan Ante Gasparac

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Ivan Ante Gasparac
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Alexandar Mrkobrad

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Sandra Golob
**PESG
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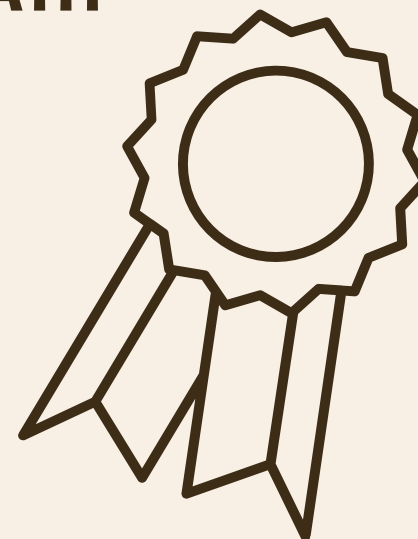
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Wojewodzki

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**PESG
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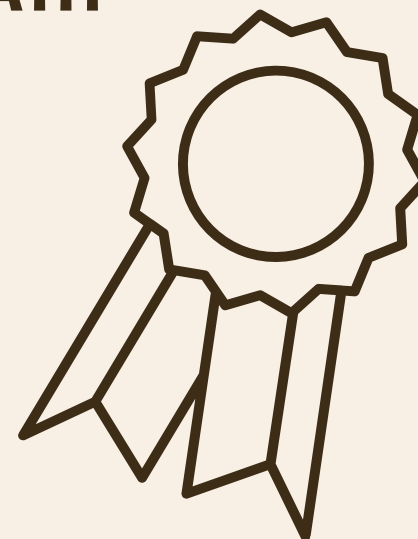
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Sportsko učilište
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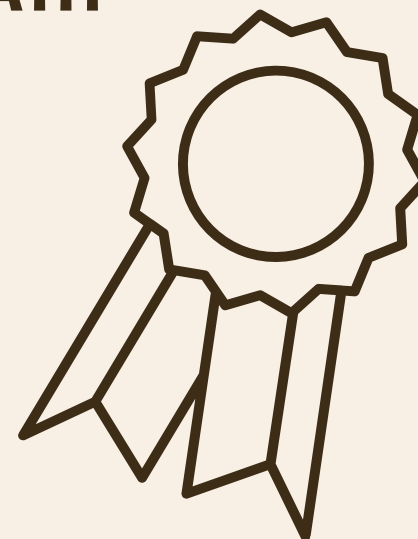
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Sandra Gajda
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Luna Leona
Šimunović



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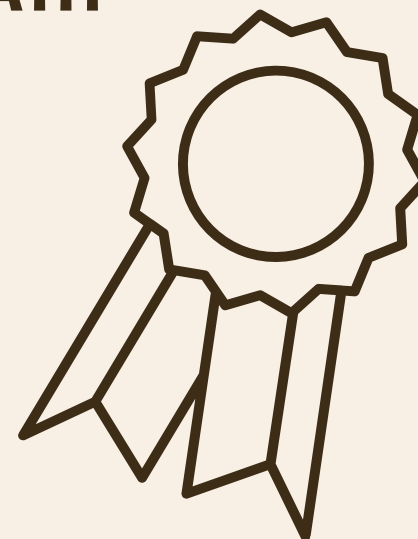
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Sofija Bibić

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Laura Dejak

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Sandra Gajda
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COMPATH - Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation

Local Training Seminar for Facilitators,
1st October 2024, Sisak, Croatia
Implemented by SIMORA

COMPATH

Future Leaders through Sport Innovation

Koliko je ovaj trening bio relevantan za Vas?

	1	2	3	4	5	
nimalo relevantan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantan

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

*odlično. Odlični predavači treba
biti više. :)*

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Koliko je ovaj trening bio relevantan za Vas?

	1	2	3	4	5	
nimalo relevantan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantan

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

SUPER TRENING!

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Koliko je ovaj trening bio relevantan za Vas?

nimalo relevantan 1 2 3 4 5 veoma relevantan

☐ ☐ ☐ ☒ ☐

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

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	1	2	3	4	5	
nimalo relevantan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma relevantan

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

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Koliko je ovaj trening bio relevantan za Vas?

	1	2	3	4	5	
nimalo relevantan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantan

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?



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nimalo relevantan 1 2 3 4 5 veoma relevantan

☐ ☐ ☐ ☐ ☒

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

Reč je bilo izorno organizirano!
😊

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nimalo relevantan 1 2 3 4 5 veoma relevantan

☐ ☐ ☐ ☒ ☐

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Imate li komentara ili sugestija?

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	1	2	3	4	5	
nimalo relevantan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantan

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

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	1	2	3	4	5	
nimalo relevantan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma relevantan

Smatrate li da je ovaj trening bio koristan za Vas?

	1	2	3	4	5	
nimalo koristan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma koristan

Smatrate li da je ovaj trening bio razumljiv i jasan?

	1	2	3	4	5	
nimalo razumljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiv

Smatrate li da je ovaj trening bio dovoljno opsežan?

	1	2	3	4	5	
nimalo opsežan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežan

Smatrate li da se ovaj trening može primijeniti u učionicama i na drugim radionicama?

	1	2	3	4	5	
nimalo primjenjiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma primjenjiv

Smatrate li da biste Vi mogli integrirati ovaj trening u ono čime se bavite?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Je li agenda ovoga treninga bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li trening bio odgovarajuće vremenski razrađen?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ovaj trening bio zanimljiv?

	1	2	3	4	5	
nimalo zanimljiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiv

Biste li preporučili ovaj trening drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

*Vrlo lijepo organiziran trening.
Pohvala za predavača!*

LOCAL TRAINING SEMINAR FOR FACILITATORS

REPORT

On October 1, 2024, in Sisak (Croatia), a Local Training Seminar for Facilitators was held, organized by the Regional Development Agency SIMORA (a project partner) as part of the COMPATH project – Promoting Employability of Young Student-Athletes through the "Competence Hub on Sport Innovation."

A total of 9 facilitators (trainers, lecturers, and consultants working with young people/students and student-athletes) attended this Local Training Seminar.

SIMORA delivered two modules: "Literacy Skills Adapted to Sports for Career Success" and "Learning Skills Adapted to Sports: Enhancing Employability through Critical Thinking, Creativity, Collaboration, and Communication."

The goal of the "Literacy Skills Adapted to Sports for Career Success" module was to provide essential literacy-related information, including information, media, and technology literacy, in order to develop skills necessary for critical thinking in evaluating the credibility of information, understanding media products and communications, responsibly using media, encouraging the use of technology for research, communication, collaboration, and career development in the sports industry, adapting literacy skills to new market demands and trends, and creating a competitive edge through effective communication and literacy. This module aimed to show that developing critical thinking and research skills is crucial for making decisions that lead to success in the sports industry.

The "Learning Skills Adapted to Sports: Enhancing Employability through Critical Thinking, Creativity, Collaboration, and Communication" module aimed to teach skills tailored to the sports industry, specifically learning skills. This module further encouraged critical thinking and a deeper understanding of learning skills in the context of sports and technological innovations. These skills can help in analyzing sports scenarios, making strategic decisions,

solving complex problems, and fostering creativity in designing innovative solutions and approaches within the sports context. In this way, the development of collaboration skills is encouraged, communication abilities are enhanced, and the goal is to advance careers in the sports industry. This module aimed to demonstrate that critical thinking is highly valuable as it offers a competitive advantage and fosters an environment that values and develops sports capacities.

After the successful completion of the modules, facilitators received an evaluation questionnaire aimed at assessing their satisfaction with the modules and the overall organization and implementation.

The questions posed to the facilitators used a scale from 1 (lowest value) to 5 (highest value), or from "not at all relevant" to "very relevant."

To the question, "How relevant was this training for you?" 44% of facilitators responded that it was relevant, and 56% answered that it was very relevant.

To the question, "Do you think this training was useful for you?" 33% of facilitators said it was useful, and 67% said it was very useful.

To the question, "Was this training clear and understandable?" 100% of facilitators responded that the training was very clear and understandable.

To the question, "Was this training sufficiently comprehensive?" 100% of facilitators responded that the training was excellently timed, meaning it was sufficiently comprehensive given the time required.

To the question, "Do you think this training can be applied in classrooms and other workshops?" 56% of facilitators responded that the training could be applied in classrooms and other workshops, while 44% said it could certainly be applied in classrooms and other workshops.

To the question, "Do you think you could integrate this training into your work?" 67% of facilitators responded that it would be possible to integrate this training into their work, and 33% said it would certainly be possible to integrate this training into their work.

To the question, "Was the agenda of this training well-structured?" 100% of facilitators responded that the agenda of this training was excellently structured.

To the question, "Was the training appropriately timed?" 100% of facilitators responded that this training was excellently timed.

To the question, "Did you find this training interesting?" 100% of facilitators responded that this training was very interesting.


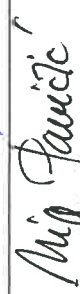






To the question, "Would you recommend this training to others?" 11% of facilitators said they would recommend this training to others, while 89% said they would definitely recommend this training to others.

To the question, "Do you have any comments or suggestions?" facilitators responded that the training was excellently organized, with a top-quality instructor, very creatively designed, and that they support having more such training sessions.

The results indicate that this training was extremely successful, as the facilitators expressed great satisfaction with the topics presented and said they learned many useful and interesting pieces of information that they could integrate into their personal and professional lives in the future.

Local Activity for Facilitators

Sisak, 01.10.2024.

	IME I PREZIME	E-MAIL	POTPIS
1.	IVANA ŠIŠKO	pekera.ivana@gmail.com	
2.	MIA PAUČIĆ	paućic.mia@gmail.com	
3.	ANTONIO ČERKEŽ	cena0112@gmail.com	
4.	STJEPAN TIN MASLETINEC	stjepan.tin@gmail.com	
5.	VALENTINA KOŽIĆ	vk0608991@quail.com	
6.	MARTA ADŽAGA	martaadzaga250@gmail.com	
7.	LUKA VRANIĆ	lvranc1996@gmail.com	
8.	IVANA BUTKOVIĆ	ibutkovic53@gmail.com	

9.	DRAGAN GUSIC			Chit
10.			quindragon@gmail.com	
11.				
12.				
13.				
14.				
15.				
16.				
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THEMATIC WORKSHOP FOR STUDENT-ATHLETES

REPORT

On October 2, 2024, in Sisak (Croatia), a Thematic Workshop for Student-Athletes was held, organized by the Regional Development Agency SIMORA (a project partner) as part of the COMPATH project – Promoting Employability of Young Student-Athletes through the "Competence Hub on Sport Innovation."

A total of 11 student-athletes participated in this Thematic Workshop.

SIMORA delivered two modules: "Literacy Skills Adapted to Sports for Career Success" and "Learning Skills Adapted to Sports: Enhancing Employability through Critical Thinking, Creativity, Collaboration, and Communication."

The goal of the "Literacy Skills Adapted to Sports for Career Success" module was to provide essential literacy-related information, including information, media, and technology literacy, in order to develop the skills necessary for critical thinking in evaluating the credibility of information, understanding media products and communications, responsibly using media, encouraging the use of technology for research, communication, collaboration, and career development in the sports industry, adapting one's literacy skills to new market demands and trends, and creating a competitive edge through effective communication and literacy. This module aimed to demonstrate how the development of critical thinking and research skills is crucial for making decisions that lead to success in the sports industry.

The "Learning Skills Adapted to Sports: Enhancing Employability through Critical Thinking, Creativity, Collaboration, and Communication" module aimed to teach skills tailored to the sports industry, namely learning skills. This module further encouraged critical thinking and a deeper understanding of learning skills in the context of sports and technological innovations. Such skills can assist in analyzing sports scenarios, making strategic decisions, solving complex problems, and fostering creativity in designing innovative solutions and approaches within the

sports context. In this way, the development of collaboration skills is encouraged, communication abilities are enhanced, and the goal is to advance careers in the sports industry. This module highlighted the importance of critical thinking, as it offers a competitive advantage and fosters an environment that values and develops sports capacities.

After the successful completion of the modules, facilitators received an evaluation questionnaire aimed at assessing their satisfaction with the modules and the overall organization and implementation.

The questions posed to the facilitators used a scale from 1 (lowest value) to 5 (highest value), or from "not at all relevant" to "very relevant."

To the question, "How relevant was this workshop for you?" 45% of students responded that it was relevant, and 55% answered that it was very relevant, meaning more than half of the students gave the highest rating and considered the workshop very relevant to them.

To the question, "Do you think this workshop was useful for you?" 36% of students answered that it was useful, and 64% said it was very useful, meaning two-thirds of students gave the highest rating and found the workshop extremely useful.

To the question, "Was this workshop clear and understandable?" 9% of students answered that it was understandable, while 91% said it was very understandable, meaning nearly all students gave the highest rating and said the workshop was very clear and comprehensible.

To the question, "Was this workshop sufficiently comprehensive?" 9% of students said it was comprehensive, and 91% said it was very comprehensive, meaning it was optimally organized given the time required to attend.

To the question, "Was the workshop agenda well-structured?" 100% of students responded that it was very well-structured, giving the highest rating.

To the question, "Was the workshop appropriately timed?" 100% of students responded that it was very well-timed, giving the highest rating.

To the question, "Did you understand the topic of literacy skills adapted to sports?" 100% of students responded that they understood the topic very well, giving the highest rating.

To the question, "Did you understand the topic of learning skills adapted to sports?" 100% of students responded that they understood the topic very well, giving the highest rating.

To the question, "Did you find this workshop interesting?" 100% of students responded that the workshop was excellently organized, giving the highest rating.

To the question, "Would you recommend this workshop to others?" 9% of students said they would recommend it, while 91% said they would definitely recommend it, meaning nearly all students gave the highest rating and said they would certainly recommend this type of workshop.

In response to the question, "Do you have any comments or suggestions?" students stated that the workshop was very interesting and educational, and they praised its organization and execution.

The results indicate that students were extremely satisfied with the organization and said they learned new information and skills they either did not know before or had not sufficiently developed. They stated they would definitely recommend this type of workshop to others, as they believe it offers valuable and interesting insights that can help in both personal and professional life.

Upon successfully completing the workshop, students received a certificate of participation.

Thematic Workshop

Sisak, 02.10.2024.

	IME I PREZIME	E-MAIL	POTPIS
1.	DOMAGOJ CRNKović	domacenko93@gmail.com	Domagoj Crnković
2.	JOŠIP BARNI	josp.barni36@gmail.com	Jošip Barni
3.	Zoran Vujica	zvujica@gmail.com	Zoran Vujica
4.	Filip Čović	filip.cakic1@gmail.com	Filip Čović
5.	Tin Tkalec	tkalov105@gmail.com	Tin Tkalec
6.	Silvija Bebić	silvija.bebic100@gmail.com	Silvija Bebić
7.	Tom Duvnjak	duvnjak.tom@gmail.com	Tom Duvnjak
8.	SARDA LOKAS	sarda.lokas38@gmail.com	Sarda Lokas

COMPATH

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9.	DOMINIK PAUČIĆ	domnikput@gmail.com	Dominik Paučić
10.	VALENTINA BARIĆ	valentina.boric50@gmail.com	Valentina Barić
11.	DANKO SALOPEK	danko.salopek@gmail.com	Danko Salopek
12.			
13.			
14.			
15.			
16.			
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20.			

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

DOMAGOJ CRNKOVIĆ

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

JOSIP BARUN

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

ZORAN VUJICA

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

FILIP ČAKIĆ

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

TIN TKALAC

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

SILVIJA BEBIĆ

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

TONI DUIŠIN

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

SANDI LOKAS

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

DOMINIK PAVIČIĆ

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

VALENTINA BARIĆ

Sisak, 2. listopada 2024.

CERTIFIKAT

O SUDJELOVANJU NA TEMATSKOJ RADIONICI

„Vještine opismenjavanja prilagođene sportu“ i „Vještine učenja prilagođene sportu“

DANKO SALOPEK

Sisak, 2. listopada 2024.

COMPATH - Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation

Thematic Workshop for Student-Athletes

2nd October 2024, Sisak, Croatia

Implemented by SIMORA

COMPATH

Future Leaders through Sport Innovation

Koliko je ova radionica bila relevantna za Vas?

	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?



COMPATH - Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation

Thematic Workshop for Student-Athletes

2nd October 2024, Sisak, Croatia

Implemented by SIMORA



Koliko je ova radionica bila relevantna za Vas?

	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

Urolo zanimljiva i poučna radionica!

COMPATH - Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation

Thematic Workshop for Student-Athletes

2nd October 2024, Sisak, Croatia

Implemented by SIMORA

COMPATH

Future Leaders through Sport Innovation

Koliko je ova radionica bila relevantna za Vas?

1

2

3

4

5

nimalo relevantna



veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

COMPATH - Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation

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COMPATH
Future Leaders through Sport Innovation

Koliko je ova radionica bila relevantna za Vas?

	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?



COMPATH - Promoting Employability of Young Student-Athletes through “Competence Hub” on Sport Innovation

Thematic Workshop for Student-Athletes

2nd October 2024, Sisak, Croatia

Implemented by SIMORA



Koliko je ova radionica bila relevantna za Vas?

	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

odlično!

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Thematic Workshop for Student-Athletes

2nd October 2024, Sisak, Croatia

Implemented by SIMORA

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Future Leaders through Sport Innovation

Koliko je ova radionica bila relevantna za Vas?

	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

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	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

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nimalo relevantna



veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?

Radionica je bila odlična, a predavač izuzetno zanimljiv!
Sve pohvale!

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	1	2	3	4	5	
nimalo relevantna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma

Imate li komentara ili sugestija?

ZANIMLJIVO.

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nimalo relevantna

☐☐☐☒☐

veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija? —

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nimalo relevantna



veoma relevantna

Smatrate li da je ova radionica bila korisna za Vas?

	1	2	3	4	5	
nimalo korisna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma korisna

Smatrate li da je ova radionica bila razumljiva i jasna?

	1	2	3	4	5	
nimalo razumljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma razumljiva

Smatrate li da je ova radionica bila dovoljno opsežna?

	1	2	3	4	5	
nimalo opsežna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma opsežna

Je li agenda ove radionice bila dobro strukturirana?

	1	2	3	4	5	
nimalo dobro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma dobro

Je li radionica bila odgovarajuće vremenski razrađena?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina opismenjavanja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Jeste li razumjeli tematiku vještina učenja prilagođenih sportu?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Je li Vam ova radionica bila zanimljiva?

	1	2	3	4	5	
nimalo zanimljiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma zanimljiva

Biste li preporučili ovu radionicu drugima?

	1	2	3	4	5	
nimalo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	veoma

Imate li komentara ili sugestija?