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CROATIAN TOURNAMENT REPORT

SUMMARY

This report covers the mobility activity held in Croatia as part of the *Assist the Goal – Anti Stigma (ATG)* project.



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1. General Information

This section presents the general information about the project.

Project Name:	Assist The Goal- Anti Stigma
Project Number:	101245638
Type of Activity:	Erasmus + SSCP
Mobility Dates:	30.06.2026-05.07.2026
Host Institution:	Centar za pružanje usluga u zajednici Izvor Selce
Host Country/City	Croatia- Selce
Participant Number:	36 kids 7 personel
Participant Profile	Staff members of the project partner institutions and children receiving support through the child protection system.

2. Purpose of the Mobility

The specific objectives of the project are as follows:

- To increase the participation of children in the child protection system in social inclusion processes through football, while supporting their personal and social development by empowering them through sport.
- To promote international cooperation among social service institutions in Türkiye, Slovenia, and Croatia.
- To promote European values such as equality and social inclusion through sport.
- To develop sustainable sports programmes in child protection institutions and strengthen their capacity for sports management.





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- To facilitate the exchange of knowledge and experience among professionals working in the child protection system.

The first phase of the international tournament, held between 30 June and 5 July 2026 as the first international activity involving children within the project, was designed to achieve the following objectives:

- To bring together children from Türkiye, Slovenia, and Croatia through football in order to create a safe and inclusive international environment that promotes social inclusion, teamwork, mutual respect, and cooperation.
- To provide children with their first international mobility experience under the Erasmus+ Programme, increasing their access to Erasmus+ opportunities and international learning experiences while supporting them in gaining a European experience.
- To enable children to learn about different cultures, develop intercultural learning skills, and increase their awareness of Europe's shared history and cultural heritage through football, joint social activities, country presentations, and cultural visits.
- To develop children's personal and social competences, including self-confidence, communication, responsibility, teamwork, problem-solving, healthy lifestyles, and active participation.
- To enable project staff to observe good practices implemented by the host organisation in using sport as a tool for social inclusion within the child protection system and to strengthen the exchange of professional knowledge and experience among partner organisations.
- To strengthen transnational cooperation among the partner organisations, support the implementation of project activities through a shared understanding, and enhance institutional capacity for future mobility activities.





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As part of this mobility activity, 23 children travelled internationally, while a total of 36 children participated in an international football tournament. In addition, seven child protection professionals gained knowledge about Croatia's child protection system and had the opportunity to observe first-hand the host organisation's good practices and approaches to using sport as a tool for social inclusion. Consequently, this mobility activity contributed directly to the achievement of both the project's specific objectives and the objectives of the mobility activity.

3. Information About the Host Institution

Under this title, general information about the institution hosting the mobility is reported.

Institution Name:	Centar za pružanje usluga u zajednici Izvor Selce
Year of Establishment:	1918 and 2013
Field of Activity:	Social services / child protection system
Target Group:	Children with inadequate parental care and biological and foster families
Services Provided:	Kurum bakımı ve gündüzlü hizmetler
Number of Children:	90
Number of Staff:	46

3.1.Detailed Information on the Institution's Fields of Activity and Services Provided:

The Izvor Selce Center for Community Services is a social welfare institution that operates through two departments:





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1. Department for Organized Living, Foster Care Support and Early Intervention
2. Department for Half-Day Care, Counselling and Support for Biological Families, and Home Support Services

The services provided by the institution are as follows:

- Half-day care services for children and young people aged 3-18
- Organized living services with a certain level of support for young people aged 16/18–21,
- Organized living services with comprehensive support for children and young people aged 3-26
- Counselling and support services for children and young people leaving residential care, as well as for children placed in foster families,
- Counselling and support services for biological, adoptive, and foster families,
- Home support services, including the preparation and delivery of meals for older persons and persons with disabilities.

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These services are provided at service locations in Selce, Crikvenica, Novi Vinodolski, Rijeka, and Brinje, as well as in the homes of the service users.

The institution was established by the Republic of Croatia. The founder's rights and responsibilities are exercised by the Ministry of Labour, Pension System, Family and Social Policy.

The strategic development plan aimed at transforming the Izvor Children's Home into the Center for Community Services Izvor Selce was selected by Oxford Policy Management as a national example of good practice within the project "Support to the Social Welfare System in the Process of Further Deinstitutionalisation of Social Services", particularly due to its emphasis on the development of high-quality foster care services.



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In line with the 2011–2016 Deinstitutionalisation Plan of the Republic of Croatia, which aimed to transform residential social welfare institutions into community-based services, the Center for Community Services Izvor Selce has been actively implementing the deinstitutionalisation process since 2013.

The institution provides services within the child protection system, primarily for children deprived of parental care, foster families, biological families, and children at risk. It delivers preventive social services aimed at preventing the separation of children from their families. The institution provides half-day care, home support, counselling, and psychosocial support services. It also provides support services for foster families and carries out activities to strengthen the alternative care system. In addition, it regularly implements Social Skills Training programmes to improve children's social skills. Through these programmes, children's:

- communication skills,
- peer relationships,
- self-confidence,
- emotional regulation,
- behaviour in group settings are supported.

The institution systematically uses sport as a tool for social inclusion. It has a sports unit that has been operating for many years, and various sports activities, particularly football, are used to support the social development of children.

The institution carries out activities aimed at supporting children's education, psychological well-being, social integration, and preparation for independent living. It also develops joint projects with local authorities to support young people in their transition to employment and independent living after leaving institutional care.



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The institution works not only with children but also with families. It implements parenting skills training, counselling services, and family support programmes.

The institution employs a total of 35 professional staff members, including 1 director, 25 educators, 3 social workers, 4 psychologists, and 2 family associates.

The project partner, Centar za pružanje usluga u zajednici Izvor Selce, is a social welfare institution providing residential care, half-day care services, and foster care services, with centres/administrative buildings located in Selce, Novi Vinodolski, Brinje, Rijeka, Crikvenica, Tribialj. Administrative building of the Center is in Selce, which is also a location of half-day care services, psychosocial treatment and home support services for elderly. Other locations are Novi Vinodolski and Brinje for half-day care services and psychosocial treatment and 3 houses for organised living in Rijeka, Tribalj and Crikvenica. And location in Rijeka where psychosocial support for foster families, and other workshops like supervisions, are provided. There is no hierarchical structure among the institution's different units, and each unit provides services to a different target group of children.

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- The institution was established in 1918. During the First World War, it operated as a church providing services to children, and after the Second World War, it became a public social welfare institution providing residential care for children.
- There are 15 centres similar to the institution visited in Croatia. The Ministry also has regional offices as part of its local administrative structure.
- In addition to its residential care units for children, the institution also has a centre providing half-day and day-care services.

The Day Care Centre provides the following services:

- A total of 40 children and their families benefit from the half-day care service.



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- When working with families, the institution also plans interventions involving extended family members. Rather than adopting a supervisory or authoritative role, the institution prefers to establish cooperation with families.
- While the institution initially started providing services following referrals from public authorities, families now apply directly to the centre to receive services.
- The institution also provides services to members of the Roma minority. No cooperation-related difficulties have been reported while working with this beneficiary group.
- Home visits are conducted whenever necessary.
- In addition to professionals such as social workers, psychologists, and teachers, the institution also employs family associates, who support professional staff in case management. Family associates are required to have at least a high school diploma.
- The institution's teachers mainly work with children in Grades 1–8 and their families.
- Teachers determine how frequently each child attends the centre and the duration of the service based on the individual needs of each case.
- The day care service includes seven educational groups: four in Selce, two in Novi Vinodolski, and one in Brinje.
- The institution cooperates with three schools. Children are transported from their schools to the centre by the institution's shuttle service. Since schools in the service area operate on a half-day schedule, children attending the centre after school are provided with a free lunch.
- Educational groups provide homework support, learning skills development, sports programmes, creativity workshops, healthy lifestyle workshops, group activities, snacks, and transportation services to children's homes. These services aim to provide academic support while also helping children remain engaged in the school system.
- The institution works with both civil society organisations and individual volunteers. Joint projects and workshops are implemented with civil society organisations, while individual volunteers contribute by delivering workshops according to the institution's needs.





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- The institution cooperates with the municipality. Children receiving services from the institution are exempt from participation fees when attending municipal sports activities.
- The institution also supports family members who have not completed primary education by helping them continue and complete their education.
- The institution provides services at three different locations, making services more accessible within the local community.
- The institution employs two sports instructors, and sports activities are organised once a week at each location.
- Sports activities are open not only to children receiving services from the institution but also to children waiting for the school bus or to be picked up by their parents.
- Children are introduced to the basic rules of various sports. Sports activities are planned under the motto "Sport unites people." Children identified as having athletic potential are referred to local sports clubs for more advanced training.
- For the past nine years, the institution has organised an annual tournament involving schools and social welfare institutions in the region. The tournament is financed through a sponsorship system.
- The institution's service model is not implemented in a standardised manner throughout Croatia.
- The institution building is a detached facility located by the seaside with a garden. It has adequate physical facilities for all professional staff to carry out their work and includes an outdoor sports field.

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Information obtained during the visit to the institution on 20/07/2026:

- The institution operates in accordance with national legislation and action plans governing the planning and delivery of its services.





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- The institution does not have a first response/crisis intervention centre. Child protection cases requiring immediate intervention are addressed through the foster care system.
- Protection orders are issued for a period of one year and are reassessed upon expiry.
- The completion of professional casework at the Social Welfare Centre takes approximately 15 days, while the issuance of a protection order takes approximately one month.
- Adoption procedures are carried out by the Social Welfare Centre.
- There is no system for requesting child maintenance payments from biological families for children placed under protection.
- School visits are not conducted for children placed in foster families.
- Foster families and children visit the institution once a month for follow-up and monitoring.
- When a new child is placed with a foster family, daily home visits are conducted during the adaptation period.
- Foster care payments are not made by the institution but by the Social Welfare Centre. Payment amounts are determined annually by the Ministry.
- Structured training programmes are available for foster families.
- The number of foster families is relatively high in proportion to the country's population.

The following information was obtained during the visit to the Children's Home:

- The institution operates three children's homes.
- Each children's home accommodates six children.
- Care staff work in 8-hour shifts, with one caregivers on duty during each shift.
- There are age differences among the children living in the home. Children may live together with younger or older peers.
- The children's home is a villa-style house with sufficient personal space for each child and is located within a garden.





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- The construction of the children's home was financed through the Ministry of Labour, Pension System, Family and Social Policy and part from project in European regional development fund.
- The children's home is located within a village, which supports children's social integration and helps reduce the effects of social stigma.

3.2.Units/Activities Visited

During the tournament, while the participating children were resting, child protection professionals carried out institutional visits to observe the services provided by the host organisation on site.

The institutions visited were:

- Main location of Centar za pružanje usluga u zajednici Izvor Selce (Centar Izvor Selce) in Selce, location where half-day care services are being held, psychosocial treatment and home support services for elderly. And administrative department.
- Location in Rijeka where psychosocial treatments are provided for foster families and where educations and supervisions of foster families are being held.
- House for organised living - organised living house for children deprived of parental care located in Tribalj (village).

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The following services and facilities were observed during the tournament:

- Two service centres of the institution were visited.
- One children's home was visited.
- The institution's sports field was visited.





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- The artificial turf football pitch used by the institution in cooperation with local stakeholders was visited, and matches were played there. The futsal court of a local school was also visited and used for tournament matches. In addition, the artificial turf football pitch located below Nehaj Fortress was visited, and matches were played there.
- Information was obtained about the institution's preventive and protective services implemented through sport, as well as the local sports tournaments organised by the institution.

3.3.Host Institution Strengths

The host institution's facilities, resources, and services were observed on site during the tournament. Based on the institutional visits and meetings conducted throughout the mobility, the main strengths of the host organisation were identified as follows:

1. The institution has strong cooperation with local stakeholders and receives both financial and human resource support from the local community.
2. The institution has been organising inclusive sports tournaments on a regular basis for the past nine years. These tournaments contribute positively to the public image of the social welfare institution and help reduce the social stigma experienced by children receiving its services.
3. Within its foster care service model, the institution implements a structured and standardised training programme for foster families.
4. The institution provides residential care, foster care, and half-day support services under one organisational structure. This integrated service model strengthens the institution's capacity to deliver comprehensive and holistic child protection services.





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4. Good Practices

The good practices observed during the study visit and considered suitable for adaptation are presented below.

Sponsor Support

The institution has a strong network of sponsors. Sponsorship support enhances the implementation of its activities, while local community resources contribute significantly to the delivery of its services. Through this approach, the institution not only benefits from local financial resources but also strengthens its services through volunteer contributions.

This practice provides the institution with financial flexibility while also reinforcing children's sense of belonging to the community in which they live. Since there are no significant barriers preventing other institutions from establishing similar partnerships with local stakeholders, this practice is considered transferable and suitable for local adaptation.

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Inclusive Sports Programmes

The institution implements various sports activities for the children receiving its services, including teaching the basic rules of different sports, providing training in selected disciplines, and referring children identified as having talent or potential to local sports clubs for further development.

In addition, for the past nine years, the institution has organised an annual local football tournament involving schools and sports clubs in order to benefit the local community it serves and strengthen community support mechanisms. Considering that the social stigma faced by social welfare institutions is closely related to their public image, this traditional tournament





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contributes positively to the institution's reputation and, consequently, helps reduce the social stigma experienced by the children and families receiving its services.

This local tournament is considered an inclusive sports programme that can be implemented by other social welfare institutions and has the potential to provide a wide range of social and institutional benefits.

5. First Phase of the Tournament

The first phase of the tournament, which was the first international mobility activity involving the children participating in the project, was hosted by the Croatian partner and took place between 30 June and 5 July 2026. Information related to the tournament is presented under two sections: Pre-Tournament Preparations and the Tournament.

5.1. Preparatory Work for the Tournament

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A number of preparatory activities were carried out by all project partners prior to the tournament. The preparations were implemented in chronological order as follows:

1. Following the Kick-off Meeting, the teams were formed in accordance with the decisions taken during the meeting.
2. Football training sessions were initiated.
3. The training kits and match kits to be used during the training sessions and the tournament were designed and produced.
4. Information sessions introducing Erasmus+ opportunities to the participating children were organised.
5. Educational sessions on Fair Play, healthy nutrition, and the cultures and histories of the partner countries were delivered.



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6. Preparatory activities such as arranging accommodation, organising transportation to the tournament venue, selecting the sports facilities, and appointing referees and medical staff were completed prior to the tournament.
7. Before the mobility activity, official procedures including obtaining health insurance, passports, and parental/legal guardian consent for international travel were completed for all participating children.

The preparations for the international mobility were carried out under the guidance of the project coordinator and under the leadership of the host organisation. These preparations included arranging child-friendly accommodation, appointing supporting personnel such as referees and medical staff, selecting the tournament venues, establishing the tournament rules to be applied throughout the event, determining the methods for recording match statistics, planning the methods to ensure the participation of all children in the cultural learning activities, and organising transportation and travel arrangements.

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In addition to football training sessions and educational activities, the project partners completed all necessary preparations for the participating children, including obtaining passports, securing consent from biological families or legal guardians, preparing consent forms, and ensuring the necessary health precautions and health insurance arrangements for the journey and the tournament.

As a result of these preparations, the mobility programme was implemented according to the planned schedule, and no significant disruptions occurred throughout the activity.

5.2. Tournament Programme

The tournament was played in a double round-robin format with the participation of three football teams composed of children receiving services from the partner organisations. Each match was officiated by two referees, and one medical professional was present throughout the





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tournament. The matches on the first day of the tournament were played on an artificial turf football pitch, while the second day's matches took place on an indoor futsal court. The tournament was not limited to football matches alone. Various cultural activities were also organised throughout the event to promote transnational understanding, intercultural learning, and friendship among the participating children.

5.2.1. Cultural Activities

As part of the mobility programme, country presentation activities and joint social events were organised to promote intercultural learning. Each country prepared child-friendly and engaging presentations ("Fun Facts") introducing its culture, traditions, and everyday life, and the participating children shared information and experiences about their countries with their peers. The presentations were delivered in English and interpreted into the participants' native languages by both staff members and children. The presentations are included in the Annexes of this report.

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In addition, a karaoke party and a traditional children's games workshop were organised to encourage learning through enjoyment. During the karaoke party, the children danced to songs from their own countries and sang together by following the subtitles. Furthermore, each partner introduced examples of traditional children's games from their own country, and the children played these games together. Information on the traditional children's games is presented in the Annexes of this report.

Following the matches, the children spent their free time together at the same hotel, where they were accommodated throughout the mobility. These informal interactions also played an important role in helping them build friendships. Through the joint social activities and their daily interactions, children from different countries naturally developed friendships, and the





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intercultural learning process extended beyond the planned activities to become an integral part of the entire mobility experience.

In addition to these cultural activities, a visit was organised to Nehaj Fortress in Senj. During the visit, a guide provided information about Croatia's history and cultural heritage, the historical significance of Nehaj Fortress, and Croatia's role in the historical development of Europe. This information was shared with all participating children. The visit enabled the children to experience European history in an authentic historical setting rather than learning about it only in theory, while also increasing their awareness of the importance of preserving cultural heritage and understanding Europe's shared history.

These activities provided valuable learning opportunities that supported the Erasmus+ Programme objectives related to intercultural dialogue, active participation, and European citizenship.

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Photos from the Fun Facts Presentations



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Photos from the Traditional Children's Games Workshop



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Photos from the Visit to Nehaj Fortress

5.2.2. Games

As part of the mobility activity, the international football tournament was held in an inclusive sporting environment where children from Türkiye, Croatia, and Slovenia competed in the spirit of fair play. The matches planned within the tournament programme were successfully implemented, with all games conducted in accordance with the principles of fair play, teamwork, and mutual respect. Throughout the tournament, sport served not only as a means of competition but also as a tool for promoting communication, cooperation, and social inclusion.

During the tournament, the three teams representing the project partners competed in a double round-robin format. A total of six matches were played, with each team participating in four matches. Match results, statistics, photographs, and other supporting documents are presented in the Annexes of this report.





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Photos from Day 1



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Photos from Day 2

In addition to the tournament matches, the programme included a friendly match between teams composed of project staff and participating children, followed by relay games. After the friendly match, while the participants were resting, the children did not wait for the relay games to begin. Instead, without any guidance from the staff, they spontaneously formed two mixed teams and started playing a football match among themselves.

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Although this spontaneous match was not part of the planned programme, it demonstrated that the children had overcome language barriers and were able to make their own decisions without adult guidance. In order to support the children's self-confidence and autonomy, their initiative was respected, and the opportunity they created to interact and connect through sport was encouraged.



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Photos from the Staff–Children Friendly Match



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Photos from the Spontaneous Match Organised by the Children on Their Own Initiative

The table below presents the matches played during the tournament, together with the match results and the players who scored the goals.

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SCORES OF THE GAMES			
DATE	GAME	SCORES	SCORING ATHLETE
01.07.2026	Slovenia-Croatia	1-0	Sasa Kosec (7)
	Türkiye-Croatia	3-0	Alperen KIRAYERLİ (8) 3 goals
	Slovenia-Türkiye	0-6	Melih YILDIRIM (4)1 goal, Yusuf Zeki SAYIN (3) 1 goal,Yaman ÖZKİRİŞÇİ (6) 1 goal, Alperen KIRANYERLİ (8)1 goal, Can SAĞLAM (10)2 goal
02.07.2026	Slovenia-Türkiye	0-3	Hasan Ali KUŞAT (5) 1 goal, Yaman ÖZKİRİŞÇİ (6) 1 goal, Alperen KIRANYERLİ (8) 1 goal



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	Slovenia-Croatia	2-0	Bostjan Hudorovic (8) 1 goal, Mirjan Bregar (5) 1 goal
	Türkiye-Croatia	2-1	Anıl EREN (2) 1 goal, Yaman ÖZKİRİŞÇİ (6) 1 goal  Dorian Beciri(7) 1 goal

5.2.3. Meetings

Throughout the tournament, institutional visits and meetings were organised during the participants childrens' rest periods to observe the services provided by the host organisation on site and to facilitate the exchange of knowledge and experience. During these meetings and institutional visits, the services provided by the host organisation were observed, and information was obtained from the institution's professionals regarding the Croatian child protection system, its recent transformation process, the relevant national and European legislation, action plans, and the institution's good practices. In addition, a brief planning meeting was held regarding the upcoming stages of the project.

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6. Outcomes

This section presents the outcomes achieved as a result of the mobility activity carried out between 30.06.2026 and 05.07.2026. The expected outcomes prior to the mobility were as follows:

- To gain knowledge about the Croatian child protection system,
- To observe on site the services provided by the social welfare institution in Selce, Croatia,
- To learn from the host institution's experience and capacity in sports management,





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- To strengthen communication channels among the project partners,
- To organise and complete the tournament matches involving the three participating teams,
- To support the development of transnational friendships among children, encourage regular participation in sport, and increase children's awareness of the European way of life.

6.1. Learning Outcomes of the Mobility

The learning outcomes achieved, as a result of the first phase of the tournament, which was the second mobility activity of the Assist The Goal (ATG) project, are presented under two headings: participant-level learning outcomes and institutional learning outcomes.

6.1.1. From the Participants' Perspective:

When the learning outcomes achieved through the mobility are evaluated, the participant children attained the following learning outcomes:

- They learned to apply the principles of fair play in practice.
- They experienced the positive effects of participating in regular and disciplined sports activities.
- They learned to regulate their emotions through a zero-tolerance approach to violence in sport.
- Their teamwork and cooperation skills were strengthened.
- They gained knowledge about healthy nutrition.
- For some of the participating children, this was their first experience of travelling abroad and flying by plane.
- They experienced communicating with peers from different countries.
- They gained knowledge about the cultures, traditional games, and daily lives of different countries.





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- They developed awareness of Europe's shared cultural heritage through activities such as the visit to Nehaj Fortress.
- They gained experience in using English in a natural communication environment.

6.1.2. From the Institutional Perspective:

When the learning outcomes achieved through the mobility are evaluated, the following learning outcomes were obtained by the participating institutions and project staff:

- The partner organisations had the opportunity to observe the Croatian child protection system on site, particularly the use of sport as a tool for social inclusion within the child protection system.
- Knowledge was gained regarding the legal framework governing the child protection system in Croatia as an EU Member State.
- The host organisation's sport-based good practices implemented within the child protection system, as well as the use of local resources such as sports facilities and infrastructure, were examined by the project partners, and the transferability of these practices to their own institutions was assessed.
- The project coordinator and the host organisation gained experience in the planning and implementation of an international football tournament, including organisational processes, risk management, health and safety measures, logistical planning, and the coordination of international mobility activities.
- The project coordinator and the Slovenian partner, Mladinski Dom Malči Beličeve, gained practical experience in organising international travel with children and preparing the necessary travel documentation.





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- Based on the experience gained during the mobility, common standards and working methods for planning and implementing future international mobility activities were established.

6.2. Mobility Outcomes

The outcomes achieved as a result of the first phase of the tournament, which was the second mobility activity of the Assist The Goal (ATG) project, are presented under two headings: participant outcomes and institutional outcomes. The mobility was designed to generate complementary outcomes for both the participating children and the project staff in different areas. The outcomes achieved following the cultural activities, football matches, meetings, and institutional visits carried out during the mobility are presented below.

6.2.1. From the Participants' Perspective:

The project had positive effects not only on the children's physical development but also on their social, emotional, and personal development. Through regular sports activities and educational sessions, improvements were observed in the children's teamwork, communication, sense of responsibility, self-discipline, and understanding of fair play. Their active participation in the activities also supported their ability to express themselves and contributed to their taking a more active role within the group.

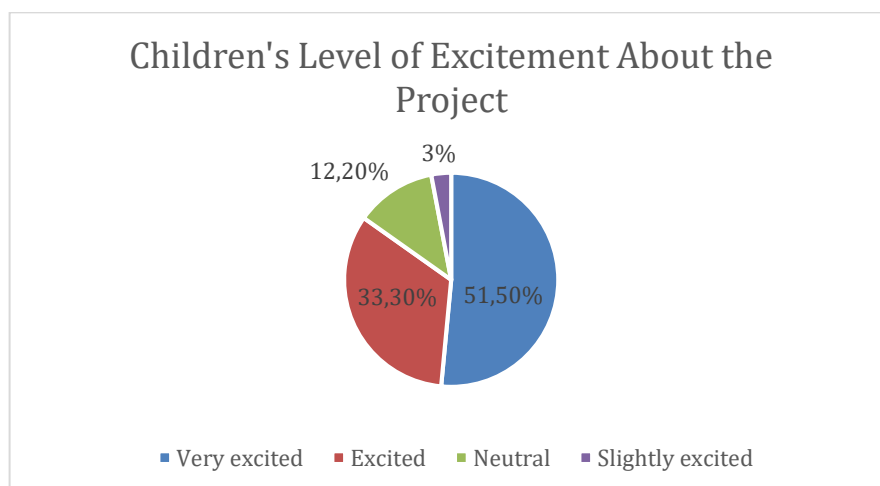
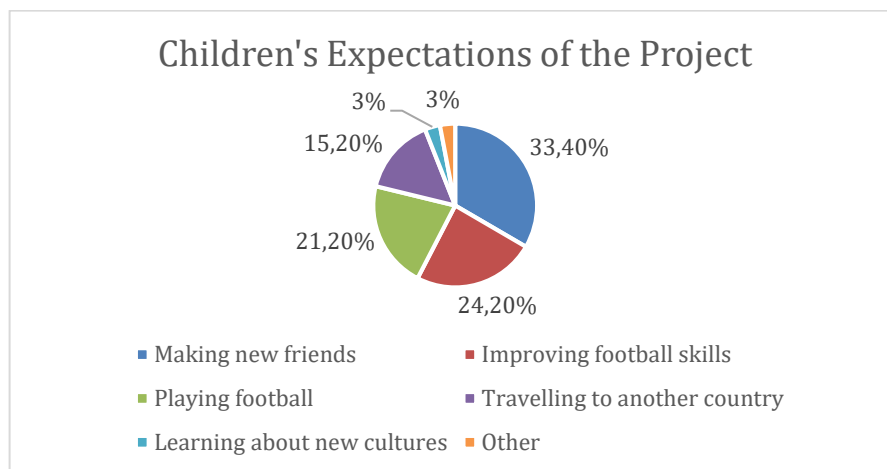
The international mobility was an unforgettable and transformative learning experience for the children. A significant proportion of the participants travelled abroad for the first time, experienced air travel for the first time, and took part in an international sports event for the first time. This experience increased their self-confidence, enabled them to become familiar with different cultures, helped reduce prejudices, and provided opportunities to establish lasting friendships with peers from other countries.





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According to the expectation survey conducted before the mobility, the children's main expectations were to make new friends, improve their football skills, and participate in sports activities. In addition, it was found that more than half of the participating children were very excited about taking part in the project.



The findings obtained from the children's diaries indicate that these expectations were largely met. The diaries show that the children most frequently mentioned making new friends





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and enjoying the opportunity to learn about different cultures. They also expressed their intention to train more in order to improve their football skills.

"I was impressed by the ease with which we all became friends."

"We played better today; it was very interesting. We made friends with other children, especially the Turkish ones."

"It was a wonderful event for me. The friendships I made here are my greatest memories. I will never forget the friends I met here. I also had a lot of fun during the matches, and it was a great experience for me."

"The match was great. I became friends with the other children, and taking photos together made me happy. It was a wonderful day for me."

The mobility not only contributed to the development of the children's sporting skills but also strengthened their awareness of respect for diversity, living together, solidarity, and social inclusion. For children in the child protection system, actively participating in an international project increased their self-confidence, positively influenced their expectations for the future, and enhanced their social skills.

In addition, among the participating teams, the Turkish team experienced the greatest communication difficulties due to the relatively low level of English language proficiency. Only two children in the Turkish team were able to communicate in English. As a result of this experience, the children's motivation to improve their English language skills before the second phase of the tournament, scheduled for October 2026, is very high.





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Information on the experiences that the participating children encountered for the first time through the project is presented below.

INFORMATION ABOUT THE PARTICIPATING CHILDREN

NO	INFO	RATIO
1	Percentage of children participating in an Erasmus+ project for the first time	%66,7
2	Percentage of children travelling abroad for the first time	% 30,3
3	Percentage of children travelling by plane for the first time	% 36,4
4	Percentage of children participating in an international project for the first time	% 51,5
5	Percentage of children meeting peers from another country for the first time	%24,2

The high percentage of children participating in an Erasmus+ project for the first time and taking part in an international project for the first time is fully consistent with the project's original motivation and objectives. In addition, the participating children experienced many significant "firsts" through the project.

6.1.3. From the Institutional Perspective:

When the outcomes of the mobility are evaluated from an institutional perspective, the following achievements were obtained:

- This report, presenting the Croatian child protection system and the strengths of the host institution, has been prepared. It will be made available to the project participants and youth workers.
- The communication network established to ensure sustainable communication and cooperation among the partner organisations has been strengthened.





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- The participating staff have increased their motivation to engage in international projects. This increase in motivation has enhanced the sports management capacity of the partner organisations and contributed to the development of a common approach to using sport as a tool for social inclusion.
- The organisational capacity of the partnership has been strengthened for the next mobility activity to be implemented within the project.
- A common approach to the use of sport as a tool for social inclusion has been established.

The mobility contributed significantly to strengthening institutional cooperation among the project partners and making the international partnership structure more sustainable. Through the experience gained in planning, implementing, and coordinating international activities, the partner organisations developed a common understanding for planning future mobility activities more effectively.

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The sport-based social inclusion practices and child protection good practices shared by the host organisation contributed to the development of new approaches that can be adapted and implemented by the partner organisations within their own institutions. The exchange of knowledge and experience throughout the mobility strengthened the institutional capacity of the partner organisations in the areas of child participation, volunteer engagement, sports management, and the organisation of international activities.

The experience gained during the implementation of the project activities enhanced the participating staff's capacity to work in international teams and to manage the planning, coordination, and implementation of project activities. Through regular communication and a shared working culture, knowledge exchange among professionals from different disciplines was strengthened, supporting an interdisciplinary approach to service delivery. As a result of





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the mobility, the partner organisations evolved beyond being institutions that merely implemented project activities together. They established a sustainable partnership based on a shared approach to using sport as a tool for social inclusion within the child protection system, the mutual exchange of good practices, and the strengthening of their institutional capacities through international cooperation.

It is expected that these impacts will be further reinforced during the final mobility activity to be carried out in the later stages of the project and through the dissemination activities implemented by each partner organisation.

7. Challenges Encountered

No unresolved problems were encountered during the mobility activity. The trust established among the partners during the first six months of the project provided a strong foundation for addressing challenges effectively. The challenges encountered and the solutions implemented are presented below:

- The Turkish team's health insurance was not valid in European countries.
 - Travel insurance was arranged for all participating children.
- Language barrier.
 - It was anticipated that communication difficulties could arise among the 36 children who did not share a common language. However, football and team-based activities facilitated communication by providing a shared context for interaction.
- Confidentiality requirements.
 - Some children in residential care were subject to confidentiality decisions, meaning that their photographs or videos could not be taken or shared on any





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digital platform. To address this issue, all partner organisations informed their staff in advance, ensuring that no photographs or videos were taken of children requiring confidentiality.

- Heat wave and tournament matches.
 - The first phase of the tournament took place at the end of June and the beginning of July. Due to the high temperatures, match schedules were moved to the early morning hours, while the afternoon was reserved for the children's rest. Following a health issue experienced by one of the participating children on the first day, the second day's matches were relocated to an indoor sports hall.
- Tournament intensity.
 - The physical demands of the tournament had been underestimated. During implementation, it became clear that the children's strong motivation to compete resulted in considerable physical fatigue. Consequently, the hottest hours of the day were allocated as rest periods.
- Evaluation processes.
 - It was not possible to implement a single standard evaluation method throughout the tournament due to differences among the partner organisations in digital device policies, the children's levels of digital literacy, and the digital tools and platforms used by each institution. Instead, each partner recorded the evaluation data using methods appropriate to its own context, and these records were later compiled and consolidated by the project coordinator.

The experience gained through addressing these challenges contributed to the more effective planning of the project's subsequent activities and strengthened the implementation processes.





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8. Future Steps

The following activities are planned for the remaining approximately six months of the project.

- Based on the outcomes achieved so far, it has been observed that regular football training supports the children's individual and psychosocial development and contributes to positive behavioural change. To reinforce these positive changes and ensure their sustainability, regular football training sessions will continue throughout the project.
- An evaluation meeting will be held with the children who participated in the mobility. The format of the meeting (face-to-face or online) will be determined by each partner organisation, taking into account that the children will be spending the summer holiday with their biological families or relatives.
- During the next phase of the project, the active involvement of the Child Committee in decision-making processes is planned to be further strengthened.
- The project coordinator plans to organise English language courses for the Turkish team, which experienced the greatest language barriers during the mobility.
- Building on the experience gained during the reporting period, the project partners intend to continue their international cooperation and jointly explore new project opportunities, particularly under the Erasmus+ Programme.

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An online project meeting will be held to:

- Finalise the dissemination plan to be implemented after the project's final mobility, taking into consideration the institutional capacities and available resources of all partner organisations.





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- Continue delivering educational sessions for the participating children on topics such as healthy nutrition and fair play in order to further enhance their awareness. The specific training topics will be jointly agreed upon by the project partners.
- Plan the next phase of the project, which will include the international mobility and the final football tournament to be organised in Aydın. These activities are intended to further enhance the children's international experience, strengthen cooperation among the partner organisations, and ensure that the project continues to progress in line with its planned objectives.

9. General Evaluation

The second international mobility activity of our project, Assist The Goal – Anti-Stigma, implemented under the Erasmus+ Sport Small-Scale Partnerships (SSCP) programme, was the first phase of the international tournament hosted by the project partner Centar za pružanje usluga u zajednici Izvor Selce. The mobility was implemented as planned, without any major difficulties, and was well organised and highly productive. As all project partners are public institutions providing services within the child protection system and share a strong commitment, experience, and motivation to promote social inclusion through sport, the partnership was characterised by a common understanding and a high level of cooperation.

During the mobility, the host organisation's community-based and inclusive social service practices within the child protection system, as well as its sport-based social inclusion initiatives, were observed on site, and professional meetings were held with child protection professionals. The international football tournament not only contributed to the children's sporting development but also provided valuable opportunities for them to communicate with peers from different countries, establish new friendships, and experience intercultural interaction. Throughout the tournament, the principles of fair play, teamwork, mutual respect,





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and inclusion were put into practice, clearly demonstrating the positive role of sport as a tool for social inclusion.

When the children's diaries, staff evaluation forms, and observations made throughout the mobility were considered together, it was evident that the participants were highly satisfied with the overall experience. The children most frequently identified making friends from different countries, participating in an international tournament, and learning about different cultures as the most valuable aspects of the mobility. Staff evaluations also indicated that the mobility had a positive impact on the children's social skills, self-confidence, communication abilities, and participation in teamwork.

Overall, the mobility in Croatia was successfully completed in line with the project's objectives. It made a significant contribution to promoting the use of sport as a tool for social inclusion, strengthening cooperation among the partner organisations, and empowering children in the child protection system through sport.





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10. Annexes

10.1. Photos

10.2. Traditional Child Games

10.3. Tournament Programme

10.4. Attendance List

10.5. Match Scores

10.6. Children Dairies

10.7. Staff Assessments

10.8. Participants Infos

10.9. Fun Facts Presentation





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10.1. Photos



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10.2. Traditional Children Games

CROATIA	Name of the game	Dizanje mrtvaca -Dead Man Lifting
	History of the game	<i>Dead Man Lifting</i> is a traditional strength and skill game from the Lika region of Croatia. It forms part of the traditional and shepherd games of Lika, which were played by members of local rural communities, not only by shepherds. According to 20th-century ethnographic studies, these traditional games can be traced back to the 19th century and were transmitted orally from generation to generation. In 2023, the Traditional and Shepherd Games of Lika, including <i>Dizanje mrtvaca</i> , were officially recognised and entered into the Register of Cultural Goods of the Republic of Croatia as intangible cultural heritage.
	Rules of the game	• The game is played by two participants of approximately similar body weight. • One player lies on the ground, keeps their arms close to the body and remains completely rigid, imitating a “dead body.” • The second player grasps the lying participant around the waist or underneath the shoulders and attempts to lift them onto their shoulder using physical strength. • The performance is observed by spectators, who traditionally assess the ease and skill with which the player is lifted, while a judge determines the winner.
	Name of the game	Povlačenje kuke - Hook Pulling





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	History of the game	<i>Povlačenje kuke (Hook Pulling)</i> is a traditional strength game associated with the rural sporting traditions of the Lika region and neighbouring areas. Historical descriptions of traditional games in Lika mention <i>vučenje kuke</i> alongside other strength competitions such as tug-of-war and stick pulling. These activities were traditionally used to demonstrate physical strength and skill during community gatherings and local competitions. Although an exact date of origin cannot be established from the available sources, the game forms part of an older tradition of strength-based folk competitions that has been preserved through local communities.
	Rules of the game	• <i>Povlačenje kuke</i> is a strength competition between two participants. • The players use a hooked grip with their hands and pull against each other, attempting to force the opponent to lose their position or give up the pull. • The winner is the participant who successfully overcomes the opponent through strength and controlled pulling. • The game is traditionally performed as an individual competition and requires strength, grip control and balance.
	Name of the game	5 Taş – 5 Stones
	History of the game	The Beş Taş (Five Stones) game introduced by Türkiye as part of the programme is considered a traditional Anatolian variant of the <i>aşık</i> game, which has been played in the Turkic world for centuries, with stones used instead of knucklebones. The earliest known written





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TÜRKİYE		record of this game tradition in the Turkic world appears in the Dīwān Lughāt al-Turk, written by Mahmud al-Kashgari in Kashgar between 1072 and 1074. In later periods, the <i>Book of Dede Korkut</i> also describes children playing <i>aşık</i>. Today, this gaming tradition continues to be practiced under different names in Kazakhstan, Kyrgyzstan, Uzbekistan and among other Turkic communities, while in Anatolia it continues to exist as Beş Taş (Five Stones).
	Rules of the game	The game can be played by at least two players. • Five smooth stones, small enough to fit comfortably in the palm of the hand, are used. • The game is played on a flat surface. • The player is expected to throw one stone into the air, collect the stones on the ground according to the designated sequence, and catch the airborne stone before it falls. The game is played in the following stages: • The five stones are placed freely on the ground. The player picks up one stone and throws it into the air. While the stone is in the air, the player picks up one of the stones from the ground and then catches the airborne stone with the same hand. The process continues until all the stones on the ground have been collected. • The stones are placed on the ground again. The player throws one stone into the air and this time collects the remaining stones in pairs of two. • The stones are placed on the ground again. The player throws one stone into the air, collects three stones at once, and then picks up the remaining stone.





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		• The player throws one stone into the air and collects the remaining four stones in a single movement, then catches the airborne stone. • The player places the index finger over the middle finger to form a small “bridge” with the hand. • Without touching the stone designated by the other player, the player moves the remaining stones one by one underneath the hand bridge. This stage requires concentration, coordination and manual dexterity. • The player throws all five stones into the air and attempts to catch them on the back of the hand. The stones are then thrown into the air again and caught in the palm. The number of stones successfully caught in the palm determines the player's score. A player's turn ends if: • The player fails to catch the stone thrown into the air; • The player accidentally touches another stone while collecting the stones; • The player collects more or fewer stones than required at that stage; • One of the stones falls from the player's hand. In any of these situations, the turn passes to the next player.
	Name of the game	Zemljo krast – Stealing the land
	History of the game	It is one of the traditional children's games that has been played in Slovenia for generations. Although there is no verified date indicating exactly when the game was first introduced, a documented record from 1968 in the Cerknica region of Slovenia shows that children were





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SLOVENIA		playing this game at that time. This has been a very popular game for children to play after school, often on the asphalt in front of their building, for many decades now.
	Rules of the game	Draw a small circle on the ground and a large circle around it. Divide the big circle evenly according to the number of players. • Each player gets one part of the circle which they name after a country of their choice. • One player stands in the small circle in the middle, holding the stick. Everyone else is standing on the edge of the circle, in front of their country. • The player in the middle says "I'm attacking..." and then yells out the name of one of the countries and throws the stick into that part of the circle. • Everyone starts running away from the circle, except for the player whose country has been attacked, who has to quickly step onto the stick and yell "STOP!" • When that happens, all the other players have to freeze and stay where they are. • The player with the stick can then walk on the lines of the circle and try to hit one of the other players by throwing the stick. • If they manage to hit someone, they can then "steal their land":
	Name of the game	Gnilo jajce – Rotten egg
		This is a game for bigger groups and can be played anywhere, outside or inside. It's particularly popular with younger children, and





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	History of the game	still played regularly in kindergartens and primary schools in Slovenia.
	Rules of the game	• A piece of paper crumpled up into a little ball. • All players sit down in a circle except one, who stands outside the circle and has the paper ball. • The player with the paper ball walks around the circle of players, chanting "kanglica kanglica vodo drži, kdor se ozira po hrbtu dobi", which roughly translates as: "a bucket, a bucket is holding water, whoever looks behind them gets smacked on the back" (there are also some other variations of the chant). • While doing that, the player is pretending to drop the paper ball behind the backs of the players sitting in the circle, who are not allowed to turn around, but are allowed to feel behind their backs with their hands after the player with the ball passes them. • At one point, the player who's walking around subtly drops the paper ball behind someone's back and keeps walking, pretending to still have the ball. • If the second player doesn't notice that they have the paper ball behind their back and the first player manages to walk all the way around the circle and back to them, then the second player has to go sit in the middle of the circle, becoming the "rotten egg". • The first player then starts doing another round around the circle with the paper ball. • However, if the second player realises that they have the paper ball behind their back, they get up and start running after the first player.





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		• The first player then also starts running from them, trying to reach the empty spot in the circle where the second player was sitting. • If they manage to sit down in that spot before getting caught, then the second player continues the game, walking outside the circle with the paper ball. • However, if the second player catches the first one, then the first player has to go sit down in the middle of the circle, becoming the "rotten egg". • The second player then continues the game by walking around with the paper ball. • The player who is the "rotten egg" has to sit inside the circle until someone else becomes the "rotten egg" and replaces them. Young children in particular often find it fun to pretend that there's a bad smell coming from the "rotten egg".
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