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JOINT REPORT OF WP2

Need Analysis, Classroom 3.0 Concept and CAMPO Platform Requirements

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Introduction

A football pitch tells us much more than the result of a match. It tells us how a young person reacts after making a mistake, how a team regroups after a defeat, how a teammate is supported, how one learns to respect a rule even when it feels difficult and how each person finds their own role within a group. Many of the skills that schools and education seek to develop are already present there: cooperation, responsibility, leadership, emotional management, respect, inclusion, self-confidence and the ability to learn from experience.

The project “Play, Learn, Lead: Football as a tool for digital education and inclusion” is based precisely on the idea that football can become an immediate, practical and recognisable educational language for young people. It is treated as a space for personal and collective growth, capable of connecting what happens on the pitch with what young people experience at school, within their group, in the community and in digital environments.

Within this pathway, the CAMPO platform is one of the project’s most important results. It is intended to become the digital space where sporting experiences are transformed into conscious learning: short modules, videos, practical activities, quizzes, challenges, materials for coaches and teachers, monitoring tools and inclusive resources. Alongside CAMPO, the project will develop educational resources, an interactive toolkit, a MOOC on football, leadership and digital learning, inclusion workshops and replicable tools for schools, sports clubs and educational organisations.

Work Package 2 gives concrete shape to this idea. Before producing content, videos, educational activities and digital tools, the partnership worked to understand how CAMPO should be built so that it is genuinely useful to those who will use it. Feedback was sought in the project’s real-life contexts: among students and young athletes, teachers, coaches, educators, partners and the organisations involved.

The needs analysis gave these target groups a voice through surveys, local workshops and focus groups, which were then translated into national reports, partner comparisons and operational discussions during the second Transnational Project Meeting. The surveys made it possible to collect structured data on interests, preferences, digital skills, expectations and priority topics. The workshops and focus groups added a more practical and participatory dimension, bringing out examples, everyday needs, practical difficulties and ideas on how the platform could be used in sporting and school contexts.

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This work shows that CAMPO will need to be practical, simple, visual, mobile-friendly, closely connected to the pitch and designed around realistic usage times. Young people are asking for short, dynamic and interactive content that reflects real game situations and team experiences. Coaches and teachers are asking for ready-to-use materials, practical worksheets, easy-to-deliver activities, observation tools and monitoring functions. The partners translated these indications into a shared vision of the platform, built around short modules, visual resources, interactive activities, learning pathways and broad yet lightweight assessment tools.

The framework chosen to organise this vision is CAMPO as a Classroom 3.0 environment. The concept refers to an educational setting capable of bringing together the football pitch, school, the team group, the community and the digital space. CAMPO should accompany sporting experiences, make them easier to understand, connect them to specific competences and provide adults with tools for transforming training sessions, matches, mistakes, victories, defeats and group moments into learning opportunities.

This report follows that pathway step by step. It begins with the strategic role of WP2, describes the needs-analysis methodology, examines the needs that emerged in the different countries, defines the Classroom 3.0 model, identifies the platform's educational, functional, technical and accessibility requirements and proposes an initial content architecture. The aim is to enter WP3 with a clear foundation: knowing which materials to produce, in which formats, for which target groups, with which responsibilities assigned to the partners and with what connection to the platform.

WP2 is, in practical terms, the bridge between the initial idea and the concrete production of project results. The evidence collected guides the design of CAMPO, prepares the development of training materials, the toolkit and the MOOC and helps the partnership build a platform that is genuinely consistent with the project: a space in which playing, learning and leading become parts of the same educational journey.

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1. The project and the strategic role of WP2

“Play, Learn, Lead” is firmly based on the belief that football can shape a new educational language. For many young people aged 14 to 18, the pitch is already a space for relationships, belonging, motivation and growth. It is where they learn to be part of a group, respect shared rules, deal with victories and defeats, manage mistakes and pressure, recognise different roles and build trust. The project takes this experience, which is so close to young people’s lives and uses it to build a broader pathway connecting sport, school, digital learning and inclusion.

All of the project’s objectives move in this direction. Football is used as an educational platform to promote and develop transversal skills, leadership and social inclusion. Digital tools are intended to make learning more accessible, interactive and closer to the forms of communication used by young people. School and sport are brought into dialogue to strengthen the participation of students with different abilities, backgrounds and needs. The project therefore works with an idea of learning that begins with situations young people genuinely experience and transforms them into opportunities to develop skills that are useful beyond the pitch as well.

The strength of “Play, Learn, Lead” lies precisely in the way it brings together dimensions that often develop separately. The football pitch, the school, the digital platform, the team group, the local community and European exchange become parts of the same pathway. Football provides the real-life context in which young people recognise themselves. Digital tools make it possible to organise activities, follow their development, make progress visible and create connections between groups and countries. The educational approach gives direction to all of this, preventing the activities from remaining isolated episodes.

Within this structure, Work Package 2 plays a decisive role. The CAMPO platform is the environment that must bring together the different components of the pathway: needs identified through the initial analysis, training content, the toolkit, the MOOC, practical activities, monitoring tools, materials for teachers and coaches, pathways for students and young athletes, collaboration functions and inclusive resources. In other words, CAMPO is the place where the project must become genuinely usable.

The platform will need to be multilingual, interactive, flexible, connected to mobile access and capable of integrating educational materials, the toolkit and the MOOC at later stages. It will need to serve different users: young people, teachers, coaches, educators, partners and

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administrators. Each of these profiles will have different needs. A student should find short, clear and motivating activities; a coach should be able to download a worksheet, set a mission and observe a behaviour; a teacher should be able to connect an activity to an educational objective; a partner should be able to update content, translations and materials; an administrator should be able to manage users, courses and monitoring. The platform must therefore be simple for those who use it, while remaining robust enough to support the entire project.

WP2 comes before the production of WP3 content, which gives it a strong guiding function. Before writing modules, producing videos, designing activities or developing the MOOC, the partnership must understand what is genuinely needed. It is not enough to know that the project will address leadership, inclusion, digital skills or well-being; it is also necessary to understand how these topics can be presented to a 14- or 15-year-old, how much time they can devote to an activity, which format will engage them, when a coach can use a worksheet, which tools a teacher needs, which content can be accessed by smartphone, which materials need to be translated and which activities can work in different sporting contexts.

The needs analysis was designed to answer these questions. The partners collected data and observations through surveys, workshops and focus groups involving students, young athletes, teachers, coaches and educational professionals. The responses provided very practical guidance. Young people are asking for short, dynamic, visual and interactive content linked to game situations and team experiences. They imagine videos, quizzes, missions, individual and group challenges, opportunities to compare experiences with peers from other countries and easy smartphone access. Adults are asking for ready-to-use materials, practical worksheets, activities that can be proposed before or after training, observation tools, monitoring functions, personalised profiles and spaces for sharing good practice.

The task of WP2 is to transform real needs into design requirements. It is one thing to say that the platform should be “innovative”; it is another to specify that it should contain micro-units, short videos, quizzes, badges, practical missions, sections for coaches and teachers, downloadable materials, mobile access, progress tracking and moderated discussion spaces. It is one thing to speak about inclusion in general terms; it is another to provide adaptable activities, variants for heterogeneous groups, accessible language, multilingual content and tools for observing participation. WP2 is precisely the stage that translates educational value into concrete functionality.

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The second Transnational Project Meeting represented an important moment of synthesis. The partners discussed the results collected in the different countries, compared the perspectives of young people and adults, reflected on the main educational themes and began linking the needs analysis to the design of the platform. A number of key elements were identified during the meeting: the need for short modules, visual resources, interactive activities, lightweight assessment tools, learning pathways, monitoring functions and a direct connection between digital learning and activities on the pitch. The expected outputs also highlighted the operational priorities for CAMPO and the roadmap towards the toolkit and MOOC.

The value of this step lies in the fact that CAMPO is being designed as an environment built around its users. Young people should find short, recognisable experiences in CAMPO that are close to what they encounter through sport. A mistake during a match can become a micro-activity on resilience. A conflict between teammates can open a reflection on communication. A defeat can become an opportunity to work on emotional management. A role that is not accepted can become the starting point for discussing leadership and responsibility. The platform should help give structure to these transitions.

For teachers and coaches, CAMPO should become a practical support tool. Anyone who works with young people knows that many educational situations arise spontaneously: a nervous reaction, a teammate being excluded, difficulty respecting rules, a team that does not cooperate, a young person losing confidence after a mistake. There is often not enough time to turn these moments into structured activities. The platform should provide precisely this kind of support: short worksheets, guiding questions, group activities, observation tools, quizzes, missions and materials that allow adults to intervene without making their daily work more burdensome.

From this perspective, the digital environment is the space that helps make learning clearer, more shared and more documentable. CAMPO should support what happens on the sports field, at school and within the group, without replacing the direct educational relationship. A video can prepare a discussion before training; a quiz can help reinforce a concept; a mission can guide a behaviour to be observed on the pitch; a badge can make progress visible; a report can help a coach or teacher follow the group's learning pathway.

This is where the connection with the Classroom 3.0 concept begins. CAMPO should be a platform, but also a broader educational environment capable of connecting different spaces: the football pitch, the school, the local community, the team group, the digital platform and the

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European dimension of the project. Learning takes place in different locations and in different forms. It can begin with a training session, a match, an online challenge, a discussion, a video, peer exchange or guided reflection. WP2 has the task of organising this complexity into a model that is simple to understand and use.

Naturally, the platform must also work well: it must be stable, accessible, mobile-friendly, multilingual and easy to manage. However, the technical component only makes sense if it supports a clear educational model. It must allow a young person to learn from what they experience on the pitch. It must allow a coach to turn a sporting situation into an educational moment. It must allow a teacher to connect sport with transversal competences. It must allow the partners to build consistent and transferable content.

The connection between WP2 and WP3 is therefore direct. Once the needs, target groups, pedagogical model, technical requirements and platform architecture have been defined, it will be possible to produce content with a clear direction. The toolkit should provide practical tools, worksheets, missions, inclusive activities and materials for coaches and teachers. The MOOC should offer a short and structured pathway on football, leadership and digital learning. Both should be designed to live within CAMPO, using short, visual and interactive formats that can be easily used in school and sporting contexts.

WP2 lays the foundations of the project. It gathers needs, interprets them, translates them into requirements and prepares the environment in which the toolkit and MOOC can be produced, uploaded, used and monitored. This is the stage at which the project decides what kind of educational experience it wants to offer: a pathway in which football remains the starting point, the digital environment becomes the support space and learning takes shape through practical, inclusive and short activities that are close to young people’s lives.

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2. WP2 objectives and expected results

With WP2, CAMPO enters its concrete design phase. Having clarified the strategic role of the platform, the work now moves to a more operational level: defining what must be developed, which functions must be provided, which results must be delivered and which conditions must be created to enable WP3 to produce coherent content.

Activity 2.1 concerns the development of the “CAMPO” digital training platform. Its main objective is to build an online environment capable of hosting, organising and making the project’s educational results usable. CAMPO should become the common space in which theoretical and toolkit content, MOOC pathways, practical activities, team challenges, monitoring tools, resources for adults and experiences aimed at young people can all come to life.

The work of Activity 2.1 can be understood as a sequence of connected steps. First, needs are collected; then they are translated into requirements; then the platform structure is defined; then the main functions are identified; finally, the environment is prepared to host the content that will be developed in WP3. Each step is intended to give the platform a clear logic from the outset, making it easier to populate, use, test and improve.

The first objective of WP2 is to define the overall structure of the platform. CAMPO should have recognisable sections, simple pathways, areas dedicated to different users and a content organisation that allows users to find their way quickly. Anyone accessing the platform should understand where the modules are, where to start an activity, where to consult a worksheet, where to complete a quiz, where to follow their progress and where to find support materials.

The second objective is to build a multilingual environment so that CAMPO is accessible in the different national contexts. Multilingualism should cover the interface, core content, instructions, training materials and operational resources. A European platform works effectively when each partner can use it in its own context without having to rebuild the pathway each time.

The third objective concerns mobile use. CAMPO should be designed for frequent smartphone use, especially by young people. This affects the content structure, the length of activities, the graphic design, the number of steps required and the clarity of instructions. A mobile-friendly module should open quickly, be easy to complete and remain readable outside a traditional classroom setting.

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The fourth objective is to provide flexible learning functions. The platform should support different types of use: guided pathways, stand-alone micro-units, individual activities, group activities, downloadable materials, quizzes, badges, practical missions, moderated discussions and self-assessment tools. This flexibility will be important because CAMPO will be used in different contexts: school, sports clubs, training sessions, workshops, transnational activities and individual moments of study or reflection.

The fifth objective is to create a clear user-profile system. Students, young athletes, coaches, teachers, partners and administrators will have different roles within the platform. Well-organised profiles will make it possible to provide each user with appropriate tools: simple pathways for young people, materials and reports for adults, upload and update functions for partners and technical management and monitoring functions for administrators.

The sixth objective concerns monitoring. CAMPO should collect useful data on platform use and participant progress. Monitoring should be lightweight, easy to read and functional for the subsequent activities. Completions, quizzes taken, badges earned, participation in activities, feedback and reports can help coaches, teachers and partners follow users' pathways and prepare for the experimentation planned in the following Work Packages.

The seventh objective is to prepare integration with the toolkit and MOOC. WP2 should set up the platform so that WP3 can add content without having to redefine its format, location and function each time. The toolkit will need spaces for worksheets, practical activities, downloadable materials and tools for adults. The MOOC will need modules, videos, quizzes, completion tracking and final recognition. CAMPO should be ready to host both while maintaining a common structure.

The expected results of Activity 2.1 can therefore be grouped into three main levels.

The first level concerns the **platform as a digital environment**. By the end of WP2, CAMPO should have a defined technical and functional structure: access, sections, profiles, languages, navigation, mobile use, materials, interactive tools and monitoring.

The second level concerns the **platform as an educational environment**. CAMPO should be consistent with the Classroom 3.0 model and therefore capable of connecting sporting experience, digital activity, reflection, group work and competence development. The platform's functions should support this model rather than remain isolated elements.

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The third level concerns the platform as a foundation for the subsequent Work Packages. CAMPO should enable WP3 to produce and upload content in an organised way, WP4 to test and monitor it and WP5 to promote and disseminate it. WP2 therefore prepares a space that will be progressively populated, tested and used throughout the project.

In practical terms, through this report WP2 should deliver a series of concrete elements:

Element	**Function**
Overall CAMPO structure	Define sections, pathways, navigation logic and content organisation
Functional requirements	Clarify which actions the platform should allow users to perform
Technical and accessibility requirements	Ensure stability, usability, mobile access, multilingualism and inclusion
User profiles	Distinguish the roles, permissions and needs of students, adults, partners and administrators
Content architecture	Prepare WP3 modules, micro-units, activities, materials and tools
Monitoring system	Collect data on use, completions, activities and progress
Toolkit/MOOC integration	Prepare the space for subsequent learning outputs
User manual or guide	Support users, partners and administrators in using the platform

These results give WP2 a practical function. Its task is to create the conditions for CAMPO to be ready to receive content, activities and tools. Every decision made at this stage will have a direct effect on the work that follows: the length of the modules, the format of videos, the structure of worksheets, the type of quizzes, the translation of materials, group management, monitoring and future experimentation.

Activity 2.1 should therefore conclude with a platform designed in an organised way and with a clearly defined educational direction. CAMPO should be simple to use without being

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superficial; flexible without becoming fragmented; accessible from mobile devices while still providing all essential functions; suitable for young people while also useful to adults; ready to host different types of content while remaining built around a common model.

The operational value of WP2 lies precisely in transforming the idea of CAMPO into an environment ready to be populated, tested and improved. When WP3 begins producing the toolkit and MOOC, the partnership should already know where to place materials, how to organise them, which formats to use, which tools to activate and which data to collect. A well-designed platform at this stage will make all subsequent work easier.

The final expected result is a technically functioning platform capable of supporting the project's educational pathway. Through CAMPO, football becomes content, experience, language and method; the digital environment becomes support, a space for connection and a monitoring tool; inclusion becomes a design criterion; leadership and soft skills become observable and practicable pathways. Through Activity 2.1, the project builds the space that will allow the toolkit and the Classroom 3.0-style MOOC to form a single learning experience.

WP2 therefore has both a preparatory and a foundational role. It is preparatory because it allows WP3 to begin with a clear basis. It is foundational because it establishes how the project intends to connect sport, education and digital learning. From this point onwards, the report can examine in greater detail the methodology used to collect needs and show how the needs analysis has given concrete form to this approach.

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3. Needs Analysis methodology and tools

Before imagining screens, modules, functions or content, the partnership chose to start with the people who will use CAMPO. An educational platform truly works when it grows out of the contexts in which it will be used: how young people learn, the time coaches and teachers have available, the digital tools already in use, sporting habits, everyday difficulties and the expectations of those who experience the project on the ground.

The needs analysis was built around precisely this logic. It gathered information, perceptions and proposals from students, young athletes, teachers, coaches and educational professionals by combining different tools. The surveys made it possible to obtain comparable data across the partner countries. Workshops and focus groups, first with the target groups and then with the partner teams, created space for discussion, examples, nuances and practical situations. National reports transformed local contributions into materials that could be read and compared by the partnership. The second Transnational Project Meeting then provided the moment for synthesis, comparison and shared direction.

Combining quantitative and qualitative tools gave the work greater robustness. A questionnaire helps identify trends, preferences, frequencies, levels of digital familiarity and the priorities expressed by participants. A workshop allows the discussion to go deeper by revealing the reasoning behind an answer: what makes a platform interesting, which obstacles may arise, which activities seem realistic and which functions would make sense within the routine of a team or school. The two tools complement each other: one provides structure, the other provides depth.

The first phase focused on preparing common tools. The partnership worked on shared questionnaires and guidelines so that each country could collect data in its own context while maintaining a common methodological basis. This step was important because the project involves different settings, with different habits, languages, target groups and operating conditions. A common framework left room for local specificities while still allowing the results to be compared.

The surveys were designed to collect structured information. Young people were asked to express their views on the relationship between sport, learning and digital technology, the competences they would like to develop, the most suitable formats, the topics that interest them and the conditions that could make a platform such as CAMPO useful.

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PLAY, LEARN, LEAD - INITIAL SURVEY FOR STUDENTS AND ATHLETES

"Play, Learn, Lead" is an Erasmus+ project. This questionnaire is to understand what interests you, how you learn better and whether a digital platform related to football can help you grow, learn and work better with others. There are no right or wrong answers: only your opinion counts.

Estimated completion time: 10 minutes.

Thank you for your help!
The Play, Learn, Lead team

E-mail address *

Testo risposta breve

Age *

- 12
- 13
- 14
- 15
- 16
- 17
- 18

Do you practice or play football? *

- Yes, regularly
- Occasionally
- No, but I'm interested in sport
- No

Do you have regular access to a phone/tablet/computer and the internet? *

- Yes
- No

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How do you assess your digital skills? *

- Low
- Basic
- Good
- Very good

How interested would you be in a multilingual digital platform that combines football with useful skills for school, sport, life and the future? *

- Not at all
- Little
- Quite
- Very
- A lot

What should such a platform help you with? *

- Learning in a more fun way
- Better understand how to work as a team
- Improve as a person, not just as an athlete
- Feeling more confident
- Learn using videos, games, quizzes, and challenges
- Making better use of digital

In such a platform, how would you prefer the assets (content) to be presented? *

- Video
- Texts
- Interactive content
- Mixed

How much would you like to use a platform where you can see the experiences of other young people, tell your experience and compare yourself with students from other countries? *

- Not at all
- Little
- Quite
- Very
- A lot

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How would you most like to share or see experiences? *

- Short videos
- True stories of guys like me
- Challenges or quests
- Comments and like
- Games and quizzes
- Hands-on activities to try

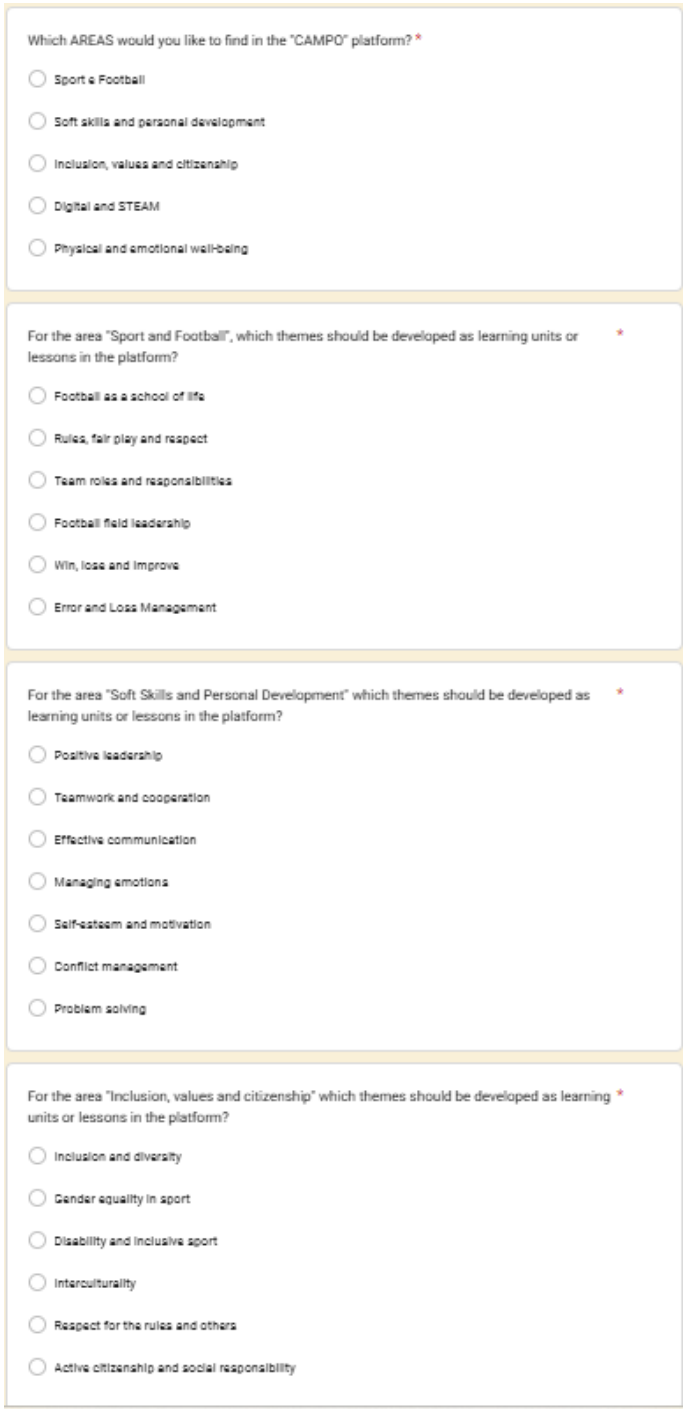
What do you like most to learn through sport? *

- Improve as a footballer/athlete
- Work better as a team
- Be more confident
- Managing stress and errors
- Be heard in the group
- Winning and losing without giving up
- Using technology and digital
- Better preparing for the future

What skills would you like to develop? *

- Leadership
- Teamwork
- Resilience (do not give up)
- Communication
- Inclusion and respect
- Autonomy
- Digital skills
- Emotional well-being
- Critical thinking
- Problem solving

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Which AREAS would you like to find in the "CAMPO" platform? *

- Sport e Football
- Soft skills and personal development
- Inclusion, values and citizenship
- Digital and STEAM
- Physical and emotional well-being

For the area "Sport and Football", which themes should be developed as learning units or lessons in the platform? *

- Football as a school of life
- Rules, fair play and respect
- Team roles and responsibilities
- Football field leadership
- Win, lose and improve
- Error and Loss Management

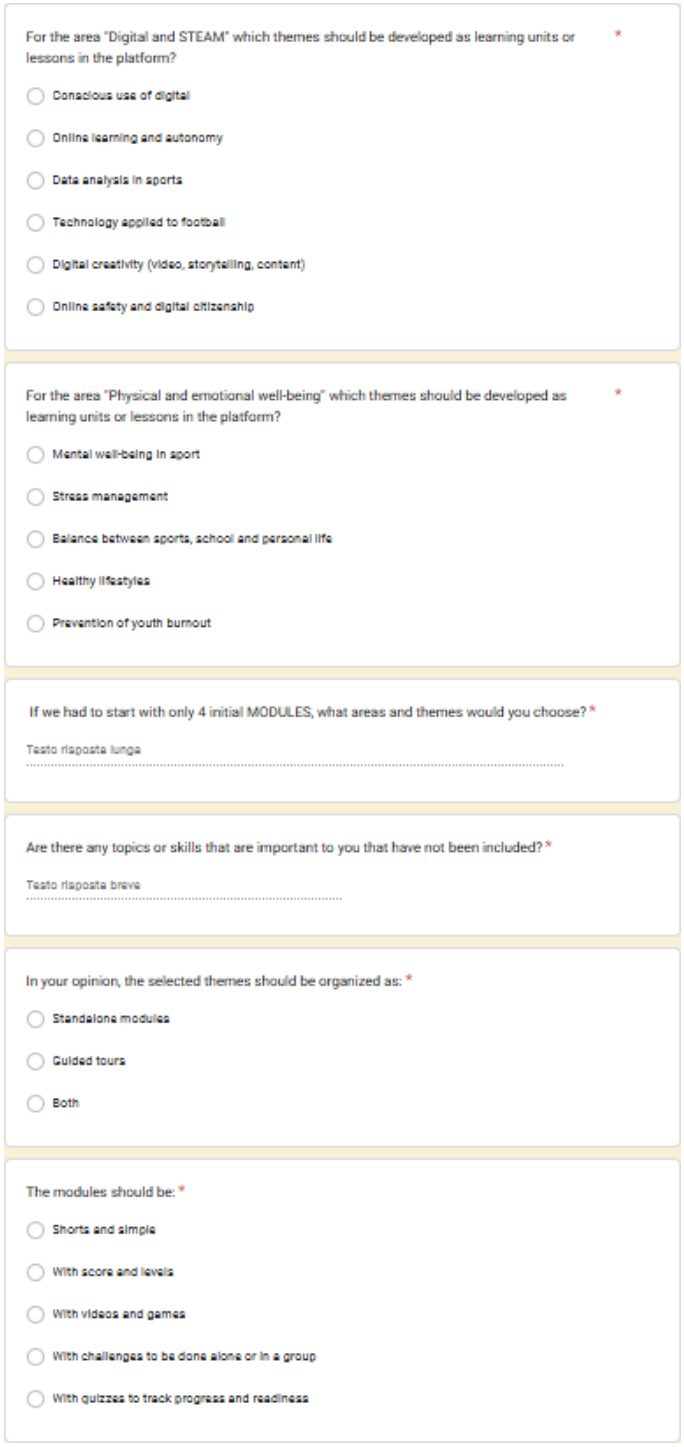
For the area "Soft Skills and Personal Development" which themes should be developed as learning units or lessons in the platform? *

- Positive leadership
- Teamwork and cooperation
- Effective communication
- Managing emotions
- Self-esteem and motivation
- Conflict management
- Problem solving

For the area "Inclusion, values and citizenship" which themes should be developed as learning units or lessons in the platform? *

- Inclusion and diversity
- Gender equality in sport
- Disability and inclusive sport
- Interculturality
- Respect for the rules and others
- Active citizenship and social responsibility

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For the area "Digital and STEAM" which themes should be developed as learning units or lessons in the platform? *

- Conscious use of digital
- Online learning and autonomy
- Data analysis in sports
- Technology applied to football
- Digital creativity (video, storytelling, content)
- Online safety and digital citizenship

For the area "Physical and emotional well-being" which themes should be developed as learning units or lessons in the platform? *

- Mental well-being in sport
- Stress management
- Balance between sports, school and personal life
- Healthy lifestyles
- Prevention of youth burnout

If we had to start with only 4 initial MODULES, what areas and themes would you choose? *

Testo risposta lunga

Are there any topics or skills that are important to you that have not been included? *

Testo risposta breve

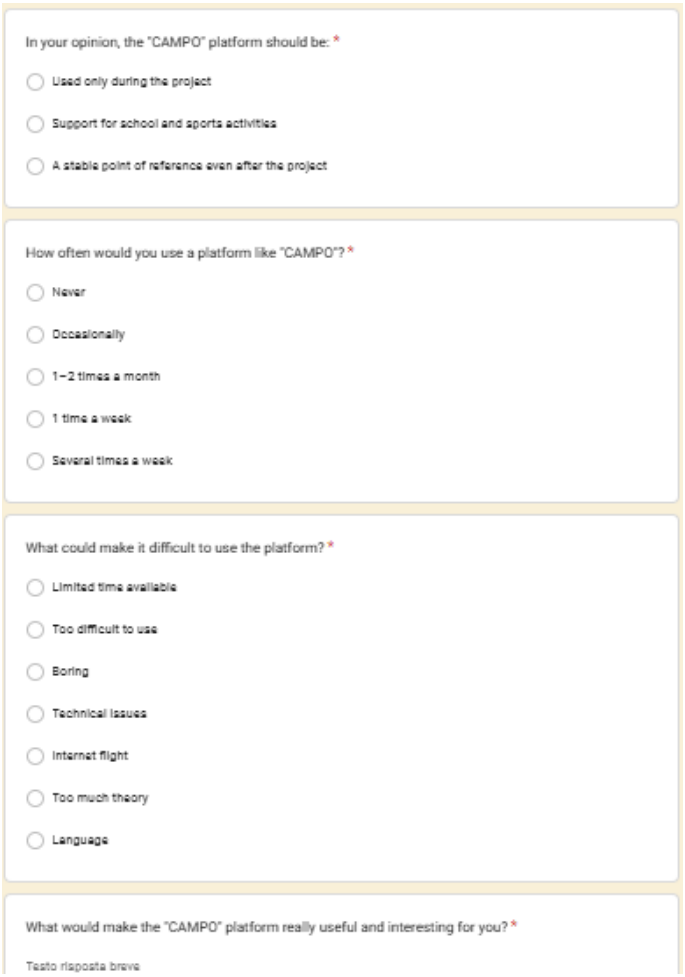
In your opinion, the selected themes should be organized as: *

- Standalone modules
- Guided tours
- Both

The modules should be: *

- Shorts and simple
- With score and levels
- With videos and games
- With challenges to be done alone or in a group
- With quizzes to track progress and readiness

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In your opinion, the "CAMPO" platform should be: *

- Used only during the project
- Support for school and sports activities
- A stable point of reference even after the project

How often would you use a platform like "CAMPO"? *

- Never
- Occasionally
- 1–2 times a month
- 1 time a week
- Several times a week

What could make it difficult to use the platform? *

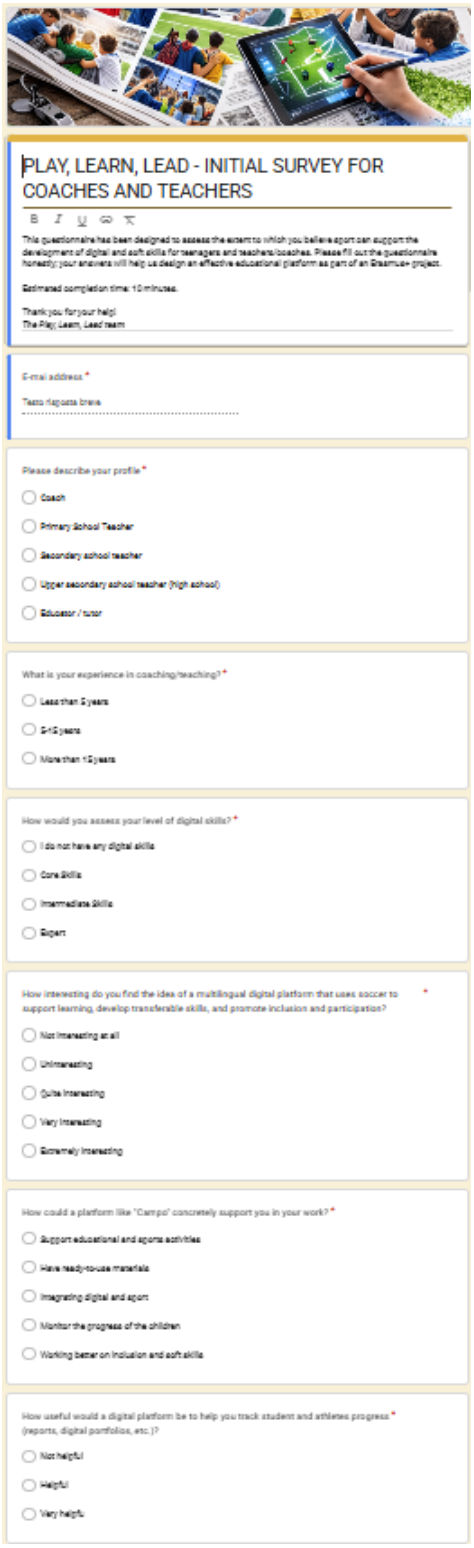
- Limited time available
- Too difficult to use
- Boring
- Technical issues
- Internet flight
- Too much theory
- Language

What would make the "CAMPO" platform really useful and interesting for you? *

Testo risposta breve

Adults were asked to reflect on the educational needs of the groups they work with, the tools that could make their work easier, the functions that would be useful for supporting and monitoring learning pathways and the difficulties that could affect use of the platform.

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PLAY, LEARN, LEAD - INITIAL SURVEY FOR COACHES AND TEACHERS

This questionnaire has been designed to assess the extent to which you believe sport can support the development of digital and soft skills for teenagers and teachers/coaches. Please fill out the questionnaire honestly; your answers will help us design an effective educational platform as part of an Erasmus+ project.

Estimated completion time: 10 minutes.

Thank you for your help!
The Play, Learn, Lead team

E-mail address *

Testo risposta breve

Please describe your profile *

- Coach
- Primary School Teacher
- Secondary school teacher
- Upper secondary school teacher (high school)
- Educator / tutor

What is your experience in coaching/teaching? *

- Less than 5 years
- 5-15 years
- More than 15 years

How would you assess your level of digital skills? *

- I do not have any digital skills
- Core Skills
- Intermediate Skills
- Expert

How interesting do you find the idea of a multilingual digital platform that uses soccer to support learning, develop transferable skills, and promote inclusion and participation? *

- Not interesting at all
- Uninteresting
- Quite interesting
- Very interesting
- Extremely interesting

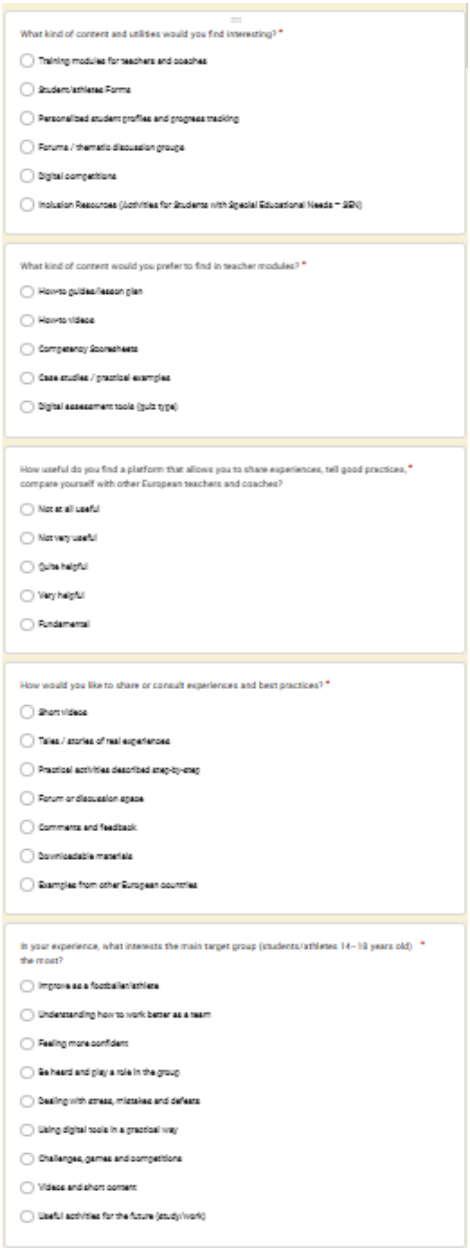
How could a platform like "Campo" concretely support you in your work? *

- Support educational and sports activities
- Have ready-to-use materials
- Integrating digital and sport
- Monitor the progress of the children
- Working better on inclusion and soft skills

How useful would a digital platform be to help you track student and athletes progress * (reports, digital portfolios, etc.)?

- Not helpful
- Helpful
- Very helpful

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What kind of content and utilities would you find interesting? *

- Training modules for teachers and coaches
- Student/athletes Forms
- Personalized student profiles and progress tracking
- Forums / thematic discussion groups
- Digital competitions
- Inclusion Resources (Activities for Students with Special Educational Needs – SEN)

What kind of content would you prefer to find in teacher modules? *

- How-to guides/lesson plan
- How-to videos
- Competency Scoresheets
- Case studies / practical examples
- Digital assessment tools (quiz type)

How useful do you find a platform that allows you to share experiences, tell good practices, * compare yourself with other European teachers and coaches?

- Not at all useful
- Not very useful
- Quite helpful
- Very helpful
- Fundamental

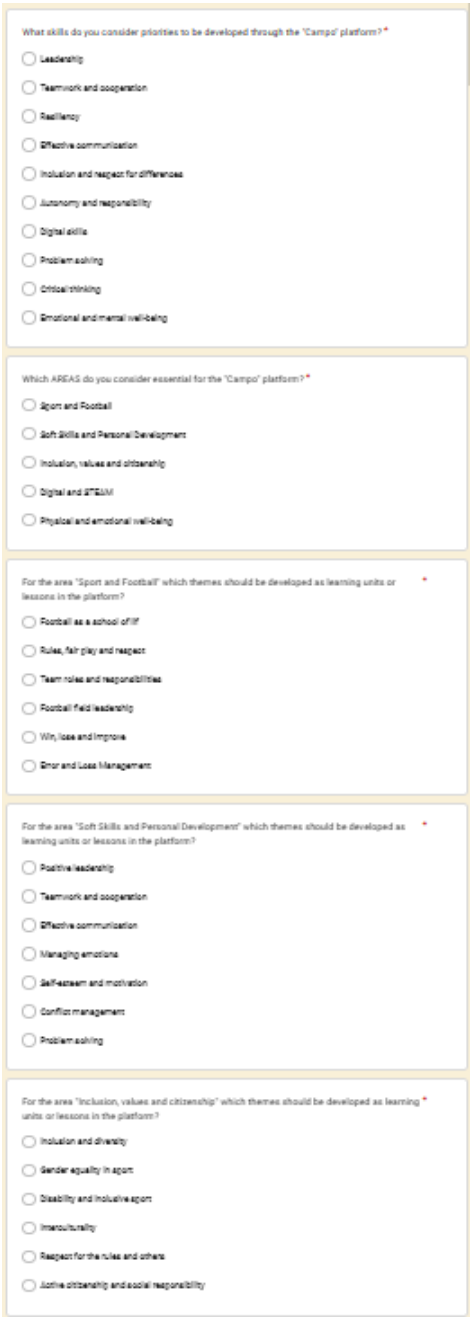
How would you like to share or consult experiences and best practices? *

- Short videos
- Tales / stories of real experiences
- Practical activities described step-by-step
- Forum or discussion space
- Comments and feedback
- Downloadable materials
- Examples from other European countries

In your experience, what interests the main target group (students/athletes 14–18 years old) * the most?

- Improve as a football/athlete
- Understanding how to work better as a team
- Feeling more confident
- Be heard and play a role in the group
- Dealing with stress, mistakes and defeats
- Using digital tools in a practical way
- Challenges, games and competitions
- Videos and short content
- Useful activities for the future (study/work)

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What skills do you consider priorities to be developed through the 'Campo' platform? *

- Leadership
- Teamwork and cooperation
- Resiliency
- Effective communication
- Inclusion and respect for differences
- Autonomy and responsibility
- Digital skills
- Problem-solving
- Critical thinking
- Emotional and mental well-being

Which AREAS do you consider essential for the 'Campo' platform? *

- Sport and Football
- Soft Skills and Personal Development
- Inclusion, values and citizenship
- Digital and STEAM
- Physical and emotional well-being

For the area "Sport and Football" which themes should be developed as learning units or lessons in the platform? *

- Football as a school of life
- Rules, fair play and respect
- Team roles and responsibilities
- Football field leadership
- Win, lose and improve
- Error and Loss Management

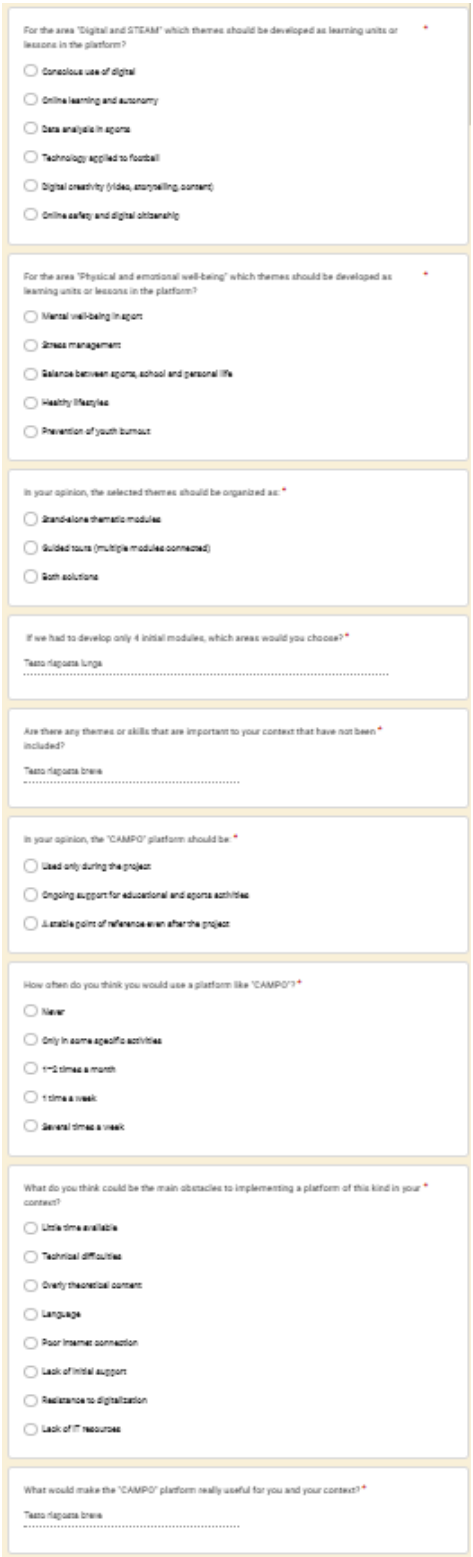
For the area "Soft Skills and Personal Development" which themes should be developed as learning units or lessons in the platform? *

- Positive leadership
- Teamwork and cooperation
- Effective communication
- Managing emotions
- Self-esteem and motivation
- Conflict management
- Problem-solving

For the area "Inclusion, values and citizenship" which themes should be developed as learning units or lessons in the platform? *

- Inclusion and diversity
- Gender equality in sport
- Disability and inclusive sport
- Interculturality
- Respect for the rules and others
- Active citizenship and social responsibility

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For the area "Digital and STEAM" which themes should be developed as learning units or lessons in the platform? *

- Conscious use of digital
- Online learning and autonomy
- Data analysis in sports
- Technology applied to football
- Digital creativity (video, storytelling, content)
- Online safety and digital citizenship

For the area "Physical and emotional well-being" which themes should be developed as learning units or lessons in the platform? *

- Mental well-being in sport
- Stress management
- Balance between sports, school and personal life
- Healthy lifestyles
- Prevention of youth burnout

In your opinion, the selected themes should be organized as: *

- Stand-alone thematic modules
- Guided tours (multiple modules connected)
- Both solutions

If we had to develop only 4 initial modules, which areas would you choose? *

Testo risposta lunga

Are there any themes or skills that are important to your context that have not been included? *

Testo risposta breve

In your opinion, the "CAMPO" platform should be: *

- Used only during the project
- Ongoing support for educational and sports activities
- A stable point of reference even after the project

How often do you think you would use a platform like "CAMPO"? *

- Never
- Only in some specific activities
- 1–2 times a month
- 1 time a week
- Several times a week

What do you think could be the main obstacles to implementing a platform of this kind in your context? *

- Little time available
- Technical difficulties
- Overly theoretical content
- Language
- Poor Internet connection
- Lack of initial support
- Resistance to digitalization
- Lack of IT resources

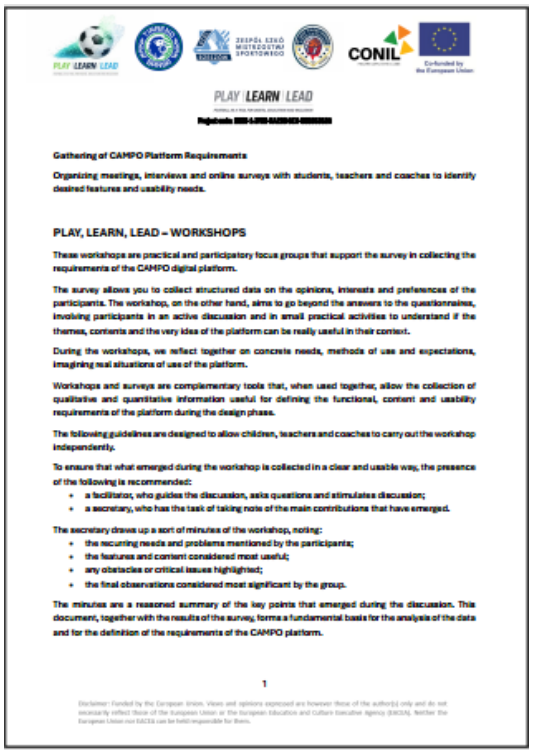
What would make the "CAMPO" platform really useful for you and your context? *

Testo risposta breve

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The second phase moved the reflection into more participatory settings. Workshops and focus groups were organised as practical discussion spaces in which participants could speak from their own experience. The underlying question was: “How could CAMPO be used in a real-life situation?” This led to discussions on training sessions, school activities, group work, time management, clarity of instructions, language, digital access, young people’s engagement and support for adults.

The workshop guidelines helped the partners conduct these sessions in an organised manner.



PLAY | LEARN | LEAD

Gathering of CAMPO Platform Requirements

Organizing meetings, interviews and online surveys with students, teachers and coaches to identify desired features and usability needs.

PLAY, LEARN, LEAD – WORKSHOPS

These workshops are practical and participatory focus groups that support the survey in collecting the requirements of the CAMPO digital platform.

The survey allows you to collect structured data on the opinions, interests and preferences of the participants. The workshop, on the other hand, aims to go beyond the answers to the questionnaire, involving participants in an active discussion and in small practical activities to understand if the themes, contents and the very idea of the platform can be really useful in their context.

During the workshops, we reflect together on concrete needs, methods of use and expectations, imagining real situations of use of the platform.

Workshops and surveys are complementary tools that, when used together, allow the collection of qualitative and quantitative information useful for defining the functional, content and usability requirements of the platform during the design phase.

The following guidelines are designed to allow children, teachers and coaches to carry out the workshop independently.

To ensure that what emerged during the workshop is collected in a clear and usable way, the presence of the following is recommended:

- a facilitator, who guides the discussion, asks questions and stimulates discussion;
- a secretary, who has the task of taking note of the main contributions that have emerged.

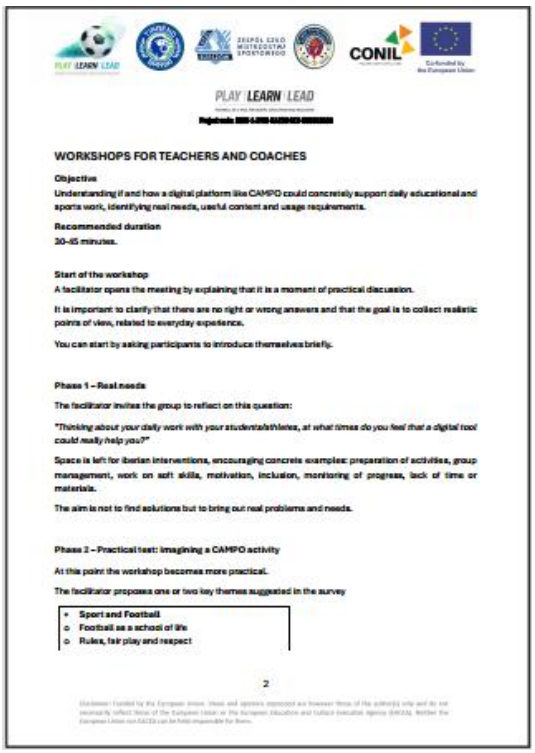
The secretary draws up a sort of minutes of the workshop, noting:

- the recurring needs and problems mentioned by the participants;
- the features and content considered most useful;
- any obstacles or critical issues highlighted;
- the final observations considered most significant by the group.

The minutes are a reasoned summary of the key points that emerged during the discussion. This document, together with the results of the survey, forms a fundamental basis for the analysis of the data and for the definition of the requirements of the CAMPO platform.

1

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PLAY LEARN LEAD

WORKSHOPS FOR TEACHERS AND COACHES

Objective

Understanding if and how a digital platform like CAMPO could concretely support daily educational and sports work, identifying real needs, useful content and usage requirements.

Recommended duration

30–45 minutes.

Start of the workshop

A facilitator opens the meeting by explaining that it is a moment of practical discussion.

It is important to clarify that there are no right or wrong answers and that the goal is to collect realistic points of view, related to everyday experience.

You can start by asking participants to introduce themselves briefly.

Phase 1 – Real needs

The facilitator invites the group to reflect on this question:

"Thinking about your daily work with your students/athletes, at what times do you feel that a digital tool could really help you?"

Space is left for liberian interventions, encouraging concrete examples: preparation of activities, group management, work on soft skills, motivation, inclusion, monitoring of progress, lack of time or materials.

The aim is not to find solutions but to bring out real problems and needs.

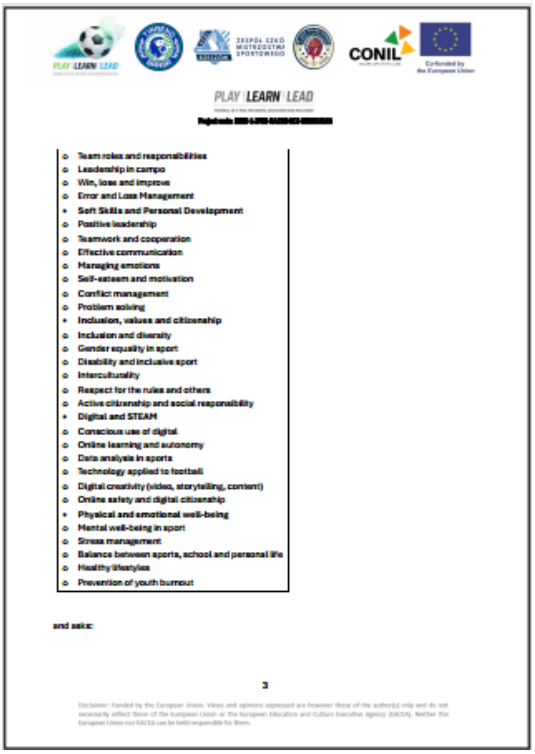
Phase 2 – Practical test: imagining a CAMPO activity

At this point the workshop becomes more practical.

The facilitator proposes one or two key themes suggested in the survey

- **Sport and Football**
  - Football as a school of life
  - Rules, fair play and respect

2



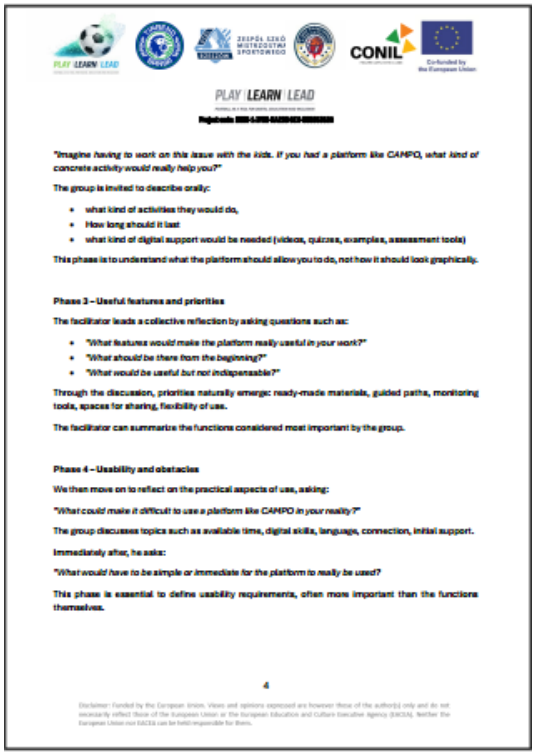
PLAY LEARN LEAD

- Team roles and responsibilities
- Leadership in campo
- Win, lose and improve
- Error and Loss Management
- **Soft Skills and Personal Development**
- Positive leadership
- Teamwork and cooperation
- Effective communication
- Managing emotions
- Self-esteem and motivation
- Conflict management
- Problem solving
- **Inclusion, values and citizenship**
- Inclusion and diversity
- Gender equality in sport
- Disability and inclusive sport
- Interculturality
- Respect for the rules and others
- Active citizenship and social responsibility
- **Digital and STEAM**
- Conscious use of digital
- Online learning and autonomy
- Data analysis in sports
- Technology applied to football
- Digital creativity (video, storytelling, content)
- Online safety and digital citizenship
- **Physical and emotional well-being**
- Mental well-being in sport
- Stress management
- Balance between sports, school and personal life
- Healthy lifestyles
- Prevention of youth burnout

and asks:

3

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PLAY | LEARN | LEAD

"Imagine having to work on this issue with the kids. If you had a platform like CAMPO, what kind of concrete activity would really help you?"

The group is invited to describe orally:

- what kind of activities they would do,
- How long should it last
- what kind of digital support would be needed (videos, quizzes, examples, assessment tools)

This phase is to understand what the platform should allow you to do, not how it should look graphically.

Phase 3 – Useful features and priorities

The facilitator leads a collective reflection by asking questions such as:

- *"What features would make the platform really useful in your work?"*
- *"What should be there from the beginning?"*
- *"What would be useful but not indispensable?"*

Through the discussion, priorities naturally emerge: ready-made materials, guided paths, monitoring tools, spaces for sharing, flexibility of use.

The facilitator can summarize the functions considered most important by the group.

Phase 4 – Usability and obstacles

We then move on to reflect on the practical aspects of use, asking:

"What could make it difficult to use a platform like CAMPO in your reality?"

The group discusses topics such as available time, digital skills, language, connection, initial support.

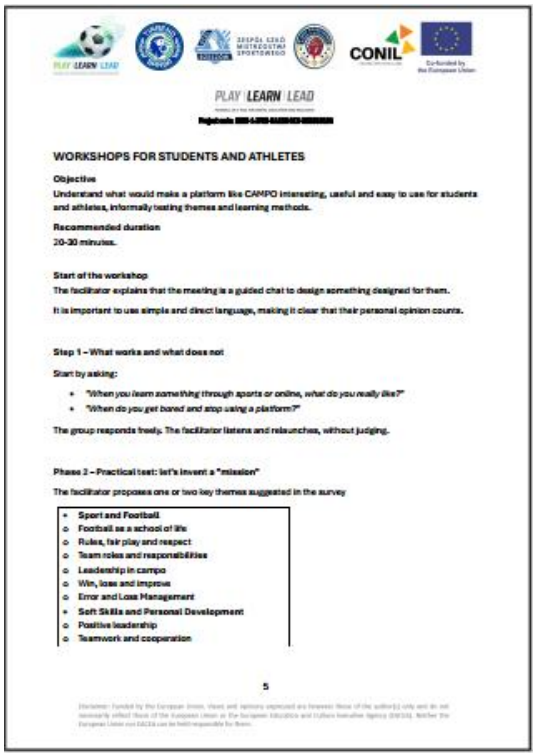
Immediately after, he asks:

"What would have to be simple or immediate for the platform to really be used?

This phase is essential to define usability requirements, often more important than the functions themselves.

4

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PLAY | LEARN | LEAD

WORKSHOPS FOR STUDENTS AND ATHLETES

Objective

Understand what would make a platform like CAMPO interesting, useful and easy to use for students and athletes, informally testing themes and learning methods.

Recommended duration

20-30 minutes.

Start of the workshop

The facilitator explains that the meeting is a guided chat to design something designed for them.

It is important to use simple and direct language, making it clear that their personal opinion counts.

Step 1 – What works and what does not

Start by asking:

- *"When you learn something through sports or online, what do you really like?"*
- *"When do you get bored and stop using a platform?"*

The group responds freely. The facilitator listens and relaunches, without judging.

Phase 2 – Practical test: let's invent a "mission"

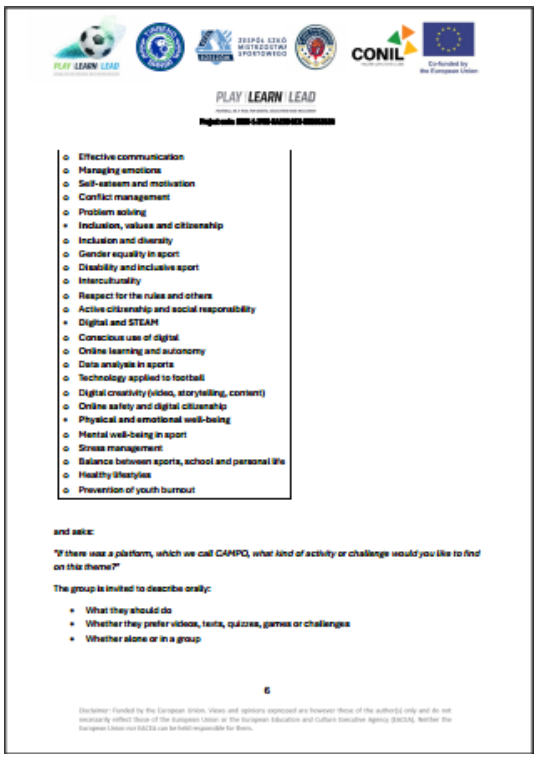
The facilitator proposes one or two key themes suggested in the survey

- **Sport and Football**
  - **Football as a school of life**
  - **Rules, fair play and respect**
  - **Team roles and responsibilities**
  - **Leadership in campo**
  - **Win, lose and improve**
  - **Error and Loss Management**
- **Soft Skills and Personal Development**
  - **Positive leadership**
  - **Teamwork and cooperation**

5

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- Effective communication
- Managing emotions
- Self-esteem and motivation
- Conflict management
- Problem solving
- Inclusion, values and citizenship
- Inclusion and diversity
- Gender equality in sport
- Disability and inclusive sport
- Interculturality
- Respect for the rules and others
- Active citizenship and social responsibility
- Digital and STEAM
- Conscious use of digital
- Online learning and autonomy
- Data analysis in sports
- Technology applied to football
- Digital creativity (video, storytelling, content)
- Online safety and digital citizenship
- Physical and emotional well-being
- Mental well-being in sport
- Stress management
- Balance between sports, school and personal life
- Healthy lifestyles
- Prevention of youth burnout

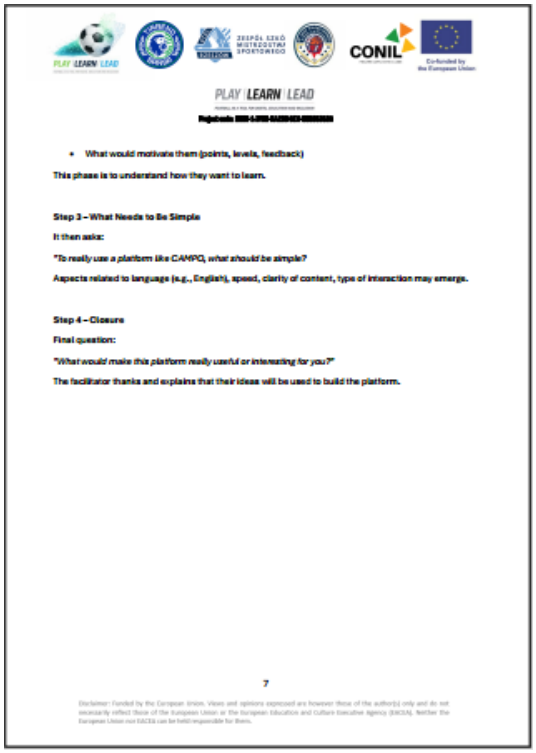
and asks:

"If there was a platform, which we call CAMPO, what kind of activity or challenge would you like to find on this theme?"

The group is invited to describe orally:

- What they should do
- Whether they prefer videos, texts, quizzes, games or challenges
- Whether alone or in a group

6



- What would motivate them (points, levels, feedback)

This phase is to understand how they want to learn.

Step 3 – What Needs to Be Simple

It then asks:

"To really use a platform like CAMPO, what should be simple?

Aspects related to language (e.g., English), speed, clarity of content, type of interaction may emerge.

Step 4 – Closure

Final question:

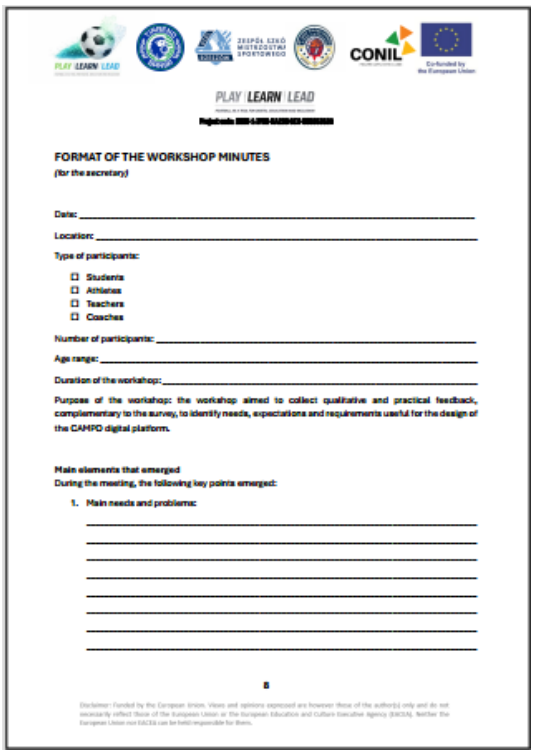
"What would make this platform really useful or interesting for you?"

The facilitator thanks and explains that their ideas will be used to build the platform.

7

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The presence of a facilitator made it possible to guide the discussion, encourage exchange and keep the focus on the objectives of the data collection. The presence of a secretary made it possible to record the most important contributions in a structured format: recurring needs, functions considered useful, difficulties reported, practical examples and final observations. Each meeting produced a record that could be used for the subsequent analysis.



PLAY LEARN LEAD

FORMAT OF THE WORKSHOP MINUTES
(for the secretary)

Date: _____

Location: _____

Type of participants:

- ☐ Students
- ☐ Athletes
- ☐ Teachers
- ☐ Coaches

Number of participants: _____

Age range: _____

Duration of the workshop: _____

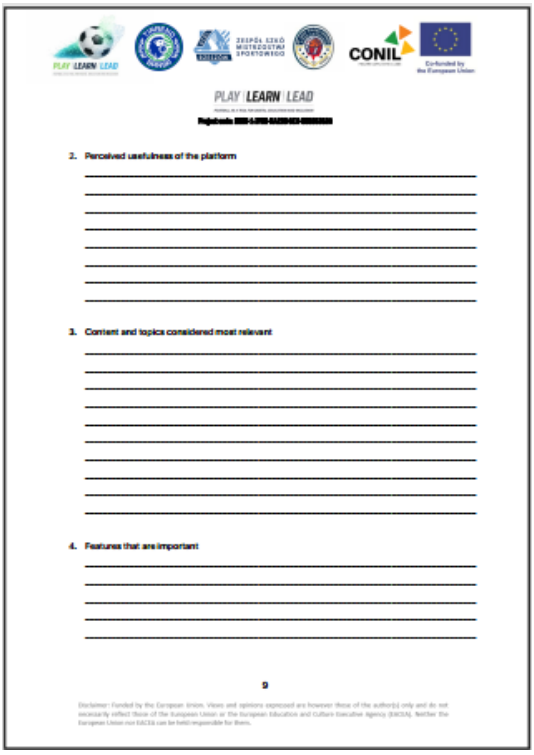
Purpose of the workshop: the workshop aimed to collect qualitative and practical feedback, complementary to the survey, to identify needs, expectations and requirements useful for the design of the CAMPO digital platform.

Main elements that emerged
During the meeting, the following key points emerged:

1. Main needs and problems:

_____
_____
_____
_____
_____
_____
_____
_____

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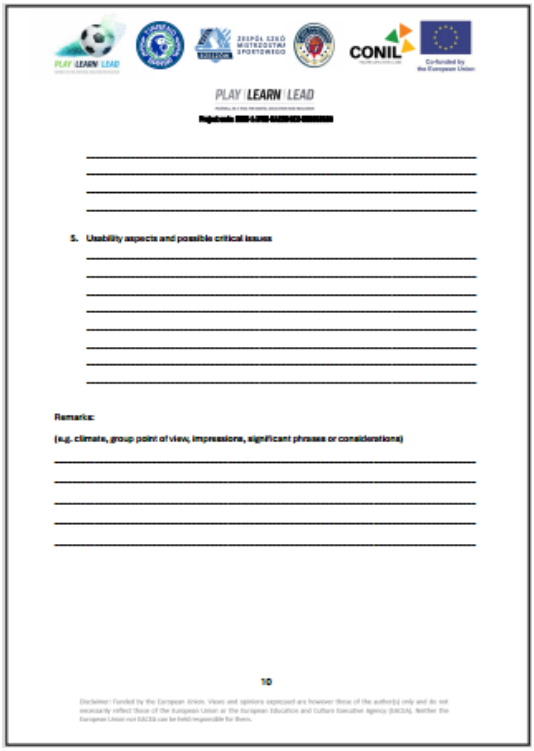


2. Perceived usefulness of the platform

3. Content and topics considered most relevant

4. Features that are important

9



5. Usability aspects and possible critical issues

Remarks:

(e.g. climate, group point of view, impressions, significant phrases or considerations)

10

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The methodology gave value both to the data and to participants' own words. Percentages, closed questions and multiple-choice responses helped identify general trends. The discussions showed how those trends take shape in real life. It is one thing to know that a function is considered useful; it is another to understand when it could be used, by whom, with what level of autonomy and with what considerations. This dual perspective brought the analysis closer to the practical design of the platform.

Each partner carried out the work within its own national context. This made it possible to gather contributions rooted in real experiences: sports clubs, schools, groups of young athletes, coaches, teachers and educational professionals. The local dimension gave authenticity to the data collection. Participants spoke about what they know, the activities they experience, the tools they use, the limitations they encounter and the conditions that would make CAMPO easier to use.

Following the local data collection, the partners organised the materials into reports, summaries and minutes. This phase transformed the information collected into documents that could be read and used by the partnership. Survey responses were reorganised, workshops were summarised and the most significant contributions were highlighted. The national synthesis work made it possible to move from raw data collection to an initial interpretation of needs, sometimes supported by graphical representations.

The next phase involved comparison across the four countries. National contributions were read together to identify common elements, differences, recurring priorities and context-specific aspects. This comparative reading made it possible to balance two needs: building a common platform for the whole partnership while respecting the practical conditions of each country. CAMPO should have a shared structure while remaining usable in different school and sporting contexts.

The second Transnational Project Meeting was the point at which the needs analysis entered the design phase. During the meeting, the partners discussed the initial evidence and connected it to the platform requirements, future WP3 content and the Classroom 3.0 model. The face-to-face discussion helped clarify the transition from needs collection to operational decisions. The information that emerged became working material for shaping the structure of CAMPO.

The methodology therefore followed a progressive pathway: local listening, structured data collection, participatory discussion, national synthesis, comparative reading, transnational

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discussion and translation into design choices. Each phase added a new layer. The surveys provided a numerical basis. The workshops added examples and motivations. The national reports provided structure. Partner comparison helped identify shared priorities and bring them into the platform design.

The value of the needs analysis also lies in the way it involved different target groups. Young people contributed the perspective of direct users, linked to motivation, sporting experience, digital use and ease of use. Adults contributed the perspective of those who will accompany, propose, observe and integrate activities within their own contexts. The partners had the task of interpreting these contributions and transforming them into usable guidance for the development of CAMPO.

The platform is being built by listening to the people who will experience it, guide it, update it and use it throughout the project. The methodology supports more informed design choices. Every piece of data collected becomes useful when it helps clarify a function, a section, a format, a mode of access, a support need or a condition of use.

The needs analysis also served to align the partners. Working with common tools, collecting data in the different countries and discussing the findings together enabled the partnership to build a shared language. Terms such as platform, inclusion, leadership, digital learning, practical activity, monitoring and Classroom 3.0 began to take on a more concrete meaning, linked to the experiences collected rather than only to the project's general objectives.

The most important methodological result is that the needs analysis created a bridge between the real lives of the target groups and the design of CAMPO. In the following chapters, this foundation will make it possible to read the national contributions more precisely, identify shared priorities and transform them into educational, functional and technical requirements.

The methodology adopted therefore gives the report the task of explaining how the collected data became the starting point for designing the platform: first listening, then interpretation, then the construction of the proposal. This is the transition that allows WP2 to prepare the ground for CAMPO and for all the work that will follow under WP3.

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4. Participants involved and target-group profiles

The needs analysis involved the groups connected to the future CAMPO platform: students, young athletes, coaches, teachers, educators, tutors and support professionals working within the partnership's sporting and school contexts. The work was designed to capture different perspectives, because CAMPO will be used by people with different roles, habits and needs.

The group closest to the heart of the project consists of students and young athletes aged 14 to 18. These are young people who experience football as a sporting activity, but also as a space for relationships, belonging, comparison and growth. Some come from football academies, others from sports schools and others from educational settings in which sport, inclusion and learning are more broadly interconnected. This variety helps the project to be viewed from different angles: the pitch as training, the pitch as a group, the pitch as an educational experience and the pitch as a place where difficulties, responsibilities and opportunities for growth emerge.

In Italy, the youth target group was involved through ASD Tirreno Sansa, within a football-academy context rooted in everyday sporting practice. The Italian survey reached Under-15 young athletes aged 14 to 15, collecting 18 responses from 20 questionnaires distributed. The workshop then involved 21 athletes at the "Bruno Barbieri" sports ground in Rome, again within the 14–15 age group. The Italian profile is therefore closely linked to the practical life of the team: training sessions, matches, relationships with teammates, the role of the coach, managing mistakes and moments before or after sporting activity.

The Italian contribution brings into the needs analysis the voices of young people who are used to experiencing football as a weekly activity and a space for social interaction. The reflections collected during the workshop show a group capable of connecting the game to personal themes: defeat, the role of the captain, how to support a teammate, trust, respect and the desire to compare experiences with other young people. In this context, football emerges as an immediate language because it starts from situations that young people recognise and can talk about easily.

In Poland, the youth target group was involved through a structured school-and-sport setting. The survey collected 20 responses from the 20 students and athletes involved; the age distribution is concentrated between 14 and 16 years, with a strong presence of 14- and 15-year-olds. Ninety per cent of respondents report playing football regularly and all report regular

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access to a phone, tablet, computer and the Internet. The Polish workshop subsequently involved 20 students and athletes aged 14 to 18.

The Polish profile brings to the project a perspective in which school, sport and the football team are closely interconnected. Student-athletes are part of an environment where sporting practice has an everyday educational dimension and where coaches observe young people both during training and in group dynamics. This context makes the connection between CAMPO, sporting routines and school pathways particularly relevant. The platform is imagined within a setting in which football can already engage with rules, responsibility, leadership, cooperation and personal growth.

In Romania, the work involved students aged 14 to 17, with 21 responses collected through the survey. The group shows a strong connection with sporting practice: 85.7% report playing football regularly and, among those who practise sport, many do so several times a week. Digital access is also universal, with 100% of respondents reporting regular access to a phone, tablet, computer and the Internet.

The Romanian context adds an important dimension to the understanding of the target groups. Alongside sporting practice, there is a strong focus on heterogeneous groups, participation and the adaptation of activities. The work with teachers and coaches carried out in Bucharest involved 7 adults aged between 30 and 50 and brought into the project the perspective of those who must manage time, different levels, educational needs and practical materials. This perspective helps frame CAMPO as a useful tool also in contexts where inclusion requires practical attention, flexible resources and adaptable activities.

In Türkiye, data collection was organised through a co-design workshop and a survey phase involving student-athletes aged 14 to 18, secondary and upper-secondary teachers and coaches. The Turkish context is a youth sporting and school environment that works on the connection between physical activity, digital learning and Classroom 3.0. The report describes a group of young people with widespread access to smartphones, tablets or computers and generally good digital skills.

The Turkish profile brings to the project a strong sensitivity to mobile learning. Student-athletes are used to using digital tools and operate in a context where the platform is conceived as an extension of sporting activity. Particular attention is given to how short digital content can prepare for, accompany or complete the experience on the pitch. For this reason, the Turkish

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context is especially useful when reflecting on micro-content, smartphone access, gamification and agile use of the platform.

Alongside young people, the needs analysis involved a second central group: the adults who accompany sporting and educational pathways. Coaches, teachers, educators and tutors have a different role from young people because they observe groups over time, identify recurring difficulties, organise activities, mediate conflicts, support participation and interpret progress from an educational perspective.

In the Italian context, the survey was administered to 4 coaches and 1 educator/tutor. Most respondents report between 5 and 15 years of field experience, while one participant has more than 15 years of experience. The adult workshop then involved 8 coaches, technical staff and team assistants from the football academy, with direct reference to the 14–15 age group. These are therefore adults who know the life of the pitch well and observe young people every day in real sporting and educational situations.

The Italian adult group offers a very practical reading of adolescent dynamics in sport: managing mistakes, frustration after a defeat, respect for rules, individual responsibility, fair play and personal growth. Their experience helps show how a platform can fit into the practice of a football academy, especially if it offers quick tools, simple materials and activities that are easy to propose around training sessions and team meetings.

In Poland, the adult workshop involved 8 coaches at SMS Stal Rzeszów. Their contribution comes from a school-and-sport context in which the development of young athletes is observed from both sporting and educational perspectives. The coaches reflected on how young people learn, which situations engage them, what content can help them grow and how a digital platform can support work with the group.

The Polish adult profile is particularly connected to continuity between training, school and personal development. Coaches see young people not only as athletes, but also as students and members of a group. From this perspective, CAMPO is viewed as a possible support tool: something that can help prepare a reflection, propose a challenge, work on leadership or encourage a more conscious discussion after a match or training session.

In Romania, the adult group involved in Bucharest consisted of teachers and coaches aged between 30 and 50. This target group brings a more organisational and inclusive perspective to the report. Participants have experience managing groups with different levels and searching

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for practical materials that can be used within realistic timeframes. Their perspective helps CAMPO also to be considered from the point of view of those who need to integrate educational activities into everyday planning and adapt them to groups with different needs.

The Romanian contribution places strong emphasis on operational accessibility. The teachers and coaches involved see the platform as a potentially well-organised resource space capable of supporting practical activities, progress monitoring and inclusion. The context therefore highlights an essential aspect of the adult target group: the need for tools that help professionals work more effectively with complex groups marked by differences in competence, participation and autonomy.

In Türkiye, the adult group involved secondary and upper-secondary teachers and coaches working with student-athletes. The Turkish report describes adults who are interested in integrating sport and digital tools and attentive to the possibility of using CAMPO as support for work on the pitch. Here too, the adult user is not simply asking for content, but for tools to accompany young people, track progress, propose short activities and connect sporting experience to broader competences.

The overall profile of the adults involved is therefore very varied. It includes coaches close to sporting practice, teachers used to thinking in terms of learning, educators and tutors attentive to participation, support figures who interact with young people in informal moments and partners who will need to translate these needs into tools. This diversity makes it possible to view CAMPO from multiple perspectives and to make it a platform that can be used by different types of users.

The project partners also played an additional role. They activated local target groups, collected data, organised workshops and focus groups, produced reports and brought the results into the shared discussion. Each partner worked within its own ecosystem: an Italian football academy, a Polish sports school with a strong connection to football, a Romanian setting attentive to heterogeneous groups and specific educational needs and a Turkish organisation connecting school, sport and digital learning. This distribution made it possible to collect different contributions while maintaining a shared direction.

The overall picture reflects target groups that differ in age, role and context, but are united by one common element: all of them experience football as a potential educational space. For young people, football is experience, group life, play and growth. For adults, it is a setting in

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which to observe behaviour, work on transversal competences and support personal development. For organisations, it is a language capable of building bridges between school, sport, digital learning and inclusion.

This profile of the participants prepares the ground for interpreting the needs-analysis results. Knowing who contributed, which context they come from and what experience they bring makes it possible to interpret the evidence collected in the different countries more accurately. The next step is therefore to read the emerging needs comparatively, distinguishing what recurs across target groups from what each national context adds to the design of CAMPO.

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5. Needs-analysis results: a comparative reading of national contributions

Following the local data collection, the partnership was faced with very different types of material: charts, open-ended responses, workshop minutes, coaches' observations, student contributions and partner input. The first reading made it possible to organise the data. The second, more interesting reading made it possible to understand what those data were suggesting to the project.

The starting point is that, across all four countries, football is recognised as a setting already suited to working on broader competences. Young people begin with the game, training sessions, matches and the group. Adults begin with their daily observation of behaviour. Partners begin with the contexts in which they operate. When these three perspectives are brought together, football becomes not only the subject of the project but also its point of access: the pathway begins with sporting situations and leads towards competences.

This transition emerges particularly clearly from the contributions of young people. In the Italian and Polish workshops, participants talk about the pitch through very practical examples: defeat, mistakes, supporting a teammate, the captain's role, respect for rules and the desire to compare experiences with other young people. What is particularly interesting is that none of these themes is perceived as a "lesson outside" football. They are already part of the sporting experience. An Italian athlete connects defeat with the opportunity to understand mistakes and improve in life as well; in the Polish workshop, the captain is seen as the person who encourages others when they make mistakes.

This is the first strong indication from the needs analysis: CAMPO should start from situations, not from abstract topics. A platform about fair play, leadership or resilience risks remaining generic if it begins directly with the concept. It becomes much closer to young people if it starts with a scene: you have lost a match, you have misplaced a pass, you are the captain and a teammate becomes discouraged, the team is arguing, someone is being left out of the group. From there, the content can guide a reflection, a challenge, a mission or a short activity.

The quantitative data confirm that this sporting foundation is strong. In Italy, all 18 young athletes involved in the survey play football regularly and all report regular access to a phone, tablet, computer or the Internet; their perceived level of digital competence is also positive. In Poland, 90% of the students involved play football regularly and 100% report access to devices

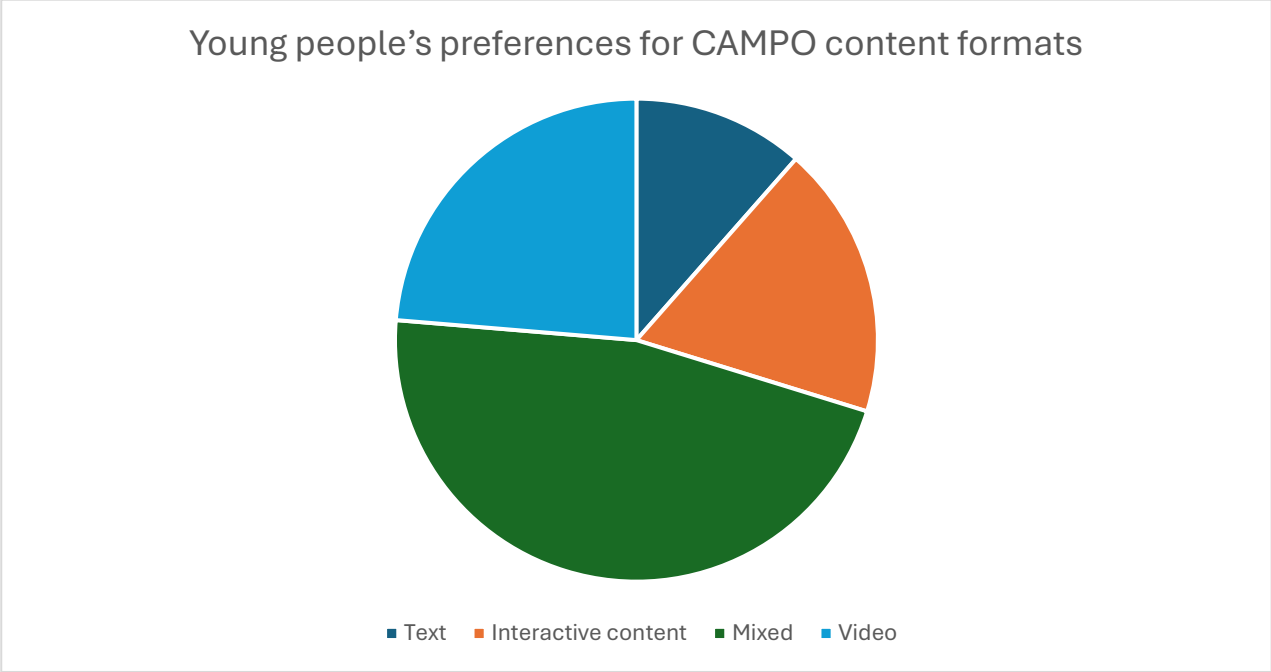
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and the Internet. In Romania, 85.7% of students play football regularly and, here too, 100% report regular access to a phone, tablet, computer and the Internet. In the Turkish context, the report describes student-athletes with widespread access to devices and a good level of digital competence.

These figures help clarify the direction of the work. Sporting practice is already present, digital access is available and interest in a football-related platform has a concrete basis. The key question therefore concerns the form of the experience: what type of digital content can genuinely fit into the routine of young people who divide their time between school, training, matches and personal life?

The responses point towards a clear format. Young people are asking for fast, visual and interactive content built around videos, quizzes, games, challenges, missions and small team-related tasks. Overall, the surveys distributed across the four countries show a fairly clear preference for mixed formats, meaning a combination of different resources within the same pathway. In Italy, responses are concentrated mainly between mixed formats and interactive content, suggesting a target group that appreciates a dynamic platform made up of different but connected stimuli; in Poland, 65% of students prefer interactive content; in Romania, preferences are distributed among videos, interactive content and mixed formats; in Türkiye, the mixed format again receives the highest share, alongside strong interest in short videos, gamification and guided pathways. The data therefore orient CAMPO towards agile learning, built in small steps and designed to accompany the sporting experience with quick and engaging tools.

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Here, the needs analysis provides a second clear indication: CAMPO should work through small steps. A short piece of content, a question, a choice, a challenge, a reflection, a piece of feedback. Young people are not asking for a course to "follow", but for an experience to move through. This points the platform towards lightweight units that can easily be used before or after training, during a school activity, in group work or at an individual moment.

The contribution of adults completes this picture. Coaches, teachers and educators are asking for a tool that saves time and helps them work more effectively. In Italy, football-academy coaches indicate a need for ready-made materials, short videos, practical worksheets and tools for following young people's behavioural development as well. In Romania, teachers and coaches mention time pressure, difficulty preparing practical activities, groups with different levels and the need for adaptable resources. In Türkiye, adults ask for ready-to-use materials, inclusion resources, progress-monitoring tools and scoring sheets for competence assessment.

This shifts the focus from "what should be included in the platform" to "how can it be made usable for those who work with young people". A coach may be interested in leadership, managing mistakes or inclusion, but needs a ready-to-use format: a worksheet, a discussion guide, a mission to propose, a simple grid, an activity that can be completed within a realistic

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timeframe. Educational content becomes useful when it arrives already organised for practical use.

Comparison across the countries also reveals a difference in emphasis between young people and adults. Young people speak mainly about engagement: they want videos, challenges, comparison, real experiences and quick activities. Adults speak mainly about sustainability: they want clear, adaptable, ready-made, easy-to-read tools that are simple to integrate. CAMPO will need to bring these two expectations together. On the one hand it must attract young people; on the other, it must help adults guide the experience.

Another theme running through the materials is international exchange. Young people show curiosity about what their peers in other countries are doing. In Italy and Poland, ideas emerge around short team videos, match stories, exchange of experiences and comparison with young people from other sporting contexts. In Romania, the finding is particularly clear: students report that they would like to take part in online activities with students from other countries.

This aspect gives CAMPO a potentially distinctive feature. The platform can become the place where local experiences are connected. An Italian team, a Polish sports school, a Romanian group and a Turkish context can begin with similar challenges and tell their stories using different languages. How do you react to a defeat? What does it mean to lead a group? How do you support someone who is falling behind? How do you manage pressure before a competition? European added value can grow out of this simple, game-like exchange that is close to young people's lives.

The needs analysis also highlights several themes that recur particularly strongly. Leadership, teamwork, fair play, managing mistakes, dealing with defeat, inclusion, emotional well-being, responsible use of digital tools and the relationship between sport, school and personal life appear in materials from several countries. In Italy, coaches and athletes emphasise mistakes, defeat, frustration, respect and responsibility. In Poland, students and coaches highlight positive leadership, cooperation, resilience and communication. In Türkiye, error and loss management, positive leadership, online safety, mental well-being and stress management are identified as priority areas.

These themes work because they emerge from recognisable episodes. CAMPO should therefore not treat them as separate theoretical chapters, but as areas that take shape through sporting situations. Managing mistakes can begin with a misplaced pass. Leadership can begin with a captain's decision. Inclusion can begin with a teammate being left on the margins. Well-

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being can begin with pressure before a match. Digital learning can begin with the way a team tells, analyses or shares an experience.

Each country adds a useful nuance to this reading. Italy brings the practical reality of the football academy and the direct relationship between coach and team. Poland brings continuity between sports school, football practice and the development of the student-athlete. Romania brings a strong sensitivity towards heterogeneous groups, adaptable materials and monitoring. Türkiye brings a very clear direction around mobile learning, micro-content, gamification and the use of digital tools as an extension of the pitch.

From a design perspective, the comparison of the data suggests that the content should start from real football, take a short and active form, be easy for young people to use, sustainable for adults, adaptable to different contexts and open to European exchange. This is the most important transition in the chapter: the data begin to become design choices.

Having collected the needs, described the target groups and reviewed the national contributions, the next step is to understand how the partnership transformed all of this into a shared vision.

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6. From needs collection to a shared partner vision

After reviewing the national contributions, the partnership was able to take a more precise step forward. The needs analysis had by then provided a clear basis: young people had explained how they would like to use CAMPO, adults had described which tools would help them support the activities and the different contexts had revealed specific operating conditions, habits and priorities. At that point, the task was no longer to collect new information, but to understand how to use that information to build a common platform.

The value of this phase lies precisely in translating evidence into design. The target groups' responses were re-read as guidance for the structure of CAMPO, the format of the content, the role of adults, the connection with WP3 and future experimentation. Each piece of data became relevant insofar as it helped decide how the learning experience should be organised.

The partners worked first on an important distinction. On one side were the educational themes that had emerged strongly, such as leadership, fair play, managing mistakes, inclusion, cooperation, well-being and digital skills. On the other side was the more practical question of how these themes should be presented to young people. The discussion clarified that CAMPO should begin with sporting situations before theoretical categories. Content on leadership will be stronger if it starts from a role taken on within the team. A reflection on inclusion will be more useful if it begins with a teammate left on the bench. An activity on managing mistakes will speak more directly to young people if it begins with a match, a defeat, a group reaction or an exchange with the coach.

WP3 materials should therefore be built around recognisable scenes that immediately connect football to the competence being developed. The platform should host content that introduces themes and competences within situations that users have already experienced. The pitch becomes the conceptual point of access to the educational content, while the digital environment helps provide structure, continuity and opportunities for reflection.

As regards the basic format of activities, the data collected show a clear preference for short, visual and interactive resources that are easy to access by smartphone. CAMPO should work through agile units that can be used before training, after a match, during a group moment, in class or independently. Short duration becomes a real condition of use, because it allows the platform to fit into the practical schedules of young people, coaches and teachers.

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The structure could be based on micro-activities. Each resource could begin with a sporting situation, connect it to a competence, offer a short prompt and a training video, activate a task or question, close with guided reflection and provide adults with guidance for supporting the group or proposing a challenge. This sequence helps maintain consistency across the materials that will be produced by the partners. The topic may change, the language may change and the context may change, but the user experience remains recognisable.

During the second Transnational Project Meeting, the partners brought the results from their own contexts into the discussion and connected them with the choices that needed to be made for the platform. The discussion made it possible to move from reading needs to building a common method. The important themes had already emerged. The key point was to understand how to transform them into usable materials, with a structure suitable for all countries and flexible enough to work in different contexts.

Italy brought to the discussion the practical reality of the football academy, with everyday dynamics linked to the group, training, matches and the relationship between young people and adults. Poland strengthened the connection between sport and the educational pathway, within a context where school, sporting discipline and the development of the student-athlete are closely linked. Romania emphasised the adaptability of materials, management of heterogeneous groups and the need for tools suitable for different levels and needs. Türkiye pushed the discussion towards micro-learning, mobile access, gamification, guided pathways and continuity between physical activity and digital support.

These contributions made it possible to build a more robust vision of CAMPO. The platform should remain close to the pitch while being organised enough to support educational pathways. It should be simple to use while rich enough to support different roles. It should be common to the whole partnership while capable of accommodating local adaptations. It should speak to young people through fast, visual forms of communication while also providing adults with practical tools to propose, observe and make the most of activities.

CAMPO will be useful if young people enjoy using it and if it helps those who work with them use the content in a simple and meaningful way. Every activity aimed at students and athletes should be accompanied by guidance for coaches, teachers or educators. A short worksheet, a few guiding questions, a suggestion for debriefing, a variant for groups with different needs or a small observation grid can transform digital content into a genuinely usable tool.

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This dual perspective prepares WP3 directly. Educational content and the toolkit should be designed from the outset to live within CAMPO. Practical activities, videos, quizzes, missions, adult worksheets and monitoring tools will need a coherent structure so that they can be uploaded, translated, used and reused easily. WP2 therefore needs to provide the next phase of work with an organised foundation for connected materials.

The European dimension has also been reconsidered in a more functional way. Exchange between countries can become part of the learning experience. Young people will be able to compare similar situations experienced in different teams, tell stories about group experiences, take part in lightweight challenges and see how peers in other countries deal with mistakes, responsibilities, rules and cooperation. Football provides a common language; CAMPO should provide the space to turn it into guided exchange.

CAMPO should be a multilingual, mobile and modular platform built around short activities linked to sporting situations, with visual materials, interactive tools and practical support for adults. It should maintain a common structure across countries, allow local adaptation, prepare content production and make clear experimentation possible in the subsequent phases.

Needs collection has therefore had a concrete function within WP2. It has enabled the partnership to understand what kind of experience to build, which formats to prioritise, how to connect content to competences, how to support coaches and teachers, how to enhance European exchange and how to prepare a platform that is genuinely consistent with the project. On this basis, CAMPO can be defined as a Classroom 3.0 environment, namely an educational space capable of bringing together the sports field, school, the group, digital learning and education.

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7. The concept of CAMPO as Classroom 3.0

With the partners' shared vision now defined, CAMPO can be understood within its Classroom 3.0 framework. This concept brings together what the project has collected so far: on one side football, with its real, immediate and recognisable situations; on the other, the digital environment, with its ability to organise content, activities, exchanges and monitoring; at the centre are young people, the adults who support them, school, the team group, the community and European exchange.

In the "Play, Learn, Lead" project, Classroom 3.0 means building an educational environment that goes beyond the idea of learning being tied to a single place. The experience may begin on the pitch, continue on the platform, be revisited in the classroom, become a discussion with the coach, a group activity, individual reflection or an exchange with peers from other countries. CAMPO should give structure to this movement by connecting situations that are already present and interrelated in young people's lives but often remain separate within educational pathways.

Football is the starting point because, in addition to being a reality the partners know very well, it offers highly practical learning opportunities every day: a team that loses and needs to regain confidence; a young person who makes a mistake and must understand how to react; a teammate who is left on the margins; a rule that is difficult to accept; a captain trying to support the group; a decision made under pressure. These situations are easy to recognise and extremely rich from an educational perspective. They concern responsibility, cooperation, respect, leadership, emotional management, inclusion, autonomy and the ability to learn from experience.

The CAMPO platform should help transform these situations into clear, guided and reusable activities. A sporting episode may become a short prompt, a question, a video, a mission, a quiz, a coach's worksheet, a reflection to complete or a group discussion. The value of the platform lies in its ability to make the transition between what happens and what is learned more visible and understandable.

This approach gives the digital environment the specific function of accompanying the sporting experience, preparing it, organising it, extending it and making it documentable. Online content can open a topic before training. A micro-activity can guide attention during work on the pitch. A reflection question can help young people revisit a match. Feedback from a coach can make

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progress visible. CAMPO connects these moments and turns them into a guided but flexible pathway.

The Turkish contribution expressed this logic particularly well during the co-design work. The idea of assigning young people a short tactical video or a leadership quiz before training shows very clearly how digital tools can prepare for physical activity. Time on the pitch remains dedicated to movement, execution, relationships and practice; the platform provides light preparation, a shared framework and a common point of attention. This example clarifies the direction of CAMPO: a few digital minutes can give greater meaning to what happens afterwards on the pitch.

Classroom 3.0 also requires a different way of thinking about learning time. The learning pathway can be distributed across short moments that fit naturally into the routines of young people and adults: before a match, after a defeat, at home, in the changing room, in class, during a workshop or in a group moment. For this reason, content should be agile, visual and easy to activate. In this model, brevity is an educational choice. It allows learning to fit into real schedules, avoiding heavy materials that are difficult to place within the daily life of a team or school.

A CAMPO micro-activity could have a simple structure: a sporting situation, a short prompt, a connected competence, a small action to carry out, guided reflection and possible feedback. This sequence makes it possible to move from experience to awareness. A young person does not encounter an abstract topic, but a scene close to their own life. From that scene they move into a question, a choice, a task and an exchange. This is how leadership, fair play, managing mistakes or inclusion become practical content.

The relationship with school fits naturally into this model. The competences the project aims to develop are relevant both to sport and to formal educational pathways. Communicating more effectively, taking responsibility, cooperating, respecting a rule, managing frustration and using digital tools responsibly are useful forms of learning on the pitch, in the classroom and in everyday life. CAMPO should help make these connections visible by offering activities that coaches, teachers and educators can use for different purposes within the same framework.

Classroom 3.0 therefore also means a bridging environment: a bridge between pitch and school, between experience and reflection, between individual activity and group work and between the local and European dimensions. The platform should allow the same piece of content to live in several contexts. A mission on cooperation could be proposed by a coach

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after a difficult training session, taken up by a teacher in a discussion on group dynamics and shared with a European partner through a short team experience. The same content can generate different uses while maintaining a common logic.

This flexibility is also important for adults. Coaches, teachers and educators will need to understand quickly how to use the activities. CAMPO should provide tools that help them introduce a topic, guide a discussion, observe a behaviour, adapt an activity to a different group and collect feedback. In this way, the platform becomes a practical support tool for educational work.

Inclusion is embedded in Classroom 3.0 as a design criterion. A platform designed for diverse groups must use clear language, visual materials, simple instructions, short pathways, adaptable content and options for both individual and group work. The Romanian experience gave particular weight to this point, highlighting the need for tools that are also useful in heterogeneous groups with different levels, timings and needs. In CAMPO, inclusion should be visible in the way activities are designed, proposed and made accessible.

The European dimension also has a clear place within Classroom 3.0. Exchange between countries can become part of learning rather than simply a dissemination moment. Young people will be able to talk about how they react to defeat, how they experience the role of the captain, how they support a teammate, how they respect rules or how they use digital tools in sport. The platform can host short videos, stories, lightweight challenges, team experiences and common activities. Football provides a shared language; CAMPO should transform it into educational exchange.

The second Transnational Project Meeting helped the partners view this framework more broadly. The experience in Poggio San Lorenzo showed the value of learning that also grows from the local area, local culture, practical activities, the community and exchange between people. The work at Campo Bruno Barbieri brought this reflection back into the sporting environment. The partners were able to see more clearly that the project's educational environment includes multiple places and multiple languages: the pitch, the school, the local area, the digital environment, the group and European cooperation.

This interpretation enriches CAMPO without losing the project's focus. Football remains at the centre of the experience, but it can connect with well-being, nutrition, culture, belonging, social responsibility and community life when these themes help young people understand themselves and their context more clearly. The platform should be clear enough to maintain

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the connection with football, inclusion, digital learning and transversal competences, while also being flexible enough to host activities that connect sport with real life and other interests, both sporting and non-sporting.

The Classroom 3.0 concept also helps give meaning to monitoring. Many competences developed through sport are difficult to see because they appear in everyday behaviours: a young person encouraging a teammate, a group managing defeat better, a team communicating more respectfully, a student taking initiative. CAMPO should help make this progress more recognisable through feedback, self-assessment, badges, checklists or external observation. Monitoring should above all be understood as a way of making growth visible.

Classroom 3.0 therefore brings together three movements that reflect CAMPO's basic educational cycle:

1) It starts from concrete experience. Football provides real and recognisable situations.
2) It moves through the digital environment, because the platform organises, guides and documents the pathway.
3) It returns to practice, because what young people learn should be put back into action within the group, at school, in sport and in everyday life.

The shared definition can be formulated as follows: "The Play, Learn, Lead Classroom 3.0 is the model through which CAMPO transforms sporting experience into learning. A situation experienced on the pitch becomes the starting point for short content, practical activities, guiding questions, interactive tools and moments of feedback. In this way, the platform connects football, school, the group and digital learning, helping young people and adults recognise, practise and observe transversal competences such as leadership, cooperation, inclusion, managing mistakes, well-being and digital citizenship."

This definition clarifies three points:

1) Classroom 3.0 starts from a real situation and therefore from lived football experience.
2) The platform is the space in which that experience is reworked and organised.
3) Competences become the result of a process: experience → activity → reflection → competence.

This definition makes it possible to move from the conceptual level to the design level. If CAMPO is to work as Classroom 3.0, the platform should be built around short content, sporting situations, mobile access, materials for adults, practical activities, exchange tools, monitoring functions and inclusive resources.

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8. Educational and functional requirements of the CAMPO platform

Having defined CAMPO as Classroom 3.0, the requirements explain what the platform must concretely enable users to do. This is the stage at which the ideas collected through the needs analysis become development conditions, structural choices and functions to be provided.

CAMPO should help young people recognise the competences they develop through sport and reflect on them in a simple way. A situation experienced on the pitch should be able to become an activity, reflection, exchange and small step forward in the pathway. For this reason, content should be built around concrete episodes, linked to specific competences and designed to generate action. Every module should make it immediately clear which topic it addresses, which behaviour it observes, which competence it develops and which activity it proposes.

The platform should support **short, practical and progressive learning**. Materials intended for young people should be concise, use clear language, have a visual format and be easy to access. Short videos, quizzes, missions, challenges, guiding questions, brief worksheets and activities to be completed individually or in groups are the formats most consistent with the evidence collected. The underlying logic is a pathway built in small steps, where each activity adds one element: understanding a situation, choosing how to react, observing a behaviour, comparing views with the group and receiving feedback.

Every piece of content should be linked to a transversal competence. Leadership, cooperation, managing mistakes, fair play, inclusion, communication, well-being, autonomy and digital citizenship should be treated as observable competences rather than generic words. A resource on leadership, for example, should help users recognise concrete behaviours: encouraging a teammate, taking responsibility, managing a moment of pressure and listening to the group. A resource on inclusion should propose situations and activities that help involve those who remain on the margins, value different roles and make the group more attentive.

The platform should also include **materials for adults**. Coaches, teachers and educators will need tools that are quick to understand and easy to use. Every activity for young people should be accompanied by an operational guide: educational objective, indicative duration, recommended moment of use, essential instructions, discussion questions, possible variants for different groups and suggestions for observing progress. This support will make it possible

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to use CAMPO during training, in class, in workshops, during a workshop session or in a transnational activity.

From a functional perspective, CAMPO should be organised around **differentiated user profiles**. Students and young athletes should be able to access their modules easily, complete activities, take part in challenges, answer quizzes, watch videos, leave brief reflections and follow their own progress. Coaches, teachers and educators should be able to consult dedicated materials, assign activities to the group, monitor completions and feedback, download operational worksheets and access observation tools. Partners should be able to upload content, manage translations, update materials and follow the progress of activities in their own contexts. Administrators should be able to manage users, roles, sections, languages, content and reports.

Navigation should be clear from the first access. A young user should immediately understand where to begin, which activities have already been completed, which content can be opened and what the next proposed step is. An adult should be able to find materials quickly by topic, competence, duration, target group and mode of use. The platform should therefore provide an organised structure of areas, modules and micro-activities, with understandable titles, icons, simple filters and guided pathways.

Mobile use is a central requirement. Young people will use CAMPO mainly by smartphone and often outdoors, so activities should be readable on small screens, quick to open, light to load and simple to complete. This affects text length, page structure, video size, the number of steps required and the clarity of instructions. A good mobile experience will make the platform closer to young people's routines and easier to use before or after training.

CAMPO should support **multilingual content**. The project involves partners and target groups from different countries, so the platform should allow languages to be managed in an organised way. The interface, instructions, modules, adult materials, quizzes, activities and downloadable content should be available in the partnership languages. Translation management should also be simple for those uploading or updating materials, so that consistency can be maintained across versions and local use can be facilitated.

Another requirement concerns **modularity**. CAMPO should host both stand-alone activities and more structured pathways. A coach might use a single mission after a difficult match; a teacher might propose a mini-pathway on teamwork and communication; a partner might

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organise a sequence of activities linked to a workshop or pilot. The platform should therefore support different types of use while maintaining a common and recognisable structure.

Monitoring should be lightweight but useful. CAMPO should collect data on logins, completions, quizzes, activities carried out, badges, feedback and progress through pathways. This information will help students and athletes see their own progress, adults support the group more effectively and partners evaluate how the platform is used during the pilot phase. Monitoring should be easy to read, essential and linked to competences, avoiding an overly burdensome collection of data for users.

The platform should include tools for participation and exchange. Moderated forums, noticeboards, spaces for sharing experiences, short stories or team videos, challenges between groups and sections dedicated to good practices could support the European dimension of the project. These functions should be guided and safe, with clear rules, moderation and attention to child protection. Exchange will have value if it remains connected to educational activities and sporting experiences.

The technical requirements should support this approach through a **stable, fast and easy-to-manage platform**. CAMPO should offer rapid loading times, compatibility with the main browsers, correct operation on desktop, tablet and smartphone, secure user management, protection of personal data and the possibility to update content over time. The technical structure should be designed to support the platform's growth throughout the project, from the upload of the first materials through to experimentation with the target groups.

Accessibility should be considered from the outset in the design of both content and interface. The platform should use clear text, legible fonts, adequate contrast, simple instructions, intuitive navigation, subtitles for videos, downloadable materials and adaptable content. Activities should be understandable even for users with different levels of linguistic, digital or cognitive competence. The presence of heterogeneous groups makes this requirement particularly important, because inclusion also depends on the way content is presented and made usable.

The **adaptability of materials** will be both an educational and a functional requirement. The same activity should be usable in different ways depending on the group, the time available, the context and participants' level. A mission could be completed individually, in pairs or as a team. A reflection could be written, discussed orally or guided by the coach. A worksheet could

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have a simplified version and a more complete one. This flexibility will help partners use CAMPO in their own contexts without losing consistency.

The platform should also prepare dedicated spaces for the toolkit and MOOC. WP3 will need to upload practical materials, videos, activities, quizzes, worksheets, pathways, tools for adults and downloadable resources. CAMPO should therefore have a structure ready to host this content, with dedicated sections, clear categories and tracking systems. This connection is essential because the platform should become the place where the project's learning results are organised, used and monitored.

CAMPO's requirements can be understood as the concrete translation of the Classroom 3.0 model. The platform should begin from sporting situations, propose short and interactive activities, support young people and adults through different tools, work from smartphones, manage several languages, monitor progress, promote European exchange and guarantee accessibility. Each requirement is intended to make CAMPO usable in the project's real contexts while keeping sport, school, digital learning, inclusion and transversal competences connected.

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9. Technical requirements, usability and accessibility

The technical design of CAMPO should start from a principle of realism. The platform must be useful, stable, accessible and manageable by the partnership. The project needs a digital space capable of hosting short content, videos, quizzes, interactive activities, downloadable materials, badges, progress tracking, reports and multilingual pathways. At the same time, day-to-day management should remain simple, because partners, coaches and teachers will need to update materials, follow groups and consult data without relying continuously on specialist technical expertise.

The most appropriate technological choice is an established and reliable solution already widely used in education and training. CAMPO should be based on an environment capable of managing courses, users, roles, content, activities, completions and reports in an organised way. Moodle could provide a suitable foundation for the project. It is a platform widely used for online learning, offers functions closely aligned with WP2 objectives and allows the partnership to focus primarily on content quality, pathway structure and the user experience.

Moodle makes it possible to create courses, organise modules, embed videos, build quizzes, use forums, award badges, monitor completions, manage roles, generate reports and upload downloadable materials. These functions respond to CAMPO's main needs and avoid the requirement to develop a technological solution from scratch, which would involve greater costs, longer timelines, maintenance, continuous testing and stronger dependence on external providers. The project's priority is to have a functioning, sustainable platform that can be easily populated with WP3 materials.

Mobile access remains central. The evidence collected shows that young people will use CAMPO mainly from smartphones; the platform should therefore be designed according to a mobile-first logic. Moodle can be accessed both through a responsive browser interface and through the official Moodle App. The most balanced solution is to use Moodle as the main platform, the Moodle App as the primary mobile-access channel for students and young athletes and the responsive web interface for coaches, teachers, partners and administrators. Young people will have quick phone access, while adults will be able to use the browser for the more complete management, content-upload, monitoring and reporting functions.

The Moodle App should therefore be understood as the mobile gateway to CAMPO. Students will be able to consult courses, open materials, complete supported activities, receive

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notifications and follow their learning pathway. More management-oriented functions will remain on the web, where coaches, teachers and partners will be able to work more comfortably with groups, reports, content and settings. This distinction helps keep the platform simple for young people and comprehensive for adults.

However, choosing Moodle should go hand in hand with the need for CAMPO to remain lightweight. A Moodle platform can become cumbersome if it is populated with long PDFs, dense slides, excessive sections, extended text, unnecessary plugins or heavy materials. CAMPO should follow the opposite direction. It will need well-organised sections, short pages, lightweight videos, essential instructions, quick quizzes, downloadable materials only where needed, smartphone-compatible activities and a limited number of carefully selected tools.

H5P can play an important role in this approach. It makes it possible to create interactive videos, flashcards, embedded questions, small visual exercises, quizzes and short activities. It is a useful tool for CAMPO because it makes content more dynamic within the same Moodle environment. Here too, the choice should remain functional. Every interaction should serve a clear educational objective. An interactive video on managing mistakes, with a small number of well-designed questions and a final reflection, is more consistent with the project than a complex activity that is impractical to use on a smartphone.

Within this technical foundation, the MOOC can be built directly in Moodle as a short, modular and trackable learning pathway. Each MOOC module should correspond to one of the project's educational areas and could be organised in the following sequence:

- an introductory video,
- a concise piece of content,
- an interactive activity,
- a quiz or short self-assessment,
- a mission linked to the pitch,
- a final reflection.

Completing the activities will allow users to see their progress and, where applicable, earn badges or other forms of recognition.

This structure makes the MOOC consistent with the Classroom 3.0 concept. The online pathway will be a course made up of a series of micro-units connected to the sporting experience. A module on leadership could begin with a team situation, propose a short video,

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ask the learner to make a choice or provide an answer, activate a mission to be observed on the pitch and close with a reflection. A module on inclusion could connect a visual prompt to an operational worksheet, a group activity and brief feedback. Moodle makes it possible to manage this progression using standard functions while maintaining tracking, order and multilingual access.

The toolkit should be technically integrated with the MOOC as a system of operational resources linked to the modules. The most effective solution is to create a toolkit containing a series of clear resources that are closely connected to the pathway: a worksheet for coaches or teachers, an activity to propose to the group, a mission to carry out on the pitch, an inclusive variant, a lightweight observation grid, a debriefing guide, a downloadable template or support material. In this way, the MOOC guides the learning, while the toolkit provides the tools for bringing that learning into practice.

From a technical perspective, this integration can be managed through Moodle resources and activities. Worksheets can be uploaded as files or internal pages, practical activities can be linked to modules, missions can be assigned as tasks or completion activities, grids can be made downloadable, H5P materials can be embedded within pathways and forums can support moderated discussion and exchange of practices. Each resource should be accompanied by concise information: title, educational area, related competence, target group, indicative duration, language, format and mode of use.

This organisation also supports the partners' work under WP3. Every piece of content should be conceived from the outset with a dual destination. One part will enter the MOOC as a learning component for students and young athletes; another part will enter the toolkit as operational support for coaches, teachers and educators. The common production template should therefore indicate which elements make up the online micro-unit and which materials are needed to accompany it in real-life contexts. Coordinating from the outset will make it easier to upload, translate, update and reuse content.

The relationship between the MOOC and toolkit should always be clear to the user. The student will follow the pathway, complete activities, answer quizzes and see their own progress. The coach or teacher will find materials linked to the same module, be able to propose the activity to the group, use guiding questions, observe behaviours and collect feedback. The partner will be able to update the language version, check the uploaded materials and monitor completion trends. In CAMPO, the learning pathway, practical tools and monitoring work together.

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The platform should also be designed for contexts with variable connectivity. Use on sports fields, during group activities or outside the classroom may involve weak connections. CAMPO should therefore provide, where technically possible, materials that can be viewed or downloaded in advance. Short videos, PDF worksheets, quizzes and app-compatible activities are the most suitable solutions. Functions that require a stable connection can be scheduled for more controlled moments, such as classroom activities, use at home or guided sessions with Wi-Fi access.

As a prototype, CAMPO should host content in English, Italian, Polish, Romanian and Turkish while maintaining a coherent structure across all versions. The simplest solution for the partnership is to work with parallel language courses, modules or sections built on the same framework. In this way, each partner can easily verify the completeness of its own version, update materials and keep titles, activities, quizzes, worksheets and downloadable content aligned.

Language management also concerns how content will be produced. Every WP3 material should be created from the outset with a structure that is easy to translate. Short titles, clear instructions, concise text, common templates and well-organised materials will make localisation easier. English can remain the working language, while each partner contributes to the national-language version intended for its own target groups.

Accessibility should guide both the platform and the materials. CAMPO should have a readable interface, adequate contrast, clear text, intuitive navigation, understandable visual content, videos with subtitles or transcripts, images with alternative text, lightweight PDFs and materials that can be used on different devices. Accessibility should also be understood as educational clarity. Materials should therefore be short, direct, well organised and adaptable to groups with different levels of linguistic, digital or cognitive competence.

Data protection will require particular attention because the platform will involve students and young athletes. CAMPO should provide access through personal credentials, differentiated roles, collection limited to necessary data, clear privacy information, consent management where required, protection of content produced by students, moderation of discussion spaces and control over who can view progress, reports and uploaded materials. Transnational spaces should have simple rules and controlled visibility so that exchange between countries can take place in a safe environment.

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Monitoring should remain agile. The platform should collect useful data on logins, completions, quiz results, badges, activities carried out and participation. Coaches and teachers should be able to understand quickly who has completed a module, which activities have been carried out, which badges have been earned and how the group is progressing. Partners should be able to use these data to follow the pilot phase, prepare reports and progressively improve the content. Monitoring should also allow assessment to go beyond the simple result of a quiz or challenge; it should be able to reflect nuances and progress in the competences being observed.

Day-to-day management should be within the partnership's reach. CAMPO should make it possible to create and edit courses, upload videos and materials, build simple quizzes, add interactive activities, enrol users or groups, assign roles, monitor completions, export reports and duplicate content in different languages. To make this work sustainable, it will be useful to prepare short, practical manuals differentiated for students, adults, partners and administrators. The manual should show essential actions through clear steps and screenshots, supporting use without making the initial training burdensome.

The visual identity should also remain functional. CAMPO will need a recognisable graphic theme that is consistent with the project and suitable for young people, while keeping the interface clean. The logo, colours, icons, football images, badges and clear headings can support orientation and make the platform more appealing to the target group. The visual design should support navigation, keep pages lightweight and make the distinction between pathways, activities, toolkit resources, progress and materials for adults immediately clear.

For WP3, these technical requirements already become production guidelines. Every piece of content should be designed for Moodle, tested on smartphones, translated according to a common template and produced in a lightweight format. Videos should be short, text concise, quizzes simple, downloadable materials accessible, H5P activities checked on mobile devices and adult worksheets easy to open and use. The technical quality of the platform will also depend on how the content is produced and uploaded.

The recommended solution is therefore a CAMPO platform based on Moodle LMS, with a customised responsive theme, access through the Moodle App for students and young athletes, responsive web use for adults and administrators, selected H5P activities and quizzes, badges, activity completion, standard reports, downloadable materials, multilingual management and practical manuals. Following an initial review of the available alternatives,

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this solution appears to offer the best balance between functionality, sustainability, mobile access, monitoring and autonomous management by the partnership.

With these criteria established, the following chapter can move into the actual architecture: sections, pathways, users, thematic areas, micro-activities, tools for adults, exchange spaces and WP3 content.

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10. Educational architecture and operational guidelines for content creation

Having defined the educational model, the technical requirements and the Moodle solution for the MOOC and Toolkit, the partnership must now establish how WP3 content will be built, how it will be distributed among the partners and what structure it should follow when uploaded to CAMPO. This chapter therefore serves as a common operational framework for the next stage of work: it defines the learning areas, module format, relationship between the MOOC and toolkit, production criteria, links to competences and the method for distributing responsibilities among partners.

WP3 should translate the results of WP2 into practical, accessible and replicable tools for the sporting and educational contexts of the four countries. Activity 3.1 will focus on the digital toolkit from September 2026 to February 2027, while Activity 3.2 will focus on the design and production of the MOOC from March to August 2027. Content production, however, should proceed in parallel for the Toolkit and MOOC. The toolkit should consist of practical activities, worksheets, materials for adults, tools for transversal competences, resources for inclusion workshops, observation tools and materials that can be used in sporting and school contexts. The MOOC should instead organise the learning pathway into short modules, video lessons, support materials, flipped-classroom activities and content integrated into the CAMPO platform. The MOOC will guide learning, while the toolkit will make it possible to apply that learning on the pitch, in the classroom, within the group and during workshops.

The decision to work with an integrated MOOC and toolkit stems directly from the logic of CAMPO as Classroom 3.0. Every piece of content should begin with a sporting situation, connect it to a competence and transform it into an activity. The platform should host the digital part of the pathway, but the content should also be able to leave the platform and return to the pitch, classroom or group. For this reason, every module should include both an online and an operational component.

The areas to be developed within WP3 are those that emerged from the data-collection tools and have already been shared by the partnership:

- football,
- leadership,
- digital learning,

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- physical and mental well-being,
- inclusion,
- cooperation,
- personal development.

These areas are connected to several topics that the partners considered particularly relevant:

- positive leadership,
- teamwork,
- fair play,
- inclusion,
- emotional management,
- learning from mistakes,
- balance between sport and school,
- culture,
- nutrition,
- local heritage,
- practical experiences.

WP3 work should begin from these priorities, avoiding generic content and building activities around recognisable situations while leaving the lead partners sufficient space to develop content according to their own educational approach.

This approach remains fully consistent with the topics and priorities set out in the approved project. WP3 content should in fact bring together three main strands:

1) development of digital content and innovative teaching practices,
2) inclusion and non-discrimination,
3) development of soft skills.

Football remains the starting educational context, while leadership, teamwork, resilience, fair play, inclusion, well-being and digital learning become the competences and themes to be transformed into training materials. Digital elements should therefore be clearly present, but as an environment, language and learning tool, avoiding their becoming content separated from the sporting and educational pathway.

During the TPM in Italy, the partners also clarified an important choice regarding **leadership**. The topic should be addressed broadly, going beyond the simple idea of “becoming a leader”.

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Young people should also learn to recognise roles, accept that someone else may lead in certain situations, manage personal expectations and cooperate even when they are not at the centre of the group. This point is particularly useful for building a more mature module because it connects leadership, responsibility, cooperation, respect for roles and personal awareness.

Another point that emerged concerns the relationship between **teamwork and fair play**. The partners proposed addressing them in an integrated way because cooperation, respect for rules, responsibility towards the group and fairness of behaviour are closely connected aspects. This means that a module on teamwork may also include activities on rules, respect, communication and appropriate behaviour on the pitch. Fair play can become the concrete way in which cooperation is expressed.

Inclusion was confirmed as a central theme. The toolkit should include adaptable activities, variants for groups with different needs, proposals capable of valuing different roles and simple tools for observing participation. In this case, the quality of the content will depend greatly on its practical usability. A resource on **inclusion** should help coaches, teachers and educators propose activities in which everyone can participate, even when levels, pace, abilities or language competences differ.

Emotional management deserves a dedicated space. The partners considered fear, disappointment after defeat, pressure, reactions to mistakes and the ability to learn from errors particularly relevant. This theme could become a stand-alone module or a strong strand across several modules because it runs through many sporting situations. A lost match, a decisive mistake, criticism, being left on the bench, a poor performance or a conflict within the group can all become starting points for short and highly practical activities.

The **balance between sport, school and personal life** should enter the pathway as a theme linked to well-being. Young athletes often have demanding schedules, balancing training, study, sporting expectations, relationships and digital use. CAMPO could propose activities on time management, managing fatigue, motivation, healthy habits, nutrition, rest and the prevention of youth burnout. The partnership also leaves open the possibility of connecting well-being, local culture, nutrition and sport through practical, simple activities that are close to young people's everyday lives.

Cultural heritage and local experiences should be included in a balanced way. The partners recognise that learning can also arise from the local area, traditions, material culture and practical activities. STAL proposed working on food in relation to culture, sport and well-being;

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CONIL suggested practical cooking-related activities as opportunities for cooperation, communication and inclusion; AKDENIZ highlighted the value of history and cultural heritage in enriching educational pathways. These ideas may be included in the toolkit where they help strengthen the link between sport, community, well-being and experiential learning.

Digital skills should be treated transversally. The digital dimension will already be present through the use of CAMPO itself, access to modules, quizzes, badges, uploading materials, participation in possible challenges and use of the toolkit. Specific activities may also address digital citizenship, online safety, storytelling, appropriate use of group chats, privacy and the creation of team-related content. However, digital technology should remain a tool serving the educational pathway rather than a separate module that shifts the project's centre of gravity.

Within WP3, this choice should be translated into an operational rule: every module should use CAMPO to activate at least one trackable digital component, such as visual content, a short presentation, a quiz, an interactive activity, an online reflection, a badge or a resource uploaded to the toolkit. In this way, the project will continue to respond to the digital-transformation priority without turning the MOOC into a technical digital course. Digital tools will be used to make learning more accessible, motivating, monitorable and connected to sporting experience.

Based on these indications, the initial content structure can be organised into four more substantial work areas, each consisting of three indicative units, a module quiz and a related toolkit section. Inclusion, well-being and digital learning will remain transversal dimensions, present within the modules through examples, activities, variants, guiding questions, observation tools and modes of use on the platform.

Working with four modules makes it possible to keep the pathway compact and recognisable while leaving the lead partners genuine design freedom. WP2 provides a common framework consistent with the Classroom 3.0 concept: learning areas, competences to be developed, minimum module structure, links between the MOOC and toolkit, quality criteria and a proposed distribution of work. The partners will then build the materials within WP3 using their own educational approach, examples and language.

The proposed structure and allocation are as follows:

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Module	Module focus	Proposed lead partner	Indicative units	Competence
Module 1 – Football as a school of life	Football as a space for learning and growth	**ASD Tirreno Sansa**	1. Rules and responsibilities; 2. fair play; 3. football as a learning experience.	Respect, responsibility, fair play
Module 2 – Leadership, roles and team	The team as a space for cooperation, roles and shared leadership	**STAL**	1. understanding one's role; 2. leading by supporting others; 3. the team before individual ego.	Positive leadership, teamwork, communication, respect for roles
Module 3 – Mistakes, emotions and resilience	Mistakes, defeat, pressure and emotional management	**CONIL CAMP**	1. reaction to mistakes; 2. starting again after a defeat; 3. pressure before a competition.	Resilience, emotional management, self-awareness
Module 4 – Beyond the pitch	Balance between sport, school, personal life, well-being and the local community	**Akdeniz Koleji Spor Kulübü**	1. time between sport and school; 2. routines, nutrition and well-being; 3. team, community and sharing the experience	Autonomy, self-care, belonging and personal growth

The table should be read on two levels. On the one hand, it defines an initial educational architecture for the content, organised into four modules consistent with the needs that emerged from WP2. On the other, it proposes a possible internal allocation of content

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responsibility that can help launch WP3 work while making the most of each partner's specific expertise.

The proposed distribution reflects each partner's specific contribution. ASD Tirreno Sansa can lead the module linked to football academy life, rules, fair play and the practical dynamics of the pitch. STAL can work on the relationship between team, roles, leadership and the development of the student-athlete. CONIL CAMP can develop the module on emotions, resilience and managing mistakes, also drawing on its attention to groups with different needs. Akdeniz Koleji Spor Kulübü can lead the "Beyond the pitch" module, linking sport, everyday life, well-being, culture, local heritage, community and experiential learning.

This allocation remains a proposal to be validated at the start of WP3. The lead partner will be responsible for the first development of the module, but the work should remain collaborative. The other partners may contribute local examples, review, adaptations, translations, pilot activities and feedback. Each module will have clear leadership while maintaining a collaborative dimension.

The proposed structure strengthens the most relevant educational areas emerging from WP2 and the partner discussions. The first module emphasises the football pitch as an educational space, beginning with rules, responsibility, fair play and learning from experience. The second focuses on leadership in a broad sense: leading, supporting, accepting different roles, communicating and contributing to the group. The third gives specific space to emotional management, reactions after mistakes, pressure, defeat and the ability to start again. The fourth takes the pathway beyond the pitch, linking sport, school, self-care, community, belonging and personal growth.

The unit titles should be understood as working guidelines, useful for directing production and maintaining consistency across the modules. Each lead partner may reformulate, expand or adapt them, provided that the connection with the main competence and with the indications emerging from WP2 remains clear. This approach allows modules to be differentiated while leaving room for the partners' design quality.

Each module should have a recognisable structure. Users should immediately understand which topic it addresses, which competence it develops and which activity it proposes. This common structure is intended to ensure that content produced by different partners is readable, comparable and easy to upload to CAMPO.

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The recommended structure is as follows:

Module element	**Required content**
Module title	short, clear and understandable for young people
Educational area	one of the project's main areas
Related competences	maximum 3 core competences, expressed in concrete terms
Starting sporting situation	a real or plausible football-related episode
Educational objective	what the participant should understand, observe or practise
Online micro-unit	short content to be completed on the platform
Light-touch assessment	Quiz with badge or completion
Linked toolkit	adult worksheet with an experiential activity, guiding questions, an inclusive variant and an observation grid
Practical activity	mission, challenge or task linked to the pitch or group
Accessibility	subtitles, clear instructions, lightweight materials, visual or text alternatives

The micro-unit will be the basic element of the MOOC. Each module should contain **three micro-units**, providing a short but complete pathway. A micro-unit may have an indicative duration of 10 to 20 minutes, including content use, a small activity and reflection. The main content, which may be a PPT, should remain concise.

The module **quiz** should contain only a few questions, ideally three closed questions with three answer options, of which only one is correct, designed to reinforce the content or stimulate self-assessment.

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Any **mission** should connect the digital content to an observable behaviour on the pitch, in the classroom or within the group.

Each micro-unit should follow a simple logic: begin with a recognisable situation, introduce the topic, connect it to a competence, propose a small action and close with reflection. This structure helps maintain consistency across different modules and makes the uploading, translation and review of materials easier.

A few examples can help clarify the format without rigidly defining the content that partners will need to produce.

In the **Football as a school of life** module, a micro-unit could start from a situation in which a rule seems to penalise the team, but respecting it helps the group recognise the value of fairness. The online content could introduce the topic through a short scene or visual worksheet, propose a quick quiz and link to a short discussion activity on the meaning of rules in sport.

In the **Leadership, roles and team** module, a micro-unit could focus on a young person who would like to lead the group while, in that particular situation, the main role has been assigned to a teammate. The initial prompt can help distinguish between leading, cooperating, supporting and respecting the roles of others. The toolkit could provide the coach with guidance for discussing personal expectations, responsibility and contribution to the group.

In the **Mistakes, emotions and resilience** module, a micro-unit could begin with a mistake that changes the course of a match or with a defeat that is difficult to accept. The content should help the young person recognise the emotional reaction, interpret the group's behaviour and identify a more constructive way to move forward. The toolkit could provide a post-match debriefing guide or a worksheet for observing feedback, encouragement and management of frustration.

In the **Beyond the pitch** module, a micro-unit could address the balance between training, study, rest and personal life, or how the group tells its sporting story in a respectful and responsible way. Ideas related to nutrition, local culture, community and heritage could be used to create practical activities connected to everyday well-being and a sense of belonging.

The transversal focus on well-being should run through all modules. In the first module it may concern group climate and mutual respect. In the second it may address pressure connected to roles and responsibility. In the third it will be central to managing mistakes, defeat and

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emotions. In the fourth it will concern the balance between sport, school, rest, nutrition and personal life. In this way, well-being becomes part of the overall pathway.

Digital learning will also run through the modules as both the delivery environment and a supporting language. The partners' PPTs may be adapted by technical staff into short videos, quizzes, H5P activities, visual worksheets, digital storytelling or self-assessment tools, always in support of the educational competence. CAMPO should help young people learn through digital tools while keeping the focus on sport, inclusion and transversal competences.

Each module should also have a common minimum production structure. For the MOOC component, the lead partner may produce short theoretical-visual content such as PPT presentations. The digital adaptation of the format may vary according to the topic, target group and partner expertise. The important point is that the content remains short, understandable and linked to a recognisable sporting situation.

The MOOC should maintain the **Flipped Classroom** logic foreseen by the project. Theoretical content will be accessed independently by students through short, visual materials uploaded to CAMPO, while practical, collaborative or reflective activities will be developed through the toolkit, challenges, group sessions or work guided by coaches, teachers and educators. This approach connects individual learning, activities on the pitch and group discussion.

The MOOC should include at least one quiz per module. The quiz will help reinforce the main concepts, stimulate self-assessment and make completion of the pathway trackable. It could consist of three multiple-choice questions, designed to help the young person check whether they have understood the meaning of the module and the competence addressed.

Alongside the MOOC component, each module should include a toolkit section. The toolkit should contain materials that can be used by coaches, teachers and educators, as well as practical activities aimed at students and young athletes, resources for inclusion workshops, adaptable variants for groups with different needs and lightweight tools for observing participation and progress. Here too, the lead partner will have freedom to choose the format while maintaining the function of helping adults and young people bring the module content into a real context.

The toolkit should communicate clearly with users. A coach should be able to open a worksheet and understand within a few minutes how to use it. A teacher should be able to connect the activity to an educational competence. An educator should be able to adapt the

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proposal to the group. The worksheets should be practical, lightweight and organised according to a recurring logic. After the first activity, the adult should know where to find the objective, instructions, questions, variants and feedback elements.

The MOOC provides the learning content; the toolkit, always embedded within the MOOC, transforms that content into activity. A leadership module, for example, could include a short theoretical video-presentation and a quiz, followed by a worksheet for coaches and athletes within the toolkit. A module on managing mistakes could propose a scene or case with a learning focus and a post-match debriefing guide in the toolkit. A module on sport, school and personal life could use a short theoretical presentation and a practical time-management template in the toolkit.

Team challenges can be added as a motivating element, particularly in modules where they make educational sense. A challenge may close a module or accompany a specific competence. It may ask the group to apply a behaviour, create a short piece of content, observe a team dynamic or compare experiences with another group. Assessment should take into account cooperation, participation, respect for rules, communication, inclusion, management of mistakes and contribution to the group.

To maintain consistency, each partner should prepare a concise module sheet outlining the structure and key content of its module before full production begins. The sheet may indicate the module title, main competence, three planned units, planned quiz, linked toolkit resources and any challenge. This sheet will allow coordination to check alignment across the modules without interfering with the creative substance of each individual content item.

The module design sheet may follow this structure:

Field	**Guidance**
Module title	final or working title
Lead partner	organisation responsible for the initial proposal
Main competence	core educational competence of the module
Three planned units	Titles and brief descriptions:

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	1) 2) 3)
MOOC format	PPT that, during the digitalisation phase, may be converted by ASD Tirreno Sansa into video, H5P, SCORM or another selected format
Module quiz	short final assessment (3 multiple-choice questions)
Toolkit resources	worksheets, activities, debriefing, variants and observation tools
Optional challenge	individual or team activity linked to the module
Status	draft, review, translation, upload, testing

Each partner knows what it needs to deliver while retaining freedom over examples, style, activities and methodological approach. Coordination can check consistency, translatability, accessibility and Moodle compatibility, while partners can build content that genuinely reflects their own experience.

The WP3 workflow may therefore be organised as follows:

a) confirmation of the four modules and lead partners (by August 2026);
b) each partner prepares the concise sheet for its module (by 15 September 2026);
c) production of training materials and toolkit resources in English, both for young people and the adult target group (by 15 January 2027);
d) translation (by 28 February 2027);
e) digitalisation for the MOOC and upload to CAMPO (by 30 June 2027);
f) internal testing on smartphone and PC (by 31 July 2027);
g) final review before experimentation with external target groups (by 31 August 2027).
h) Experimentation, monitoring and evaluation of CAMPO (1 September 2027 to 30 September 2028)

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The dates are indicative and consistent with the schedule established during the project design phase.

The production matrix can remain very concise while still being useful for monitoring progress:

Module	Proposed content lead partner	Planned units	MOOC output	Toolkit and Inclusion Workshop Programme	Quiz	Challenge	Status
Football as a school of life	ASD Tirreno Sansa	3 for each target group	production of 3 PPTs in both the athletes/students version and the coaches/teachers version, following the template (digitalisation by ASD Tirreno Sansa; format to be defined)	yes	Yes (3 questions with 3 answer options, one correct)	Optional, but recommended	Not started
Leadership, roles and team	STAL	3 for each target group	production of 3 PPTs in both the athletes/students version and the coaches/teachers version,	yes	Yes (3 questions with 3 answer options, one correct)	Optional, but recommended	Not started

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			following the template (digitalisation by ASD Tirreno Sansa; format to be defined)				
Mistakes, emotions and resilience	CONIL CAMP	3 for each target group	production of 3 PPTs in both the athletes/students version and the coaches/teachers version, following the template (digitalisation by ASD Tirreno Sansa; format to be defined)	yes	Yes (3 questions with 3 answer options, one correct)	Optional, but recommended	Not started
Beyond the pitch	Akdeniz Koleji Spor Kulübü	3 for each target group	production of 3 PPTs in both the athletes/students version and the coaches/teachers version, following the template (digitalisation by ASD Tirreno	yes	Yes (3 questions with 3 answer options, one correct)	Optional, but recommended	Not started

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			Sansa; format to be defined)				

To keep the work aligned with the project indicators, the partners should take into account several **minimum quantity and quality criteria**.

For CAMPO, it will be important to verify:

- the availability of the five project languages,
- integration of the toolkit and MOOC within the platform,
- usability on mobile devices,
- tracking of completions,
- correct functioning of quizzes,
- management of user profiles.

For educational content and micro-units, the following should be monitored:

- the number of micro-units developed for each module;
- the presence of a clear and recognisable starting sporting situation;
- the explicit connection between the micro-unit, the educational competence and the learning objective;
- the sustainable duration of the content and its suitability for the 14–18 target group and for adult teachers, educators and coaches;
- the clarity of language and operational instructions;
- the presence of at least one activity, guiding question, reflection or lightweight assessment;
- the connection between online content and practical application on the pitch, in the classroom or within the group;
- the presence, where relevant, of the transversal dimensions of inclusion, well-being and digital learning;
- the translatability of content into the project languages;
- the possibility of linking each micro-unit to a toolkit resource or challenge.

For the toolkit, the following should be monitored:

- the number of modules and practical activities developed,
- the presence of resources for adults and young people,

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- the usefulness of materials in sporting and school contexts,
- the inclusion of workshops dedicated to inclusion, diversity and respect for differences,
- the possibility of adapting activities to groups with different needs, levels and contexts;
- the presence of simple tools for observing and monitoring progress;
- ease of integration into partner activities,
- effective integration of the toolkit into the CAMPO platform,
- ease of use of the toolkit by partners, young people, coaches, teachers and educators.

For the MOOC, the following will be relevant:

- the number of enrolments,
- the completion rate,
- quiz results,
- participation in any collaborative activities,
- feedback on content quality,
- consistency with the Flipped Classroom methodology foreseen by the project.

From a qualitative perspective, each item of content should be assessed according to:

- clarity,
- accessibility,
- consistency with the selected competence,
- usability on smartphones,
- translatability,
- connection with the toolkit,
- usefulness for the project target groups.

These indicators help the partners maintain a common level of quality and prepare the subsequent experimentation and evaluation phase.

The CAMPO platform will provide the space in which these materials are uploaded, organised, translated and monitored. The value of WP3 will lie precisely in the balance between shared consistency and the partners' design autonomy: a common structure, content built by the partners, tools usable in real contexts and materials capable of moving from the platform to the pitch, from individual learning to work with the group.

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11. From model to production: guidance for WP3

WP2 concludes by providing the partnership with a shared foundation for building CAMPO and starting production of WP3 content. Following the needs analysis, definition of the Classroom 3.0 model, identification of educational, functional and technical requirements and development of the content architecture, the project can now move from the design phase into production.

The main value of WP2 lies in having transformed the needs collected in the four countries into operational choices. Young people indicated the need for short, visual and interactive content connected to real football. Coaches, teachers and educators highlighted the need for practical tools that are easy to use, adaptable and useful for observing progress. The partners translated these elements into a common structure capable of connecting the digital platform, activities on the pitch, educational content, the toolkit, the MOOC, challenges, monitoring and the inclusive dimension.

CAMPO should therefore be developed as a multilingual, accessible and mobile-friendly digital environment consistent with the Classroom 3.0 concept. The platform should host training modules, visual materials, quizzes, badges, monitoring tools, toolkit resources, inclusion workshops, access to the MOOC and support functions for students, young athletes, coaches, teachers, educators and partners. The choice to work with Moodle and the Moodle App gives the platform a stable and sustainable foundation, provided that content remains short, organised, lightweight and designed for real use in sporting and school contexts.

The transition to WP3 should maintain a logic of continuity. Activity 3.1 will focus on the design and development of educational materials, the digital toolkit and inclusion workshops, while Activity 3.2 will focus on the design and production of the MOOC. The two results should nevertheless be built in a coordinated way. The MOOC will provide the learning pathway, organised into short modules and materials that both types of target users can access independently; the toolkit will make it possible to apply that content in practice through worksheets, activities, debriefings, inclusive variants, observation tools and materials for adults and young people.

The architecture proposed in Chapter 10 provides a concrete foundation for this phase. The four identified modules cover the project's main educational areas:

1) football as a learning space,

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2) leadership and roles within the group,
3) managing mistakes and emotions,
4) the balance between sport, school, well-being and community.

Digital learning, inclusion and well-being will remain transversal dimensions, present within the modules through modes of use, activities, variants, guiding questions and observation tools.

To launch WP3, the partnership should follow a shared operational sequence:

Phase	**Main action**	**Expected output**
WP2 validation	Final review of the report, requirements and content architecture	Partner validation
Preparing CAMPO	Set-up of the platform, areas, profiles and spaces for modules and toolkit resources within the MOOC	Digital environment ready for upload
WP3 launch	Confirmation of modules, content lead partners and minimum formats	Operational production plan
Content production	Development of materials, quizzes and toolkit resources	First English version of the content
Translation and localisation	Linguistic and cultural adaptation of the materials	Consistent national versions
Upload to CAMPO	Insertion of modules, quizzes, worksheets, materials, badges and resources	Navigable pathway on the platform
Internal testing	Testing on smartphone and PC; accessibility, quizzes, completions and materials check	Corrections before experimentation
Preparing experimentation	Final review and organisation of use with the target groups	Materials ready for WP4

Each partner will retain room for proposal, adaptation and creativity when developing materials linked to its own module. At the same time, certain common criteria should be respected to

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ensure quality and consistency: every piece of content should have a clear objective, a recognisable connection with a competence, a sustainable format, a translatable version, a mode of use for adults and a lightweight form of assessment for young people.

Before the operational launch of WP3 and the subsequent experimentation phase (WP4), the partnership should verify that the essential elements are ready and coherent with one another. CAMPO should be accessible in the five project languages, easy to use on mobile devices and capable of clearly connecting the educational platform, toolkit and MOOC. User profiles, quizzes, completion tracking and access to materials should also function correctly.

The same attention should be given to the content. The toolkit should offer practical activities and resources that coaches, teachers, educators and young people can genuinely use, with scope for adaptation to different groups and contexts. The MOOC, by contrast, should present complete, short and clear modules, accompanied by quizzes, possible collaborative activities and feedback tools. These elements will make it possible to verify that the outputs have been produced and are genuinely ready for use during the experimentation phase.

From a quality perspective, partners should verify that every piece of content is clear, accessible, concise, translatable, consistent with the chosen competence and usable on a smartphone. Resources should maintain a direct link with recognisable sporting situations and should be usable by coaches, teachers and educators without adding unnecessary burden to their daily work. The quality of CAMPO will depend precisely on its ability to combine simplicity, consistency and educational value.

WP2 therefore provides the project with a common working framework. The report has collected the needs, compared them, translated them into requirements and defined the platform's educational, technical and operational framework. The next stage, within WP3, is to produce the materials, upload them to CAMPO, test them internally, improve them through partner review and prepare them for experimentation.

With this transition, CAMPO moves from being simply a project concept to becoming an environment to be built in concrete terms. Football remains the starting point; the digital environment becomes the space that organises learning and makes it traceable; the toolkit connects content to practice and makes it inclusive; the MOOC structures the learning pathway; and experimentation will make it possible to verify whether the experience works in real contexts.

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Immediate next steps:

Step	Action	Main responsibility
1	Sharing the Joint WP2 Report with all partners	ASD Tirreno Sansa
2	Collection of comments, additions and final validation of: - CAMPO/Classroom 3.0 structure; - Moodle/mobile technical solution; - micro-unit template; - allocation of modules and content.	All partners
3	Set-up of the pilot platform	ASD Tirreno Sansa / technical support
4	Content creation	All partners
5	Content translation	All partners
6	Upload of MOOC-version content	ASD Tirreno Sansa + partners
7	Preliminary web and mobile testing	All partners
8	Review and correction	ASD Tirreno Sansa + partners
9	Launch of experimentation with the target groups	All partners

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Operational appendices

The appendices contain concise monitoring and guidance tools, while the complete operational templates will be prepared as external annexes to the report, with a coordinated graphic layout, project logos, the Erasmus+ logo, disclaimer and a structure ready for use by partners.

The external templates will include the format for designing module units, the toolkit resource template, the quiz template, the challenge template and any templates for uploading or reviewing content.

This report, by contrast, retains only the essential grids needed to establish the shared structure, monitor the consistency of the work and verify the minimum quality of the materials before WP3 begins.

Annex 1 – Initial grid of modules, allocations and competences

The grid summarises the initial proposal for structuring CAMPO content. The allocation of modules should be understood as a proposed distribution of internal content responsibilities within the partnership and will need to be confirmed at the start of WP3.

Module	**Module focus**	**Proposed content lead partner**	**Indicative units**	**Main competence**
Module 1 – Football as a school of life	Football as a space for learning and growth	ASD Tirreno Sansa	1. Rules and responsibilities; 2. fair play; 3. football as a learning experience	Respect, responsibility, fair play
Module 2 – Leadership,	The team as a space for	STAL	1. Understanding one's role;	Positive leadership, teamwork,

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roles and team	cooperation, roles and shared leadership		2. leading by supporting others; 3. the team before individual ego	communication, respect for roles
Module 3 – Mistakes, emotions and resilience	Mistakes, defeat, pressure and emotional management	CONIL CAMP	1. Reaction to mistakes; 2. starting again after a defeat; 3. pressure before a competition	Resilience, emotional management, self-awareness
Module 4 – Beyond the pitch	Balance between sport, school, personal life, well-being and the local community	Akdeniz Koleji Spor Kulübü	1. Time between sport and school; 2. routines, nutrition and well-being; 3. team, community and sharing the experience	Autonomy, self-care, belonging and personal growth

Each content lead partner may revise titles, examples, activities and materials, provided that the link with the main competence, consistency with the CAMPO model and integration between the MOOC, toolkit and practical activities remain clear.

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Annex 2 – Readiness checklist for the launch of WP3

The checklist is intended to verify that the minimum conditions for starting WP3 are clear and shared.

Item to be checked	Yes/No	Notes
The four main modules have been confirmed by the partnership		
A content lead partner has been identified for each module		
The distinction between content leadership and formal coordination of WP3 activities is clear		
The relationship between the MOOC and toolkit has been confirmed		
Each module includes three micro-units for each target group		
At least one quiz is planned for each module		
At least one linked toolkit resource is planned for each module		
At least one linked inclusion workshop is planned for each module		
The cross-cutting dimensions of inclusion, well-being and digital learning are present in the modules		
ASD Tirreno Sansa has shared a common structure for producing the materials		
The workflow has been defined: production, review, translation, upload and testing		
Operational templates have been planned for modules, toolkit resources, workshops, quizzes and challenges		

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Annex 3 – Quality checklist for educational content

This checklist may be used during the design and review of educational content. Each module should retain a short, clear and accessible format linked to a recognisable sporting situation.

Criterion	Yes/No	Notes
The content is concise and suitable or adaptable for online use		
The language of the units for young people is clear and understandable for 14–18-year-olds		
The language of the units for adults is appropriate for the target group		
The content starts from a recognisable sporting situation		
The main competence is explicit		
The link between football, learning and the competence is clear		
The selected format is compatible with CAMPO/Moodle		
The material can be accessed on a smartphone		
The content can be translated into the project languages		
A quiz, self-assessment or light-touch assessment is included		
Completion of the content can be tracked on the platform		
The content follows the Flipped Classroom approach		
The content is linked to a toolkit resource or practical activity		
Any digital elements are used to support the educational competence		
The content is consistent with the relevant module and the CAMPO model		

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Annex 4 – Quality checklist for toolkit resources and the Inclusion Workshop Programme

This checklist concerns the operational resources linked to the modules. Toolkit resources and workshops should be practical, clear and usable in real training, school, group or workshop contexts.

Criterion	Yes/No	Notes
The resource is linked to a MOOC module		
The resource can be used in a real context: pitch, classroom, group or workshop		
Coaches, teachers or educators can quickly understand how to use it		
Students and athletes could use it independently as guidance		
The educational objective is clear		
The competence being observed is explicit		
The operational steps are simple and realistic		
The duration of the activity is manageable		
The resource includes guiding questions or debriefing moments		
At least one inclusive or adaptable variant is included		
The resource makes it possible to observe a competence or behaviour		
The material is lightweight, accessible and translatable		
The resource can be easily uploaded to or linked in CAMPO		
The resource can be adapted to the partners' different national contexts		
The resource supports the link between digital learning and sporting/educational practice		

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Annex 5 – General consistency checklist for the CAMPO model

This checklist can be used when reviewing materials to verify whether the material produced remains consistent with the Classroom 3.0 educational model.

Criterion	Yes/No	Notes
The module keeps football as the educational starting point		
The content develops soft skills in concrete ways		
Inclusion is addressed as a cross-cutting consideration		
Digital tools are used for learning and monitoring		
Well-being is linked to young people's sporting and personal experience		
Educational content and toolkit resources are interconnected		
The content can be used in the different partner countries		
The material allows for local adaptation		
The activities are understandable for the project target groups		
The materials are appropriate to the age and profile of participants		
The content enhances the project's European and collaborative dimension		
The output is ready to be tested in the next phase		

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