



Enhancing Skills in Sport for Development

A photograph of two young girls in white judo uniforms practicing a throw on a red mat. One girl is on the ground, and the other is leaning over her, performing a throw. In the background, there is a banner for the 'EUROPEAN JUDO CHAMPIONSHIPS 2013' and a 'CST programme' logo. The image is framed by blue and orange diagonal stripes.

OCCUPATIONAL DESCRIPTORS FOR SPORT FOR DEVELOPMENT POSITIONS IN EUROPE

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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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Enhancing Skills in Sport for Development

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INTRODUCTION



1.1 - ABOUT THE OCCUPATIONAL DESCRIPTORS

This Occupational Descriptors document 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 these occupational descriptors is to provide a summary of findings from our research into two important job roles in S4D, **Coordinator** and **Activator**.

An occupational descriptor identifies key tasks/duties, responsibilities, skills and attributes which relate to each position as well as personal requirement, knowledge, qualifications and types of contracts.

It also served as a useful reference point for the development of two other key outputs from the CHANGE project, *The Competence Framework of Occupational Standards* and the *Training Handbook* which will provide the S4D field with markers for good practice and an innovative approach to capacity building for practitioners and organisations.



1.2 - OCCUPATIONAL DESCRIPTORS CONTENT

Section	Notes
Typical job titles	Organisations working in sport for development tend to seek and appoint staff with the job titles contained in the section.
Duties/tasks	This section is based on an analysis of job descriptions and person specifications used in the S4D field. This helped to inform the development of the Functional Map and Occupational Standards.
Skills and knowledge	Similar to what would be found in a recruitment/selection person specification. This helped the project to validate and check the Framework of Attributes, Skills and Knowledge contained in the Training Handbook.
Attributes and attitudes	Attributes and attitudes – 'having the right people' – has been identified by the sector as being a significant ingredient for success in S4D.
Experience	This section is valuable in helping the project to target important areas for initial training and continuing professional development.
Qualifications	This section is also valuable in helping the research to target important areas for initial training and continuing professional development.
Types of contract	This may also influence how education and training are delivered in the future.

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ABOUT THE CHANGE PROJECT



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:

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.





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





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.

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/>

7STEP^{MODEL} LIFELONG LEARNING STRATEGY FOR SPORT



The *7-Step Model* 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**

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**
(This publication)

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**

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>

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

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

SWING

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**ABOUT SPORT FOR
DEVELOPMENT (S4D)**



ABOUT SPORT FOR DEVELOPMENT (S4D)

“Sport is also an important enabler of sustainable development. We recognise the growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”⁴

Sport for Development (sometimes referred to as ‘Sport for Development and Peace’) is a powerful and growing force in the world of sport and physical activity and has been recognised as such by many international bodies such as the United Nations and the European Union, as well as national governments, development organisations, and donors. These organisations acknowledge the universal attraction of sport, especially to children and young people. They know that, as well as promoting active lifestyles and good physical health, sport can also serve as an educational tool and means of social intervention to tackle a variety of social issues such as gender inequality, poor mental health, crime, unemployment and poverty, social exclusion, conflict and violent extremism.

Sport for Development (S4D) refers to the *intentional and planned* use of sport to deliver a wide range of personal and social developmental goals, for example, empowerment and personal self-esteem, conflict resolution, literacy, crime reduction, employability, sustainable development and the inclusion of minority and vulnerable groups in society. S4D projects are increasingly being used to address the needs of communities who face various – often multiple – forms of deprivation or other challenges. These communities may be within the European Union, or they may be found in developing countries where European governmental and non-governmental organisations are active in development cooperation. The S4D approach is based on the inherent values of sport – for example, fair play, teamwork, personal discipline, commitment, health and fitness to name a few; but it also uses the powerful attractive features of sport, which when properly managed, can create a safe space for participants to follow wider developmental pathways. The type of sport activity could be almost anything which embodies the values of sport and is attractive to the people in the target communities. The emphasis, however, is always on participation and personal growth rather than technical proficiency and skill acquisition.

It is important to make a distinction between *sport development* and *sport for development*. ‘*Sport development*’ is a term 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 sport for development, it is ‘development through sport’ which is strongly associated with, and central to, our understanding. Sport for development, 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.

⁴ - 2030 Agenda for Sustainable Development. United Nations Department for Economic and Social Affairs. 2015.

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THE ROLES OF COORDINATOR AND ACTIVATOR

The working hypothesis for the CHANGE project was that main roles could be analysed under the titles:

- > **Sport for Development Coordinator**
- > **Sport for Development Activator**

This was tested through the research phase.



4.1 - TYPICAL JOB TITLES (ALSO KNOWN AS)

Sport for Development Coordinator

In small community-based organisations, the CEO/Director/Founder may fulfil many of the tasks carried out by coordinators or activators if they are running activities alone or in a small team. In larger national or international organisations, there is a more distinct separation between senior management roles and the coordination and activation roles. Positions such as Operations Director and Programme Director were similarly mentioned in the research but are not included in the Occupational Descriptors.

Example job titles:

- | | |
|--|---|
| > Project Manager/Officer | > Youth Work Manager |
| > Programme Coordinator/Officer | > Partnerships Manager |
| > Sports Manager | > Fundraising or Sponsorship Manager/Officer |
| > Activity Manager | > Development Coordinator/Officer |
| > Team Leader | > Communications, Social Media Manager or Marketing Manager |
| > Training Manager/Officer | > Monitoring and Evaluation Officer |
| > Community Officer/Community Sport and Health Officer | |
| > Sports Development Manager/Officer | |

Sport for Development Activator

Activators may be paid staff but, in many organisations, particularly community-based projects, they may also be volunteers.

Example job titles:

- > Community Coach
- > Coach
- > Trainer or Personal Trainer
- > Activity Leader
- > Sport for Development Officer
- > Social Worker
- > Social Inclusion Officer
- > Youth Worker/Officer
- > Health Worker
- > Project Officer/Assistant
- > Community Officer
- > Community Sport and Health Officer
- > Community Activator
- > Inclusion or Integration Officer
- > Sports Diplomat
- > Liaison Officer
- > Engagement Officer
- > Sports Apprentice
- > Volunteer
- > Apprentice or Intern
- > Participants of activities who are appointed as activity leaders



4.2 - OVERLAPS BETWEEN JOB ROLES

An important observation from the research is that people working in Sport for Development roles, either as a coordinator or an activator, tend to wear several “hats” depending on the size and scope of their organisation. Those working for small organisations, for example, may be both a coordinator and activator, fundraiser and communications officer, and divide their time between working out in the field and at the office. Those working for larger organisations, on the other hand, may have a more specialised role.

Those wearing several hats could also have a “boundary spanner” function, meaning that they are responsible for connecting different actors, and potentially sectors, to carry out a project or programme. Boundary spanners are described in an activator/coaching context as vital actors in collaborations across different sectors seeking to tackle complex social problems⁵.

Sport for Development projects and programmes typically demand collaboration between staff with diverse expertise. Someone specialising in running sports programmes, for example, may not have experience in working with hard-to-reach target groups or may need assistance to access a particular target group. They may also need to work with local authorities or national agencies to gain permission to work in a specific setting locally or internationally. The humanitarian organisation, on the other hand, may need to connect with coaches or trainers, acting as activators, to help them deliver sporting activities to their target groups, if their intervention has a sports focus. So, collaborating with a range of actors can be essential to running an effective Sport for Development project.

5 - For more on boundary spanners see Jeanes, R., Rossi, T., Magee, J. and Lucas, R. (2018) Coaches as boundary spanners? Conceptualising the role of the coach in sport and social policy programmes. *International Journal of Sport Policy and Politics*, 11(3), pp433-446.

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DUTIES/TASKS

5.1 - COORDINATOR

A person working in this role has the responsibility to organise and coordinate the sport for development activities, to coordinate the staff and ensure they work together effectively, and to liaise with the stakeholders and sport for development professionals that are mostly activators, with the responsibility to put in place the activities that are planned. The coordinator will design and plan the programmes and the outcomes looking to be achieved, record and measure impact and often bring in funding to make this all happen.

Engaging the local community

- Consult with local residents and communities of interest to identify local priorities to tackle, accounting for existing resources and provision. This involves a needs-led approach, encouraging local community members or target groups, such as youth, migrants or women, to engage in the consultation process.
- Engage with the community to develop a range of activities that explore how sport and physical activity can be used as a tool for social change in the community.

Working with the participants

- Consult the target group to inform how to organise activities for them; potentially design the activities with the target group.
- Continue consultations with the target group, both in the initial planning of the project and to improve the project as it progresses.

Programming and coordinating activities

- Develop programmes that tackle identified issues in the community.
- Design programmes that meet the needs of particular target groups.
- Devise strategic angles for the programmes' interventions, such as promoting healthy lifestyle choices, teaching life skills, supporting personal development, finding pathways to employment or facilitating social inclusion of minorities.
- Devise a strategy to engage hard-to-reach groups in your organisation's project or programme.
- Coordinate the delivery of sport, physical activity, educational and social programmes as indicated in the activity delivery plan.
- Ensure the overall and timely delivery of all project elements, including the planning, coordination and execution of the activities.

Managing people

- Manage and supervise activation staff, including project managers, activity coordinators, coaches, volunteers and other staff involved in the delivery of activities.
- Establish clear team roles and responsibilities, monitor progress, address conflicts and facilitate opportunities for professional development.
- Develop work plans and delegate tasks to relevant staff.

Engaging volunteers

- Recruit and coordinate volunteers working on the administration or delivery of the activities.
- Mentor and support the volunteers to ensure their retention.

Facilitating training/Capacity building

- Coordinate training for project staff and activators.
- Coordinate workshops for staff or community members to orient them with the activities, special considerations for working with the target groups, techniques and skills needed to work with the target groups.
- Ensure staff have access to and can allocate time to ongoing professional development.
- Provide development support to a range of organisations by providing direct support or linking to other staff or services.

Health, safety, risk assessment, child protection

- Work with senior staff on assessing, monitoring and managing risks to the initiative.
- Consider the specific needs and challenges that may affect the target group and put a plan in place to help address or prevent the challenges from becoming barriers to participation.
- Ensure safeguarding policies are developed and put in place, which are then continuously monitored.
- Ensure the initiative's staff observe health safety, protection and safeguarding requirements set out by the programme and local or national authorities.

Partnerships and networking

- Identify potential partners who can support or help deliver the initiative and establish contact with them (e.g. other community providers, social or health services, humanitarian organisations, other sports organisations and individual coaches, schools or youth centres, refugee or asylum centres).
- Attend events or conferences to build or expand partnership networks.
- Maintain regular contact with partners via face-to-face or online meetings, or by attending their initiatives.
- Represent the initiative at a local level and facilitate communication between the organisation, funders, local agencies and the local community.

Travel

- Travel to locations where the activities will take place; travel to meet and liaise with local stakeholders. Some sport for development activities may also involve travelling abroad and to developing countries.

Fundraising

- Identify opportunities for external funding, such as potential donors, calls for applications and local fundraising.
- Prepare proposals for external funding support for projects and activities.
- Liaise with donors and report regularly on funded initiatives.
- Lobby funding bodies to increase longer term funding opportunities within the sport for development sector.
- Build a case for the needs of the communities or target groups towards potential funders through advocacy.

Finance and resource management

- Oversee the management of the project and activity budget.
- Oversee the provision of facilities and equipment for the activity.

Communication and marketing

- Support the delivery of the communications strategy by compiling information, news and stories on the project and its activities. (The S4D staff member may be a coordinator and in charge of communication, wearing different hats.)
- Create or contribute to articles, blog posts, photos, videos and social media posts to disseminate and promote the project and its activities (following branding guidelines for projects and privacy considerations relating to participants).
- Update relevant websites or social media pages regularly with content about the initiative.
- Communicate directly with participants and stakeholders via email, social media and newsletters.

Equal opportunities

- Devise an inclusive strategy for recruiting staff and participants who will be involved in the sport for development initiative.

Own professional development

- Participate in training relevant to your area of work for ongoing professional development and to address the needs of the target group.

Other

- Monitor political developments in the area of sport for development in which the organisation works/specialises.
- Develop a sustainability and growth plan for the organisation's activities based on regular monitoring and evaluation.



5.2 - ACTIVATOR

The activator is recognised as the key person required to have a direct link with the target groups, and a direct role in the face-to-face delivery. The focus for this role would be facilitating or coaching activity sessions with the goal of achieving wider social outcomes.

Engaging the local community

- Facilitate community engagement within the project, supporting local residents to participate in shaping and also delivering activities.
- Engage marginalised communities through outreach work in and around targeted areas.

Programming, coordinating and delivering the sports activity

- Design and deliver activities that meet the needs of the target group (e.g. sports training sessions and coaching, matches, fitness sessions/groups, activity groups, educational developmental sessions).
- Responsible for the planning and delivery of community intervention sessions that are reflective of the needs of vulnerable target groups.
- Coordinate the delivery of sport/physical activity as directed by in the activity delivery plan.
- Schedule the activities and inform participants when and how to attend and what equipment to bring.
- Prepare, set up and lead the activity; close the session and tidy up according to the activity and venue regulations.
- Engage relevant staff, volunteers and leaders from the participant group in delivering the activity.
- Run activities that focus first and foremost on creating fun, safe spaces for the participants to grow as people and secondly, improving their sport or physical skills.
- Introduce participants to the rules of the games and common values that sports may bring (e.g., teamwork, resilience).
- Ensure relevant facilities and equipment for the activity.

Working with the participants

- Consult the target group to inform how to organise activities for them; potentially design the activities with the target group.
- Develop positive and effective relationships with every participant.
- Work with the participants on their personal development.
- Maintain appropriate boundaries and confidentiality with participants, staff and volunteers.

Supporting progression for participants

- Establish a welcoming environment that encourages participants to come and join in the activity, participate in a safe and non-intimidating environment, and engage in a positive way with other participants.
- Help participants find an activity they are interested in and suits their needs, or to find a level that suits their ability or ambition to progress.
- Connect participants or potential participants with clubs, social groups or other relevant services in their communities according to their interests and needs.
- Advise participants on potential progression pathways in regard to education and job opportunities.

Managing people

- Collaborate with coordination staff and other activation staff to ensure activities are delivered when scheduled and participants' needs are met.
- Manage volunteers and participants who may be supporting or leading activities.

Equal opportunities

- Ensure an equal and inclusive approach to delivering the activities that follows the strategy/policy set out by the manager or coordinator

Fundraising

- Contribute to fundraising work in the community or support the coordinator in preparing grant applications.



Monitoring, evaluation and reporting

- Collect contact information, attendance data and consent forms (if needed) from participants (in accordance with GDPR rules) to ensure regular communication and establish who to contact in case of an emergency when delivering the activity.
- Gather and compile data such as attendance numbers, feedback (e.g. satisfaction surveys) and other reportable outcomes from the activities.

Health, safety, risk assessment, child protection

- Work with the coordinator on assessing, monitoring and managing risks to the initiative.
- Ensure the initiative and staff observe health safety, protection and safeguarding requirements set out by local or national authorities.

Partnerships and networking

- Represent the initiative at a local level and facilitate communication between the organisation, funders, local agencies and the local community.

Travel

- Travel to locations where the activities will take place; travel to meet and liaise with local stakeholders. Some sport for development activities may also involve travelling abroad and to developing countries. – can be activator and coordinator

Own professional development

- Participate in training relevant to your area of work for ongoing professional development and to address the needs of the target group.



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SKILLS AND
KNOWLEDGE



The following lists of indicative skills and knowledge can be applied to both roles. However, the depth and breadth of the knowledge and complexity of the skills will be higher for the coordinator (approximately at levels 6-7 in the European Qualifications Framework) by comparison with the activator (approximately at levels 4-5).

6.1 - SKILLS

- > Advocacy/lobbying skills
- > Building relationships
- > Campaigning skills
- > Communication (written and verbal)
- > Community engagement
- > Community outreach
- > Computer software skills/standard computer literacy
- > Conflict resolution
- > Critical thinking
- > Customer care and support
- > Data collection and analysis
- > External partnership building, networking and collaboration
- > Facilitation skills
- > Financial planning and budgeting
- > Intercultural skills
- > Internal teamwork and team leadership
- > Interpersonal skills
- > Language skills relevant to the target group (e.g. when working with migrants or refugees)
- > Leadership skills
- > Managing challenging behaviour
- > Market/target group research
- > Meeting coordination
- > Mentoring skills
- > Monitoring and evaluation
- > Motivation skills
- > Negotiation
- > Organisational skills
- > Persuasion
- > Planning
- > Presentation skills
- > Presenting information and instructions clearly
- > Problem-solving
- > Reporting
- > Risk assessment and management
- > Social media communication
- > Specialist skills in working with specific target groups (e.g., youth, minorities, refugees, girls and women)
- > Sports activity or event coordination
- > Strategic thinking and planning
- > Time management
- > Writing bids



6.2 - KNOWLEDGE

- > Community needs and priorities; issues affecting various target groups, e.g., young people and migrants.
- > Current issues and challenges in sport for development.
- > The political, cultural and social environments affecting equality and sport.
- > The potential of sport and physical activity to bring about community development, social development and social change.
- > Sport and various target groups in relation to other policy agendas e.g. health, education, community development and social inclusion.
- > How to plan, organise and deliver sport and physical activity programmes.
- > Facilities and equipment to carry out sporting activities.
- > Different methodologies for working with vulnerable target groups (with a focus on inclusion).
- > Management and supervision practices for staff and volunteers.
- > Understanding different people from different cultures and their habits.
- > Behaviour of people from challenging backgrounds.
- > Principles of behaviour change.
- > Recruitment and retention methods for staff, volunteers and participants.
- > Professional development and training opportunities and methods.
- > Codes of conduct and ethics; data protection rules (such as GDPR in Europe).
- > Local and national health, safety, protection and safeguarding requirements.
- > Relevant social services and community organisations (including sports clubs and associations) to be able to refer participants to appropriate assistance or identify potential partners for the organisation or programme.
- > The importance of monitoring and evaluation processes, and how to conduct surveys or other methods to collect feedback.
- > Relevant software to carry out communication, presentation, reporting tasks and so on.
- > Different ways sport for development organisations are funded.
- > How to prepare budgets.

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ATTRIBUTES AND ATTITUDES



ATTRIBUTES AND ATTITUDES

Once again, this list can apply to both the Coordinator and Activator.

- > Assertive
- > Attentive
- > Calm under pressure
- > Can work without supervision
- > Committed to meeting deadlines
- > Compassionate
- > Conscientious
- > Curious
- > Determined
- > Empathetic
- > Enthusiastic
- > Flexible and adaptable
- > Innovative
- > Motivated
- > Multitasker
- > Open-minded
- > Passionate about inspiring and empowering people
- > Patient
- > People person
- > Positive
- > Proactive
- > Professional
- > Punctual
- > Reflective
- > Resilient
- > Responsible
- > Results-oriented / Impact-oriented
- > Self-starting, self-disciplined and driven
- > Sensitive to target groups and contexts
- > Sociological imagination to understand people's experiences
- > Structured
- > Team player
- > Tenacious

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Empowering Skills in Sport for Development

8



EXPERIENCE

8.1 - OVERVIEW

The experience required of staff and volunteers by organisations before they take up a position in sport for development can vary considerably.

Some may enter into the occupation from a formal education pathway such as a degree in a sport related subject area including sport science/ sport management/ sport development/ physical education or social or youth studies. Others may be engaged locally without any prior experience (e.g., they may be recruited from youth engagement programmes, from groups of participants or community members who volunteer).

Many in the sport for development sector feel there is no formal education, training or professional development available to them, so they often self-organise workshops and peer-to-peer training.

Some organisations and projects will ask for experience in the delivery of sport activities, working with specific target groups, or project/ organisational management – but it cannot be said that there is any specific experience necessary to be able to find a position in sport for development. The experience required for certain jobs can depend on whether the job is in line with the role of activator working closely with participants or coordinator with administration and management functions.

We can take a closer look at these three areas and some of the typical requirements listed in job descriptions and person specifications below.

8.2 - SPORT- OR OTHER ACTIVITY-SPECIFIC

- > Successful organisation of sport events in community settings.
 - > Delivering sport coaching sessions in community settings.
 - > Working on a community/social inclusion programme.
 - > Group facilitation and/or training.
 - > Direct session delivery that is successful at recruiting and retaining participants.
- Experience of delivering training, preferably to people who have experienced social exclusion.



8.3 TARGET GROUP-SPECIFIC

- Working with hard-to-reach groups.
- Engaging socially excluded adults and young people.
- Engaging young people from ethnic and minority communities.
- Creating and implementing safeguarding and child protection policies.
- Experience in community development or a youth serving organisation.
- Youth work experience, either paid or voluntary.
- Experience of supporting young people through their personal journeys including appropriate educational and employment pathways.
- Setting up and running inclusive sessions.
- Running a successful project for women or girls.
- Demonstrated passion for using sport as a tool for social change.





8.4 - PROJECT/ORGANISATIONAL MANAGEMENT

- > Strong project management experience with at least three years in sports management, event management, or international development.
- > Managing and leading programmes, business planning and development.
- > Programme co-ordination, planning and timetabling.
- > Experience in programme management and relationship management.
- > Experience and knowledge of developing and implementing an engagement strategy to improving a target group's health, social and life skills.
- > Developing successful projects.
- > Managing and contributing to complex cross-sector, multi stakeholder development programmes.
- > Managing large scale projects.
- > Experience in planning, promoting and delivering events.
- > Building strong working relationships internally and externally.
- > Managing and developing volunteers.
- > Facilitating high quality continuing professional development (CPD) training to staff.
- > Developing suitable resources and strategic documents that contribute to the growth of the project and help to influence partners and stakeholders.
- > Experience in budget management.
- > Proven ability to network and build relationships across a variety of sectors.
- > Experience with grant application processes and drafting grant applications.
- > Monitoring and evaluating funded projects; collecting and analysing data.
- > Writing reports to key funders that reflect the project activities and the impact on the beneficiaries.
- > Using standard office software and familiar with creating databases, spreadsheets, and presentations.

9 > QUALIFICATIONS

As with the previous section on experience, there is no single qualification route or requirement for working in sport for development.

Requirements may differ between activator roles and coordinator roles, with an emphasis on session delivery qualifications such as coaching awards more common for activator roles, and high-level qualifications such as a university degree sometimes required for coordinator roles. Although there is not homogeneous qualification route and for any role entry can in some cases be through experience and no formal qualifications.

Some typical qualification requirements are:

9.1 - ACTIVATOR

- > Emergency Aid and Safeguarding Children qualifications.
- > Coaching or activity leadership awards.
- > Qualification in delivering sports-based programmes.

9.2 - COORDINATOR

- > Degree in sport development, youth work, community engagement, management, or related field.
- > Tertiary qualifications in any related discipline in management, community development, organisational change.
- > Qualification in adult education training or sport and/or social work related qualification.

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10 > TYPES OF CONTRACT



TYPES OF CONTRACT

There is no single or most common contractual arrangement for those working in sport for development in activator or coordinator positions. Type of contract depends on the context and the setting.

While full-time permanent jobs exist, in many cases employment is short-term or insecure. The sector is also characterised by part-time work and supplemented by a large cohort of volunteers. It is also common for people, especially those in the activator role of delivering sessions, to be employed by the session or by the hour and be paid per session or per hour.

The type of contract is often determined by the funding of an organisation or programme with employment opportunities being time-limited to the length of the funding or project.





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