

FEATURES OF THE IMPLEMENTATION OF THE TEAM-EU-UA PROJECT AS A TOOL FOR INTRODUCING EUROPEAN VALUES AMONG REFUGEE CHILDREN

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This article presents the results of a survey of teachers and coaches (n = 165) conducted as part of the TEAM-EU-UA project, co-funded by the European Union. The project aims to integrate European values into education and sports. The purpose of this study was to identify key competencies, methodological approaches, and pedagogical priorities for the further development of training modules. The age range of the survey participants was over 36 years (83.3 %), which indicates the participation of experienced educators, most of whom are teachers (77.8 %). Among the respondents, 83.3 % were women and 16.7 % were men. Respondents most often cited flipbooks (49.1 %), practical training (24.5 %), and video lessons (14.5 %) as the most effective forms of training, indicating a high demand for interactive and multimedia methods. The vast majority of participants preferred the online format (64.6 %), given the security situation and the convenience of combining it with their main job. Respondents identified European values (41.5 %), team spirit and leadership (39.5 %), and environmental awareness (37.4 %) as the most relevant topics for module development. It should be noted that the majority of respondents (69.4 %) considered more than 12 hours (modular system) to be the optimal duration of classes, and 79.6 % identified the importance of receiving personalized certificates with ECTS credits. Among the main leadership skills, the ability to motivate (94.1 %), teamwork (88.2 %), conflict resolution (76.5 %), and the development of responsibility (76.5 %) received high ratings. Thus, the results of the survey made it possible to structure the content of the training modules, which include the following areas: leadership, inclusion, gender equality, fair play, environmental awareness, and tolerance. The materials developed as part of the TEAM-EU-UA project will form the basis for the development of educational programs focused on developing the leadership and communication skills of teachers and students in the context of integrating European standards into the Ukrainian education and sports system.

Key words: refugee children, project, European values, leadership, team spirit.

Галан Ярослав, Томенко Олександр. Особливості реалізації проекту TEAM-EU-UA як інструменту впровадження європейських цінностей серед дітей-біженців

У даній статті представлено результати анкетування педагогів і тренерів (n = 165), яке було проведено в рамках реалізації проекту TEAM-EU-UA, що співфінансується Європейським Союзом. Проєкт спрямований на інтеграцію європейських цінностей у сферу освіти й спорту. Метою даного дослідження стало визначення ключових компетентностей, методичних підходів і педагогічних пріоритетів для подальшої розробки навчальних модулів. Вікові межі учасників анкетування становили віком понад 36 років (83.3 %), що свідчить про участь досвідчених педагогів, більшість із яких – викладачі (77.8 %). Серед опитаних 83.3 % становили жінки та 16.7 % – чоловіки. Респонденти найчастіше відзначали фліпбуки (49.1 %), практичні тренінги (24.5 %) і відеоуроки (14.5 %) як найефективніші форми навчання, що вказує на високий попит на інтерактивні та мультимедійні методики. Переважна більшість учасників віддали перевагу онлайн-формату (64.6 %), з огляду на безпекову ситуацію та зручність у поєднанні з основною роботою. Найактуальнішими темами для розробки модулів респонденти визначили європейські цінності (41.5 %), командний дух і лідерство (39.5 %) та екологічну свідомість (37.4 %). Можна зазначити, що оптимальною тривалістю занять більша частина опитуваних респондентів (69.4 %) вважають понад 12 годин (модульна система), а 79.6 % визначили важливість одержання іменних сертифікатів з нарахуванням кредитів ЕКТС. Серед основних лідерських навичок значну оцінку отримали вміння мотивувати (94.1 %), робота в команді (88.2 %), вирішення конфліктів (76.5 %) та розвиток відповідальності (76.5 %). Отже, одержані результати анкетування дали змогу структурувати зміст навчальних модулів, що включають такі напрями: лідерство, інклюзія, гендерна рівність, чесна гра, екологічна свідомість і толерантність. Матеріали, які розроблені в рамках реалізації проекту TEAM-EU-UA стануть базою для розвитку освітніх програм, орієнтованих на розвиток лідерських і комунікативних компетентностей педагогів і студентської молоді в контексті інтеграції європейських стандартів у систему освіти й спорту України.

Ключові слова: діти-біженці, проєкт, європейські цінності, лідерство, командний дух.

Introduction. Today, one of the most pressing issues facing European society is the decline in physical activity among schoolchildren due to the COVID-19 pandemic, which has significantly reduced children's physical activity [1, 6, 7]. Due to the military aggression in Ukraine,

the project pays special attention to refugee children, in particular children with special educational needs who have been forced to leave their homes. That is why the project “Developing Team Spirit for the Implementation and Integration of EU Values in Ukraine” (TEAM-EU-UA),

co-financed by the European Union (EU), is particularly relevant today [3]. There is a growing need to develop innovative approaches to the organisation of physical education and sport that will simultaneously promote team spirit and the dissemination of European values among young people [4, 9].

The project will develop innovative methodologies that comply with EU sports policy standards and principles, promote European values, including the positive experiences and best practices of EU and Ukrainian partner organizations, and use sport as a tool for post-conflict reconciliation, strengthening dialogue and mutual understanding between different communities [5]. The primary goal is to establish diverse connections that foster positive and sustainable change. The consortium of organizations implementing this project aims to promote team spirit and integrate European values among children and young people, particularly refugee children and those with special educational needs, through innovative sports and educational programs that combine physical activity, social integration, and intercultural interaction.

The aim of the study is to analyze the implementation of the TEAM-EU-UA project in the context of leadership development and effective management in education and sports as tools for promoting European values among children and young people.

Materials and methods: analysis and synthesis of scientific and methodological literature, Internet data, logical and theoretical analysis, synthesis and systematization methods, pedagogical diagnostic methods, mathematical statistics methods, interviews, surveys, questionnaires.

Results and discussion. The project is being implemented by five organizations that are working together to achieve its goals and objectives. The project consortium includes: coordinator NGO YOUTH. SCIENCE. SPORTS. HEALTHY MOVEMENT OF UKRAINE; partners European School Sports Federation, Institute for the Development of Sport and Education, Ukrainian Federation of School Sports, Sumy State Pedagogical University named after A.S. MAKARENKO (Fig. 1).

The aim of the project is to create and implement innovative programs, which are carried out through four main areas: developing team spirit and leadership skills

in children and young people, integrating European values through sport and education, social integration and psychological support for refugee children and people with special educational needs, as well as improving the qualifications of teachers and coaches to ensure the sustainable impact of the project [2, 3, 8].

An important element of the integration and dissemination of the project results is the creation and proper functioning of the TEAM-EU-UA website as a modern educational platform that provides open access to educational materials, videos, best practices, and resources for teachers, trainers, and young people (Fig. 2).

Based on the achievement of our project goals, we propose a basic structure for a comprehensive package of training modules, presented in Fig. 3, which demonstrates the main thematic areas, content, and practical focus of the modules developed within the TEAM-EU-UA project.

As part of the TEAM-EU-UA project, a training manual in magazine format was created and is available on our official website. The manual aims to integrate European values into sports education and the socialization of refugee children through sports (Fig. 4). It focuses on six core principles: human dignity, freedom, democracy, equality, the rule of law, and human rights. These values are implemented through inclusive sports programs adapted to the needs of children from different backgrounds and with special needs.

As part of the implementation of the measures, a master class was held in the Ukrainian Carpathians, organized and conducted by the coordinator of the NGO YOUTH. SCIENCE. SPORT. HEALTHY MOVEMENT OF UKRAINE project. During the event, European values were promoted ahead of Europe Day in Ukraine through outdoor activities, informal learning, and teamwork during the master class in the Carpathians. Participants went on a hiking trip along a mountain route, which ended with the symbolic unfurling of the flags of Ukraine and the European Union. This was an expression of solidarity, friendship, support, and mutual understanding between the peoples of Europe (Fig. 5). The master class combined physical activity with educational material, within which participants discussed practices for implementing EU



Fig. 1. Consortium of organizations participating in the TEAM-EU-UA project

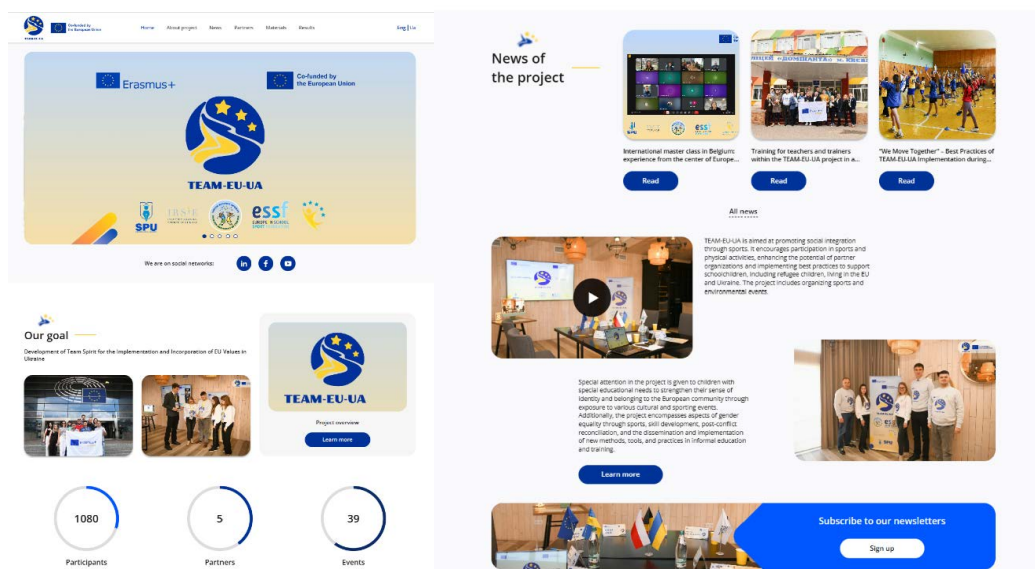


Fig. 2. Target groups within the TEAM-EU-UA project



Fig. 3. The main thematic areas of the training modules developed within the framework of the TEAM-EU-UA project



Fig. 4. The flipbook was developed as part of the TEAM-EU-UA project

values in everyday life, sports, and educational initiatives. The young people shared their own experiences, gained new knowledge, and strengthened their team spirit and mutual support skills.

An important step in disseminating the results of our project and engaging target groups was the implementation

of activities within its framework in Ukraine. During an online training session attended by $n = 56$ teachers, we obtained the following results. The survey included a Google form questionnaire, which was sent to participants after the training. The results were obtained as follows. According to the results of the survey, in which 56 respondents



Fig. 5. Master class as part of the TEAM-EU-UA project in the Ukrainian Carpathians

participated, the vast majority were people over 36 years of age (83.3 %), which indicates the significant participation of experienced teachers and trainers in the study. The 27-35 age group accounted for 11.1 % of respondents, while young people aged 18-26 accounted for only 5.6 %. There were no respondents under the age of 18 among those surveyed, which confirms the focus of the survey on specialists in the fields of education and sports. Teachers predominated in the structure of the respondents (83.5 %), which indicates the active participation of representatives of the educational community in the project. Coaches and students constituted a smaller but important part of the sample, which ensured a diversity of views and allowed for a comprehensive assessment of the needs in the field of education and the implementation of European values in sport. Women predominated among the respondents (83.3 %), while men accounted for 16.7 % of the total number of respondents. This distribution indicates a significant representation of women in the fields of education and sports, which is in line with current European trends towards increasing the role of women in teaching and coaching.

The following questionnaire responses showed that the most frequently mentioned typical leadership qualities were confidence, determination, perseverance, responsibility, and sociability. These characteristics demonstrate an understanding of leadership as a combination of inner strength, the ability to communicate with people, and the ability to make decisions in difficult situations. In addition, respondents noted honesty, creativity, empathy, stress resistance, and a sense of humor, which emphasizes the modern approach to leadership – not only as a managerial role, but as a complex personal competence based on humanity, flexibility, and emotional intelligence.

The majority of educators surveyed (72.2 %) believe that the traits and characteristics of a leader are not universal for all people, as leadership depends on individual characteristics, the context of activity, and life experience. Only 16.7 % of respondents agreed that leadership qualities are universal, while 5.6 % said that this is “not necessarily” the case, and another 5.6 % chose the option “not always.” The survey results show that the most common opinion is that leadership is a situational and personality-driven characteristic, rather than a universal model of behavior.

Analysis of the respondents' answers showed that most participants believe that even a leader can have certain negative traits that reduce their effectiveness. The most frequently mentioned traits were self-confidence, authoritarianism, selfishness, stubbornness, and indecisiveness. Some respondents also noted indifference, unfairness, and an inability to listen to the opinions of others. At the same time, some of the respondents (about 15 %) expressed the opinion that a true leader has no negative traits, as they constantly work on themselves and are able to turn weaknesses into opportunities for development.

More than half of respondents (53.6 %) believe that anyone can become a leader if they have motivation, conditions for development, and adequate support. At the same time, 46.4 % of respondents hold the opposite view, believing that leadership qualities are innate and not inherent in everyone. This division of opinion reflects a dual view of leadership – as the result of personal development or as a natural gift that combines inner potential and experience.

The majority of respondents (55.6 %) consider themselves leaders, which indicates a high level of self-awareness, confidence in their own abilities, and a willingness to take responsibility for joint activities. At the same time, 44.4 % of participants said they do not consider themselves leaders, which may indicate modesty in self-assessment or a focus on collective rather than individual forms of leadership. This distribution demonstrates a balance between awareness of personal potential and understanding of the importance of teamwork.

The survey results showed that respondents rated skills related to the ability to motivate and inspire others (94.1 %) highest, indicating a priority for leadership focused on supporting, developing, and inspiring the team. Teamwork (88.2 %), conflict resolution (76.5 %), and the development of responsibility and discipline (76.5 %) also received high ratings, which are the basis of effective pedagogical and coaching management. Creativity and innovation (70.6 %), decision-making ability (70.6 %), and effective communication (64.7 %) remain important for respondents, emphasizing the need for a comprehensive approach to training modern leaders in education and sports. Slightly

fewer respondents noted strategic thinking and planning (52.9 %) and time management (35.3 %), but these skills are also considered important components of successful leadership (Fig. 6).

Analysis of respondents' answers showed that the most frequently mentioned non-verbal elements for effective communication with students and athletes were eye contact, smiling, open posture, and hand gestures that demonstrate trust and support. A significant number of participants also noted the importance of facial expressions, emotional

connection, confident intonation, and the personal example set by the teacher or coach. The need for calm and clear movements that create an atmosphere of safety and mutual respect was emphasized separately. Thus, key gestures and body language features that promote effective communication with students and athletes were identified. The respondents' answers were summarized in a word cloud reflecting the most frequently mentioned elements of nonverbal communication: eye contact, smile, open posture, trust, support, and confidence (Fig. 7).

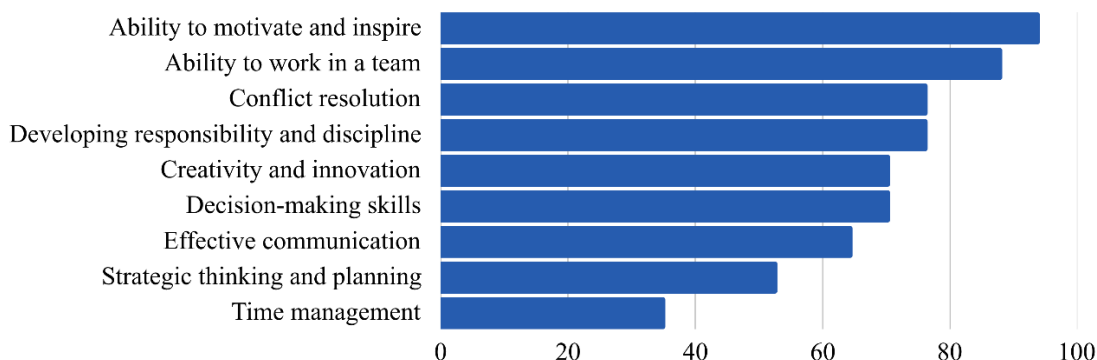


Fig. 6. Distribution of respondents' answers regarding the most useful leadership and management skills for teachers and coaches, %



Fig. 7. Word cloud reflecting key gestures and elements of body language according to teachers and coaches

The survey results show that teachers and coaches value skills related to motivation, teamwork, and effective communication the most. This confirms that modern leadership in education and sports is based not only on professional knowledge but also on the ability to inspire, support, and unite a team. Thus, social and communication skills are identified as a key factor in the success of educational and sports management.

Conclusions. It can be stated that within the framework of the TEAM-EU-UA project, a set of measures has been implemented to develop team spirit, social integration, and the introduction of European values among children

and young people, in particular displaced children and children with special educational needs. The measures implemented within the project and the creation of training materials will contribute to the development of leadership skills and teamwork, intercultural and psychological support. The practices developed will serve as a basis for further scaling up innovative approaches in educational and sports activities in Ukraine. Analysis of the survey results showed a high level of awareness among teachers and coaches of the role of European values, leadership, and teamwork in professional development. The data obtained became the basis for further improvement

of the project's training modules aimed at developing modern competencies in the field of education and sports. Analysis of the survey results showed that teachers and coaches have a high level of awareness of the role of European values,

leadership, and teamwork in professional development. The data obtained became the basis for further improvement of the project's training modules aimed at developing modern competencies in the field of education and sports.

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