

CHANGE

Enhancing Skills in Sport for Development



RESEARCH REPORT AND OCCUPATIONAL MAP FOR SPORT FOR DEVELOPMENT IN EUROPE

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INTRODUCTION

Picture credit: StreetGames who kindly provided a bank of pictures to the CHANGE project.



1.1 - ABOUT THE RESEARCH REPORT AND OCCUPATIONAL MAP

This Research Report and Occupational Map is one of six important publications from the CHANGE project, (official title 'Defining skills and competences for sport to act as a tool for the development of people and society in Europe'). CHANGE was a three-year transnational project with nine partners, co-funded by the EU's Erasmus+ Sport programme. It started in January 2019 and completed successfully in December 2021, following a global dissemination conference.

The project concentrated its research and development on a relatively young and energetic field in the sport and physical activity sector known as **Sport for Development (S4D)**.

The purpose of this Research Report and Occupational Map is to provide a summary of findings from the CHANGE literature review and primary research which underpin all the other activities and outputs from the project.

What the Research Report and Occupational Map provides:

Section	Explanatory Notes
What is Sport for Development? (Section 2 of this report)	A clear understanding of S4D must underpin all other products from the CHANGE project. This section provides an overview of S4D, discusses why it is unique and what it seeks to achieve. Here we also provide some examples of S4D projects which illustrate its main principles and methodologies. In this section we also offer a key purpose – the overarching goal – of S4D which is used later in the project to develop a Functional Map and Competence Framework of Occupational Standards for those working in the sector.
Evolution and Links with Related Occupations (Section 3 of this report)	This is an important section because it looks at how the S4D sector evolved and who its 'closest relatives' are in terms of other fields of employment in sport, related sectors and occupations. This is valuable information because it helped the CHANGE partners to identify standards and training programmes – for example, in sport coaching or community development – which may be at least partially relevant and therefore may be borrowed and/or adapted to the needs of S4D. Studying the evolution of S4D also helps to identify why and how S4D is different from these other fields of employment and helps to develop something which is specific to the sector's needs.
Economic and Social Value of the Sector (Section 4 of this report)	In this section we examine the overall size of the S4D sector and consider its social and, where possible, economic impact. This section is valuable because it alerts stakeholders – for example, education and training providers – to the significance of the sector, the need to design and offer tailored development programmes and the potential market for such education and training.
Types of Organisations in Sport for Development (Section 5 of this report)	In this section we identify the main organisations who are engaged in S4D and have an influence, for example, through funding initiatives, on its operation and further development. This section draws attention to the organisations who can have a valuable input into the development and implementation of standards and educational programmes through research, consultations, disseminations and future sustainability initiatives.

Section	Explanatory Notes
Organisational Structures/ Operating Models (Section 6 of this report)	<p>This part of the research helped CHANGE to understand better how the delivery partners engaged in S4D are structured, their size and the typical operating models they use. Knowing more about this helps us to recognise, for example, the division of labour within organisations and how work is allocated to departments and individuals. Once again, this helps to inform a later CHANGE product, the Functional Map – which is an analysis of how work is organised to achieve good practice outcomes – how the Occupational Standards should be grouped, and the packaging of educational products.</p>
Occupations (Section 7 of this report)	<p>This section is closely related to Organisational Structures/ Operating Models in the section above. Having studied the organisations involved in S4D, CHANGE then looked at the typical occupations employed by these organisations and the duties and tasks which individuals are required to carry out. Since many of these occupations are generic – for example, sport administration, finance, HR etc. – they can be eliminated from further examination since they are not exclusive to the S4D sector. This process of elimination helps us to concentrate on occupations which are unique to S4D and the activities which their role holders perform. This knowledge is valuable in defining how the Occupational Standards must be written and grouped to be most appropriate to the needs of the sector. In this section you will find more information about the roles of Coordinator and Activator – the occupations which CHANGE has selected for particular attention.</p>
Key Competences, Skills and Attributes for the Target Occupations (Section 8 of this report)	<p>Since CHANGE is primarily concerned with the development of standards and educational initiatives for those working in S4D, knowing about the competences, skills and attributes which employers value is fundamental. In this section we build on earlier sections to highlight and analyse the specific skill sets and personal qualities which staff need in the sector generally, and in the roles of Coordinator and Activator specifically. With this in mind, we can also connect with any established standards/training routes (for example, sport administration and coaching). This exploration also brings out dimensions of practice which are not so traditional in the sport sector (for example, community development, social integration, pursuing gender equality or educational outcomes etc.).</p>
Types of Organisations in Recruitment, professional formation and progression (Section 9 of this report)	<p>In this section we explore how people are currently recruited, how they are employed – for example, as volunteers or as full-time or part-time workers – the types of education, training and employment routes people follow and how they can progress within S4D or beyond. This section is important in shaping the Functional Map and standards, in particular to enable continuing professional development and career advancement either within S4D or in related sectors.</p>
Emerging Trends and Forward Projections (Section 10 of this report)	<p>The Occupational Standards and educational products must have a reasonable shelf life and the potential for sustainability into the future. Therefore, in this section, we identify the emerging trends in the sector and explore how the sector might evolve in the foreseeable future. This will help us to ensure the standards and education frameworks have an element of future proofing.</p>
Conclusions (Section 11 of this report)	<p>Bringing together the main learning points and identifying the implications for the next steps in the 7-Step Model, the methodology implemented through the CHANGE project which is explained in the next section.</p>

Research which led to the development of this Occupational Map is derived from the following sources:

- > Literature review of academic and industry sources, where these were used, they are referenced in the text and listed in the references section at the end of the document
- > CHANGE partner desk research template (Annex 1)
- > Organisations represented in the CHANGE research interviews (Annex 2).

Readers should note that the research took place in 2019 before the onset of the Covid-19 pandemic and, therefore, the report contains no references to the impact of the pandemic on the field of S4D.

1.2 - ABOUT THE CHANGE PROJECT

> 1.2.1 - AIM AND SCOPE

The CHANGE project's overall aim was to:

"Build capacity in the European sport workforce to develop the skills to tackle social issues and enable the effective use of sport for social and human development."

In doing so, the project concentrated its research and development on the dynamic field in the sport and physical activity sector known as **Sport for Development (S4D)**, which is described in more detail in the next section.

The S4D workforce has many job roles. The CHANGE partners agreed at the project planning stage that it would not be possible to study the whole workforce in detail within the limitations of a three-year project. The partners, therefore, agreed to focus on two broad occupations which they believe are key to the success of S4D programmes and activities. The project named these Coordinator and Activator. In the world of S4D and across many organisations, they may have a variety of different job titles. More detailed descriptions of these job roles are given in a separate document, **Occupational Descriptors for Sport for Development Positions in Europe**.

1. Coordinator – senior staff who analyse a community's development needs, identify target groups and their development goals, and then plan, implement and evaluate appropriate S4D programmes. In different organisations, they may be known as *project manager, sports manager, community officer, development coordinator etc.*

2. Activator – paid or volunteer staff who work directly with the community target groups to engage them in the S4D programme and plan, facilitate and review sport-based activities to help participants achieve the development goals planned for the programme. They may be known as *coach, community coach, activity leader, community officer, inclusion officer etc.*

Coordinators are likely to be paid staff operating at first line or middle management levels. Activators are likely to be paid but may also operate as unpaid volunteers. In small S4D organisations and projects, there is likely to be a significant overlap between Coordinator and Activator with Coordinators also working directly on leading and facilitating S4D activities.

> 1.2.2 - THE CHANGE PARTNERS

The project was coordinated by the European Observatoire of Sport and Employment (EOSE) and brought together eight other partners including a national Sport Ministry, national and international sport for development charities, a global umbrella body for grassroots sport and physical activity, national sport bodies, and two universities who are all committed to driving the S4D sector forwards.



> COORDINATOR OF THE CHANGE PROJECT

France / Europe

European Observatoire of Sport and Employment (EOSE)



Denmark / International

International Sport and Culture Association (ISCA)



Netherlands / International

Women Win



Italy

Italian Sport for All Association (UISP)



United Kingdom

Leeds Beckett University (LBU)



Greece

General Secretariat for Sports (GSG)



Slovenia

Sports Union of Slovenia (SUS)



Italy

University of Cassino and Southern Lazio (UNICAS)



United Kingdom

Street Games



> 1.2.3 - PROJECT METHODOLOGY AND OUTPUTS

The CHANGE partners, with the coordination and technical support of EOSE, achieved the project's aim through the application of the **Lifelong Learning Strategy** for Sport, known as the '7-Step Model'. The *7-Step Model* addresses workforce development by studying a sector or field and its characteristics and tendencies, analysing its key work roles (in this case coordinators and activators), developing a *Competence Framework of Occupational Standards* (good practice guidelines) for these roles and then identifying the key areas of knowledge, skills and training/qualifications which practitioners need to deliver good practice.



The *7-Step Model*¹ was devised by EOSE and has been tried and tested through many similar projects in sport and physical activity. Many organisations such as the European Commission and Cedefop² recognise this model as a systematic approach to designing work-related education and training. The model provides a strategic framework which ensures that appropriate education, training and qualifications exist to support the development of the sector's workforce based on the requirements of their jobs. EOSE developed the model in response to the main education and employment challenges in the sector, and it aligns with the main EU policies and tools in the fields of sport, employment and vocational education and training.

Implementing the *7-Step Model* within the CHANGE project has united the worlds of employment and education and builds on the expertise of many experienced S4D strategic thinkers, practitioners, and academic researchers and educators to ensure that education and training provision is fit for purpose and consistent with the needs of the field.

The project adopted a generic approach to S4D, i.e., it has tried to identify all the main features of S4D, regardless of the sport being used or the wider development goals in mind, (for example, empowerment and gender equality, conflict resolution, etc.) and highlighted all of the functions competent coordinators and activators should be able to carry out to achieve good practice outcomes.

Step One: The model began with the collection of **Labour Market Intelligence** by conducting desk and primary research into characteristics and tendencies in S4D.

Step Two: The next step in the model produced an **Occupational Map** which further expands on the key characteristics of the S4D workforce.

- > **Publication Output 1: Research Report and Occupational Map for sport for development in Europe**
(This publication)

Step Three: The model then researched the roles of coordinator and activator in greater detail and produced **Occupational Descriptors** for each occupation.

- > **Publication Output 2: Occupational Descriptors for sport for development positions in Europe**



Step Four: The project supported the S4D employment and education stakeholders to develop a **Functional Map** outlining all of the main functions coordinators and activators must be able to carry out to be competent in their job roles.

> **Publication Output 3: Functional Map of sport for development in Europe**

Step Five: The stakeholders and experts developed the functional map to a greater level of detail to produce **Occupational Standards**. These standards take each of the functions in the functional map and add performance criteria which will enable practitioner's performance to be evaluated (either by themselves or by colleagues) to decide whether they are implementing good practice and to identify any training needs.

> **Publication Output 4: Competence Framework of Occupational Standards for Sport for Development in Europe: Good Practice Guidelines for Practitioners**

Step Six: The project developed a **Training Handbook** containing a Framework of Attributes, Skills and Knowledge (ASK) and 25 Sample Module Outlines with learning outcomes based on the Occupational Standards. This Handbook also includes advice to organisations wishing to develop education to support the competence-based development of coordinators and activators.

> **Publication Output 5: Training Handbook for sport for development in Europe: Resources for Upskilling the Workforce**

Step Seven: The project created a guide for implementation, sustainability and quality assurance actions to ensure all the other project outputs are implemented going forward.

> **Publication Output 6: Implementation and Sustainability Plan for sport for development in Europe**

All these publications are available from the CHANGE library³.

1 - For an in-depth description of the model, see Gittus, B & Favre, A, The Lifelong Learning Strategy for the Sector: the 7 Step Model, in Gouju, JL & Zintz, T (Eds) (2014) Sport: linking education, training and employment in Europe, an EOSE Network Perspective. Presses Universitaires de Louvain. See also description of 7 Step Model on EOSE website: <http://eose.org/approach/7-step-model/>

2 - Cedefop is the European Centre for the Development of Vocational Training which endorsed the model in 2014. <https://www.cedefop.europa.eu/en/news/model-governance-support-european-tools-and-employability-cedefop-director>

3 - <https://www.change-sport.eu/library/>

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WHAT IS SPORT FOR DEVELOPMENT?

2.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

The conceptualization of sport for development not only faces difficulties in academic circles, in practice the use of unambiguous concepts remains a challenge as well. The terms sport for development, development through sport, sport in development, sport and development, sport for change and sports development are used interchangeably to refer to programs and projects.

Van Eekeren et al - 2013, p16

2.1.1 - TERMINOLOGY

Sport for Development (referred throughout this document as S4D) is known by a number of different names. Most of those referenced above fall within the parameters of S4D. Additionally, the UN and other organisations sometimes use the term 'Sport for Development and Peace'.

Perhaps the key distinction, often the source of some confusion, is between Sports Development and Sport for Development. 'Sports Development' is a term generally used to describe efforts to develop the institution of sport itself, including increasing sport provision (e.g. facilities and human resources), improving sport practices (e.g. coaching standards and inclusive delivery) and – especially – raising sport participation and sport performance levels. Whereas some of these efforts may be linked to S4D, it is 'development through sport' which is strongly associated with, and central to, our understanding. S4D, therefore, refers to the potential of sport to provide development outcomes both individually and collectively, with the latter ranging from impacts on immediate social networks such as families and communities, to wider structural impacts (Lindsey et al, 2017).

2.1.2 - SPORT AS A HOOK

Many corporations and organisations at national and international level have recognised sport as powerful in promoting education, culture, health, sustainable development and peace. This unique potential is based on the universal popularity of sport in global communication platforms and on its capacity as a powerful and positive force for social change (Beutler, 2008). There is a strong belief, therefore, that sport has unique attributes that provide a vehicle to deliver broader development goals (Australian Sports Commission and AusAID, 2013). Before looking at development in terms of goals and positive social outcomes, it is useful to consider sport's attributes in more detail since they constitute the "hook" which attracts participants to a sport for development programme or initiative.

Sport has a universal appeal, both in terms of participation and spectating. Given the expansion of mass global communications, people in every corner of the world are attracted to, and energised by sport, regardless of their background, age, race, religion, gender or social status. In terms of engaging and sustaining people's interest, sport has a reach and grasp which is virtually unrivalled. Sport can even attract communities and target groups that are sometimes described as "hard to reach" by more conventional methods. Sport is visible and accessible; sport provides role models; sport projects fundamental values that help to form healthy and well-adjusted citizens (van Eekeren et al, 2013).

Simply in its own right, sport offers a unique space for socialisation, and the attributes intrinsic to sport can be used as a platform for complementary objectives. These attributes of sport include:

- > Ability to engage and connect
- > A powerful environment for changing values, behaviours and attitudes
- > Potential to empower and motivate
- > Potential to inspire
- > The capacity to encourage self-discipline and positive habits (Hatton, 2015)

Additionally, other authors have identified sport's potential to promote physical and mental health, social integration, self-esteem, and skills development.

Set against these positive attributes, we should note that the academic literature also highlights the negative qualities of sport. Thus, sport can divide people and countries by promoting racism, nationalism, discrimination, corruption, drug abuse, and violence (Hancock et al, 2013). S4D initiatives, therefore, must build on the positives of sport whilst minimising its potential for harm.

At the local level, sport is often used because community, school and health professionals, and volunteers, find it is an effective way of working with their target groups, especially young people (Kay and Dudfield, 2013).

In the S4D discourse, sport, then, is often referred to as a “hook” to attract participants to specific programmes, where the aim of the programme is not solely related to sport itself but linked to one or more social or individual development issues.

> 2.1.3 - SPORT AS A TOOL

As a result of increasing political and institutional support, the number of sport-based projects aimed at contributing to positive outcomes in areas including economic development, social inclusion, cultural cohesion, healthy lifestyles, education, gender equity, as well as reconciliation and peacebuilding, has grown exponentially.

Sherry et al - 2015, p1

Within popular definitions of sport for development and throughout academic and industry discourse, the word “tool” appears frequently. Operating in different contexts, S4D projects use sport as a tool to address a variety of personal and social outcomes (Harris, 2018), for example: promoting health and fighting disease; advancing the education, training and employment of young people; reducing crime and violence; empowering key social groups, such as women, ethnic minorities and people with disabilities; building peaceful relations in divided societies; promoting civil and human rights; and raising awareness of these and other social issues (Dudfield, 2014).

Two models frequently referred to in the literature are ‘Sport Plus’ and ‘Plus Sport.’ Sport Plus gives precedence to the sporting aspects of the intervention but adds wider social and individual development objectives, whereas Plus Sport initiatives take a certain social or development issue as the starting point and use sport as a tool to address those issues (Coalter, 2012).

The Journal of Sport for Development, and the definition for each of them presented by Svensson & Woods (2017) provides a useful categorisation of social outcomes of sport for development. See table on next page.

Disability	Organisations using sport as a vehicle for development, access, inclusion and human rights of persons with disabilities
Education	Organisations using sport to advance education, youth development, and life skills. Rather than focusing on sports education, these organisations focus on the role of sport in achieving educational and social outcomes for youth, including leadership
Gender	Organisations using sport to promote gender equality, challenge gender norms, and/or empower girls and women in disadvantaged settings
Health	Organisations using sport to address communicable and/or non-communicable diseases. It includes the use of sport can play in preventative education and health promotion interventions
Livelihoods	Organisations using sport to improve livelihoods of disadvantaged people through career and economic development, this ranges from programs focused on job skills training to rehabilitation to social enterprise
Peace	Organisations using sport as a vehicle for reconciliation and peace building in divided communities
Social Cohesion	Organisations using sport to promote community empowerment, social inclusion, and overall community development



In a 2019 study of actors in the field of S4D (Whitley et al, 2019), presented a number of “higher order” and “lower order” themes which were used to categorise the issues that S4D can be used to tackle:

Higher order themes	Lower order themes
Social justice	<ul style="list-style-type: none"> • Access/ inclusion • Human rights • Empowerment • Gender equity • Poverty reduction
Social cohesion	<ul style="list-style-type: none"> • Conflict resolution • Peacebuilding • Social integration • Violence prevention
Personal development	<ul style="list-style-type: none"> • Life skill development • Life transformation • Education • Employment
Social development	<ul style="list-style-type: none"> • Community development • Country development • Societal change
Health promotion	<ul style="list-style-type: none"> • Health promotion and disease prevention • Substance use prevention
Youth development	<ul style="list-style-type: none"> • Youth life skill development • Youth development

For the participants in S4D programmes, certain population groups are frequently mentioned in the academic and sector-based literature. One author describes these as “disenfranchised collectives” (Burnett, 2010) within the wider population and these can include, among others, girls and women, people with disabilities, ethnic minorities, children or older adults, and others with socio-economic vulnerabilities or a complex combination of these characteristics. Each of these example target groups is judged to be in different ways disposed to the attractions of sport and likely to achieve wider developmental advantages as a result of taking part in S4D programmes.

> 2.1.4 - THE INTENTIONAL USE OF SPORT

It is important to emphasise that S4D outcomes are not achieved accidentally. The intentional use of sport is the key factor in S4D initiatives. In other words, for an initiative to truly fall within the space defined as S4D, there must be an element of outcome identification from the outset and plans and processes to achieve those outcomes.

The increasing popularity of sport as a tool for development comes along with an increasing number of claims made for the 'power' of S4D. The extent to which sport can achieve some of the development and social outcomes discussed above is a key area of both academic research and evaluation activities in the sector where demonstrating impact is crucial to continued funding and viability of S4D programmes.

Some researchers have asserted that it is difficult to prove a direct causal relation between sport and overarching development outcomes and have made clear that while sport has the potential to contribute to development goals, it does not by itself necessarily lead to desired outcomes. The actual achievement of development goals depends on many variables including those where sport has little or no influence (van Eekeren et al, 2013).

The potential of sport to contribute to personal and social development outcomes is increasingly being recognised at all levels; however, research tells us that it is the appropriate and intentional use of sport where certain conditions must be met that can lead to the desired impact on a wide range of these development and social outcomes.

Indeed, the "intentional" use of sport appears frequently in definitions of S4D and would appear to be a crucial factor, given that the evidence indicates that sport by itself, without certain conditions being met, will not achieve development and social outcomes.

Where sport is used to achieve intended, wider outcomes there will be a prioritisation of personal and social objectives, the use of proven approaches to the design of programmes and the meeting of certain conditions such as involvement of participants and local stakeholders in programme design.

> 2.1.5 - WHAT S4D IS NOT

In trying to understand what something is, it is sometimes helpful to explain what that something is not. This can help to clarify the distinctions between other forms of sport-based provision and S4D programmes. The following are types of programme which have been described as NOT being considered sport for development programmes (Hatton, 2015):

- > Development of sports programmes WITHOUT a specific social development objective in mind
- > Development of 'social change' programmes which do not incorporate a level of active participation in sport and/or physical activity as a component mechanism within their programme theory of change
- > Development of sports programmes which prioritise a competitive sport objective above a development objective (including development of high performance and elite sport and professional athletes⁴). Whereas, competition may play an important motivational role in some S4D activities, success in competition should never be seen as the primary objective.

4 - However, it is important to emphasise that some S4D projects utilise participants' competitive mindsets to develop, for example, discipline, structure and work ethic.

From the literature it seems that sport is used as a 'hook' to attract target participants and then intentionally used as a 'tool' to achieve non-sporting development and social outcomes. There is on-going academic and industry research into the claims which can be made for sport in achieving these outcomes. To close this section on the desk research we can make reference to the Commonwealth Secretariat (2013) who have said that sport is not a panacea for global social and economic challenges but used appropriately it is a valuable cross-cutting tool that can significantly strengthen established development approaches (Kay and Dudfield, 2013).

2.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

Sport teaches key skills such as teamwork, understanding and self-discipline, brings people together, creates pride in a community, breaks down social boundaries, and inspires people to make a difference in their own lives and for others.

StreetGames - 2021, np

Firstly, it is interesting to note the extent to which CHANGE partners and interview respondents participating in the CHANGE primary research used the terms "sport as a hook" and "sport as a tool" echoing the desk research findings discussed above.

Specific quotes from individuals representing organisations participating in the CHANGE research interviews included:

Sport as a hook

- > "Sport provides a hook to commence a journey of personal development"
- > "Sport provides something to hook them into then develop people and life choices."
- > "Sport is used as the hook, but the principal objectives are to get people into education, training and/ or employment"

Sport as a tool

- > "Football as an educational tool for social development"
- > "Give youth the ability to make informed choices by providing the right information using sport as a tool"
- > "Basketball can be a game, but also a good learning tool"
- > "Sport as a tool for development to realise the 'human right to move' through physical activity and sport"
- > "We are addressing development using sport as a tool for a safe, shared, controlled contact space and to enable the deeper educational work to take place"
- > "Sport is one of the most important tools how to integrate migrants into society"
- > "Sport and play are used as a tool to improve the lives of refugee children"
- > "To teach life skills to youth through sport and physical activity using sport as a tool"
- > "Football is a great tool as it is a 'universal language'"

Using the attributes of sport to achieve wider development and social outcomes is clearly a concept that is understood and articulated by practitioners in the field. As one respondent put it, there is a need “to ensure that the values and assets of sport are being used to achieve sustainable development around the world”.

The use of sport to “make the world a better place” was referred to by several respondents in the CHANGE interviews, which implies a certain level of idealism. However, it should also be noted that there was a strong feeling among respondents that the sector should not “over-claim” its importance and potential, and that robust measurement of impact is required to make the case for S4D and the role it can play. For some, the argument for sport still needs to be made and it is therefore necessary to be purposeful, sophisticated and structured in selecting approaches.

Among the respondents involved in the CHANGE research activities, sport is widely recognised as a driver for social outcomes and used as a means of social intervention. In the S4D context, the general intention is to use the power of sport with the view to generate positive social outcomes for disadvantaged areas and/or socially disadvantaged groups. A non-exhaustive list of issues that are addressed by those taking part in the CHANGE research is reported below:

- > Peace and conflict mitigation
- > Crime and poverty reduction
- > Community empowerment and development
- > Youth employment and leadership
- > Education
- > Physical and mental health (obesity, diabetes etc.)
- > Inequalities reduction (disability, gender, age, ethnicity etc.).



In the projects the respondents referenced, special attention is given to disadvantaged communities and critical areas such as poor neighbourhoods, slums, prisons, refugee camps, rural villages and many more. In these specific contexts, respondents are using sport as a tool to bring people together and extend beyond participation to the stage of achieving broader transformations.

The S4D projects described by respondents are also seen as an effective way to support young people in acquiring social competence and soft skills, including leadership, and in gathering information that will be relevant throughout their life (e.g., information about their health, their role in the society, etc.). An ambitious scope in this regard is the intention of “transforming the lives of young people facing disadvantage” and of “giving to young people the tools to control their own destinies”. A number of respondent organisations refer to the idea of emancipation by which they mean an ideal situation in which, through sport, an individual can be set free from any social, cultural and political restrictions.

The potential of sport can only be realised if there is sustained participation of the individuals in the sport and physical activities provided. Therefore, one of the main goals is to foster the participation of groups of individuals – migrants, disabled people, refugees, etc. – who tend to have fewer opportunities to take part in sport and to maintain their involvement.

Two other themes emerged clearly from the primary research with S4D organisations: empowerment and social inclusion. The first – empowerment – is partially linked with the concept of individual and community development and refers to a broader idea of self-reliance. The scope of the S4D projects and initiatives may be to empower individuals and the community with a view to making a long-lasting impact on the target groups/communities. In addition, considering that these kinds of projects are sometimes delivered in deprived areas in which there are challenges to the socialisation and co-existence of different groups and minorities; the need to put in place strategies for social inclusion is also a priority.

A large number of project initiatives reported by respondents are implemented in collaboration with specialised organisations operating in developing countries, often in the Global South. In these cases, S4D is used in the context of international cooperation and development. In the area of international cooperation, S4D is delivered with the same aims and purposes; a particular area of intervention refers to peace and development in which participation in sport is seen as a tool for promoting peace and a means to foster the development of the communities, if carefully designed and implemented.

A key message from the CHANGE primary research is that sport is seen as a platform that, with its convening power, provides a hook for a large array of target groups, especially those that are most in need and a tool to address their developmental needs.

2.3 - S4D CASE STUDY - TACKLING CRIME AND PROVIDING PATHWAYS TO EMPLOYMENT

CARNEY'S COMMUNITY, WANDSWORTH, LONDON, UK

> 2.3.1 - INTRODUCTION

In January 2019, StreetGames, an S4D organisation based in the UK and a CHANGE partner, launched the London Safer Together Through Sport programme. Funded by The Mayor of London, Safer Together Through Sport was aimed at engaging and retaining young people in identified 'hotspot areas' and providing them with a range of positive activities to help prevent them from becoming involved in youth crime, gang activity or otherwise entering the youth justice system.

> 2.3.2 - THE PROGRAMME

Carney's is a community organisation based in Wandsworth, south London, which aims to put mentoring and social work at the heart of all they do.

For the Safer Together Through Sport programme, Carney's ran over 180 activity sessions which included two 1.5-hour long boxing fitness sessions each week for different age groups.



> 2.3.3 - SOME S4D INGREDIENTS

Importantly, Carney's Community provides more than 'just' activity sessions. Like all of Safer Together Through Sport programmes the offer was designed using evidence-based learning collated by Loughborough University in the UK who had identified 10 ingredients of an effective S4D programme. Carney's approach is summarised below.

Ingredients	Carney's Community Approach
Clear ethos	Carney's ethos is built around offering long term, consistent and unconditional support and empathy – 'to behave in the way a good parent would to their child. Once a young person becomes a part of Carney's, they are always a Carney's member; the aim is that we change their role as the young person develops.'
Right staff	Staff at Carneys are carefully selected - the majority are ex-participants that understand what is needed. They have lived experiences, and this is invaluable. Carneys also has a strict process to follow when employing ex-participants, which checks they have moved away from any negative lifestyles, for a number of years and have shown they are able to hold down a job. Sessions include both youth workers and coaches, to make sure the sport is a focus, but so is the engagement and development of the young people through sport; 'It is all about Sport for Good.'
Right participants	The sessions were open to all, but staff make sure disadvantaged young people were targeted, for example, by linking with the local authority, partner agencies, schools and youth providers to ensure those most in need were given the opportunity to take part. Carney's has been delivering in the area for years and has built a strong reputation which naturally attracts the most vulnerable young people who live nearby.
Attractive offer	To help shape their offer, Carneys consulted with the young people they work with and new young people – who told them that they wanted a combination of sport, mentoring and youth activities.
Sustained delivery	Carney's has a varied approach to funding including, operating a social enterprise that provides boxing fitness and personal training sessions to members of the public. This not only provides paid work for the participants that gain coaching qualifications but is also a source of revenue for the charity and ensures that support is always there.

Ingredients	Carney's Community Approach
Multi-agency partnerships	<p>Carney's works closely with a number of partners, including the local Youth Offending Team and Probation and Gangs Team. Carney's is embedded in the Wandsworth community and is a lead member of the Wandsworth Knife Crime Forum, as well as being involved with other local agencies working with young people in the area.</p> <p>Carney's works with the Wandsworth Council Community Safety team and targets youth who are identified as being of concern. Many participants are self-referred, hearing about the project through word of mouth, but some are referred from agencies and/or family members.</p>
Right style and place	<p>Sessions take place at Carney's centre in Battersea, which is seen as 'neutral territory' – it is near, but not part of, a number of social housing estates with high crime and anti-social behaviour rates. It is also seen as a safe space where the young people can share experiences and ideas and puts a strong emphasis on safeguarding the physical and emotional welfare of the participants.</p>
Rewards/incentives	<p>Participation was incentivised by providing free food after sessions, certificates of achievement, the opportunity to earn Carney's t-shirts and attend talks given by celebrity sports men and women.</p> <p>The most deserving young people are given the chance to become a Carney's volunteer to encourage them to make positive life choices and stay out of trouble. Many of the volunteers go on to become coaches.</p>
Personal development opportunities	<p>Alongside the activity sessions Carney's provided some participants with mentoring and/or key worker support to help them progress in sport and other areas of their lives. For example, training opportunities were provided for participants to undertake sports coaching and fitness instructor qualifications.</p>
Positive pathways	<p>Carney's work with participants is long-term which means that young people are kept up to date with opportunities to help them progress in a positive direction. These could be in terms of progressing into coaching at Carney's or moving on to a competitive boxing club, gaining work or volunteering in other areas of the organisation. They also liaise with local schools and employers to keep in touch re progress.</p>

> 2.3.4 - ENGAGEMENT AND IMPACT

Carney's delivered 183 sessions for 872 participants – 76% of whom are from Black, Asian and Minority Ethnic (BAME) groups and 24% female. Levels of engagement increased from a starting baseline of 41% to 60% at follow-up.

Information captured through case study interviews with project staff, volunteers and young people at Carney's has highlighted how the programme impacted positively across a range of different outcomes, for example:

> **Personal development**

Three participants have taken up a new role called Young Leaders essentially acting as young volunteers. There are also many participants now helping out in sessions and offering peer support.

> **Attitudes and behaviour**

Participant 'J', a 15-year-old young man, had a lot of stress and high emotions when joining Carney's and lacked self-confidence. The coaches helped him to channel his stress. 'J' participates regularly and stays on at the youth club part of Carney's to eat and socialise with other young people. 'J' is now engaging frequently with the Carney's drop-in boxing sessions, as well as with the Carney's Cycles Bike Project where he has become a skilled young mechanic. He has grown in confidence and loves to volunteer. He enjoys using his new skills to teach his neighbours about fixing bikes. Carney's is also supporting his mother with sustaining positive progress in his behaviour.

> **Positive mental health, well-being and resilience**

Participant 'T', a 16-year-old young woman, was facing problems with her physical and mental health. At Carney's she has taken part in boxing sessions as well as volunteering at Fit & Fed sessions, boxing and other workshops. The coaches and volunteers at Carney's have provided continuing support and guidance when needed, and her mental and physical health has improved. She loves the project's 'family atmosphere'. During the summer vacation 'T' benefitted from Carney's Tutors Project which provides academic support for school exams and has received mentoring support and extra personal training sessions. She wants to continue volunteering with Carney's and hopes to do a business course when she leaves school.

> **Self-esteem**

Participant 'Z', a 15-year-old young man, has been attending sessions at Carney's for a number of months and is now coming 3-4 times a week. Although he was initially shy, through the support of coaches, 'Z' has grown in confidence. He now acts as a role model and likes to help others who need support. He has become a 'Young Leader' and is giving up his time to support events and activities. He is also participating in a youth leadership course.

> **New skills and qualifications**

A key aim of Carney's work is to get participants to a point where they are able to enter employment. Sometimes a job could be with Carney's, such as the new apprentice who has been working in the project since June following a referral three years ago by the Youth Offending Team. Carney's has also had four participants complete a bike maintenance workshop who are now working towards employment in a bike maintenance social enterprise initiative. Added to this, Carney's works closely with Wandsworth Council's careers service who help participants into part-time and full-time employment.

DEFINING
SKILLS AND
COMPETENCES
FOR SPORT
TO ACT AS A
TOOL FOR THE
DEVELOPMENT
OF PEOPLE AND
SOCIETY IN
EUROPE



3



EVOLUTION AND LINKS WITH RELATED SECTORS



3.1 - LEARNING POINTS FROM THE LITERATURE REVIEW



3.1.1 - EVOLUTION

Although sport has been used in an ad hoc fashion to contribute to development related objectives for many decades (Sportanddev.org, 2021a), the years from 2000 to 2010 would appear to be the most significant in the evolution of sport for development as a movement or a sector.

Resolution 58/5 of the General Assembly of the United Nations in November 2003, with the title “Sport as a means to promote education, health, development and peace”, resulted in an increased role for sport in the development strategies of global donors and development agencies.

In 2005 the International Year of Sport and Physical Education (IYSPE) was proclaimed by the General Assembly of the United Nations. This has been identified as the moment which put a spotlight on S4D projects and significantly increased funding and attention (Hatton, 2015) which resulted in many new initiatives using sport as a vehicle.

A concerted effort among those involved in S4D to link and demonstrate its contribution initially to the UN's Millennium Development Goals and subsequently since 2015, the UN Sustainable Development Goals has raised the profile of the sector.

One useful way to chart the development of sport for development is to look at the inception dates of the organisations which now play a crucial and leading role in the sector. For example, CHANGE partners, Women Win, operating at the international level was formed in 2006, while StreetGames operating at the national level in the UK came together in 2007. The Laureus Sport for Good foundation was formed in 2000 and Comic Relief started funding S4D initiatives in 2002. Thus, it can be seen the S4D movement is very much a product of the 21st Century and has made great strides to gain legitimacy and demonstrate impact on the global development agenda.



3.1.2 - CHANGING VIEWS OF SPORT AND DEVELOPMENT COOPERATION

The University of Utrecht in a paper on the potential value and next steps for S4D (van Eekeren et al, 2013) have argued that the emergence of the sector is largely due to two factors.

Firstly, there has been an increased recognition of the societal meaning of sport by politicians and policy makers. The conviction emerged that sports cannot only be a source of inspiration, but also an effective tool in combating social problems. National and international policy documents and declarations consistently, and increasingly, assign positive meanings to sport.

The second factor discussed in the University of Utrecht paper which the authors believe created opportunities for the S4D movement is the ‘aid paradigm shift’ in development cooperation. Critics of traditional approaches to development cooperation claim that the efforts by established development organisations did not contribute to significant change in developing countries. New insights in the concept of ‘development’ led to a paradigm shift, in which more emphasis is laid on social development and the creation of social networks. This opened doors for new organisations, such as S4D organisations. Their sport-oriented approach was seen as refreshing and offering new possibilities in development cooperation.

> 3.1.3 - DEVELOPMENT OF EU APPROACHES

Another key development cited by the sportanddev.org platform is the publication in July 2007 of the European Commission White Paper on Sport stating that the EU will promote the use of sport as a tool for development in international development policy (Commission of the European Communities, 2007). Earlier sections of the White Paper review the already well-established benefits of sport – for example, public health through physical activity, integration of physical education into schools and universities and the promotion of volunteering and active citizenship. Sections 2.5-2.8, however, mark a clear shift in thinking towards using sport as a way of promoting social inclusion, integration and equal opportunities, strengthening the prevention of and fight against racism and violence, sharing European values with other parts of the world and supporting sustainable development.

> 3.1.4 - SOCIAL ENTREPRENEURS AND THE STRENGTH OF PARTNERSHIPS

The role of NGOs in the evolution of S4D has been crucial and they have been referred to as “social entrepreneurs” who are vocal about the role which sport can play towards development outcomes and are adept at tapping into national and international funding streams from both the public and private sectors (Burnett, 2010).

Another important feature of S4D initiatives is the prevalence of partnership working. Effective public, public-private and civil society partnerships have been identified as particularly important for the field, with three areas for action consistently identified (Burnett, 2010). Firstly, working to better leverage the substantial corporate and media interest in sport to contribute to development outcomes. Secondly, improving partnerships between agencies that identify as either wholly sport for development organisations or as sport federations, leagues and organisations, recognising that both sets of stakeholders bring specific expertise and assets to partnerships. Third, strengthening partnerships between S4D/sport stakeholders and health, education and community development stakeholders across both government and non-government spheres.

The theme of partnership working as *modus operandi* is further explored in Section 6.

> 3.1.5 - THE RELATIONSHIP WITH TRADITIONAL SPORT ROLES

Despite its relative novelty, S4D is firmly part of the overall sport sector and has clear links to sport coaching, activity leadership, community sport development and sport administration/ management. Certainly, coaching as well as the more multi-sport approaches of activity leadership are key features of many S4D initiatives. However, given the aim to deliver other non-sport outcomes, coaches working in a S4D context have been referred to as “boundary spanners”. In other words, the coach’s role goes beyond face-to-face engagement with participants and delivery of content which simply aligns with teaching and improving sport performance. Instead, S4D positions the coach as a critical actor who supports multi-sectoral working, is conscious of the wider development goals and actively progresses these through their work (Jeanes et al, 2018). Some S4D organisations continue to use the word ‘coach’, but others prefer alternative terms such as ‘activator’, ‘activity leader’ and ‘facilitator’ because they feel ‘coach’ is too closely associated with traditional sport approaches which put the emphasis on technical mastery and competition performance. In this new setting, the coach’s role in achieving social policy objectives means S4D coaches must access education and training which is broader than traditional sport specific knowledge. As we will see later in Section 7, the impact of S4D on traditional roles in sport is not limited to the coach.

It should also be noted that in some countries, S4D is still struggling to assert its own identity and for this reason, initiatives find it hard to access funding since public and private sector donors are, as yet, unable to recognise the field.

3.1.6 - THE RELATIONSHIP WITH SECTORS OUTSIDE OF SPORT

The link between S4D and the sectors on which it can have an impact are also discussed in the literature; these include positive impact on industries such as hospitality, tourism, construction, healthcare, and education. Partnerships and joint working across a range of sectors are key to the operation and success of S4D programmes.

Cross-sectoral working of this kind is so important to S4D that some researchers suggest that S4D should not be seen as a sector in its own right as that can fail to highlight the important intersections it has with multiple other sectors for social change and its potential application across many different settings; they would argue that this view can limit S4D's role in aligning cross-sector efforts and increasing social impact (Hatton, 2015). Whether or not this is true, it is certainly the case that in developing occupational standards and education/training products, the CHANGE project must be alert to the evolution of S4D, sensitive to the traditional roles which it encompasses (and modifies), aware of its relationship with other sectors and careful to ensure that its emerging character, as a vehicle for promoting individual and social development, is properly represented.

It is also notable that there are many organisations delivering S4D initiatives, but S4D is not their core business. An NGO, for example, could be set up to support refugee children or women's rights and then use S4D programmes as one of the tools in their toolbox.

3.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

CHANGE primary research reinforced the importance of cross-sectoral collaborations: a number of interview respondents discussed the need to strengthen the collaboration across different sectors as an effective intervention requires a mix of organisations belonging to different sectors, for example, education, health, community safety, social work and – in the case of cooperation development work – even government departments such as those for international affairs. Perhaps, it is important to note that the social context is changing rapidly and the S4D field of practice will need to constantly align with new sectors.

It is the view of CHANGE project partner StreetGames that over the last 10 years there has been a significant movement from other sectors (community safety, health and wellbeing, etc.) into the sport for development area which is improving the perception of the value sport can play in people's lives and communities.

In one example given by StreetGames of cross-sector working in 2015, the Police and Crime Commissioner for Derbyshire (a county in the UK) created a two-year Sport and Crime Prevention programme. This government-funded initiative mobilised eight other Police and Crime Commissioners (PCCs) with StreetGames acting as the lead project management agent. This resulted in over 800 sport sessions for 14 to 19-year-olds with evidence showing the success of the programme.

Another example of governmental support for sport for development can be seen in Greece with CHANGE project partner General Secretariat for Sports which is cooperating with any Non-profit Organisation that runs activities and events in the area of S4D or that is using sport as a tool to reach development goals.

CHANGE

Enhancing Skills in Sport for Development



4



ECONOMIC AND
SOCIAL VALUE



4.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

> 4.1.1 - ECONOMIC VALUE

The available literature gives little hard data on the overall economic size of S4D within the EU or globally. This is unsurprising given that S4D is a relatively new area of economic activity which has not been extensively surveyed. However, some studies have begun to look at the number of S4D organisations operating globally and estimated the amount of investment on programmes supporting development activities in the context of sport.

One study from 2017 identified a sample of 955 organisations involved in grassroots sport for development and peace efforts (Svensson & Woods, 2017). These were isolated from a systematic review of 3,138 organisational entries in sport for development databases. To be included in this study, an organisation's purpose had to be primarily focused on using sport for social change rather than traditional sports development. This study found S4D programmes operating in over 120 different countries worldwide.

This is probably an underestimation of the number of organisations using S4D to achieve individual and social outcomes. In the European context, for example, in the UK alone there are 410 organisations on a directory of community sport organisations on the website of the Sport for Development Coalition.

In financial terms, it has been estimated that the amount invested in programmes supporting development and peace activities in the context of sport to be more than \$150m per year - approx. 134 million euro globally (IHRB, 2018).

To get an idea of some of the typical amounts of funding for the S4D sector, the CHANGE desk research examined the annual reports and accounts of some key actors in the field. This revealed the following:

- > In 2017/2018 Comic Relief awarded £3.8M (4.2M euros) to organisations using a sport for change approach (Comic Relief, 2018)
- > In 2018 the Laureus Sport for Good Foundation spent \$4,680,621 (4.1M euros) on supporting programme partners and making grants to communities worldwide in order to achieve their social focus areas (Laureus Sport for Good Foundation, 2019)
- > In 2017 Street Football World funded 96 Network Members around the globe with \$4,305,670 (3.8M euros) of funding in the field of football for good (streetfootballworld, 2018)
- > In 2019 Women Win re-granted €2,593,815 to local implementing partners (Women Win, 2019)
- > In 2018/2019 StreetGames spent £4,908,817 (approx. 5.4M euros) (StreetGames UK, 2019)

These are only a very small number of examples and take no account of direct government spending or direct spending by the private sector. Neither does it take account of the fact that many activities are funded as part of cross-sector collaboration projects which would not be recorded as primarily S4D.

The economic impact of the sector also reaches beyond the direct funding to organisations; projects and programmes also lead to jobs, employability and savings to society resulting from positive outcomes for participants in S4D programmes.

5 - <https://www.connectsport.co.uk/directory>

> 4.1.2 - SOCIAL VALUE

Despite becoming more economically significant in its own right, most of those involved in the sector would say the true value of S4D is reflected in the social outcomes it achieves. As opposed to elite sport and major sport events, S4D exists to add social value and contribute to individual and social development outcomes which are examined in Section 2.

One way of considering the value of sport for development is to assess the contribution that can be made to the UN Sustainable Development Goals (SDGs) adopted by the UN General Assembly in 2015. This agenda (which replaced the previous Millennium Development Goals) outlines a new plan for global development with the ambition to 'transform our world by 2030'. Central to the 2030 Agenda are 17 Sustainable Development Goals (SDGs) that provide the key reference point for global development efforts.

During 2015, the Commonwealth Secretariat undertook a wide-ranging consultation on how sport-based approaches contribute to the Sustainable Development Agenda and achievement of the SDGs. Six SDGs were identified as areas where sport-based approaches can make effective and cost-efficient contributions (Dudfield and Dingwall-Smith, 2015):

Goals	Contribution of S4D
Goal 3 Ensure healthy lives and promote wellbeing for all at all ages	<ul style="list-style-type: none"> • Health benefits of sport and physical activity • Economic impact of physical inactivity • Health education through sport
Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> • Improved education outcomes • Engaging disenfranchised learners
Goal 5 Achieve gender equality and empower all women and girls	<ul style="list-style-type: none"> • Sport as a safe space to address gender issues • Promoting female leadership • Challenging gender norms in sport and more widely in society
Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	<ul style="list-style-type: none"> • Economic impact of sport events • Employment and entrepreneurship
Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels	<ul style="list-style-type: none"> • Sport as a tool to promote peaceful and inclusive societies • Engendering respect and understanding • Establishing platforms for dialogue • Addressing abuse, violence and exploitation in sport and promoting effective, accountable sporting institutions
Goal 17 focussed on the means of implementation and partnerships	<ul style="list-style-type: none"> • Positioned as a key cross-cutting goal relevant for all SDP stakeholders.

4.1.3 - MEASURING IMPACT

In order to grow the S4D sector and attract additional investment there is a need to generate evidence of the impact across a range of social policy domains (Crabbe, 2013)

To be able to measure the impact, it is necessary to be specific about what programmes aim to achieve. Specific programmatic activities then have to be designed and implemented to reflect the beliefs of participants and project staff about how these desired changes can be achieved and the evidence which would demonstrate impact. Clearly setting out this theory of how a programme intends to bring about change then provides the basis for measuring impact, as well as learning about what works and what doesn't within any given programme (International Development through Sport, n.d.)










Measuring and presenting impact is now a key part of the activities and reporting of sport for development organisations and some powerful examples are emerging. In a study of impact in the UK, for example, it was found that the "Sport for Development sector was projected to reduce the risk of participants experiencing a range of social problems by between 4.5% and 19.2%". With the biggest impacts projected in relation to reduced substance misuse; reduced crime and antisocial behaviour; increased wellbeing and improved educational attainment (Crabbe, 2013)

4.1.4 - MONITORING AND EVALUATION

Linked to the importance of measuring impact, literature from academic and industry sources identify monitoring and evaluation as a key activity in S4D initiatives.

One excellent example is Standard Chartered's Goal programme which is summarised as a case study later in this section. Each S4D initiative, however, needs effective, transparent and (if possible) comparable monitoring and evaluation to determine the benefits, risks and limitations of sport and physical activity when linked to broader development goals.

The S4D platform (www.sportanddev.org) gives a number of reasons for the importance of monitoring and evaluation:

-  It provides the only consolidated source of information showcasing project progress
-  It allows actors to learn from each other's experiences, building on expertise and knowledge
-  It often generates (written) reports that contribute to transparency and accountability, and allows for lessons to be shared more easily
-  It reveals mistakes and offers paths for learning and improvements
-  It provides a basis for questioning and testing assumptions
-  It provides a means for agencies seeking to learn from their experiences and to incorporate them into policy and practice
-  It provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers
-  It adds to the retention and development of institutional memory
-  It provides a more robust basis for raising funds and influencing policy.



4.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

The CHANGE primary research did not give any further insights into the economic value of S4D; although the number of employees in each organisation was explored, there was no common view on the size of the sector in terms of paid employees or total financial resources of the organisations in the sector. Sources such as Eurostat and national statistics offices provide no further clues since S4D workers are not separately identified from other types of coaches or programme leaders.

Probably the largest economic impact of S4D is in the area of employability of participants which is one of the objectives of many initiatives – for example through developing social competences, technical skills and volunteering or work experience, but again, no data is available.

Respondents were much more able to discuss the social impact of their activities. As one respondent put it “We need to understand what social good is and what it looks like. We need to know how to measure impact and how to do it properly – we must be able to show causality (qualitatively as well as quantitatively) and clearly communicate outcomes to funders and other stakeholders”

In terms of social impact, a number of respondents referred to the SDGs while others had their own methods and key themes for measuring social impact – related to areas such as health, participation, reducing crime, equality, integration and community development. A number of organisations publish their own impact reports or discuss their impact at length in annual reports.

Several CHANGE interview respondents noted that monitoring and evaluation are functions which S4D organisations identify as weak areas of practice where improvement is needed to demonstrate social impact and professionalise the way S4D is viewed more widely. They also noted that little structured training is available to address this weakness.

The Goal programme, summarised below, is an excellent example of monitoring and evaluation to reveal the personal and social impact of a very large S4D project.



STANDARD CHARTERED'S GOAL PROGRAMME FOR GIRLS ACROSS 24 COUNTRIES

> 4.3.1 - INTRODUCTION

Goal is the multinational banking and financial services company's flagship education programme under its global Futuremakers by Standard Chartered initiative which aims to tackle inequality and promote economic inclusion. The programme is now operating in 24 countries across Asia and Africa. Goal is aimed at girls 12-18 years-old in under-served communities and uses sport, play and life skills education to transform their lives through equipping them with the confidence, knowledge and skills they need to be economic leaders in their families and communities. Goal is managed by Women Win, a sport for girls' rights organisation based in the Netherlands and a CHANGE partner. Between 2006-2019, Goal has reached over 525,000 girls.



Photo © BRAC

> 4.3.2 - INTRODUCTION

An evaluation of Goal was carried out by ODI (an independent, global think tank working to inspire people to act on injustice and inequality) and Women Win in collaboration with Standard Chartered and Goal's implementing partners in 2019. The evaluation covered the following key questions:

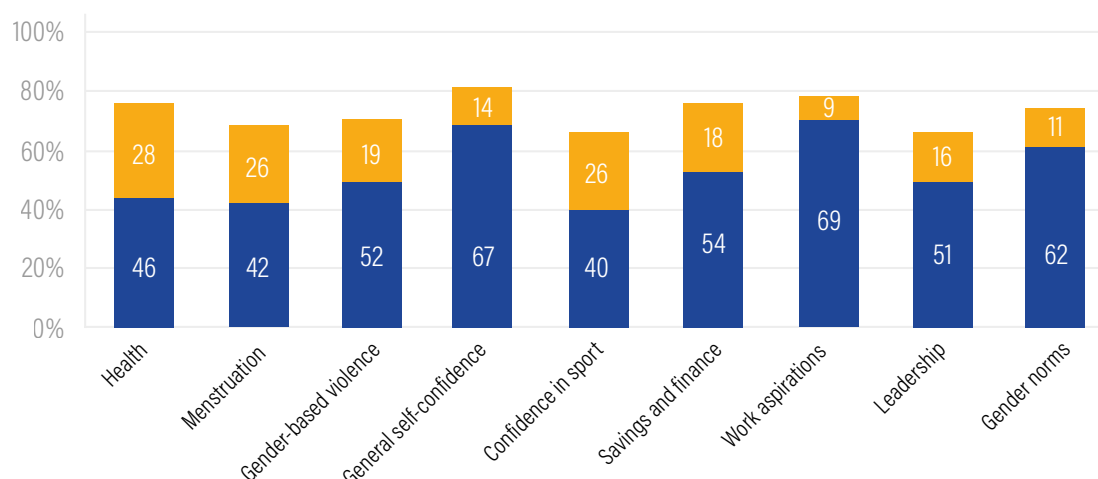
- > What changes have taken place in the girls' lives as a result of taking part in Goal?
 - > Does Goal have lasting impacts on the participants?
- > Is Goal having an effect on gender norms in the communities where it works?

The evaluation drew on two key sources:

- > Quantitative analysis of data from eight countries – India, Kenya, Myanmar, Nigeria, Pakistan, South Africa, Uganda and Zambia – 18,698 questionnaires completed by girls both at the start and completion of their 10-month programmes
- > Qualitative analysis of 64 interviews and focus group discussions with 302 girls, their parents, teachers and community leaders in three focal countries – India, Nigeria and Uganda

➤ 4.3.3 - WHAT CHANGES HAVE TAKEN PLACE IN THE GIRLS' LIVES AS A RESULT OF GOAL?

Mean changes in girls' knowledge and attitude between starting and completing Goal



All changes are statistically significant. Percentage correct and/or gender-egalitarian answers:

● Baseline value ● Change between baseline and endline

*Percentage point change in these measures indicates the extent of change from an incorrect answer to a correct answer within a knowledge-based question, or a gender-egalitarian shift in response to a behaviour or attitude-based question.

Gains were also reported in the following areas:

- Increased self-belief
- Greater ability to express oneself
- Better time management skills
- Speaking up and acting to solve problems

In addition to the benefits of the activities specifically targeting the wider goals, participants also reported positive impacts from sports participation. In all countries, girls reported increased fitness and improved mental health related to both playing sport and making new friends. Quantitative data show substantial increases in girls' confidence about playing sport. Traveling to sports competitions outside their local area has widened the girls' horizons. In all countries, girls reported that their sporting success has increased respect within their communities and families. In several countries, some girls obtained sport-related employment as participants and coaches.

> 4.3.4 - DOES GOAL HAVE LASTING IMPACTS?

Interviews with girls who had graduated 3-5 years ago indicated that Goal is contributing to their longer-term economic empowerment through its impact on soft skills, financial knowledge, visits to employers and business skills training. There was also some evidence of delayed pregnancy in long-term Goal participants.

> 4.3.5 - IS GOAL HELPING TO CHANGE GENDER NORMS?

- >** Girls were more likely to aspire to completing their education and finding work before getting married, and their families were increasingly supportive
- >** Girls expressed more confidence to engage in male-dominated careers
- >** In India, after sharing their learning from Goal with their families, girls faced fewer restrictions and taboos while menstruating
- >** In all countries, there was a greater acceptance of girls playing sport and wearing sports clothing which is more revealing than their everyday attire.

Link to the website: <https://www.sc.com/en/sustainability/investing-in-communities/goal/>

5



TYPES OF ORGANISATIONS IN SPORT FOR DEVELOPMENT





5.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

S4D embraces a broad cross-section of stakeholders from government, local and international non-governmental organisations (NGOs), the sport community, multilateral institutions, businesses and academia. Most S4D initiatives involve cross-sectoral collaborations and partnerships designed to harness critical expertise, leverage resources, deepen impact, develop local capacity and foster long-term sustainability (UNICEF, n.d.) It is clear that a range of actors operate at three important levels - policy, funding and operations.

A number of attempts to group together and categorise the types of organisations involved in S4D appear in the academic literature and reports relevant to the field (Hatton, 2015; Dudfield, 2014).

Drawing on the literature, particularly Crabbe (2018) and adding examples from the CHANGE project, some representative key players in the field under each category of organisation can be provided for illustrative purposes:

Category of Organisation	Illustrative Examples
International and Intergovernmental organisations	<ul style="list-style-type: none">• The Commonwealth Secretariat• The United Nations Educational, Scientific and Cultural Organization (UNESCO)• European Union (EU)
National Governments (including ministries and state funded sport, cultural and humanitarian agencies)	<ul style="list-style-type: none">• Australia• Canada• United Kingdom
Sport Governing Bodies (Federations)	<ul style="list-style-type: none">• Fédération Internationale de Football Association (FIFA)• International Olympic Committee (IOC)• National Basketball Association (NBA)
Non-Governmental Organisations (International/ national/ community based)	<ul style="list-style-type: none">• Women Win• Streetfootballworld• Swiss Academy for Development• StreetGames• Beyond Sport Foundation
Private Sector	<ul style="list-style-type: none">• Adidas• Nike• Coca-Cola• BEKO• Standard Chartered Bank
Community Based Associations	<ul style="list-style-type: none">• SCORE• Play the Game• Carney's Community
Campaign Groups and Social Movements	<ul style="list-style-type: none">• FARE Network

It is clear that the area of sport for development is populated by a range of diverse actors, with different roles and competences. Indeed, high levels of partnership and cooperation will be one of the main factors impacting on the success of sport for development initiatives in the years ahead.

5.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

In order to gain a good cross-section of views from the S4D sector, the CHANGE primary research phase included interviews with representatives from a range of types of organisation discussed above. These included international foundations with a strategic funding role, to local sport clubs in the community. 15 out of the 34 organisations represented identified as being a charity or voluntary organisation with sport federations, sport for all organisations, NGOs, associations and universities also represented.

Sport activities are delivered by the majority of the respondent organisations. A few of them (e.g., Beyond Sport, Street Football World) support other organisations to deliver sport at the local/regional/national level.

The data collected through the CHANGE Primary Research shows that both the organisations whose main activity is sport (sport clubs, Sport for all organisations, National Sport Federation, etc.) and the organisations where sport is not the main activity (NGOs, Foundations, International Cooperation Organisations, etc.) are active in the area of S4D at the national and the international level. At the international level, NGOs and Foundations play a fundamental role. Right to Play, Laureus, Beyond Sport, Swiss Academy for Development are some examples.

There tends to be a complex interplay between the types of organisations involved. For example, the NGOs involved provide support and assistance to implementing partners and often manage the S4D programmes but don't directly implement them themselves. In other scenarios, organisations may implement them directly. Sometimes an organisation does both.

At the national level the situation is different from one context to another. In UK, for instance, S4D is predominantly located in the voluntary/charitable. The system appears to be different in Italy where the leading role is taken by the Sport for All Organisations: in this case the role of the public sector is limited to the support given to such a kind of initiatives by a direct participation as partner and/or financial support. In Slovenia sport clubs are at the forefront in this area by implementing activities and initiatives with a specific focus on the community.

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6



ORGANISATIONAL STRUCTURES / OPERATING MODELS



6.1 - LEARNING POINTS FROM THE LITERATURE REVIEW



6.1.1 - DIVERSITY OF STRUCTURES

As we have seen in Section 5, S4D is characterised by organisations of many different sizes from large international organisations to small and micro-sized organisations implementing programmes in the local community. Organisational structures are similarly diverse.



6.1.2 - BUILDING CAPACITY FOR MORE EFFECTIVE AND SUSTAINABLE ORGANISATIONS

A common theme in S4D literature in recent years and key topic for policy makers and those active in the sector is organisational capacity building. Capacity building is discussed in terms of the individual, the organisation and the broader system (Sportanddev.org, 2021b).

In order to tackle the twin issues of limited resources and increased competition for such resources, enhancing organisational capacity is more vital than ever within S4D in order to see effective management of organisations by aligning organisational resources with outcomes the organisation targets (Shin et al, 2020).

In one paper, Clutterbuck & Doherty (2019) discuss organisational capacity for domestic S4D and provide the following table of "capacity dimensions" and "critical elements"; this provides a comprehensive checklist of the relevant fields within capacity building for S4D.

Capacity Dimensions	Critical Elements	
Human Resources	<ul style="list-style-type: none">• Passion• Familiarity with development issues• Valued skills and competencies• Active and engaged volunteers	<ul style="list-style-type: none">• Sufficient staff• Administrative help from volunteers• Training and support• Shared vision
Finances	<ul style="list-style-type: none">• Fundraising success• Grant funding success	<ul style="list-style-type: none">• Fiscal responsibility• Sustainable funding
Relationships and networks	<ul style="list-style-type: none">• Engaged partners• Sustained partnerships	<ul style="list-style-type: none">• Social capital• Time to manage partnerships
Infrastructure	<ul style="list-style-type: none">• Information technology• Effective communication	<ul style="list-style-type: none">• Facilities• Formalisation
Planning and development	<ul style="list-style-type: none">• Strategic planning• Collaborative planning	<ul style="list-style-type: none">• Awareness of risks and opportunities

One organisation involved in S4D from the UK, Sported, has said:

Helping community groups improve all aspects of their organisational capacity should not only improve their chances of securing funding by having a clear plan and supporting governance / infrastructure, but also helps maximise the return on any investment from funders by having clearly defined strategic outcomes and indicators of progress and success.

Sported - n.d., p5

> 6.1.3 - BUILDING PARTNERSHIPS

Partnership working emerges in the S4D literature as a key method of enhancing organisational effectiveness, and indeed of fostering a more strategic and efficient sector overall. Partnership working can be applied to areas such as funding, programme design and implementation. Although partnerships appear essential to enhancing long-term effectiveness, there are also challenges for organisational leaders, such as combating mission drift (where one partner's agenda may threaten to pull a project away from its original goals), navigating power relations within partnerships, and struggling with competition for a limited pool of resources (Welty Peachey et al, 2018).

Discussion of partnerships in the literature often mentions the donor-recipient relationship where the relationship between the donor and the recipient organisation is not usually one of equals. A partnership, therefore, in which both donor and recipient are aware of expectations and what can realistically be delivered is crucial.

> 6.1.4 - OPERATING APPROACHES TO S4D

Whitley et al (2015) discuss three distinct development approaches in the sport-for-development movement: (a) the top-down development approach, (b) the outside-in globalization approach, and (c) the inside-up indigenous approach.

The "top-down" and "outside-in" development approaches describe predesigned programmes that are implemented in communities and strategic partnerships between external organisations and programme recipients within the community, largely based on pre-conceived agendas.

The "inside-up" or "bottom-up" development approach (in the UK, more commonly referred to as 'Asset-based Community Development'), on the other hand, relies on programmes which have widespread community involvement and ownership at all stages. This approach is characterised by local control over S4D programmes and empowering participants and local stakeholders to get involved in programme design, implementation, and evaluation. The benefits of community involvement and ownership include the opportunity for community knowledge and understanding to be incorporated into the programme, ensuring that the programme is addressing local needs and concerns while utilising culturally competent programme strategies (Whitley et al, 2015).



6.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

A range of organisational structures and operating models were described by the interviewees in the CHANGE primary research, reflecting the diversity of organisations in the sector. Organisations ranged from large international NGOs to local community sports clubs.

Where organisations are large enough to have separate departments, these include partnerships, communication, finance and network development. It is also typical for organisations to have functions for programme development and impact, and for fundraising.

Funding for organisations taking part in the CHANGE research came from a range of sources including:

- > Ministries
- > Foundations
- > Sponsors
- > EU grants
- > Private sector
- > Lotteries
- > Donations
- > Commercial income
- > Own fundraising, e.g. events
- > Sport federations

The three themes that are discussed above: capacity building, partnerships and community involvement and ownership of programmes, were also themes that came through strongly from participants in the primary research.

Building capacity of organisations to aid sustainability was also seen as a key role of foundations, NGOs and funding bodies operating in S4D, as well as for grassroots organisations in the field. One global foundation reported that:

"We deliver through local organisations as an operating foundation, in line with other NGOs. It is very important to offer expertise but to work in a participatory fashion – everything is developed in partnership to build capacity."



Sustainability and funding are closely related. Another respondent, for example, noted that:

"In some cases, it is difficult to provide/reach sustainability. For example, in Slovenia in most cases we receive funding for the duration of the project (1 or 3 years for example). If a project is based on local activities where you reach final participants (for example social inclusion through sport), it takes you 1-3 years to establish regular network of activities (for example 2 sessions of basketball practice for migrants). In one- or 3-years, individuals start to participate regularly - but the project funding ends and there is no funding available to continue the activities. Slovenia has 2 million citizens - it is a small market, therefore it is very difficult to establish sponsor-recipient relationships, where the sponsor/company would have any positive impact on their sales. And, of course, participants (migrants and similar) do not have money to pay the participation in S4D activities."

Interviews with S4D organisations revealed that partnerships are indeed a defining feature of the sector, including partnership relations between funding and delivery bodies, partnership outside the sport sector, and increasingly, partnerships within the sector to construct a joined-up approach for maximum efficiency.

The "inside-up" model discussed above was also prevalent among the organisations represented in the CHANGE research phase, and indeed this is now emerging in the UK as 'Asset-Based Community Development'. There was a consensus view that the most effective projects and interventions occur when there is real community consultation, involvement and ownership.

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7



OCCUPATIONS IN THE SECTOR



7.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

24 job descriptions from S4D organisations were collected in the CHANGE desk research phase. Although not a systematic study, the list of job titles from the job descriptions gives some insight into occupations in the sector. They were listed as the following..

1 - Community Development Officer	13 - Programme Manager
2 - Doorstep Sport Advisor	14 - Programme Director
3 - Intervention Officer	15 - Community Coordinator
4 - Regional Operations Manager	16 - Project Manager
5 - Partnership Manager	17 - Programme Coordinator
6 - Lead Coach	18 - Sport for Development Manager
7 - Partnership Manager	19 - National Network Manager
8 - Volunteer Coach	20 - Programme Officer
9 - Senior Development Officer	21 - Programme Manager
10 - Engagement Officer	22 - Project leader
11 - Development Officer	23 - Community Manager
12 - Coach	24 - Senior Partnerships Manager

Clearly, organisations operating in S4D employ people in a wide range of job roles, some of which are paid and some voluntary. Of the roles identified, some are generic in nature – in other words to be found across many sectors; examples include fundraising, strategic management, operational and project management. In terms of developing the CHANGE Competence Framework, there are probably many existing frameworks for the generic roles from which we can draw.

Other roles appear - superficially at least - to be more sport specific, such as coach and activity leader. When, however, these roles are examined in more detail, it becomes clear that in a S4D context, these roles are not exactly as we traditionally see them, and this is where more original work needs to be done. This is one key reason why we have chosen to use the term 'activator', rather than coach to use in the CHANGE project, since in S4D the role is clearly more demanding and complex than traditional sport coaching.

One interesting feature of the literature, for example, is the concept of the coach as a 'boundary spanner'; this term conceptualises and highlights the important work the S4D coach undertakes in connecting different agencies to provide a support system for participants. In doing this, the coach's role moves beyond face-to-face engagement with participants, simply in the context of teaching and improving sport participation (although this remains important), and instead sees the coach as a critical actor supporting multi-sectoral working (Jeanes et al, 2018).

Building on the concept of the boundary spanner, these authors go on to argue that coaches operate at the interface between participants and many other partners and are crucial in ensuring programmes move beyond sporting outcomes. They further discuss the role of the coach as an organiser, a persuader and as a cultural intermediary – three additional features which broaden the role considerably.

Finally, these authors suggest that ‘boundary spanning’ provides a useful framework for understanding the ‘extra’ work coaches operating in S4D contexts might undertake and suggest further research is warranted to examine the full spectrum of activities that coaches do in understanding and then marshalling the complexities of using sport as a social policy tool. This is a gap which the CHANGE project will hope to fill in the further work we will do through the Occupational Descriptor, Functional Map and Occupational Standards.

As a corollary to this, we must also examine the implications for coach education in supporting a workforce to develop the wider skills required to work effectively in sport and social inclusion contexts. This is a further gap CHANGE will seek to fill by developing educational products based on the Occupational Standards.

A final point to make is that the size of the S4D organisation has an impact on the nature of job roles. In small and micro-organisations, the CEO can also be the project manager and even the coach, while in larger organisations there is a greater division of labour and specialisation in roles and responsibilities.





7.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

The data gathered through the primary research phase was useful in developing an overview of the occupations in S4D. Respondents provided a range of organisational structures and job descriptions to aid our understanding of the types of jobs ranging from small grassroots clubs to large foundations.

Two areas worthy of further discussion are the role of volunteers and the views of research participants on the suggested occupational roles of activator and coordinator – those nominated by the CHANGE project for further exploration.

> 7.2.1 - ROLE OF THE VOLUNTEER

Volunteers sustain every aspect of sport, and many S4D activities would not happen without volunteers. Within S4D, volunteers fill many roles which include mentoring, coaching, administration, promotion/PR, driving, acting as a role model, one-off event support, managing, fundraising and many more.

Volunteering also helps the individual volunteer. It fosters skills development, builds relationships, promotes positive mental and physical wellbeing, provides an escape or positive pathway, something fun, a sense of belonging, and a sense of purpose and heightened self-esteem. However, as one respondent noted:

“The success of the volunteer can often depend on support from an effective volunteer mentor to ensure meaningful and purposeful volunteering to achieve the intended outcomes. From our research we’ve found volunteering needs to provide opportunities that are ‘FABS’, in other words, Fun, Altruistic, provide a sense of Belonging and offer Self-development.”

That being said, a culture of volunteering is not common across all countries in Europe and around the world. Internships or placements can also be found in S4D; often this is how young people in particular become involved in S4D organisations.

7.2.2 - COORDINATORS AND ACTIVATORS

One of the aims of the primary research phase was to test the concept of two occupational roles named in the CHANGE project scope: S4D Coordinator and S4D Activator. In general, all of the research respondents agreed or partially agreed with these roles, with some comments and observations.

In many projects, the S4D Activator is similar to a community coach with a role to implement project activities and to ensure a meaningful sporting experience for the target population. Youth coach, mentor, and facilitator are, likewise, considered terms equivalent to S4D Activator. In general, all those professionals who are needed to implement the activities, to establish close connection with the community, to engage with the target groups and to monitor the impact of the activities the field can be related to the broader role of Activator. From the organisations we looked at, Activators can also be known as activity leaders, sports apprentices and lifestyle coaches. The focus for these jobs is facilitating or coaching activity sessions but with the goal of achieving wider personal or social outcomes.

The S4D Coordinator is seen as having both an element of coordination and management. A coordinator is required to take care of all the aspects of the programme's logistics and the administration and management of the projects/initiatives. In our primary research, similar responsibilities are taken by those known as project manager, activity manager, and project leader. These roles can be considered as synonymous with that of S4D Coordinator: "Coordinators need to be able to strategise and scope projects based on context and needs".

In other organisations, the coordinator role is often carried out by those known as development officers, sport managers, activity managers and community officers. The focus of this role is usually to design and plan programmes and the outcomes to be achieved, record and measure impact and sometimes bring in funding to make the project happen.

It is important to highlight there is often crossover between the two roles, particularly in smaller community organisations where one person may have multiple responsibilities which straddle both Activator, Coordinator and possibly other roles.

While overall, the concept of Activator and Coordinator appears to fit with the reality of roles in the sector, some respondents provided feedback about other specialist roles; these included train-the-trainer, to build capacity, and roles more closely aligned to fundraising.

Some of the roles in large international foundations and funding bodies, while dedicated to S4D, would not fit exactly the responsibilities associated with the Activator or Coordinator role.

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8



**KEY COMPETENCES,
SKILLS AND
ATTRIBUTES**



8.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

> 8.1.1 - ACADEMIC PAPERS AND INDUSTRY REPORTS

Within the academic and industry papers and reports analysed by the CHANGE project, there is very little detailed discussion about the skills, knowledge and attributes required to work in S4D. Human resource management and capacity building are discussed in some detail in the literature, and under capacity building some broader themes are mentioned. One such example comes from sportanddev.org (2021b):

To carry out sport and development projects, skills and expertise are needed to:

- > Teach sport
- > Facilitate group work (coaching)
- > Develop and manage sports structures and organisations (organisational capacity building).

Whilst this provides a headline framework, this is too general to capture the essence of what is different in S4D.

> 8.1.2 - INDUSTRY FRAMEWORKS

Fortunately, there are already some existing standards and frameworks in the area of S4D which give more detailed and nuanced insights.

Five sources in particular were examined:

- > UK CIMPSA Professional Standard: Working in the Community Environment (CIMSPA, 2019)

Key skill areas include: Understanding the community, The Community Environment, Principles of Behaviour Change, Community Engagement and Activation.

- > UK Apprenticeship Standard: Community Activator Coach (Institute for Apprenticeships & Technical Education, 2021)

Key skill areas include: Planning and Adapting Sessions, Coaching, Promoting Physical Activity, Social Media, Working Collaboratively.

- > Australian Unit Standards for Sport Recreation and Development (Training.gov.au, 2021)

Key skill areas include: Collaborative Partnerships, Relationships Engagement Strategies, Planning Programmes, Working with Diverse People, Developing Community Projects

- > giz/German Sport University Cologne - Competences of a Coach in Sport for Development giz (2017)

Key skill areas include: Self-Confidence and Trust, Motivation, Goal Orientation, Change of Perspective and Empathy, Communication, Critical Thinking, Teach and Develop Basic Technical Sport Competences

- > S2A Sport Administration Standards (S2A Sport, 2018)

Key skill areas include: Strategic Direction, People, Resources, Operations, Sport processes and Activities.



8.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

> 8.2.1 - JOB DESCRIPTIONS - SKILLS

The project also analysed the 24 job descriptions collected from S4D organisations within the EU. S4D skills can be organised under the following headings:

- > Engaging the local community
- > Monitoring and Evaluation
- > Personal Development
- > Link between organisations
- > Programme and coordinate activity
- > Delivery of sport and physical activity and other developmental sessions
- > Working with participants
- > Support progression of participants
- > Capacity building / supporting local organisation
- > Facilitate training
- > Partnerships/ networking
- > People management
- > Communications
- > Finance
- > Record keeping
- > Health, safety, risk Management, child protection
- > Equal opportunities
- > Reporting
- > Fundraising
- > Engaging volunteers



> 8.2.2 - JOB DESCRIPTIONS - ATTRIBUTES

According to the collected job descriptions the following are important attributes of the S4D workforce:

- > A team player
- > Ability to engage with people from all backgrounds (which includes, social, economic and cultural backgrounds and, depending on the nature of the programme, could also cover physical and learning abilities, different genders and issues to do with gender and sexual identity)
- > Ability to keep calm under pressure
- > Ability to prioritise workload
- > Assertive and professional
- > Attention to detail
- > Commitment to meeting deadlines
- > Compassion and curiosity
- > Conscientious
- > Empathy
- > Flexibility and adaptability
- > Motivation
- > Multitasking
- > Passion for inspiring and empowering people
- > Patience
- > Positive energy / enthusiasm
- > Proactive in seeking professional development
- > Proactivity in coordinating activities
- > Punctuality
- > Resilience to challenging situations
- > Results-oriented / Impact-oriented
- > Self-starting, self-disciplined and driven
- > Sensitivity to the target groups and contexts
- > Using own initiative
- > Work without supervision

Skills and attributes are discussed further in the context of the two roles of "coordinator" and "activator" in the Occupational Descriptors developed as step 3 of the 7 Step Model being implemented in the CHANGE project, and also, in particular in the Attributes, Skills and Knowledge (ASK) Framework presented in the CHANGE Training Handbook.

> 8.2.3 - KEY THEMES EMERGING FROM THE INTERVIEWS WITH S4D ORGANISATIONS

From the interviews the CHANGE researchers undertook, it becomes apparent that practitioners operating in S4D are required to have a mix of transversal competences, technical skills, and most of all, the capacity to adapt to the specific situation.

The capacity to identify the needs of the target population and to understand the main features of the context in which the activities are implemented is considered crucial for an effective intervention. It can be considered as a diagnostic and analytical skill that makes it possible to get a clear understanding of the situation in which the sport for development intervention takes place.

Adaptability is reported to be a key capability: in fact, social, political and other changes might occur frequently in communities that tend to be less stable and secure, and practitioners need to be able to adapt rapidly to changing circumstances. Linked with this capability, S4D practitioners are also required to be able to engage with the community and to build close relationships with the target groups.

Sport specific technical skills are important, but not crucial. The main purpose of S4D is not to teach individuals a specific sport discipline (although this will be a powerful attractor for many participants); rather, S4D practitioners are required to know how to deploy the potential of sport in terms of education, social integration, socialisation, health enhancement and, more generally, positive social changes both at the individual and the community level. It is interesting to note that many practitioners without a specific training in sport operate in S4D, suggesting that this is not the number one recruitment priority for employers and the broader role of the activator, rather than the traditional coach, has become more important.

Considering the variety of the communities in which the professionals operate, they are required to be able to work across different cultures. Multiculturalism is often reported as a key element especially when the target populations are migrants, asylum seekers or communities who experience social exclusion. In addition, when operating with children and young people, mentoring – the capacity to establish relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person – is a key attribute that is fundamental for the efficacy of the intervention.

Taking into account the fact that the S4D practitioners operate in critical areas and/or with socially disadvantaged groups, they need to be emotionally resilient i.e., the ability to adapt to stressful situations or crises and to cope with stressors. In addition, they need to establish close relationship with the community in which they operate by engaging and empowering the people and support them to be emotionally resilient themselves to the challenges they face.

S4D Coordinators are required to have specific skills for the allocation of resources, logistics and the administration and the management of the projects/initiatives. Again, their capacities need to be contextualised: "Coordinators need to be able to strategise and scope projects based on context and needs". They also need skills around advocacy and communication; particularly, it is considered vital to be able to lobby and to engage local stakeholders. Leadership competences are needed along with the capacity to mitigate conflicts.

Considering the changing nature of the context in which they operate, critical thinking is reported to be an important capacity. It must not be considered simply a matter of accumulating information; it refers to the ability to think clearly and rationally, understanding the logical connection between the most relevant features of the context in which the S4D intervention is implemented.

Linked to critical thinking, the monitoring and evaluation of the impact is a key element in the sport for development area. There is the need to gather relevant information to assess the impact of an intervention and to monitor the implementation of the activities. Thus, social science expertise is required for all practitioners engaged in this area. A large part of the projects and initiatives implemented in this area receive financial support from private funders, foundations and, partially, from the local authorities. The capacity to apply for funding and to report impact to the funders is essential for the whole sector.

Context specific competences are required in connection with the specific targets group and the particular scopes of the intervention. Thus, if the intervention focuses, in particular, on disabled people or on women, specific skills and knowledge are required to deal with this target group. The same applies if the intervention seeks to promote healthier behaviours: specific health-enhancing skills are required to change individual behaviours and help to establish healthier communities.

> 8.2.4 - SKILLS, KNOWLEDGE AND ATTRIBUTES EMERGING FROM THE INTERVIEWS WITH S4D ORGANISATIONS

Skills required to work in sport for development stated by CHANGE interview respondents included:

- > Identifying local need
- > Engaging the community
- > Building relationships
- > Writing bids
- > Engaging young people
- > Scope projects based on context and need
- > Advocacy skills
- > Communication skills including social media
- > Lobbying skills
- > Apply social science expertise
- > Intercultural and leadership competences related to dealing with conflict
- > Financial planning and budgeting skills
- > Organisational skills
- > Mentoring skills
- > Leadership skills
- > Managing challenging behaviour
- > How to facilitate workshops
- > Campaigning skills
- > Empowering young people to give them a voice
- > Identifying systemic challenges
- > Management skills and leadership,
- > Administration tasks
- > Organisation, coordination, logistic and administration skills
- > Strategic planning



Knowledge required to work in sport for development stated by CHANGE interview respondents included:

- > Knowledge of the global S4D sector
- > Knowledge regarding the development setting
- > Advocacy and political knowledge: Knowledge of the situation from the national to local level.
- > Understanding behaviours of young people from challenging backgrounds
- > Knowledge about challenging behaviour
- > How to see the potential of sport and how to use it as a tool for engagement
- > Behaviour change
- > Understanding of the communities you're working in – needs of young people
- > Sociological and psychological imagination and sense of enquiry to help understand people's experiences.
- > Understanding commercial interest in S4D is key in order to attract resources
- > Understanding different people from different cultures and their habits.
- > How to engage with people from different backgrounds
- > Knowledge of culture of the participants,
- > Knowledge of anti-discrimination measures.
- > Know how to use sport in order to achieve social outcomes.
- > Knowledge of how to obtain funding
- > How to promote critical thinking and provide a safe space
- > Understanding of the context and the target

Attributes required to work in S4D stated by CHANGE interview respondents included:

- > Adaptability
- > Open-mindedness
- > Empathy
- > Compassion
- > Tenacity
- > Responsible approach
- > Determination
- > Reflective practitioner
- > Authenticity
- > Resilience
- > Patience
- > Innovation

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9



RECRUITMENT, PROFESSIONAL FORMATION AND PROGRESSION



9.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

Within the S4D literature, issues related to recruitment, retention and progression, as well as education and training, are often discussed in terms of capacity building and the importance of organisational capacity for S4D organisations.

Mobilisation of a skilled workforce and the recruitment and retention of knowledgeable and proactive staff and volunteers are key factors in high performing non-profit organisations (Svensson et al, 2019). Volunteer and staff training have been identified in studies as critical to the success of S4D programmes (Clutterbuck & Doherty, 2019).

While professional development opportunities do exist for sport for development practitioners including conferences, workshops, events and courses; development opportunities are not as widespread or structured as those which exist in related sectors. Informal development is common, including through reading, discussions with colleagues and visits to other organisations. Networking with experts in the field is also a key method of informal development and is a high priority for many practitioners.

In a sector that is characterised by young people and a large number of volunteers, most employees learn on the job and by attending conferences and seminars. The progression of individuals from participant to volunteer, and volunteer to paid staff is a feature of some S4D organisations and something that is actively encouraged and planned for.

In terms of formal courses, academic institutions are offering an increasing number of bachelor, master and PhD courses and degrees in the area of S4D (van Eekeren et al, 2013).

Within S4D organisations, education and training can range from apprenticeships and formal qualifications to a range of less formal workshops and seminars. The following is an example of a modular training programme organised by CHANGE project partner, StreetGames, for their partner organisations:

- > Introduction to Behaviour Change
- > Understanding Young People from Disadvantaged Communities
- > Fundraising & Small Grants
- > Organising & Managing Events
- > Developing Youth Volunteering
- > Managing Challenging Behaviour
- > Engaging Women & Girls in Sport & Physical Activity
- > Empowering Coaching
- > The Impact of Sport on Youth Crime

A standard for the implementation of S4D workshops for coaches and instructors, where those candidates learn how to apply S4D in practice, has been developed by the German development agency, giz, working with the German Sport University Cologne. This guide provides advice on such issues as financial planning, organisational planning, objectives and content and evaluation and documentation (giz, 2019)

One recent development in the field is the launch of a Massive Open Online Course (MOOC) for Sport for Development and Peace. The Commonwealth, working in partnership with the International Platform on Sport and Development (sportanddev.org) and the Australian Government, has commissioned Edinburgh University in Scotland to develop a sport for development and peace (SDP) MOOC. Designed to meet the needs of a variety of learners, including government officials, intergovernmental and sports organisations, public policy experts, the private sector and civil society organisations, the course allows learners to explore aspects of programme design and, implementation, and understand how to measure the impact of policies and programmes. The course also allows learners to explore key concepts such as sport and gender equality, disability, human rights, social inclusion, peacebuilding and safeguarding.

Despite ongoing efforts to build capacity and make programmes sustainable through training, there is still a feeling among S4D practitioners that the education and training offer for the sector could be both extended and improved to meet the needs of S4D organisations and the social outcomes they are aiming to achieve.



9.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH



9.2.1 - OVERVIEW

The CHANGE interview respondents reported a number of interesting challenges related to recruitment and retention of people in S4D roles.

The fact that the work is often project-based and precarious is a problem that negatively affects recruitment and retention of professionals as the “working conditions are often very challenging”. It was, however, reported by several respondents that many practitioners in the field find the work personally rewarding and are successful in building careers in S4D.

The lack of a clear career pathway – and in many cases, comparatively low pay – discourages many talented people who do not find it attractive to work in the area as first choice. There is also a risk of talent drain as people are not motivated to continue to work in a sector which does not offer solid opportunities for development and progression. This might represent a waste of financial resources for the S4D organisations who invest in training their staff without always being able to retain them long-term. It was also noted that, in some countries, the cost of relevant accredited training and qualifications, is often unaffordable for many S4D organisations and practitioners.

Most interviewees reported that there is not a “typical” route into work in S4D. There are very few undergraduate programmes with a specialist development focus, although more programmes now are emerging at postgraduate level. Perhaps not surprisingly, many of the people working in S4D do not possess an obviously relevant degree/certification. In many cases employers provide on-the-job-training and part of the skills required are acquired by having a direct role in the projects/ initiatives (learning by doing). “SfD sector is more interested in skillset rather than educational/paper qualifications”.

Some people working in the sector do not come from a sport background. Overall, the recruitment of practitioners is fragmented and linked with the procedures that each organisation defines independently. S4D practitioners tend to have a mix of sport and social science, international development and management backgrounds. A more sport-focused background is frequent in the delivery organisations that operate on the ground.

In terms of the requirements of different types of organisation in the sector, there is a clear difference in education requirements between working within a funding organisation and an S4D organisation designing and delivering interventions. People working for funding organisations need less in terms of technical/practical skills. People working in delivery organisations need to be able to engage with the community and target group and to have the skills to implement the intervention (sport and non-sport activities). There is a particular focus on soft social and life skills. For a funding body, organisational skills are at a higher premium, combined with a good understanding of and empathy with, the goals of the funded intervention.

➤ 9.2.2 - EXAMPLES FROM PARTNER COUNTRIES

Examples of some of the countries covered by the CHANGE primary research include Denmark where the S4D field is largely dominated by sport associations. Much of the work is project based, and organisations employ their staff in tune with the specific features of the project.

In the UK, Netherlands and Italy there are no typical entry routes. It is difficult to define a clear pathway to working in the area.

In Slovenia one possible entry route is through volunteering. There are a number of organisations who deliver S4D programmes which include elements of volunteering and offer the participants the opportunity to develop skills and knowledge that can be applied in the sector as practitioners. This is a phenomenon seen in other countries.

The role of volunteers – often from the target community – is fundamental. They may be engaged in managing and leading the activities, providing training, planning the activities, etc. Particularly, small organisations rely on the support of volunteers who can fulfil a range of different roles: managers, coaches, social workers, etc. However, the impression is that volunteers are less used for positions that require a high level of competence. Having said that, we also identified projects/initiatives that are wholly volunteer led.

Only a few of the respondent organisations have the capacity to mount specific S4D education and training programmes. Some organisations provide ad-hoc training for staff about the specific context in which the programme will be implemented. Some network organisations have a range of delivery partners who offer training sessions for staff from different projects and organisations.

Broadly, there is a typical pattern of on-the-job training as part of the human resources management/capacity building strategy. Employees and volunteers get hands-on experience of the challenges that occur during S4D activities. Mentoring is part of this training and education strategy. It is worth noting that the use of mentors is also mentioned as part of the activities that are delivered to the target groups as in many cases the organisations seek to involve local staff and volunteers in the running of the project activities. Some organisations report that, when possible, they employ recruits who are already experienced in the role since they do not have the capacity to offer in-house training.

Many respondents did not feel there is a coherent and adequate system of continuing professional development for S4D. The take-up of training often seems to be dependent on the resources of an organisation. The fact that the sector is not clearly defined, and the difficulty in defining the main job profiles hinders the establishment of a system of CPD. The sector tends to be “more reactive than proactive”. A number of respondent organisations advocate for some kind of governing body that could coordinate the education and training offer.

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10



EMERGING
TRENDS
AND FUTURE
PROJECTIONS



10.1 - LEARNING POINTS FROM THE LITERATURE REVIEW

Firstly, a major current and strengthening feature of S4D is the recognition of its ability to contribute to the UN's SDGs. Placing sport at the leading edge of the sustainable development agenda has raised its profile and recognition at international and governmental levels.

Secondly, and within this context, a focus on the measurement of impact through monitoring and evaluation activities is a key trend. S4D organisations of all sizes see this as a core part of their work programme, and crucial to their survival and sustainability. A range of monitoring and evaluation toolkits and methodologies are used, and many organisations now publish dedicated impact reports based on their monitoring activities as we saw with the case study of Standard Chartered's Goal programme in Section 4.

A third overall area of importance across the sector is the focus on capacity building and increasing organisational capacity. Organisational capacity refers to reaching planned development or social objectives through the use of internal and external resources. Particularly in the area of human resources, but also related to finance, networks, infrastructure and strategic planning – organisational capacity is also seen as a key area for sustainability of sport for development programmes and organisations.

Challenges in the sport for development field identified in the desk research include:

- > Lack of awareness and clarity about the field
- > Unclear impact
- > No set standards
- > Balancing sport and development outcomes
- > Inadequate training
- > Lack of funding/ short term funding
- > Limited support
- > Lack of collaboration and coordination

Recommendations for the future of S4D which also appeared in the literature included those related to the following areas:

- > Collaboration between organisations
- > Equitable policy
- > Local empowerment
- > Education and training
- > Capacity building
- > Agreed standards
- > Clear definition of the field
- > Political influence
- > Localised programming
- > Sustainability
- > Meaningful evaluation
- > Advocacy
- > Awareness raising outside sector
- > Funding models



10.2 - DISCUSSION OF CHANGE PRIMARY RESEARCH

The interview respondents taking part in the CHANGE research were asked two questions to discover their views related to future directions in S4D. These were:

- > "What are the main challenges in sport for development?"
- > "What are the main drivers for change?"

It should be noted that the interviews took place in January/February 2020 before the onset of the Covid-19 global health situation.

The respondents reported a variety of challenges that S4D is facing (and will face in the future). From the analysis of the provided answers, a number of interesting themes emerged in this regard:

- > Coordination: there was a call from respondents for increased coordination and leadership, particularly for the role of promoting the sector and its benefits and impact
- > Cross-sectorial and cross-border collaborations: there is a need to strengthen collaboration across different sectors, as effective interventions require a mix of organisations belonging to different sectors to work together (e.g., education, health, etc.); with increasing globalisation and digitisation, there also evidence of the need for more transnational working, especially where good practice in one country can be customised and replicated in another
- > Advocacy: there is a lack of advocacy to persuade governments and public authorities about the role of the sector in society; increasing credibility outside the sports sector and recognition as a professional area; communicate sense of professionalism to the public
- > Funding: the need to find more and different ways of funding should be a priority for the future; linked to this there is the need to define new fundraising models; collaboration and joined up bids.
- > Capacity building: challenge to improve skill level of people responsible for implementing projects
- > Broader and more diverse skillsets: to be a successful practitioner in this field, it is necessary to develop a portfolio of attributes, knowledge and skills which is more elaborate and complex than many other roles in sport
- > Clearer education and training pathways: sport for development professionals need to gain specific skills and knowledge in order to have the capacity to operate effectively in the sector
- > Clarify the role of the Sport Universities as, potentially, they are an important training provider in this area
- > Improve the quality of monitoring and evaluation models to have a better understanding of the impact of the sport for development projects/initiatives and to give more visibility to such interventions for society.

The respondents provided interesting thoughts about the main drivers for change in S4D. Gender issues and the involvement of the girls and women both as practitioners and target groups is thought to be one of the major potential drivers for change in the sector.

S4D organisations are also aware of the increased attention and resources given to the achievement of the United Nations Sustainable Development Goals and see this is another driver for change. In this context, organisations will be expected to demonstrate the impact that they can have in the achievement of these Goals.

Increased collaboration and need for partnerships in the sector are also drivers, particularly around the potential for joint funding bids and programmes.

The upgrade of the skills and the knowledge of the S4D practitioners will represent an important step forward for the sector, as there is the “need to develop a more professional and coherent sense of a sector”. With a more qualified and competent workforce, we can look forward to a more sophisticated and effective impact and a heightened recognition of the efficacy of sport as means of social intervention.

The assessment of the impact of the intervention is, again, a major theme. The capacity of S4D organisations to demonstrate the efficacy of their interventions is fundamental. Thus, there is the necessity to continue with the improvement of monitoring and evaluation models and with the skills and the knowledge linked with their application.

Finally, it was reported that the sector still tends to be unattractive for practitioners due a lack of appropriate employment conditions. A radical change in the types and forms of contracts offered to employees, and a general improvement of the employment conditions were expected by some to be an important driver for change.



11



CONCLUSION -
IMPLICATIONS
FOR CHANGE
OUTPUTS



11.1 - INTRODUCTION

The research that underpinned this Occupational Map provided valuable insights and material to enable the CHANGE project to move forward to the following stages of development in the 7-Step Model:

- > The Functional Map which analyses S4D practice and identifies the main functions which coordinators and activators need to be able to carry out for organisations to be successful
- > The Competence Framework of Occupational Standards which set a standard of good practice for each function
- > The Training Handbook which provides detailed guidance on how to design modular training programmes to meet the key learning and development needs identified in the Occupational Standards, together with a Framework of Attributes, Skills and Knowledge and 25 sample training modules.

In this final section, we summarise the key learning points and their implications for the next steps in the 7-Step Model.

11.2 - THE NATURE OF SPORT FOR DEVELOPMENT

The following key points emerge from the literature review and interviews:

- > S4D intentionally uses participation in sport both as a hook to attract members of target communities and as a tool to address wider, non-sports related goals usually related to social and individual development.
- > S4D programmes are targeted at communities and groups who are socially and/or economically disadvantaged.
- > Disadvantage can be defined in a number of ways but typically includes victims of conflict, women and girls, those lacking formal education, the disabled, the unemployed, those living in poverty, those at risk of falling into crime, vulnerable groups, those at risk from disease, those with other types of health problem.
- > Non-sports related goals are extremely diverse but typically include social justice, social cohesion, gender equity, sexuality, personal development (including e.g., skills acquisition and basic education), social development, employment, health promotion, youth development.

The research shows that it is the intentional use of sport as a tool to achieve development and social outcomes that resonates as a common assumption of the sector, and that is the basis that is taken forward to develop standards and educational products.

Proposed Key Purpose

In terms of a key purpose (overarching goal of S4D) which can be used later to begin the work of developing the Functional Map and Occupational Standards, the following was suggested from the research:

**WORK COLLABORATIVELY TO STIMULATE POSITIVE CHANGE IN
THE LIVES OF INDIVIDUALS AND COMMUNITIES THROUGH THE
INTENTIONAL USE OF SPORT AND PHYSICAL ACTIVITY**

11.3 - ECONOMIC AND SOCIAL VALUE

There is little hard information available on the size of the workforce or its financial value. It is clear that a large number of organisations are involved in the sector (probably over 1,500 within the EU) at many different levels. Investment is likely to be more than \$150,000,000 per annum. Both of these figures are almost certainly under-estimates. In addition, currently the future of the sector looks promising with a large number of influential organisations in the public, private and voluntary sectors sponsoring or engaged in using S4D as a development vehicle.

The social value of S4D is considerable, as can be seen from the Standard Chartered Goal programme, reaching as it does over 500,000 young women across 24 countries with evidence of very positive results in areas which are key to the development of the participants. There are countless other similar initiatives around the world, many of which emanate from, or are managed by organisations in the EU and are fully in line with EU and UN policies for international development and cooperation. It is vital that these organisations operate at their most efficient and effective, and the education, training and continuing professional development of these workers is a high priority. The case for developing occupational standards and education pathways for the sector seems unarguable.

11.4 - EVOLUTION AND LINKS WITH RELATED SECTORS

The formal evolution of S4D is underpinned by a number of policy initiatives from international organisations such as the UN, Commonwealth and EU and those visionaries who understood the power of sport to attract, engage and develop participants from socially marginalised and vulnerable communities. However, it is also rooted in the best traditions of sport and good practice in utilising sport initially as a method of making communities and individuals more active with the attendant health benefits. Thus, in beginning the process of developing occupational standards and educational products, there is something to be gained by studying standards and training programmes linked to earlier initiatives which focus on mobilising communities through sport and physical activity. Whereas S4D is not traditional Sports Development or Activity Leadership, and S4D coaches need more than established sport coaching education, there are many things which can be borrowed and adapted from these areas, albeit with some significant gaps which need to be filled with material which reflects the broader nature of S4D and its innovative practices. It is likely, for example, that existing sport coach standards could be used in the S4D context, but those standards would need considerable enhancement to incorporate the 'boundary spanner' nature of the role and the much stronger emphasis on individual and community development and soft skill acquisition.



11.5 - TYPES OF ORGANISATIONS IN THE SECTOR

It is clear from the research that the sector is organisationally diverse, incorporating international organisations, national governments (many of which are within the EU), international and national sport federations, NGOs (particularly in the developing world) and small independent providers. The sector embraces the public, private and voluntary sectors and comprises organisations from the very large to micro with almost every variant in between. It also goes without saying that organisations may use almost any variation of sport and physical activity as a tool for broader development goals.

Given the variety of organisations, operating environments and types of activity, it would as well to ensure that standards and educational products are broad and generic and focus very much on the desired outcomes which staff need to achieve rather than the methods and processes they should follow in order to achieve those outcomes. This approach will also leave the door open to future innovations in the sector.

Identifying the organisations listed in **Section 5** also gave us a clear guide as to who we should be consulting when the draft occupational standards and educational products were developed by CHANGE.



11.6 - ORGANISATIONAL STRUCTURES AND OPERATING MODELS

Given the diversity of organisations, it will come as no surprise that there is also a variety of organisational structures but embedded within all of these is the necessity for organisational capacity building. Currently most S4D organisations are young and active in a less than stable environment. There is a strong emphasis on fixed term projects, fundraising to enable sustainability and the need to retain and develop high performing staff in their own roles and for future progression. Therefore, the standards and educational products need to be developed in a way that will enable and sustain capacity building, particularly in areas such as HR, Finance, Relationships and Networks, Infrastructure and Planning and Development.

We can also see from the academic research (and to a certain extent, this is reflected in the primary research) that different models of good practice exist within the sector. The CHANGE standards and educational products are designed in such a way that users can find modules which are useful to whatever operating model – or even combinations of models – which they choose to adopt.



11.7 - OCCUPATIONS IN THE SECTOR

Both the literature review and the primary research identified a very large number of job titles. Job titles naturally vary organisation-by-organisation which is why it is important to focus on occupations, i.e., roles which contain the same 'core functions' whatever they may be called. Many of the occupations identified are generic in their nature, for example, marketing, finance and HR and can be adequately addressed by existing standards and education products. Whereas the academic literature was less unequivocal, the primary research – in particular the interviews – validated the assumption embedded in the CHANGE project proposal that there are two distinct roles which should be developed specifically for the sector. These are S4D Coordinator and S4D Activator. It is therefore for these roles to which the largest proportion of future research and development was devoted during the rest of the project.

In developing these specific roles further, the project also took account of the fact that the sector engages a large number of volunteers, especially in the Activator position. Standards and products therefore reflect the involvement of volunteers, both as people to carry out functions and people to be managed and developed, particularly since one of the many outcomes we see in S4D programmes is progressing engaged participants into volunteer roles and then, if possible, into paid employment.

This aspect of the project was further elaborated in the Occupational Descriptors for the two chosen roles.

11.8 - KEY COMPETENCES, SKILLS AND ATTRIBUTES

The CHANGE primary research examined job descriptions and candidate specifications for the selected roles to see what employers feel is valuable. Probably one of the most significant findings in both is the balance between the traditional sport specific competences and the soft skills. Whereas the traditional sport skills are important (and for many participants, the initial 'hook' will improve their performance in the sport, and the importance of health, safety and welfare cannot be overlooked), the emphasis is very much on interpersonal and intercultural skills, community engagement and development, facilitation and reflective learning, empathy, relationship building, flexibility and adaptability and many other skills and attributes which might be considered less traditional in sport. The project went to some lengths to properly reflect these in the Competence Framework of Occupational Standards, the Framework of Attributes, Skills and Knowledge and subsequent Training Handbook with appropriate levels of emphasis.

The research has identified five sources of good practice standards which are similar to the functions, skills, attributes and knowledge required of the target roles and these were also integrated and/or adapted into the final products.



11.9 - RECRUITMENT, PROFESSIONAL FORMATION AND PROGRESSION

Obtaining and developing skilled practitioners is highlighted as one of the most crucial factors for S4D organisations. However, recruitment sources and training and progression routes are not well delineated. Valuable recruits may come from a variety of educational backgrounds (and not necessarily sport-related), many of those who prove most valuable emerge directly as volunteers from the communities themselves, and much training happens on the job, by working with more experienced practitioners and by personal study, networking and attending relevant events. There is, therefore, clearly a need to begin to fill these gaps firstly by influencing education and training providers to take account of S4D needs, and to develop and offer them products they can use or adapt for their own purposes or products which can be used directly by S4D organisations themselves. The provision of occupational standards can also facilitate on-job appraisal, coaching and mentoring within the role itself.

11.10 - EMERGING TRENDS AND FUTURE PROJECTIONS

It will be important that the standards and other products have a reasonable 'shelf life' and therefore must take account of emerging trends. Some strong themes emerged here and were used to strengthen the standards with some degree of future proofing. These include the importance of:

- Collaboration with other sectors (for example, health, education, crime prevention etc. according to the wider programme goals)
- Advocacy (both for communities and for the sector itself)
- Funding (for direct project work and for sustaining project outcomes)
- Capacity building (highlighted in several sections in this Occupational Map)
- Developing clearer pathways (which can be facilitated by module design and the packaging of modules)
- Improve the quality of monitoring and evaluation (again highlighted in several preceding sections)

Each of these received appropriate emphasis. Possibly the last required the most weight in the CHANGE final products. To sustain itself and flourish into the future, S4D needs to prove its ability to actually bring about positive changes in the lives of the communities and individuals it seeks to serve.



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DEFINING
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TO ACT AS A
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DEVELOPMENT
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13 > ANNEXES



ANNEX 1 - CHANGE PARTNER DESK RESEARCH TEMPLATE



SPORT FOR DEVELOPMENT

1 - What is your organisation's relationship to sport for development?

2 - What are the main aims of sport for development in your country or context?

3 - How is sport for development funded in your country or context?

4 - What organisations are the main organisations that are active nationally or internationally in the area of sport for development?

5 - What other sport for development organisations do you work with at the national or international level?



ENTRY AND PROGRESSION IN SPORT FOR DEVELOPMENT

6 - What is the typical pathway to working in sport for development?

7 - What is the role of volunteers in sport for development?

8 - Do you recognise and agree with the two main roles in sport for development: activator and coordinator?

9 - What is your experience of different contexts sport for development takes place in?

> CHARACTERISTICS AND TENDENCIES

10 - Do you have statistics (exact or approximate) on the numbers of people working in sport for development in your country?

11 - What is the opinion and feeling of yourself and your organisation about sport for development in your country or your sport?

For example you could comment on:

- Overall image and perception
- Main challenges facing sport for development professionals
- Situation around recruitment and retention in sport for development
- Tendencies for the near future

> REPORTS, SURVEYS, CASE STUDIES

12 - To your knowledge, are there any existing surveys, reports or case studies about sport for development

> STANDARDS AND COURSES

13 - To your knowledge, are there any existing standards; lists of competences, skills and knowledge; or typical job descriptions for sport for development?

14 - To your knowledge, is there any training courses covering sport for development

> STANDARDS AND COURSES

15 - Please insert here if you have any further remarks or link to sources in for development which should be included in the data collection and will be relevant to the CHANGE project



ANNEX 2 - ORGANISATIONS REPRESENTED IN THE CHANGE RESEARCH INTERVIEWS

- > PeacePlayers Cyprus
- > Tanjun
- > Street Football World
- > Swiss Academy for Development
- > RF-SISU Västra Götaland (StreetGames Gothenburg)
- > Aston Villa Football Club,
- > Attend EDC
- > Burgess Sports
- > Carney's Community Centre
- > Centrepont
- > Coach Core
- > Cricket Without Boundaries
- > Dost Centre for Young Refugees and Migrants
- > Football for All
- > Hallam Barbell Weightlifting Club
- > Let's Do More
- > Dallaglio RugbyWorks
- > Sported
- > Street League
- > Wicketz
- > Beyond Sport
- > Košarkarska zveza Slovenije (Basketball Federation of Slovenia)
- > Človekoljubno dobrotelno društvo UP Jesenice – Society UP
- > Društvo za pomoč in samopomoč brezdomcev Kralji ulice – Society for help and selfhelp of homeless people Kings of the street
- > Basketball club Basketball for all Koper
- > Johan Cruyff Foundation
- > AZC (Asylum Seekers' Centres) War Child: TeamUp
- > Right to Play
- > Guatemalan Olympic Academy AND Co-Founder, United Play International
- > Vijana Amani Pamoja
- > Italian Union of Sport for All
- > Sport2Build

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DEFINING SKILLS AND COMPETENCES FOR SPORT TO ACT AS A TOOL FOR THE DEVELOPMENT OF PEOPLE AND SOCIETY IN EUROPE



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