Delivering a hybrid knowledge transfer network model for basketball engagement and development

D3.1 – Service Intervention Design

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Contents

1 Background. About Basketball-KTN project

Basketball-KTN aims to actively participate and engage young people in sports in general and actively engage in basketball by introducing a hybrid knowledge transfer tool that will be supported by digital means as well as by face-to-face interventions. The main aim of Basketball Knowledge Transfer Network (Basketball-KTN) is to create a variety of diverse connections to drive positive and consistent change. The consortium is committed to address the societal challenge of 'inclusivity' through basketball engagement, by promoting a healthy lifestyle for children under 18 years old. The project BASKETBALL-KTN focuses on the youth and their continuous and active involvement with Basketball. The overarching aim of the project is to provide equal opportunities through putting together small 'clusters' of twinned clubs and academies to exchange knowledge and experience. This will form the 'Communities of Practice' in Basketball, having as ambition to incorporate more countries and clubs on a Pan-European Level.

The program will be implemented through 4 main pillars of activities:

• Sustainable development of basketball

• Psychological support of young athletes and parents

• Promote and Engage

• Sustainability and legacy

2 Introduction

2.1 Purpose and Scope of the document

The purpose of the Service Intervention Design task, was to prioritized aligning the gaps with the needs and designing the interventions.

During this task, a co-creation studio was held between the partners and other invited experts to Borgomanero, Italy. The implementation of the Co-Creation Studio for the design of the Basketball-KTN intervention was carried out as a participatory process in a transnational activity, with the participation of partners and experts from each of the participating organizations. The purpose of the Co-Creation Studio was to determine the service priorities and thus contribute to the effective design of the intervention package.

Additionally, during this task, an online repository was developed as a web tool of the project and as part of the Communities of Practice of Basketball – KTN, which will serve as a central digital hub, facilitating the storage, management, and sharing of educational and informational materials among the Erasmus+ program partners and the members of the Communities of Practice of Basketball - KTN.

During this task, the partners, utilizing the previously developed deliverables D2.1 and D2.2, as well as the results of the Co-Creation Studio, engaged in continuous discussions and proceeded with the implementation of the initial design of the services to be offered through the clubs to athletes, parents, and club staff (coaches, etc.). They designed indicative timelines and services in both asynchronous and synchronous formats, covering both types of education or support that can be provided within an educational or supportive framework.

3 Service Intervention Design

3.1 Co Creation Studio

The implementation of the Co-Creation Studio for the design of the Basketball-KTN intervention was carried out as a participatory process in a transnational activity, with the participation of partners and experts from each of the participating organizations. This process was organized in combination with the 1st project meeting to avoid resource waste.

During the Co-Creation Studio activities, the representatives of partner "Youth.Science.Sports.Healthy movement of Ukraine" participated online, as they were not permitted to leave Ukraine to attend in person. Experts from the other partner countries participated physically.

The participating experts, invited by the partners, came from various fields related to the implementation of Basketball-KTN activities, ensuring a diverse range of expertise. The composition of the participants in the Co-Creation Studio was carefully structured across various dimensions, such as field of expertise and country, which contributed to bridging intergenerational and intercultural gaps.

During the Co-Creation Studio activities, experts with the following specialties participated:

- Sports Psychologist and Sports, Academic & Career Counseling Consultant.
- Associate Professor in the Department of Sports Management at the Department of Physical Education & Sports, University.
- PhD, Associate Professor, Honored Worker of Physical Culture and Sports of the Faculty of Physical Education.
- Master Professor, Director of the National Development Basketball Center for U15 players.
- Professor of basketball and sports training, basketball and conditioning coach.
- College Youth Coordinator. Assistant Coach for the U16 National Basketball Team.
- Superior basketball trainer, physical education graduate, club coordinator, and PhD in physical education, professor at university.
- Master Professor of Protocol and Expert in the Organization of Sporting Events.

These specialties of the experts were added to the existing roles of the partners' representatives, and together they worked towards achieving the best possible outcome.

In the first phase of the Co-Creation Studio, the results of the deliverable D2.1 Good Practices Report were presented, and the experts were informed that the goal of evaluating good practices was to identify examples that have the potential to increase the physical engagement of children and integrate them more into systematic basketball practice.

The Good Practices highlighted in WP2 formed the basis for the construction of the Co-Creation Studio program, focusing on their offerings that have the potential to address the identified gaps. A total of 20 good practices were presented, 4 from each partner country, and all participants discussed and agreed on the conclusion that there is a wide range of positive examples from basketball clubs and sports organizations in Greece, Serbia, Spain, Italy, and Ukraine.

Good practices were discussed, covering topics such as: Annual 3x3 Learning Tournament, events like Family Day of Basketball, tournaments emphasizing family involvement, programs focusing on using basketball for social integration and psychological recovery, etc. These examples highlight various initiatives aimed at engaging young people in basketball and also emphasize the potential for broader implementation and scaling in different countries, thus helping the experts gain a wider understanding of the topic.

Next, the experts were informed about deliverable 2.2, the Need & Gap Analysis, which aimed to identify needs at three levels: young basketball players, their parents, and the club staff (coaches, directors, secretaries, members, etc.). The contents were used to identify gaps between the needs, the current services provided, and the prospects for increasing engagement in basketball, which are influenced by trends.

A presentation was made of the Questionnaire Report included in this deliverable, along with the detailed results of the questionnaires, which focused on athletes, parents/club staff, and addressed needs for psychological support, needs for the development of young athletes, and the identification of needs for the development of the clubs. The questionnaires were conducted in the 5 countries (partner countries of the project), and it was emphasized that the research with the athletes was carried out with the prior consent of their parents or guardians.

The final section of the presentation of the results of this deliverable was the Interview Report, in which each partner conducted at least 5 interviews with experts from their countries in order to gather as many informed opinions as possible on the following selected topics: Socio-Economic Trends, Political and Geopolitical Factors, Environmental and Sustainability Issues, Legal and Regulatory Landscape, Technological Advancements, Globalization and Cultural Trends, Future Outlook and Challenges.

The data from these two deliverables and their analysis were discussed by the partners and experts, helping them to evaluate the data and contribute effectively to the design of the Basketball - KTN activities.

In the next phase of the Co-Creation Studio, the experts, were asked to highlight, based on their experience and expertise, about the following topics, where they believe their country is strong and where is weak, in order to transfer or receive knowledge from the other project partners. In the first stage of this phase, the experts were asked to evaluate the following indicative topics related to the design of the three iterations of training in the area of Development of clubs, amateur young athletes, parents, coaches, and identify which areas they could contribute to by transferring know-how

from their country to the other partner countries, or in which areas they could receive know-how from the partners.

This list included the following eight indicative topics that were part of the approved Basketball - KTN proposal, while during the Co-Creation Studio, two additional topics were added, the last two on the list, from the total of ten that were discussed:

- o Main principles of basketball
- o Tactics and training
- o Home based training programs
- o Dual Career
- o Skills development
- o Healthy nutrition/diet
- o Encouraging fair play
- o Integrity and values in sport
- o Club management
- o Benefits of Sports

The results are summarized in the following consolidated table.

BASKETBALL - KTN
KNOWLEDGE TRANSFER ROUTE

SUSTAINABLE DEVELOPMENT / CLUBS, AMATEUR YOUNG ATHLETES, PARENTS, COACHES	STRONG					WEAK				
	GREECE	SERBIA	ITALY	SPAIN	UKRAINE	GREECE	SERBIA	ITALY	SPAIN	UKRAINE
1 Main principles of basketball	X	X			X					
2 Tactics and training		X	X	X	X					
3 Home based training programmes					X					
4 Dual Career	X						X	X	X	X
5 Skills development		X	X	X	X					
6 Healthy nutrition/diet						X	X	X	X	X
7 Encouraging fair play						X		X		X
8 Integrity and values in sport	X	X	X	X						X
9 Club management	X									
10 Benefits & Sports	X									

In the next step, the experts were asked to do the same for the following indicative topics related to the implementation of the three iterations of training in the area of Psychological support for amateur athletes and their parents.

The initial list with the 5 indicative topics that were part of the approved Basketball - KTN proposal was modified and ultimately included 15 topics for discussion, which were as follows:
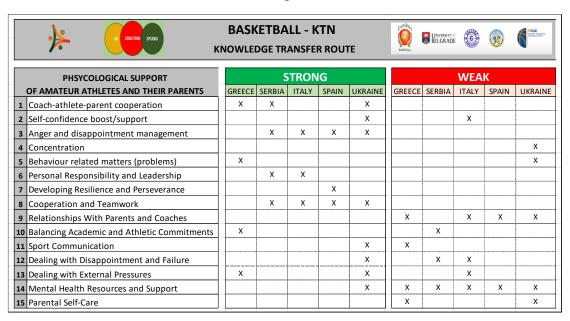
- o Coach-athlete-parent cooperation
- o Self-confidence boost/support
- o Anger and disappointment management
- o Concentration
- o Behaviour related matters (problems)
- o Personal Responsibility and Leadership
- o Developing Resilience and Perseverance
- o Cooperation and Teamwork

- o   Relationships With Parents and Coaches
- o   Balancing Academic and Athletic Commitments
- o   Sport Communication
- o   Dealing with Disappointment and Failure
- o   Dealing with External Pressures
- o   Mental Health Resources and Support
- o   Parental Self-Care

The results are summarized in the following consolidated table.

BASKETBALL - KTN — KNOWLEDGE TRANSFER ROUTE

	PHSYCOLOGICAL SUPPORT OF AMATEUR ATHLETES AND THEIR PARENTS	STRONG					WEAK				
		GREECE	SERBIA	ITALY	SPAIN	UKRAINE	GREECE	SERBIA	ITALY	SPAIN	UKRAINE
1	Coach-athlete-parent cooperation	X	X			X					
2	Self-confidence boost/support					X			X		
3	Anger and disappointment management		X	X	X	X					
4	Concentration										X
5	Behaviour related matters (problems)	X									X
6	Personal Responsibility and Leadership		X	X							
7	Developing Resilience and Perseverance				X						
8	Cooperation and Teamwork		X	X	X	X					
9	Relationships With Parents and Coaches						X		X	X	X
10	Balancing Academic and Athletic Commitments	X						X			
11	Sport Communication					X	X				
12	Dealing with Disappointment and Failure					X		X	X		
13	Dealing with External Pressures	X				X			X		
14	Mental Health Resources and Support					X	X	X	X	X	X
15	Parental Self-Care						X				X

In the final stage of the Co-Creation Studio, the experts were asked to express their opinion on which method, from the following, could be the most effective way to transfer this knowledge through the actions of the KTN.

The methods that were proposed and evaluated were as follows:

- o   Workshops and Seminars/Webinars
- o   Group Discussions and Peer Learning:
- o   One-on-One Coaching
- o   Personal Counselling,
- o   Training, Mentoring Programs
- o   eLearning
- o   Work Shadowing
- o   Forums and Discussion Groups
- o   Speeches and Motivational Talks

Regarding the methods deemed most effective for the implementation of the Basketball - KTN activities, the most popular and effective ones were identified as Workshops and Seminars/Webinars, Speeches and Motivational Talks, and the use of Online forums and discussion groups.

The implementation of the Co-Creation Studio with this approach allowed the participants to develop a sense of ownership over the process, which strengthened the likelihood of applying the results in their respective contexts. The main issues to be addressed during the Basketball - KTN activities, such as psychological support for athletes' parents, were approached with particular care and attention. Psychological support is considered crucial for the well-being of parents and the better support of young athletes, and for this reason, the topic was thoroughly analyzed to ensure that the knowledge transfer methods would be suitable and effective for the needs of parents and other stakeholders.

All the results that emerged from the co-creation studio process will be evaluated by the partners during the final phase of the implementation of the Basketball - KTN activities. This evaluation will allow them to gain a deep understanding of the effectiveness of the expertise and experience of the specialists, while helping them identify areas that require improvement or adjustment. By considering these results, the partners will aim to implement their responsibilities in the most efficient and effective way, ensuring the successful completion of the project's goals and further strengthening the design of their actions for the future.

3.2 Online Repository

As part of the implementation of the Basketball - KTN activities during the Service Intervention Design task, a Digital Online Repository was developed. This repository will serve as a central digital hub that facilitates the storage, management, and sharing of educational and informational materials among the partners of the Erasmus+ program and the members of the Basketball - KTN Communities of Practice, who come from five different countries: Greece, Serbia, Spain, Ukraine, and Italy. The repository is designed to support the dissemination of knowledge and the exchange of best practices in the field of basketball, providing an easy and effective way for partners to share their materials.

The Digital Repository is an online feature integrated into the Basketball - KTN platform, where partners will store educational materials, videos, etc., not only produced by the project but also identified through research, best practices, and other sources, including those from countries outside the consortium members. The repository is expected to host a large volume of information related to basketball and provide access to various resources that are available free of charge to the members of the Basketball - KTN Communities of Practice.

The key functions of the repository are described as follows:

1) Storage and Uploading of Content

The repository will allow partners to upload various types of basketball-related content, such as videos, articles, research papers, training plans, strategies, reports, and other educational materials. Partners will be able to easily upload their content through a user-friendly interface, which will support the submission of various file types, including PDFs, Word documents, PowerPoint presentations, and links to external websites and videos.

2) Organization and Categorization of Content

The content uploaded to the repository will be organized into predefined categories, which have been established after discussions among the partners to facilitate navigation and searching. These categories are as follows:

    i.   **Basketball Basics:**
        This category will feature essential educational materials that cover the fundamental rules and principles of basketball. This may include guides for beginners, videos explaining the court layout, player positions, the basics of the game, as well as exercises that help in understanding the basic movements and strategies. The aim is to assist new players and coaches in grasping the foundations of the sport.

    ii.   **Training and Skill Development:**
        This category will include materials focused on training and skill development for players. This may include exercises for improving

technique, training programs, innovative strategies for enhancing physical conditioning, as well as educational videos or documents that focus on strengthening specific skills.

iii. **Psychological Support and Well-being:**
This category will include materials that support the mental health and well-being of athletes. This may include articles, videos, and tools for developing mental resilience, managing stress, enhancing self-esteem, as well as techniques for improving focus and motivation. The goal is to help athletes manage the psychological challenges they face in sports and in life.

iv. **Nutrition and Healthy Lifestyle:**
This category will include materials related to nutrition and a healthy lifestyle for basketball athletes. It will cover topics such as nutritional guides, recipes, videos, and articles focusing on healthy eating, hydration, recovery, and avoiding bad habits that could affect athletes' performance. The aim is to provide athletes with tools to improve their physical condition and overall health.

v. **Ethics and Values in Sports:**
This category will include materials that promote ethical values and sportsmanship. It may include guides and articles on fostering fair play, the importance of respect and justice, as well as strategies for cultivating a positive culture within the team and on the playing field. The goal is to strengthen the ethical behavior of athletes and create a positive and supportive environment in sports.

3. Adding URL Links to External Sources

The repository will feature the ability to integrate URL links to external sources, offering users access to an even broader range of information and educational material. Users will be able to add links to educational videos from popular platforms, such as YouTube, which host specialized basketball-related videos, training techniques, match analysis, as well as interviews with professionals in the field.

Additionally, users will be able to add articles from sports or scientific journals that include research, best practices, or statistical analyses.

This feature will also allow the integration of links to websites of organizations or sports federations that offer specialized knowledge or educational programs, further enriching the content of the repository. Adding URL links will be simple and will be accompanied by features such as brief descriptions of the content, so that users can quickly understand the nature of the external material before visiting it.

In this way, the repository will not only be limited to material produced or collected by the project partners but will function as a dynamic platform that integrates

contemporary and diverse knowledge from around the world. This will enhance the usefulness of the repository and make it a valuable resource for trainers, athletes, researchers, and other stakeholders.

4. Search and Filtering System

The repository will feature a powerful and flexible search system, allowing users to easily find the material they are interested in. The search can be performed based on keywords, categories, file types, and there will also be an option for filtering to narrow down the search to specific time periods or thematic areas. This will help users efficiently locate relevant content and enhance their overall experience with the repository.

5. Data Security and Protection

The repository and the Basketball – KTN Communities of Practice platform will fully comply with data protection regulations (GDPR) and will provide a secure environment for storing and managing data. Users will have the ability to control their data and decide what information they wish to share with other repository users. This ensures the privacy and security of personal data, while fostering trust and transparency among the platform's users.

6. Content Management by Administrators

The administrator will be the coordinator, Evnikos Sports Club. The administrators of the repository will play a crucial role in ensuring the quality, accuracy, and relevance of the content available on the platform. They will be responsible for processing uploaded materials, ensuring they meet the standards set by the project, and removing any content deemed inappropriate, outdated, or irrelevant to the repository's goals.

The management process will involve regular reviews of the content to eliminate inaccuracies, update data, and replace old or obsolete information with new and more relevant sources. At the same time, administrators will ensure that the materials uploaded by users or partners are appropriate for the audience and comply with intellectual property and ethical regulations.

Effective management by the administrators will ensure that the repository remains a reliable and up-to-date resource for the basketball community, offering high-quality content that meets the needs of coaches, athletes, and all stakeholders.

In conclusion, the Digital Repository developed as part of the Basketball - KTN project serves as a critical tool for advancing knowledge, fostering collaboration, and promoting best practices within the basketball community across multiple countries. By providing a centralized platform for storing, organizing, and sharing a wide range of educational materials, the repository will support all stakeholders in areas such as skill development, enhancing mental and physical well-being, and adhering to ethical standards in sports. With its user-friendly features, comprehensive categorization, integration of external links, and robust search functionality, the repository ensures that the basketball community can easily access relevant and high-quality resources. Furthermore, the emphasis on data security and content management guarantees that the platform remains reliable, dynamic, and trustworthy. This initiative will help bridge knowledge gaps, strengthen international collaboration, and empower individuals involved in basketball to continue growing and excelling.

3.3 Basketball – KTN services intervention design

After the implementation of deliverables D2.1 and D2.2, the partners, following continuous discussions, had the opportunity to begin the initial design of the services that will be offered through the clubs to athletes, parents, as well as club staff (coaches, etc.). The design includes both the services and their delivery schedules, with a focus on education and support, which will be provided in both asynchronous and synchronous formats. In other words, both types of education or support that can be offered within an educational or supportive framework are included.

In the context of the **synchronous mode**, participants (e.g., athletes, parents, coaches) will engage simultaneously in the same activity or session, receiving training or support conducted in real time. Indicative examples of such formats include:

Speeches and Motivational Talks: Face to face or Online Live Training Sessions. These are real-time, instructor-led training sessions conducted face to face or through video conferencing platforms such as Zoom, Microsoft Teams, or Google Meet. They allow participants to engage actively with the trainer and ask questions in real-time.

Workshops and Seminars/Webinars: These events are often organized to provide specialized knowledge or skills to participants. They can include live demonstrations, expert talks, and interactive Q&A sessions.

Group Discussions and Peer Learning: Facilitated discussions or team-based activities conducted in real-time, where participants can interact, share ideas, and solve problems together.

Live Mentoring and Coaching: Direct interaction between a coach or mentor and the participants (athletes, staff, etc.) to provide guidance, feedback, and support in real-time. The key feature of this mode is that participants interact simultaneously, either with the instructor or with each other.

In the context of the **asynchronous mode**, training or support does not require the simultaneous presence of all participants (e.g., athletes, parents, coaches). Participants can complete lessons or activities at their convenience, without the need to be present at the same time.

Examples of asynchronous learning include:

Video lessons, that can be watched at any time. Courses in video format that participants can watch at their convenience. These videos may include lectures, practical instructions, or presentations by experts in the field of sports.

Supporting Multimedia (e.g. Podcasts, Audio Files): Use of audio recordings or podcasts that participants can listen to, offering a flexible and convenient learning method, especially for learning on the go.

Online forums or discussion platforms where participants can discuss and exchange ideas and experiences. Here, participants can ask questions and provide answers to others based on the course materials or activities. Participants can leave messages and respond whenever they are available.

Electronic Reading Materials (e-Books, PDFs, Articles) that can be downloaded and studied at the participant's own pace. These materials provide participants with the ability to access educational content easily and conveniently, allowing them to read and study at any time, without time or location constraints. e-Books, PDFs, and articles can cover a wide range of topics, offering an extensive and flexible source of learning that allows participants to progress at their own pace and according to their individual needs.

In this case, there is no direct interaction, but participants work according to their own schedule. This distinction allows flexibility in training and support, addressing the needs of participants in different ways.

During the implementation of Basketball – KTN, the partners will need to carry out the following obligations:

1. Three iterations of training will be conducted by each partner to kids in their respective countries, regarding the Development of clubs, amateur young athletes, parents, and coaches.

2. Three iterations of training will be conducted by each partner, regarding the Psychological support of amateur athletes and their parents.

3. Three events must be organized from an indicative list provided below.

For the first action of conducting three iterations of training for kids, regarding the Development of clubs, amateur young athletes, parents, and coaches, the partners, keeping in mind the indicative list of topics discussed in the co-creation studio on the subject, have designed example service delivery programs as outlined below. These programs allow for the combination of synchronous and asynchronous methods. These indicative programs will evolve and take their final form upon the completion of the knowledge transfer processes between the partners.

Below are 3 indicative examples of iterations designed by the partners, covering the topics of this specific subject. Each iteration example has been designed to provide a comprehensive learning program, which can be adapted to the participants' needs and offers the possibility of combining synchronous and asynchronous methods, although this is not mandatory, in order to achieve the highest possible effectiveness. These indicative programs will further evolve and be adapted after the completion of the knowledge transfer processes between the partners.

Example of Training Iteration for kids No 1: Fair Play, Integrity, and Values in Sport	
Week 1-2:	**Live Group Discussions and Debates - Synchronous Method** Discuss the importance of Codes of Conduct and regulations in sports. Debate real-life scenarios, like whether breaking minor rules for personal gain is acceptable, to highlight the consequences for themselves, others, and the sport.
	Interactive Workshops with Experts - Synchronous Method Host live sessions with sports officials, coaches, or safeguarding officers who can: Explain the Code of Conduct and specific regulations (e.g., anti-doping, match-fixing rules). Teach strategies for identifying and reporting misconduct, safeguarding violations, or unsafe situations.
	Scenario-Based Video Content - Asynchronous Method Provide pre-recorded videos highlighting
Week 3-4:	**Ethical Dilemma Brainstorming - Synchronous Method** Present dilemmas related to safeguarding, doping, or match-fixing (e.g., "You see a teammate engaging in unfair play—what do you do?"). Discuss how following the Code of Conduct helps protect everyone involved.
	Case Study Analysis - Synchronous Method Provide case studies on doping scandals, safeguarding failures, or match-fixing incidents. Include questions like: "What could the athlete/team have done differently?" "What regulations or codes were violated?" "How could this have been prevented?"
	Online Forums or Discussion Boards - Asynchronous Method Create topics on discussion forum for athletes to discuss questions

Example of Training Iteration for kids No 2: Nutrition and Healthy Lifestyle	
Week 1-2:	**Live Q&A Sessions with Nutritionists or Dietitians - Synchronous Method** Invite experts to host live interactive webinars. Athletes can ask questions about their dietary needs, hydration, meal planning, and fueling strategies for training and recovery.
	Live Debates on Nutrition Myths - Synchronous Method Facilitate debates on common myths. Use this as a platform to clarify misconceptions about nutrition.
	Scenario-Based Video Content - Asynchronous Method Provide pre-recorded videos highlighting
Week 3-4:	**Ethical Dilemma Brainstorming - Synchronous Method** Present dilemmas related to safeguarding, doping, or match-fixing (e.g., "You see a teammate engaging in unfair play—what do you do?"). Discuss how following the Code of Conduct helps protect everyone involved.

	Case Study Analysis - Synchronous Method
	Provide case studies on doping scandals, safeguarding failures, or match-fixing incidents.Include questions like: "What could the athlete/team have done differently?" "What regulations or codes were violated?" "How could this have been prevented?"
	Online Forums or Discussion Boards - Asynchronous Method Create forums for athletes to discuss questions

Example of Training Iteration for kids No 3: Introductions and Basic Skills	
Week 1-2:	**Main Principles of Basketball** **Synchronous Method**: Live webinar on the basic rules and principles of basketball. Interactive Q&A session for coaches, athletes, and parents. **Asynchronous Method**: Video lessons covering the fundamental rules, positions, and basic techniques in basketball.
Week 3-4:	**Tactics and Training** **Synchronous Method**: Live session on basketball tactics: offensive and defensive strategies. Breakout groups for discussing team strategies and practice drills. **Asynchronous Method**: Recorded sessions explaining tactical approaches, with practice drills to implement at home. Forum discussion for coaches and parents to share their experiences.
Week 5-6:	**Home-Based Training Programs** **Synchronous Method**: Live workshop on creating home-based training programs, focusing on exercises that can be done without gym equipment. **Asynchronous Method**: Access to a library of home training videos and guides. Assignments to design individual training routines for kids.

For the **second action of conducting three iterations of training, focusing on the psychological support of amateur athletes and their parents**, the partners, taking into account the indicative list of topics discussed during the co-creation studio, have developed sample service delivery programs as outlined below. These programs offer the flexibility to combine synchronous and asynchronous methods. Although not mandatory, this combination is intended to maximize the effectiveness of the learning process. These sample programs will continue to evolve and take their final shape once the knowledge transfer processes between the partners have been completed.

Below, you will find 3 example iterations designed by the partners, addressing the topics of this particular subject. Each iteration has been carefully structured to provide a comprehensive learning experience, adaptable to the participants' needs.

	Example of Training Iteration for amateur athletes and their parents No1: Building Mental Resilience and Coping with Stress
Week 1-2	**Active Dialogue - Synchronous Method** Engage in one-on-one or small group conversations to explore how athletes perceive stress and resilience. Encourage questions and discussions about emotional challenges, making it a safe space for expression. **Role-Playing - Synchronous Method** Use role-playing exercises to simulate stressful scenarios (e.g., missing a critical shot or handling criticism). Guide athletes to explore different ways to respond to these challenges and discuss the outcomes.
Week 3-4	**Interactive Workshops - Synchronous Method** Conduct workshops with activities like group brainstorming, problem-solving challenges, and stress management games. Include exercises that encourage collaboration and team-building under pressure. **Forum Discussions - Asynchronous Methods** Organize open forums where athletes can share their personal experiences with stress and resilience. Use prompts like "How do you handle pressure during a game?" to spark conversations and encourage mutual learning.

	Example of Training Iteration for amateur athletes and their parents No2: Mental Health Resources and Support
Week 1-2	**Mental Health Awareness Workshops - Synchronous Method** Host interactive workshops led by mental health professionals to teach athletes about recognizing signs of stress, anxiety, or burnout. Include role-playing or group discussions to explore scenarios where athletes may need support. **Storytelling and Sharing Experiences - Synchronous Method** Invite guest speakers, such as former athletes or mental health advocates, to share personal stories of overcoming challenges. Encourage team members to share (if comfortable) how they've handled stressful situations in their own lives. **Open-Forum Discussions - Asynchronous Methods** Create safe spaces for athletes to talk openly about mental health challenges. Use prompts like, "What does mental health mean to you?" or "How do you know when you're feeling stressed?" to normalize conversations.
	Synchronous Methods Webinar on Emotional Resilience Skills focused on building emotional resilience

Example of Training Iteration for amateur athletes and their parents No3: Dual Career - Balancing Academic and Athletic Commitments		
Week 1-2	**Time Management Workshop - Synchronous Method** Host a live workshop where athletes learn strategies for balancing schoolwork and training schedules. Use tools like calendars and planners to teach prioritization and scheduling. Include breakout sessions where participants create personalized weekly plans	
	Parent and Coach Collaboration Meetings - Synchronous Method Organize live sessions where parents, coaches, and athletes come together to discuss academic and athletic goals. Emphasize open communication, shared planning, and mutual support. **Q&A with Academic Counselors- Synchronous Method** Bring in academic advisors to discuss study strategies, exam prep tips, and managing deadlines alongside training schedules. Athletes can ask specific questions about balancing school requirements and sports. **Online Peer Support Groups- Asynchronous Methods** Create a forum or chat group where athletes share tips, advice, and encouragement on balancing academics and sports. Encourage them to discuss study hacks, training schedules, or motivational strategies.	

The indicative programs designed by the partners of Basketball - KTN ensure that both athletes and their families, as well as coaches and club staff, have access to a wide range of educational resources and services tailored to their specific needs. The design of these services allows for the consistent integration of live, interactive sessions along with self-paced learning options, offering participants the flexibility to engage in educational programs according to their own schedules, while simultaneously benefiting from live, instructor-led sessions. As the project progresses and the knowledge transfer processes are completed, these programs will continue to evolve, ensuring they remain relevant and effective in meeting the dynamic needs of all participants. The iterative training actions and events, focusing on both athlete development and psychological support for all involved, aim to strengthen the growth, resilience, and well-being of the basketball community.

For the third action of organizing three events, for enhancing engagement and sustainability**,** these should be selected from the indicative list below:

o Basketball camps

o Training Competitions

o Training Seminars/Encouraging speeches

o Online talks with schools

o Bring your friend events

o Camps

o Communities of Practice (& communication platform)

o Digital knowledge centre repository of information & material

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This topic was discussed during the 1st project meeting and the online meetings of the partners. After thorough discussions, it was agreed by all partners to select and carry out at least the following three:

- o Communities of Practice (& communication platform)
- o Digital knowledge centre repository of information & material
- o Training Seminars/Encouraging speeches

Below are the reasons why these three choices were made, highlighting the key points of each:

1. Communities of Practice (& communication platform): The creation of Communities of Practice allows for continuous interaction and collaboration between athletes, coaches, parents, and other stakeholders. It provides a platform for ongoing learning and professional development, where participants can exchange ideas, share resources, and solve problems together. Unlike one-time events, Communities of Practice ensure sustained engagement and knowledge sharing, making it easier to adapt to evolving needs. The communication platform also offers a centralized space for discussions, enhancing accessibility and convenience for all participants.

2. Digital Knowledge Centre Repository of Information & Material: The Digital Knowledge Centre serves as a centralized resource hub where participants can access a variety of educational materials, including videos, articles, and guides. This approach ensures that all participants have easy access to relevant information at their convenience. It also promotes self-paced learning, allowing individuals to explore topics in-depth and according to their needs. By offering a repository of materials, the initiative encourages lifelong learning and ensures that resources are available for reference long after the formal training sessions.

3. Training Seminars/Encouraging Speeches: Training seminars and encouraging speeches provide a direct and engaging way to communicate essential information to participants. These live sessions allow for real-time interaction, enabling participants to ask questions, share insights, and engage with experts. These events are especially valuable for building motivation and offering inspiration, as well as for delivering specialized knowledge. Unlike asynchronous formats, live seminars foster a sense of community and allow for immediate feedback, making them a key tool for effective learning and personal growth.

4 Conclusions

In summary, the service intervention design process for the Basketball-KTN project proved to be highly productive and meaningful, with the participation of all partners and experts through the Co-Creation Studio. This process identified the key priorities for the development of services and addressing the needs of the participants, providing a clear framework for delivering educational and supportive programs. Continuous discussions among the partners and the use of previously developed deliverables, such as D2.1 and D2.2, contributed to the completion of an initial design that includes both synchronous and asynchronous forms of education, covering the needs of athletes, parents, and club staff. Additionally, the development of the online repository for storing and managing educational materials provides a central hub for information exchange and ongoing support for the Basketball-KTN Communities of Practice. With the completion of this phase, the partners are ready to proceed with the development, adaptation, and implementation of the designed services, which will be finalized during the knowledge transfer process between the partners, ensuring effective and sustainable support for all involved parties and enhancing the continued growth of the basketball community.