



TRAINING HANDBOOK FOR SPORT FOR DEVELOPMENT IN EUROPE:

RESOURCES FOR UPSKILLING THE WORKFORCE

> TABLE OF CONTENTS <

| | | |
|---|--|-----------|
| > | 1 - INTRODUCTION | 05 |
| | 1.1 - About this Training Handbook | 06 |
| | 1.2 - The need for specific Sport for Development education and training | 06 |
| | 1.3 - What the Handbook Provides | |
| > | 2 - ABOUT THE CHANGE PROJECT | 07 |
| | 2.1 - Aim and Scope | 08 |
| | 2.2 - The CHANGE Partners | 09 |
| | 2.3 - Project Methodology and Outputs | 10 |
| > | 3 - ABOUT SPORT FOR DEVELOPMENT (S4D) | 13 |
| > | 4 - CONTINUING PROFESSIONAL DEVELOPMENT IN SPORT FOR DEVELOPMENT | 15 |
| | 4.1 - The Concept of Continuing Professional Development (CPD) | 16 |
| | 4.2 - Types of Learning for CPD | 17 |
| | 4.3 - Developing the Concept of CPD | 17 |
| | 4.4 - The Cycle of Designing and Delivering Training for CPD | 17 |
| > | 5 - INTRODUCTION TO THE FRAMEWORK OF ATTRIBUTES, SKILLS AND KNOWLEDGE (ASK) FOR COORDINATORS AND ACTIVATORS | 19 |
| | 5.1 - Relationship with the Occupational Descriptors and Standards | 20 |
| | 5.2 - Structure of the ASK Framework | 23 |
| > | 6 - INTRODUCTION TO THE SAMPLE 25 MODULE OUTLINES | 27 |
| | 6.1 - Relationship with the Occupational Standards and the ASK Framework | 28 |
| | 6.2 - Structure of the Module Outlines | 29 |

| | | |
|-------------|---|-----------|
| > | 7 - GUIDE TO DESIGNING TRAINING | 31 |
| | 7.1 - Use the Occupational Standards to identify training needs – A Self-Assessment Tool | 32 |
| | 7.1.1 - Phase 1 – Defining your Role Profile | 32 |
| | 7.1.2 - Phase 2 – Defining your current level of competence | 35 |
| | 7.1.3 - Phase 3 – Defining your training priorities | 37 |
| | 7.2 - Define Learning Outcomes | 39 |
| | 7.3 - Learning Content, Design, Delivery and Assessment | 42 |
| | 7.3.1 - Learning Content | 42 |
| | 7.3.2 - Learning Delivery | 43 |
| | 7.3.3 - Selecting Appropriate Facilitators | 45 |
| | 7.3.4 - Assessment | 46 |
| | 7.3.5 - Evaluating Training Delivery | 50 |
| | 7.4 - Use the Occupational Standards to Confirm Training Needs Have Been Met | 51 |
| > | 8 - THE MAIN EU VOCATIONAL EDUCATION AND TRAINING INITIATIVES | 55 |
| | 8.1 - Introduction to the Main European Vocational education and training (VET) initiatives | 56 |
| | 8.2 - The European Qualifications Framework | 56 |
| | 8.3 - The European Credit System for Vocational Education and Training (ECVET) | 57 |
| | 8.4 - The European Quality Assurance Framework for Vocational Education and Training (EQAVET) | 58 |
| | 8.5 - European Skills, Competences and Occupations Taxonomy (ESCO) | 58 |
| > | 9 - ACCREDITATION AND INDUSTRY RECOGNITION | 59 |
| | 9.1 - Accreditation | 60 |
| | 9.2 - Industry Recognition | 61 |

> TABLE OF CONTENTS <

| | | |
|---|---|-----------|
| > | ANNEX 1: FRAMEWORK OF ATTRIBUTES, SKILLS AND KNOWLEDGE (ASK) FOR S4D COORDINATORS AND ACTIVATORS | 63 |
| | Section 1: Attributes for Coordinator and Activator Which Apply to All Areas of Their Work | 64 |
| | Section 2: Overarching Skills and Knowledge – The Basic Foundation | 65 |
| | Section 3: Work-Based Skills and Knowledge Leading to Occupational Competence | 66 |
| > | ANNEX 2: THE TRAINING MODULE OUTLINES | 79 |
| | Module 1: Collaborative Practice with Communities | 80 |
| | Module 2: Developing Proposals for Sport for Development Initiatives | 81 |
| | Module 3: Participant Engagement, Recruitment and Retention | 82 |
| | Module 4: Financial Resource Management | 83 |
| | Module 5: Supervising Facilities, Equipment and Supplies | 84 |
| | Module 6: Managing Facilities, Equipment and Supplies | 85 |
| | Module 7: Developing Sport for Development Programmes | 86 |
| | Module 8: Developing Sport for Development Participants | 87 |
| | Module 9: Managing Health and Safety of Participants | 88 |
| | Module 10: Recruitment of Team Members | 89 |
| | Module 11: Lead a Sport for Development Team | 90 |
| | Module 12: Managing Sport for Development Volunteers | 91 |
| | Module 13: Developing Organisational Strategy | 92 |
| | Module 14: Developing Community and Team Members | 93 |
| | Module 15: Developing and Empowering the Community | 94 |
| | Module 16: Creating Partnerships with Other Agencies | 95 |
| | Module 17: Making Partnerships Work | 96 |
| | Module 18: Making Partnerships Work | 97 |
| | Module 19: Sharing Information | 98 |
| | Module 20: Hearing Community Voices | 99 |
| | Module 21: Advocacy | 100 |
| | Module 22: Collecting Data for Monitoring and Evaluation | 101 |
| | Module 23: Coordinating Monitoring and Evaluation Processes | 102 |
| | Module 24: Data Analysis and Dissemination. | 103 |
| | Module 25: Collaborating to Secure Sport for Development Funding | 104 |

1



INTRODUCTION



1.1 - ABOUT THIS TRAINING HANDBOOK

This Training Handbook 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 purpose of this Handbook is to help Sport for Development organisations, educators and trainers to design and deliver education and training which will raise levels of competence and enhance good practice in the field.



1.2 - THE NEED FOR SPECIFIC SPORT FOR DEVELOPMENT EDUCATION AND TRAINING

We know from the CHANGE project's research that staff usually enter sport for development (S4D) with some relevant education and training, but this tends to be in areas of study where education provision is widely available, but not specifically focussed on S4D. Examples include sport and leisure management, sport administration, sport coaching, sport leadership, and other subject areas such as international cooperation development and community learning. These fields of study have some general relevance, but they are not enough to prepare staff for the specific nature of S4D initiatives. S4D is all about the intentional use of sport to stimulate positive change in the lives of individuals and communities. This is a multifaceted task which is neither exclusively about sport nor community development but is a complex amalgam of the two and requires a specific set of attributes, skills and knowledge. There is, therefore, a strong need for S4D practitioners to get involved in *Continuing Professional Development (CPD)* – reflecting on and analysing their current level of competence and seeking to develop these in line with their roles and responsibilities in the field.

Given its growing importance, it would seem logical for S4D to be defined as a field of education and training in its own right, but across Europe and even the world, there are very few education and training routes specific to S4D. S4D employers and their staff are very aware of the crucial importance of professional development, but our research suggests that the solution so far has mainly been informal education – in company training programmes, ad hoc seminars and conferences, networking and skill sharing. This is certainly better than nothing, but such initiatives often focus on individual organisations, projects and development goals and may fail to address the generic attributes, skills and knowledge which people need to firstly become, and then continue to develop as effective S4D practitioners. It also means that such education and training tend to be uneven and lack a standardised approach which is rooted in what the sector across Europe and globally needs for its workforce.



1.3 - WHAT THE HANDBOOK PROVIDES

The CHANGE project, and this Handbook in particular, begins to address this gap. The Handbook is aimed at S4D education and training providers. It provides:

- Section 2 – a brief description of the CHANGE project and partners
- Section 3 – a general description of sport for development with an illustrative case study
- Section 4 – a structured and systematic approach to the continuing professional development (CPD) of staff
- Section 5 and Annex 1 – a Framework of Attributes, Skills and Knowledge for S4D Coordinators and Activators from which education and training programmes can be developed
- Section 6 and Annex 2 – 25 Module Outlines with learning outcomes which provide the basis for short courses.
- Section 7 – A Guide to Developing Training for S4D staff
- Section 8 – A summary of the main EU Vocational Education and Training initiatives which are relevant to sport for development
- Section 9 – Guidelines for Accreditation and Industry Recognition for courses

The CHANGE partners strongly believe that this Training Handbook will reward education and training providers who study and apply its principles and content by significantly improving the professional development opportunities they provide to the S4D field.



DEFINING
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2



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**

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** (This publication)

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/>

CHANGE

Enhancing Skills in Sport for Development

3



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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4



CONTINUING PROFESSIONAL DEVELOPMENT IN SPORT FOR DEVELOPMENT

4.1 - THE CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

The first principle of this *Handbook* is the passionate belief that all practitioners – S4D Coordinators and Activators – must have the competence – attributes, skills and knowledge which are needed for their jobs and that, in the course of their careers, they will need to update these, especially when they need to work in new contexts or when innovative approaches, methodologies and techniques appear in the field of practice.

4.2 - TYPES OF LEARNING FOR CPD

In European discourse in vocational education and training (VET), reference is often made to two types of learning for employment:

- I-VET: General or vocational education and training carried out in the initial education system, usually before entering working life. Initial education and training can be carried out at any level in general or vocational education pathways or apprenticeship.
- C-VET: Education or training after initial education and training – or after entry into working life aimed at helping individuals to:
 - improve or update their knowledge and/or skills
 - acquire new skills for a career move or retraining
 - continue their personal or professional development

Continuing education and training are part of lifelong learning and may include any kind of education (general, specialised or vocational, formal, non-formal, or informal). It is crucial for the ongoing employability of individuals.

The other main sphere of learning is academic learning, based on study, teaching and assessment processes in a higher education setting. Developments in higher education in Europe include promoting comparability in the standards and quality of higher education qualifications, and the design of a credit-based system to make it easier for students to move between different countries (ECTS). This is discussed in more detail in **Section 8** in this *Handbook*.

The CHANGE partnership believes that the intellectual outputs and learning derived from the CHANGE project can be used in any curriculum development setting. Vocational or academic curriculum developers can use the *Competence Framework of Occupational Standards* (separate publication), the *Framework of Attributes, Skills and Knowledge (ASK)* (**Annex 1**) and the Sample Module Outlines (**Annex 2**) to ensure their programme of learning enhances employability in the sport for development field and delivers knowledge and skills required in employment. This *Training Handbook*, however, focuses on the concept of CPD and how the field of S4D can benefit from a cohesive programme of continuing professional development.



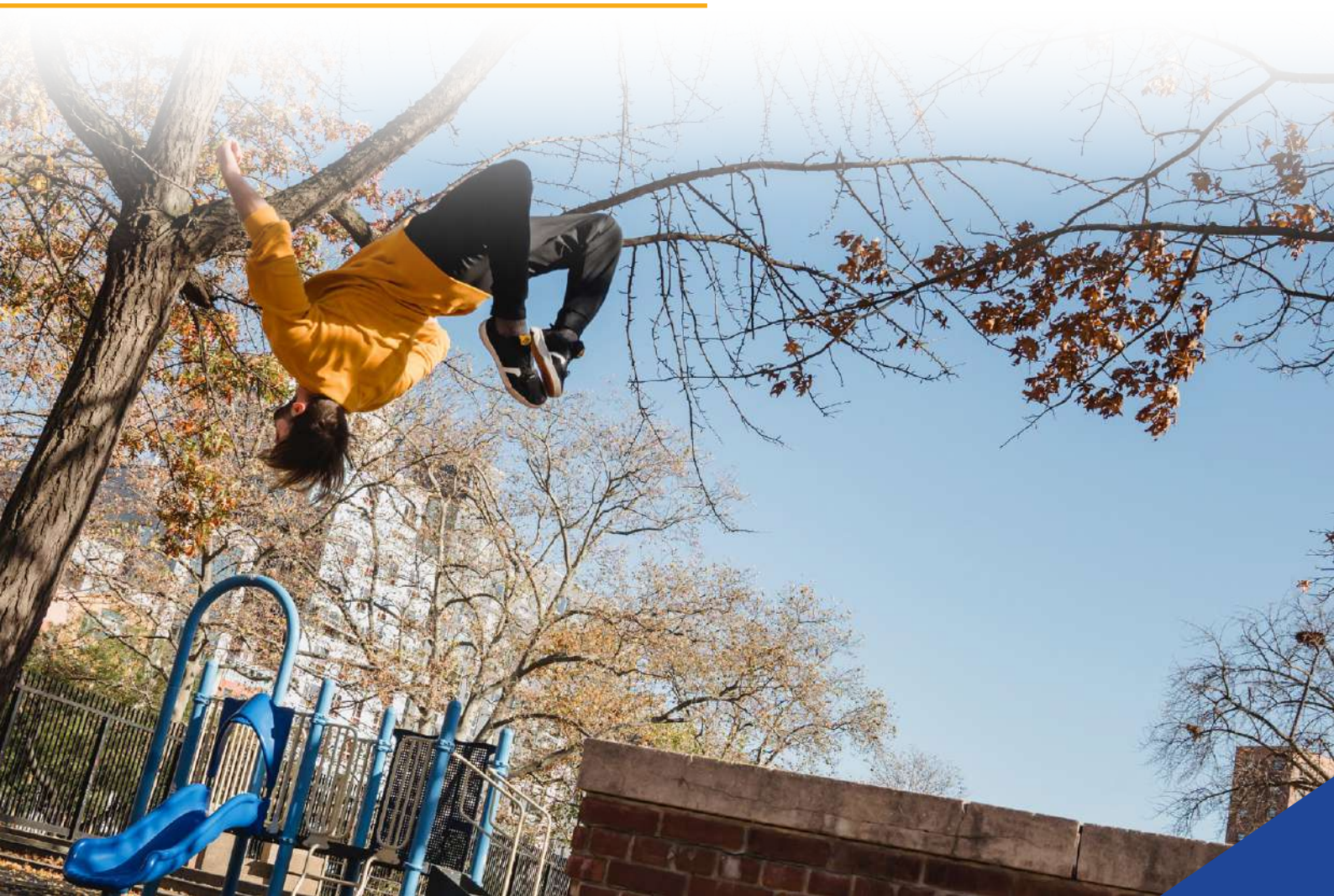
4.3 - DEVELOPING THE CONCEPT OF CPD

CPD is an aspect of lifelong learning and describes the learning activities professionals need to engage in to develop and enhance their attributes, skills and knowledge leading to competence in their work.

Increasingly in professional and vocational careers there is a formal requirement to continue to learn and develop attributes, knowledge and skills throughout careers to keep up-to-date and be able to work safely, legally and effectively. Increasingly, employers expect to have a formal authenticated record of an individual's CPD.

CPD combines different methodologies for learning, such as training workshops, conferences and events, e-learning programmes, best practice techniques and ideas sharing, all focused for an individual to improve and have effective professional development.

CPD is most effective when the learner and those providing support have a keen understanding of the individual's current stage of development. Various forms of diagnostic assessment can be undertaken prior to identifying CPD needs. Regardless of an individual's current status in sport for development (paid/ unpaid, Activator or Coordinator), ensuring an up-to-date self-assessment is in place prior to engaging in CPD can contribute to more relevant and impactful activities being identified. This is explored in the following section.

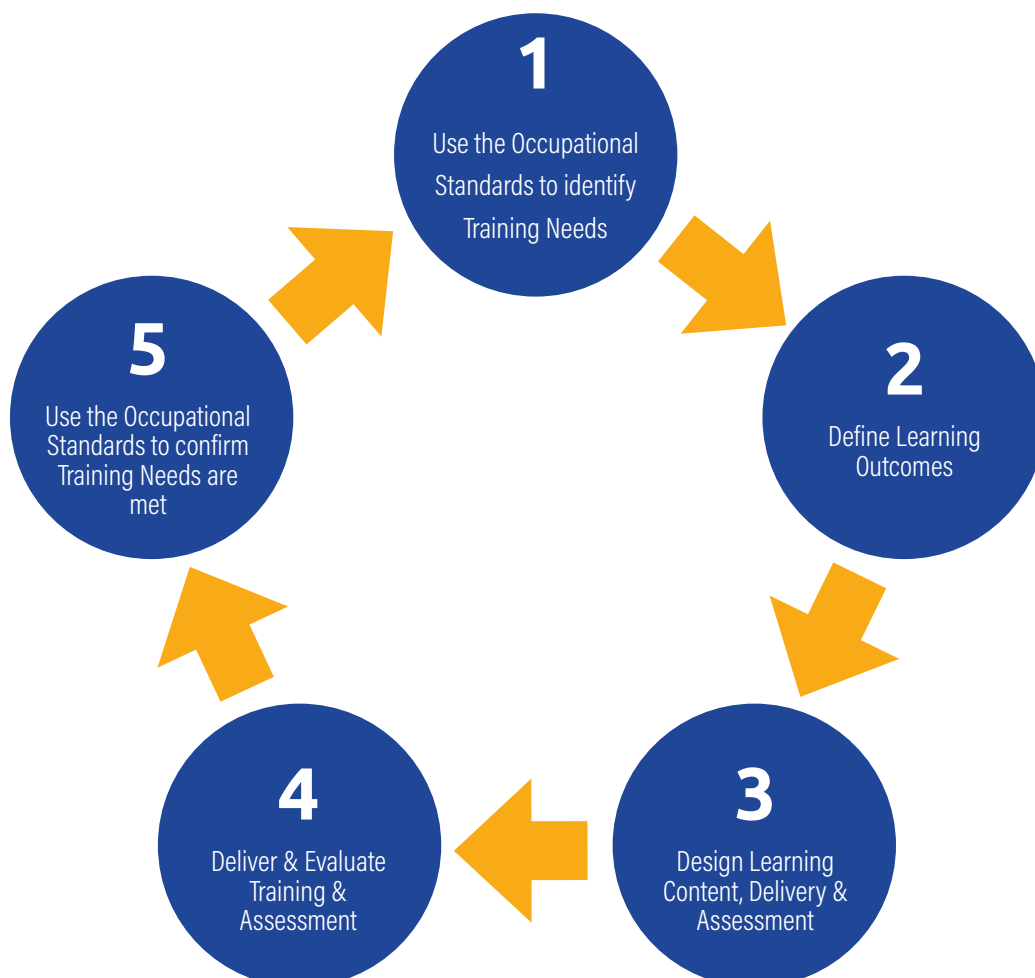


4.4 - THE CYCLE OF DESIGNING AND DELIVERING TRAINING FOR CPD

This *Training Handbook* proposes a cycle of five major stages which employers and education/training providers can follow to plan and implement training, making best use of the *Competence Framework of Occupational Standards* and the *Framework of Attributes, Skills and Knowledge*.

Because we are describing continuing professional development, this cycle does not happen on one occasion only. Indeed, it will need to be repeated at various points in practitioners' careers, for example when they:

- > Demonstrate from monitoring and evaluation or self-reflection that their practice can be improved
- > Take on new S4D projects with different types of communities and participant groups
- > Need to deliver new types of development goals, possibly using different types of sport
- > Need to meet new organisational policies and procedures or changes in legislation
- > Encounter new evidence-based theories, approaches and techniques in the field of S4D
- > Move from one S4D organisation to another
- > Gain promotion to a higher level of responsibility, for example from activator to coordinator



This cycle of design and delivery for continuing professional development can be described in the following five stages.

1 - Use the Occupational Standards to Identify Training Needs

The employer and/or training provider works with practitioners to identify the main responsibilities of their job role and then identifies the S4D Occupational Standards which are relevant to these responsibilities. The practitioners are then helped to compare their own performance in the job role against the performance criteria in the relevant Occupational Standards. This analysis will reveal the specific areas of practice where the practitioners need to gain new knowledge and skills to improve performance. The analysis should also show the areas of practice where performance already matches the standard and therefore, the attributes, skills and knowledge which the practitioner already has. This is known as diagnostic assessment (**Section 7.3** below).

2 - Define Learning Outcomes

Having used the Occupational Standards to identify the specific areas where practitioners need new knowledge and skills, the training provider then reviews the Framework of Attributes, Skills and Knowledge (**Section 5 and Annex 1**) and identifies the specific items of knowledge and skills required. Having identified these, the training provider then defines learning outcomes which address those areas of knowledge and skills where new learning is needed. The learning outcomes should also be defined in a way which builds on the knowledge and skills which the practitioners already have. This will avoid repetition and accelerate learning.

3 - Design Learning Content, Delivery and Assessment Methods

Having defined appropriate learning outcomes, the training provider then defines the detailed learning content, delivery and assessment methods which are appropriate to the planned learning outcomes and the working context and interests of the practitioner group.

4 - Deliver and Evaluate Training and Assessment

Delivery should follow the plan developed in stage 3 above, but trainers need to be alert to the changing needs of the practitioner group and new needs and learning opportunities which emerge during training. This can be addressed by *formative assessment* (see **Section 7.3** below). Trainers, therefore, must be flexible and be prepared to adapt training as it progresses with the group. When training is completed, there may be a stage of *summative assessment* (**Section 7.3**) which identifies whether the learners have achieved the planned learning outcomes. In a more formal training or academic context this might result in a pass/fail or graded certificate of achievement. Delivery should also include evaluation of how effective the training has been for the learners.

5 - Use the Occupational Standards to Confirm Training Needs Are Met

This stage is really a repeat of Stage 1 above. The purpose of this stage is to give the learner time to apply what they have learned during training in their job. If, for example, the training covered community mapping, the learner should then carry out a real piece of community mapping and evaluate with their manager and measure how the training has improved their work. This may confirm that the learner now meets the standard or it may identify continuing training needs.

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DEVELOPMENT
OF PEOPLE AND
SOCIETY IN
EUROPE

5



INTRODUCTION TO THE FRAMEWORK OF ATTRIBUTES, SKILLS AND KNOWLEDGE (ASK) FOR COORDINATORS AND ACTIVATORS



5.1 - RELATIONSHIP WITH THE OCCUPATIONAL DESCRIPTORS AND STANDARDS

Annex 1 in this Handbook shows a *Framework of Attributes, Skills and Knowledge (ASK)* for S4D coordinators and activators. The purpose of the *ASK Framework* is to help employers, trainers and others design appropriate training programmes to meet the needs of practitioners. The *ASK Framework* has been developed using the outputs of earlier stages in EOSE's *7-Step Model for Lifelong Learning* as source material (**Section 2.3**).

The Attributes were derived from an analysis of field research material gathered in Step 1 (Labour Market Intelligence) and Step 2 (Occupational Map) and distilled into Step 3 (Occupational Descriptors). The relevant research material consisted of desk research and interviews with project partners and external stakeholders and, in particular, job descriptions and person specifications for a wide range of jobs falling into the broad categories of S4D Coordinator and Activator.

The Skills and Knowledge items, on the other hand, came from a careful analysis of the *CHANGE Competence Framework of Occupational Standards* (Step 5 in the *7-Step Model*) which define good practice in S4D. The authors of the *CHANGE Training Handbook* carefully examined each Standard and its accompanying Performance Criteria and asked two questions:

1. *What skills does the person meeting this standard need to be able to perform?*
2. *What areas of knowledge do they need?*

Therefore, the Attributes, Skills and Knowledge are directly based on what Coordinators and Activators need in terms of continuing professional development in order to achieve good practice outcomes in their jobs.

5.2 - STRUCTURE OF THE ASK FRAMEWORK

We know from our partners and stakeholders that S4D requires the *right people*. **Section 1** of the ASK Framework covers the Attributes they should have. Attributes are the personal qualities or characteristics which people – both coordinators and activators – need to be successful in S4D. They cover characteristics such as being 'assertive', 'patient', or 'proactive'. That is why the heading above the Attributes says, '*Knows how to be...*'. Qualities such as these are often acquired early in life which means it may be more difficult to develop them in mature adults. However, an education and training programme, reinforced by experience and supportive coaching and mentoring, should be able to highlight the behaviours which are most often associated with the characteristic in question and be able to get the learner to strengthen their own actions to bring them closer and closer to demonstrating the attribute which is needed. This may take more time than learning a new skill or piece of knowledge, but with time and practice, will be effective with many learners and will improve their performance in all areas of their work.

The next section introduces the required Skills and Knowledge. In the *ASK Framework*, a skill means the ability to do something well. Therefore, the heading above Skills reads '*Knows how to...*'. Knowledge, on the other hand, covers the facts, concepts, and principles which the S4D practitioner must understand if they are achieving good practice. The heading above knowledge simply reads '*Knows...*'.

Section 2 covers 'Overarching Skills and Knowledge'. This has three main areas, '*Principles and Processes in Sport for Development*', '*Ethical and Personal Considerations*' and '*Continuing Professional Development*'. These are broad areas of skill and knowledge which every S4D Coordinator and Activator should possess for all parts of their jobs.

Section 3, 'Work-Based Skills and Knowledge', includes 17 additional 'Topic Areas' which could be used as a focus for training and development. These link more closely to the everyday practice of S4D staff and cover practical areas such as '*Identifying Community Needs and Assets*', '*Fundraising*' and '*Facilitating Individual and Social Development*'.

Anyone who is planning education and training for S4D staff should examine the *ASK Framework* and use it to identify the Topic Areas which are appropriate to the needs of the staff they wish to train and then identify and extract the Skills and Knowledge they require to build education programmes and sessions. This approach can then lead to devising the learning outcomes covered in the next section which introduces the *25 Module Outlines* which are presented as examples of how courses can be developed.



DEFINING
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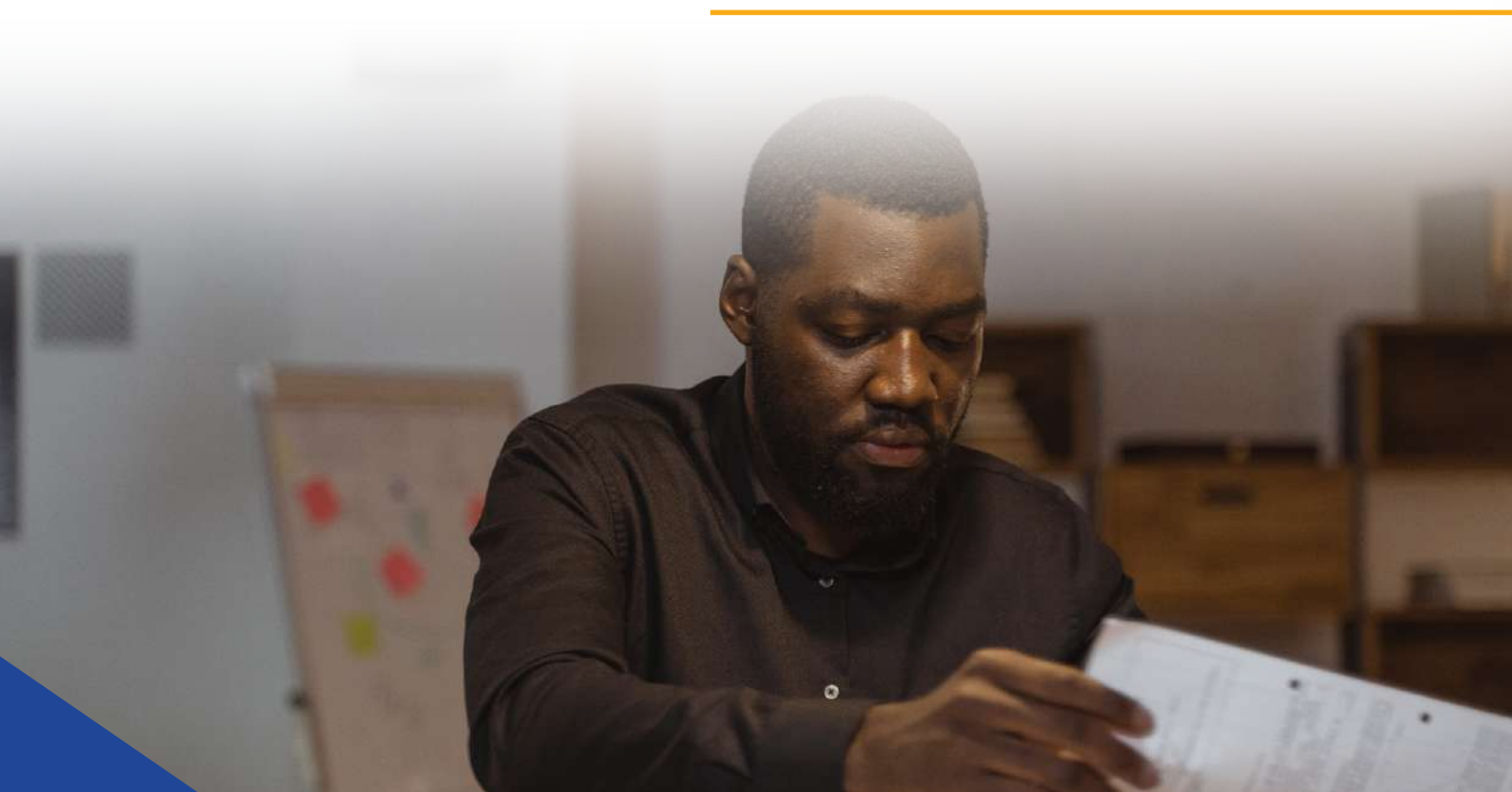
INTRODUCTION TO THE SAMPLE 25 MODULE OUTLINES



6.1 - RELATIONSHIP WITH THE OCCUPATIONAL STANDARDS AND THE ASK FRAMEWORK

For the purposes of the training module handbook, the module outlines are organised according to the Key Roles outlined in the *Competence Framework of Occupational Standards*. As explained above in *Section 5, the Framework of Attributes, Skills and Knowledge* is also closely aligned with the Occupational Standards. Thus, it is usually appropriate for modules to be constructed with reference to relevant performance criteria/knowledge and skills rather than entire Standards. In this way, the trainer could base a potential module or course outline on elements of a single Standard within a Key Role. Moreover, given that each Key Role comprises multiple Standards, it is generally advised not to collapse Key Roles together when developing educational products, particularly those designed for short delivery.

Learning Outcomes should be informed by the relevant items listed in the Framework of Attributes, Skills and Knowledge if more specificity is required. Importantly, module developers are advised and encouraged to reword and contextualise the knowledge and skills to the theme of their desired educational product. Therefore, both the performance criteria and the knowledge and skills can be used to guide module development, depending on the context of what is being covered. In the same way, not all Learning Outcomes need to be developed directly from the performance criteria or the knowledge and skills and can be guided by contextual elements. Some modules can be targeted solely at either Activators or Coordinators, whereas some can serve participants in both roles. When using elements of a particular Standard to build an educational product, it is important for developers to take account of the EQF level at which that Standard is pitched and target their course design accordingly.





6.2 - STRUCTURE OF THE MODULE OUTLINES

The sample module outlines are structured as follows.

1 - Key Role: The module outlines are organised under the Key Role to which the module corresponds.

2 - Module Title: The module title reflects the module intent and is not necessarily drawn from the wording of the occupational standard(s) associated with the relevant Key Role. Each module outline is relevant to the identified standard(s) but not normally intended to enable the participants to demonstrate they have met the Standard in full, as this is usually unrealistic.

3 - Introduction: This section summarises the module outline aims and content.

4 - Target Role: This provides guidance as to whether the module outline is appropriate to Activators or Coordinators or both.

5 - Relevant Occupational Standards: This indicates which Occupational Standards the module is intended to offer training for. Satisfactorily completing the module should help the learner to achieve the quality of work defined in the referenced Occupational Standards.

6 - EQF Level: Modules pitched at Level 5-6 may be suitable for both Activators and Coordinators, whilst Activator-oriented modules are normally positioned at Level 4-5 and Coordinator-oriented modules are positioned at Levels 6-7.

7 - Learning Outcomes: All the module outlines contained in this Handbook contain four Learning Outcomes. This is purely for the sake of consistency within this publication. In general, the number and wording of Learning Outcomes will depend on the needs of the participants (see above for discussion regarding Learning Outcome development).

8 - Suggested Learning Activities: Finally, suggested learning activities are presented. The examples given are intended to be indicative learning activities, as these can vary markedly according to the length and depth of the module that is under development (e.g., academic or practical) and the prior learning of the participants.

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

CHANGE

Enhancing Skills in Sport for Development

7



GUIDE TO DESIGNING TRAINING



7.1 - USE THE OCCUPATIONAL STANDARDS TO IDENTIFY TRAINING NEEDS – A SELF-ASSESSMENT TOOL

In order to design and deliver CPD training, we first need to know what training needs and priorities individuals working in S4D have. This is sometimes referred to as 'diagnostic assessment'. This section outlines an approach to carrying out diagnostic assessment using the CHANGE S4D Occupational Standards.

This *CHANGE Self-Assessment Tool* has been developed for people already working in the field of S4D who wish to diagnose their training needs themselves. The outcome of the Self-Assessment Tool is to create a personal learning plan using the *Competence Framework of Occupational Standards* as the starting point. This is a highly systematic approach to identifying continuing professional development priorities.

> 7.1.1 - PHASE 1 – DEFINING YOUR ROLE PROFILE

To create a personal learning plan, you need to firstly define your Role Profile. A Role Profile is simply a list of the Occupational Standards which apply to your work and their level of importance. The Competency Framework contains 37 Occupational Standards. These cover the functions of both the Coordinator and Activator, and not all of them will be relevant to each individual working in the field. In order to create the Role Profile, you need to look at the list of all 37 standards and decide how important each function is to the work that you do in S4D.

Below we show an example of the approach but focus only on one Section of the Occupational Standards – *C. Plan and Implement Sport for Development Programmes and Activities*.

For this exercise, we will use the example of Abigail, an Activator who mainly works with participants in leading basketball sessions and integrating individual and social development activities into the programme. Abigail has a number of sport coaching qualifications but has no education and training relevant to community development. Abigail has recently started working for an S4D NGO whose main purpose is helping less advantaged adolescents – many of whom have had bad experiences of education and can present challenging behaviours – to get into employment.

For this reason, and purely for the purposes of this example, we will only look at **Section C** in the *Competence Framework of Occupational Standards*. Of course, you can use the same approach with all of the functions in the Competence Framework, and we encourage you to do so.

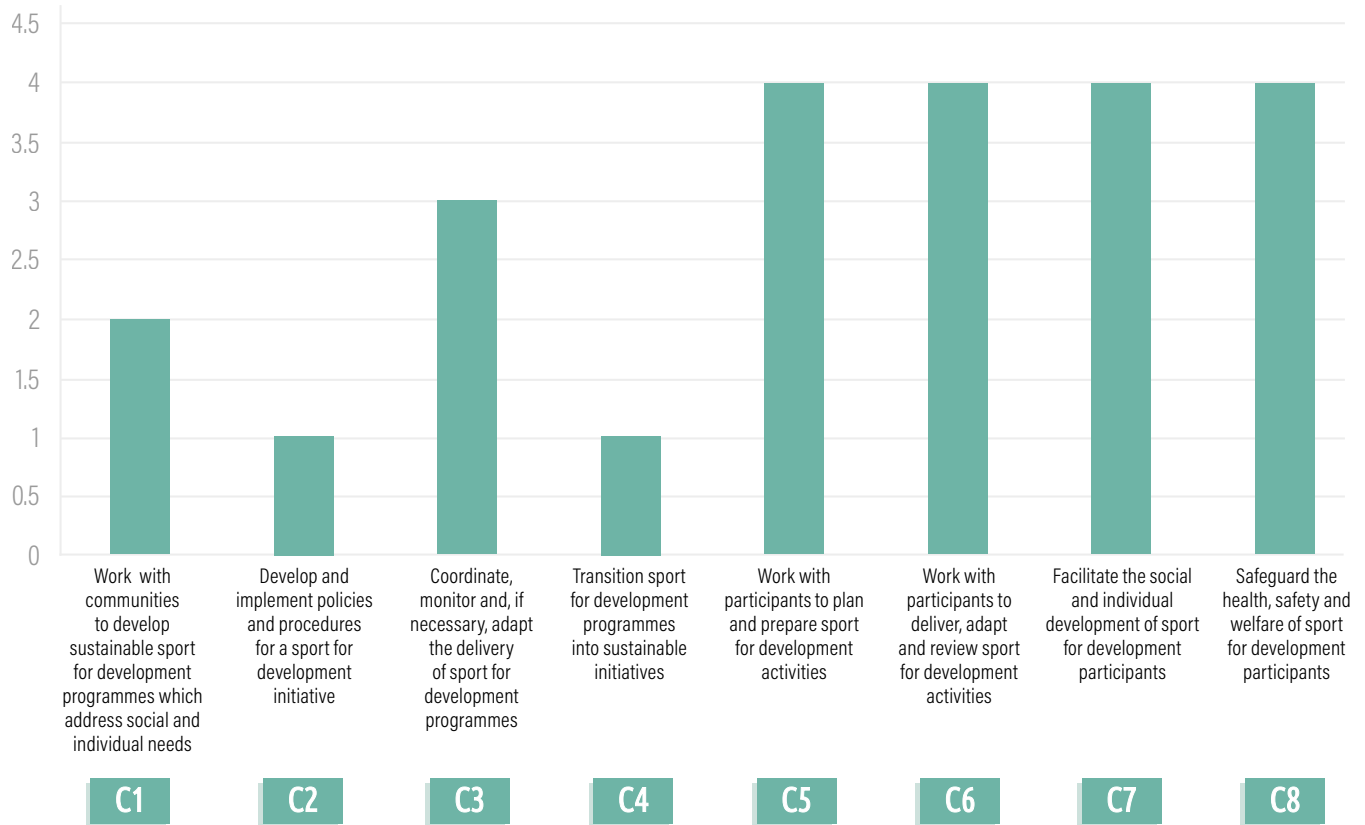
Section C consists of the eight functions shown in the table below. The first question Abigail needs to ask is '*How important is each of these functions to my job?*' To do this we can use a simple scale:

- 1 - Not important at all (I don't do this)
- 2 - Somewhat important (I don't take full responsibility for this, but I make a contribution)
- 3 - Important (I do this on a regular basis, but it's not core to my job)
- 4 - Vital (This is core to my job, and I work autonomously when doing it)

| Function | Importance Level | Abigail's Explanation |
|---|------------------|---|
| C1. Work with communities to develop sustainable sport for development programmes which address social and individual needs | 2 | <i>This is mainly done by my manager, but I help by passing on suggestions from the community members I work with.</i> |
| C2. Develop and implement policies and procedures for a sport for development initiative | 1 | <i>This is the responsibility of my manager.</i> |
| C3. Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes | 3 | <i>I am taking on more responsibility for this because my manager feels I have more basketball knowledge and skill.</i> |
| C4. Transition sport for development programmes into sustainable initiatives | 1 | <i>I'd like to get involved in this later in my career, but it's too early at the moment.</i> |
| C5. Work with participants to plan and prepare sport for development activities | 4 | <i>This is in my job description, and it's vital to most of what I do on a day-to-day basis.</i> |
| C6. Work with participants to deliver, adapt and review sport for development activities | 4 | <i>This is also in my job description, and it's vital to most of what I do on a day-to-day basis.</i> |
| C7. Facilitate the social and individual development of sport for development participants | 4 | <i>This is also in my job description, and it's vital to most of what I do on a day-to-day basis.</i> |
| C8. Safeguard the health, safety and welfare of sport for development participants | 4 | <i>Every member of our staff has responsibility for this. It's really important.</i> |

If we were to show a visualisation of Abigail's Role Profile (in **Section C** of the Occupational Standards), it would look something like this:

Abigail's Role Profile



> 7.1.2 - PHASE 2 – DEFINING YOUR CURRENT LEVEL OF COMPETENCE

The next question Abigail has to ask is *'How competent am I in the most important functions in my job?'* For the purposes of this example, we will remove C1, C2 and C4 from the analysis. These are less important or not important at all and therefore not immediate priorities.

In order to define her current level of competence, Abigail needs to look at the full detail of each Occupational Standard in **Section C** of the Competency Framework, focusing on the Performance Criteria. In carrying out this exercise, we need to ask Abigail to think very objectively about her work when coordinating S4D programmes and to honestly answer whether or not she normally achieves each performance criterion. For this example, we will look only at one of the Occupational Standards to illustrate the process.

C3 ► Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes

WHAT THIS STANDARD IS ABOUT

This standard is about ensuring all resources are in place for a sport for development initiative and coordinating activities according to the programme plans, making adjustments and improvements where necessary.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

- > **PCC3.1** - Ensure all physical and human resources, policies and procedures and monitoring processes are in place for the implementation of the programme
- > **PCC3.2** - Enable effective communication between paid staff, volunteers, participants and community stakeholders
- > **PCC3.3** - Integrate sport and physical activities with social and individual development in a way which meets participant needs and interests
- > **PCC3.4** - Monitor all aspects of the programme both directly and indirectly
- > **PCC3.5** - Identify variations from plans and agreements and take prompt corrective action, where necessary with inputs from community stakeholders, volunteers and paid staff
- > **PCC3.6** - Identify, respond to and record incidents, accidents and emergencies following the emergency action plan
- > **PCC3.7** - Manage conflict and unwanted behaviour as consistent with organisational policies and with the involvement of community stakeholders
- > **PCC3.8** - Ensure participants who need additional support are referred to competent agencies
- > **PCC3.9** - Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements
- > **PCC3.10** - Review programme implementation for effectiveness, efficiency, participant development and feedback and inputs from community stakeholders
- > **PCC3.11** - Make sure that records relevant to the programme are accurately completed

When Abigail studies the list of performance criteria, she realises that she normally achieves some of them as a result of her coaching experience and qualifications, for example C3.1, C3.4, C3.6, C3.9 and C3.11. However, she cannot achieve most of the other performance criteria for her because she is not used to, or trained in, working in a community environment or with youngsters with challenging behaviours. Examples are C3.2, C3.3, C3.5, C3.7, C3.8 and C3.10. On the basis of this analysis, Abigail can define herself as less than 50% competent for Standard C3 but better than not competent.

If Abigail completes the same exercise for the most important Occupational Standards for her job, she can use a similar scale, but reverse the order so that 4 is the lowest and 1 the highest. The reason for doing this is to make the calculation of priorities easier.

4 - Not competent at all

3 - Less than 50% competent (I can achieve some performance criteria but less than half)

2 - More than 50% competent (I can achieve more than 50% of the performance criteria but not all)

1 - Fully competent (I can achieve all of the performance criteria)

The results would look something like this.

| Function | Competence Level | Abigail's Explanation |
|---|------------------|---|
| C3. Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes | 3 | <i>I can cover the bits which come from my coach training, but not those about working with the community or dealing with the participants' challenging behaviours.</i> |
| C5. Work with participants to plan and prepare sport for development activities | 3 | <i>I can do this on my own, but I don't really know how to get the participants involved in planning.</i> |
| C6. Work with participants to deliver, adapt and review sport for development activities | 2 | <i>My coach training has helped here, I just need to get the participants more involved in taking a lead in sessions.</i> |
| C7. Facilitate the social and individual development of sport for development participants | 4 | <i>Facilitate the social and individual development of sport for development participants</i> |
| C8. Safeguard the health, safety and welfare of sport for development participants | 1 | <i>I'm fine with this. My coach training has prepared me well.</i> |

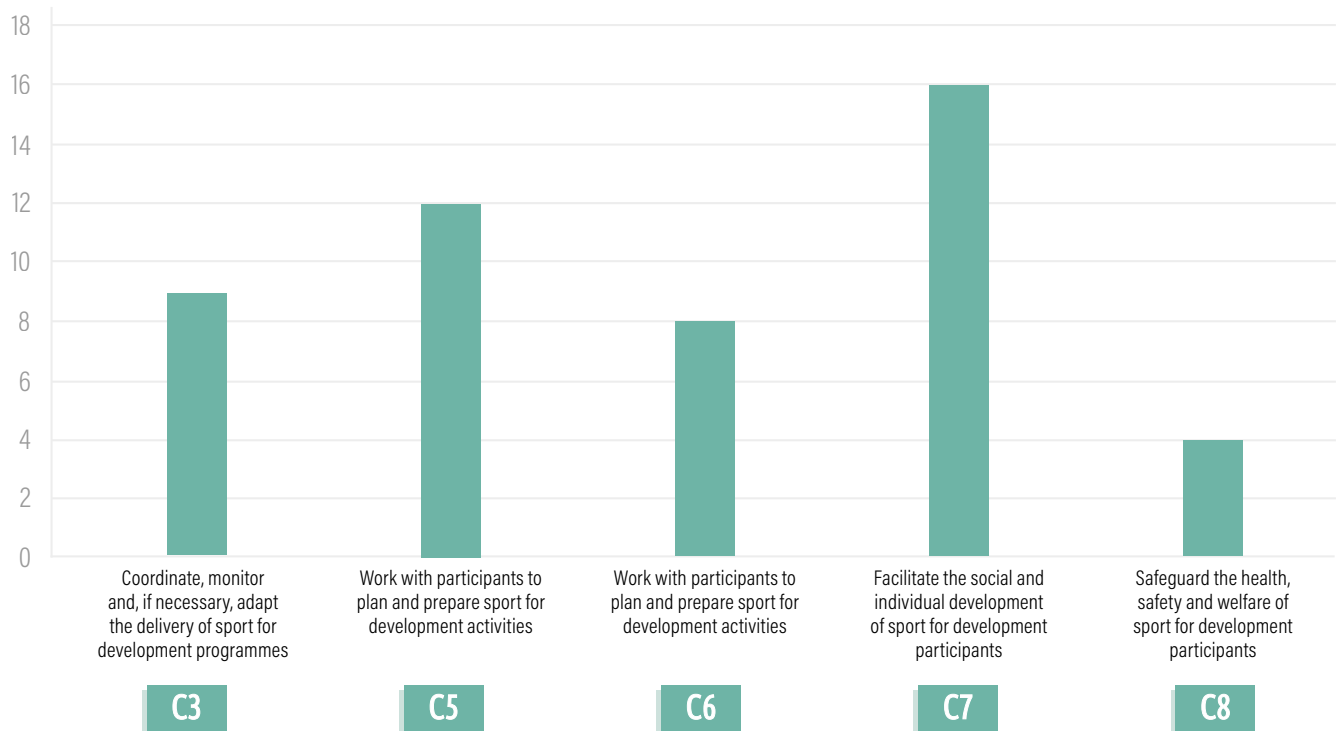
> 7.1.3 - PHASE 3 – DEFINING YOUR TRAINING PRIORITIES

So, as a result of Abigail looking at the Occupational Standards most relevant to her job, she now knows her current level of competence in each. She clearly has development needs, but *'where are the priorities?'* This is the next question for her. She needs to know where to start first with her personal development plan, and we can help. We know the level of importance of each function, and we know Abigail's level of competence in each. If we have a way of creating a relationship between the levels of importance and the levels competence, we should be able to define her training priorities. The simplest way of doing this is to multiply one by the other, in other words:

| Function | Importance Level | Competence Level | Priority Level |
|---|------------------|------------------|----------------|
| C3. Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes | 3 | 3 | 9 |
| C5. Work with participants to plan and prepare sport for development activities | 4 | 3 | 12 |
| C6. Work with participants to deliver, adapt and review sport for development activities | 4 | 2 | 8 |
| C7. Facilitate the social and individual development of sport for development participants | 4 | 4 | 16 |
| C8. Safeguard the health, safety and welfare of sport for development participants | 4 | 1 | 4 |



Abigail's Training Priorities



Therefore, the area of Abigail's job where she needs the most development is C7 and the least – where no further training is needed – is C8.

Abigail and her manager now need to develop a personal learning plan which addresses her priority needs. As we mentioned before, this is simply an example which looks at one section of the Occupational Standards. The same approach and method can easily be used for all the other seven sections and full training plans can be developed for all members of staff and volunteers. Once training has been delivered, we can carry out a similar process to discover if the training has had a positive impact on the staff member's work (**Section 7.4** below).



7.2 - DEFINE LEARNING OUTCOMES

Learning outcomes can be defined as “the set of competence, skills and knowledge an individual acquires and/or is able to demonstrate after completion of a learning process” (Cedefop, 2003).

Learning outcomes are at the core of any education and training course/programme. They describe what the learner should be able to achieve at the end of a learning experience, in terms of knowledge, skills and understanding. One very helpful source of guidance on the writing of learning outcomes in a European context is Cedefop's *Defining, Writing and Applying Learning Outcomes, A European Handbook*⁵ to which readers may wish to refer.

Learning outcomes are expressed in the form of statements that contain an active verb as well as what is expected in reference to the knowledge, skills or understanding in relation to that verb. Those involved in the design of the course/programme need to be fully aware of what the course is to achieve overall and should ensure all stakeholders are consulted in this regard. There are several aspects to consider when developing learning outcomes.

These factors include the:

- > Purpose of the course overall, as defined by learner needs
- > Knowledge, skills and understanding to be covered
- > Standards to be used
- > Proposed level of course
- > Ability and/or level of participants
- > Duration of course e.g., two hours or two days
- > Type of course e.g., CPD, educational/ academic, practical

Once these factors have been discussed and identified, learning outcomes can then be written. The content of the course/programme is subsequently developed in line with the learning outcomes to be achieved. Facilitators, however, should be flexible enough in their delivery to ensure that outcomes are met despite any changes to the intended schedule or intended participants. This stresses the importance of using experienced and knowledgeable trainers when implementing learning in order to maximise the opportunity of all participants achieving the learning outcomes.

In most cases, the module outlines presented in **Annex 2** are all focused on relatively short training sessions and have a maximum of four learning outcomes.

Learning outcomes for the CHANGE project have all been developed with specific reference to the *Framework of Attributes, Skills and Knowledge* (**Annex 1**) developed to ensure relevance to the industry and expectations from the labour market. The outcomes were also written with clear reference to the European Qualifications Framework (EQF) Levels 4 to 7 (please see **Section 8** for a fuller description of the EQF).

⁵ - See : <https://op.europa.eu/en/publication-detail/-/publication/5f2ecb9c-dfbb-11e7-9749-01aa75ed71a1/language-en>

Examples of learning outcomes from the 25 *Sample Training Module Outlines* developed for the CHANGE project include:

- *Facilitate collaboration with potential SFD participants, promoting and supporting feedback throughout* (This aligns with EQF Levels 4-5, e.g., "Exercise management and supervision in contexts of work or study activities where there is unpredictable change").
- *Analyse the external environment for your sport for development organisation, identifying the most important opportunities and challenges* (Level 6, e.g., "Advanced knowledge of a field of work or study").
- *Identify and evaluate current community resources and their capacity to meet community needs* (Level 4-5, e.g., "A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study").

It is important in each case to use a verb that is suitable for the level of the course. Higher level courses would use verbs that imply higher levels of knowledge or skill, for example, analyse or critically *evaluate*.

Learning outcomes can be developed to be in line with a particular level of a qualifications' framework. For the purposes of CPD in sport for development, it is suggested learning outcomes for S4D Activators could match elements of Level 4 and 5 of the EQF, whereas Coordinators could match Level 6 and, in certain contexts, elements of Level 7. The following table shows some examples, matched against the level descriptors for Knowledge, Skill and Competence in the EQF:

| Learning Outcomes for a Sample Module at EQF Level 4 | EQF Level 4 Descriptor for Knowledge | EQF Level 4 Descriptor for Skill | EQF Level 4 Descriptor for Competence |
|--|---|---|--|
| <p>Module for Physical Resource Management (Activator)</p> <p>L01. Identify available and suitable facilities, equipment and consumables to use for relevant sport for development programmes.</p> <p>L02. Ensure physical resources are consistent with participants and their needs.</p> <p>L03. Ensure the maintenance and inspection of physical resources are in line with set organisational procedures.</p> <p>L04. Evaluate the effectiveness and appropriateness of the facilities, equipment and consumables and carry out improvements when necessary.</p> | <p>Factual and theoretical knowledge in broad contexts within a field of work or study.</p> | <p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.</p> | <p>Exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.</p> |

| Learning Outcomes for a Sample Module at EQF Level 5 | EQF Level 5 Descriptor for Knowledge | EQF Level 5 Descriptor for Skill | EQF Level 5 Descriptor for Competence |
|---|--|---|---|
| <p>Sample Module: Programme Development (Coordinator)⁶</p> <p>L01. Work with appropriate stakeholders to attract and sustain participation through development of objectives, programme content, and resource identification.</p> <p>L02. Determine and meet legal, organisational and partner requirements for the sport for development programme, as well as developing programme policies and procedures.</p> <p>L03. Integrate sport and physical activity with individual and social development.</p> <p>L04. Critically evaluate and review sport for development programmes and subsequent goals and explore how this can be used in future community activity programmes.</p> <p>L05. Implement monitoring and evaluation good practice to enable ongoing enhancement of the programme.</p> | <p>Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p> | <p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.</p> | <p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.</p> |

If assessment is needed as part of the course/ programme being developed, then the verb used in the formation of the learning outcome needs to be one that can be easily transferred into a method of assessment. This process is explained in more detail within the next section on assessment.

6 - This module could, in some instances, map onto EQF 7 due to the critical evaluation and highly specialised knowledge required within this module.



7.3 - LEARNING CONTENT, DESIGN, DELIVERY AND ASSESSMENT



7.3.1 - LEARNING CONTENT

The nature of the learning content of any educational product should be influenced by the level and duration of the learning. With the EQF as a reference point, learning content may be more practical or academic in nature, or ideally a combination of the two. For example, a two-hour webinar for Activators based around Module 3 (Participant Engagement and Recruitment) may need to focus on fewer Learning Outcomes than the four set out in the module outline and could be constructed to sensitise participants to the key issues and stimulate further independent learning. If it were an academic module delivered over twelve weeks, the educational product could be designed to address each learning outcome in depth, and academic perspectives would be blended with practical examples and practitioner views to provide participants with a rigorous examination of the topic. Conversely, educational products not designed for academic delivery and assessment may nonetheless utilise academic materials in order to sharpen participants' critical appreciation of the topic under discussion.

The module outlines are indicative in nature, and facilitators should review the suitability of the Learning Outcomes before designing any educational product for delivery. If the Learning Outcomes are to be assessed, either academically or as part of another form of certificated training, they might be worded more emphatically as participants' attainment of them will be measured in some form. Learning content in this instance would be more closely oriented towards the assessment requirements. An element of co-production can also be achieved in many instances, such that prospective participants can be consulted as to their specific needs and content designed to reflect their desires. Depending on the nature and duration of the educational product, facilitators can enrich the learning experience by inviting participants to share their experiences, thus adding learning content within the frame set by the Learning Outcomes. Utilising practitioners as guest speakers or co-facilitators (**see Section 7.3.3**) can also lead to more satisfactory attainment of the Learning Outcomes.

Finally, facilitators should be mindful of the range of information sources outside of this handbook that can be used to construct learning content. A wide variety of academic textbooks and journals are available. These include:

- > International Review for the Sociology of Sport
- > Journal of Global Sport Management
- > Routledge Handbook of Sport for Development and Peace⁷

There is also a range of internet sources such as www.sportanddev.org (International Platform on Sport and Development operated by Swiss Academy for Development), numerous practitioner blogs and the websites of sport federations' charitable foundations. The most important source of learning content in this context is perhaps authentic voices. In order to ensure the attainment of any set of Learning Outcomes, the lived experiences of those in marginalised communities in Europe and the Global South whose lives are impacted by the challenges and solutions under discussion should be central to the learning content. This applies to all the sample module outlines and any related educational products.

7 - Collison, H., Darnell, S., Giulianotti, R. and Howe, D. (2019) Routledge Handbook of Sport for Development and Peace. 1st ed. Oxon, Routledge.

> 7.3.1 - LEARNING DELIVERY

The number of learning outcomes and whether there is any intended assessment will need to be considered when deciding on the learning and teaching methods to be employed. The type and level of course should be matched to the most appropriate person to deliver and assess that course.

Training can be delivered in a variety of ways to suit the organisation as well as the participants and will be influenced by the selected facilitator.

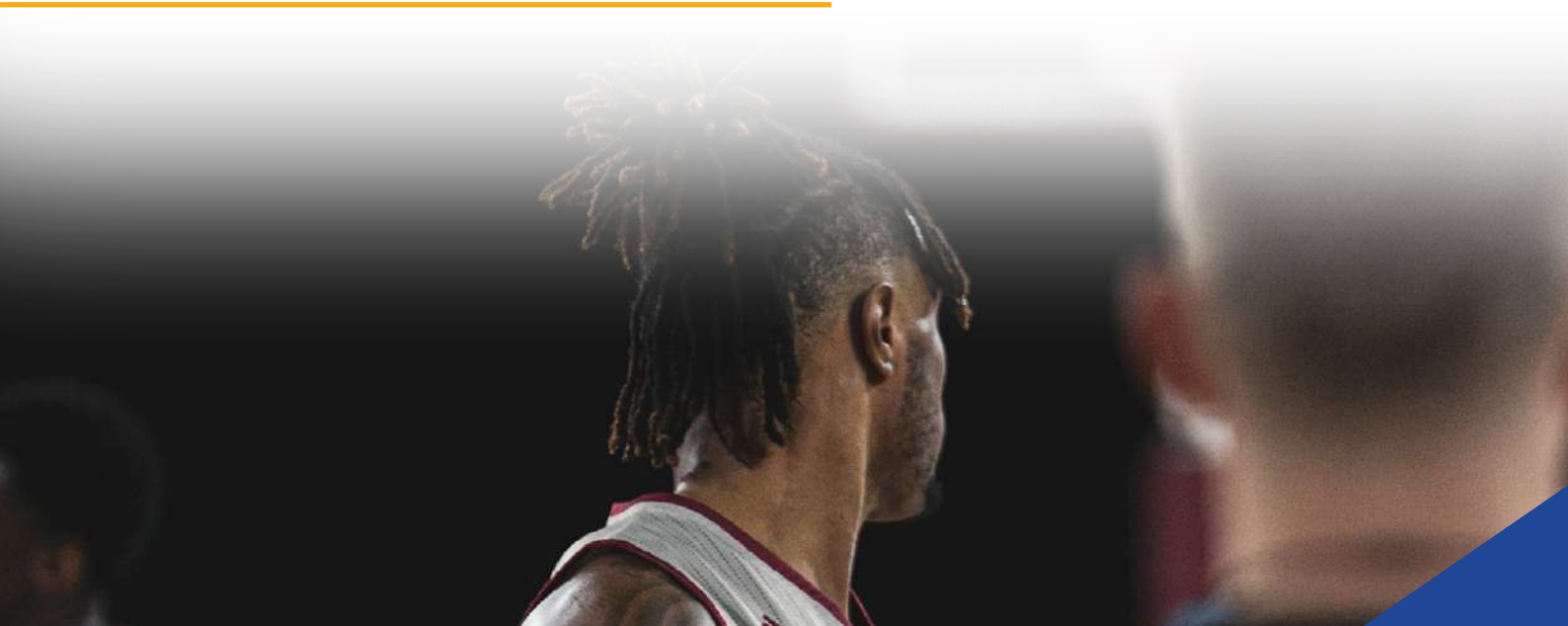
Training can be delivered over a matter of hours, days, weeks or months depending on the needs of the organisation or participants concerned. The more complex or higher quantity of learning outcomes, the more time that may be needed to ensure participants are able to fulfil their potential. Training can be developed in a bespoke way, depending on the training needs and previous learning identified by the organisation.

Potential delivery durations include:

- > 2 hours during the day or evening
- > 4 hours (half day)
- > Full weekend
- > Academic module delivered across a 12-week semester

As an example, two individual webinars were conducted on two separate days for the CHANGE pilot training programme - one in Italy, and one in the UK. The programme utilised a short course approach whereby each course took three hours per day; all of which were held online. This worked well from a pilot perspective as more subject areas were able to be 'tested'.

In terms of delivery, there are a variety of methods that could be used by facilitators regardless of the structure or duration of the training. As previously outlined, these methods should be selected on the basis of a variety of factors including the subject to be delivered, the intended level of the training and the nature of the participants.



Potential methods that could be used, alone or in combination via blended learning techniques, are set out in the table below.

Online delivery will change the nature of participant's learning experience. Therefore, these sessions will need to be facilitated in an effective and engaging way to achieve desired outcomes.

| | |
|---|--|
| Case studies/ scenarios | A problem-based learning task where participants are provided with a scenario and asked to draw conclusions on the response based upon evidence |
| Debates | Opportunity to engage in debates on particular topics with other participants on selected topic areas |
| Directed reading tasks | Specific readings and associated review tasks |
| Discussion forums (including online) | Discussion groups on set or selected topic areas |
| Group work projects | A task related project conducted in groups and assessed as one piece of work. Tasks assigned by group members and group members often also mark peer input |
| Individual learning tasks | Informal (self-motivated) learning – such as watching and talking to others. Can also include specific set tasks |
| Lectures | Formal face-to-face/online lectures providing content which participants may reflect upon/use further |
| Practical activities | Practical sessions where participants are provided with opportunities to engage with key tasks (e.g., 1-to-1 coaching, etc.) |
| Student presentations | Group or individual presentations on a topic area to peers (can include peer review, feedback and marking) |
| Workshops | See also practical activities – but tend to be more task than person based |

Facilitators need to be flexible and able to adapt planned delivery if the course is not going to plan due to unforeseen circumstances.

> 7.3.3 - SELECTING APPROPRIATE FACILITATORS

It is imperative that those designing the training verify the capabilities of those delivering or facilitating the training. The CHANGE pilot programme brought together university teachers with a good understanding of S4D and very experienced S4D practitioners to ensure that learning outcomes could be achieved by participants via a variety of methods rooted in practice. This approach combined the strengths of those who were expert teachers and those who had real, lived experience in the field which made the training highly relevant and authentic.

Selected facilitators must have the appropriate skills to enhance the 'classroom' environment and maximise participant learning.

The facilitator skills we recommend include:

- > Active listening
- > Communication skills, both written and verbal
- > Presentation skills
- > Facilitation of active participation and reflective learning
- > Problem solving
- > Group dynamics
- > Creativity
- > Flexibility in responding to emerging needs and opportunities and the willingness to adapt activities while still focusing on the planned learning outcomes.

In addition, personal characteristics should be considered, in particular enthusiasm, energy and approachability.

These interpersonal skills are, of course, in addition to the expected subject knowledge, expertise and experience that will underpin the delivery of any course and with this in mind, facilitators could include lecturers from higher education as well as leaders from the field of sport for development.

The CHANGE pilot training programme utilised lecturers from European universities and national sports organisations and in doing so ensured that those delivering on the programme had the appropriate knowledge, skills and experience to maximise the impact of the pilot. Organisers need to consider the availability of deliverers as well as the various costs that skilled trainers may charge. These costs need to be factored into any charge to participants.

7.3.4 - ASSESSMENT

Assessment is an important aspect of any training programme. It helps the trainers, practitioners and employers to decide what the learner knows, understands or can do. The assessment methods we select for a training programme need to be aligned with the learning outcomes to ensure that the skills and abilities developed by the candidates are assessed in a manner consistent with the design and delivery of the training as a whole.

Trainers should consider the learning outcomes carefully and, if assessment is appropriate and relevant for the participants concerned, they should look to how the active verb used and identify the content which could be assessed. Participants should be informed how they will be assessed alongside the learning outcomes within the introduction of the course/ programme; methods of assessment should not be a surprise at the end of the course.

Often people think of assessment only taking place at the end of training – the final test or exam. However, assessment is not just something which is done at the end of a session or programme. It is helpful to think of assessment in four different points in the learner's journey.

Types of Assessment

1 - Diagnostic assessment. This helps the trainer to know what knowledge, skills and competences the learner already has, and where the gaps are. In this way the training can be targeted at learner needs and builds on existing knowledge and skill, avoiding unnecessary repetition. Diagnostic assessment is covered in Section 71 above.

2 - Formative assessment. Formative assessment happens during training. Its main purpose is to check that each learner is learning as you planned. It helps the trainer to adjust the pace of their training, go back over things which learners have not properly understood and highlight learning points. It also helps the learner to reflect on what they have learned which has a reinforcing effect. Formative assessment is often done quite informally, for example, through observation, oral questioning, quizzes and short worksheets.

3 - Summative assessment. This usually happens at the end of the training programme or a module within a training programme. Summative assessment is done more formally, for example, through an exam, project, case study or practical test. The purpose of summative assessment is to determine whether and/or how well the learner has achieved the planned learning outcomes. In a setting where the learner receives a certificate, diploma or credit, for example, summative assessment will decide whether they pass or fail, or the grade they may be awarded.

4 - Assessment of competence. This goes beyond testing whether the learner has achieved the planned learning outcomes and focuses on whether or not the training has had the desired impact on the learner's performance at work. This should be done using the relevant Occupational Standards and performance criteria and completes the training cycle. This is explained in more detail in Section 74.

Some Principles of Assessment

When designing assessments, it is important that trainers are aware of the following principles:

- 1 - The assessment method should be **valid**. This means the chosen assessment method is most relevant one to each learning outcome and its level. For example, if the trainer wants to assess skill, it is usually more valid to give them a practical test. If the trainer wants to assess knowledge, it is usually more valid to use spoken or short written questioning and answers. If the learning outcome is at a higher level, it may be appropriate to use written projects or assignments.
- 2 - The assessment should be **reliable**. This means that if the same assessment is implemented by several trainers/assessors working with different learners, they will come up with the same or very similar results.
- 3 - The assessment should be **fair**. This means the assessment should be open and transparent, i.e., the learner should know when and how they are being assessed; the assessment method should take account of any learner special needs and should be free of anything that might make it harder for the learner because of their gender, any physical disability, race or culture etc. The learner should receive clear and objective feedback following the assessment.
- 4 - The assessment should be **cost-effective**. This means that while meeting the other principles above, the assessment should not be so complicated or time consuming that it results in high costs or puts a very heavy burden of time and effort on the learners and assessors.

Considering the principles of assessment above, factors that should be considered when designing the assessment include:

- | | |
|---|--|
| > Learning outcome to be assessed | > Time available for returning marks to students |
| > Level of learning outcome to be assessed | > Cost of trainer for assessment and provision of feedback to students |
| > Ability and/or level of participant | > 'Model'/example answers |
| > Any known special educational needs of participants | > Type and level of feedback expected/required |
| > Time available for assessment | > Any requirements of an accrediting body |
| Time available for marking of assessment | |

If we use one of the learning outcomes identified in the previous section, we can describe how assessment might be developed. Trainers should decide whether all learning outcomes should be assessed or only some.

If an organisation chooses to assess learning, then good practice would indicate that all outcomes should be assessed; the inclusion of non-assessed outcomes would be questionable.

Example of learning outcome – *“Establish close working relationships with the community, facilitating a continual dialogue and promoting participant input and feedback where possible.”* (Maps to EQF Level 6.)

Participants will need to ESTABLISH close working relationships with the community, FACILITATING a continual dialogue and promoting participant input and feedback where possible. Organisers will need to consider how participants could ESTABLISH close working relationships. Should it be deemed necessary or desirable, this outcome could be assessed in a variety of ways, for example:

- > Written reflective report of (x) words.
- > Oral reflection with tutor/ manager of (x) minutes.
- > Individual presentation to peers or colleagues of (x) minutes.

The focus of the outcome above is the participant reflecting on their ability to work with the community and then being able to establish these relationships. This necessitates a method of assessment that enables the participant to describe this reflection, thereby identifying what it was that establishes these relationships. This process is not exact as the word ‘establish’ could have been replaced with ‘create’ or ‘develop’ and the assessment could be the same.

Delivery of the course/programme should enable the learning outcomes to be achieved and participants to be as successful as possible with regards to assessment.

The following are examples of ways of assessing learning and can be considered when writing both learning outcomes and planning assessments:



| | |
|---------------------------------------|--|
| Case studies/ scenarios | The production of a case study, person or situational scenario that students can evaluate against criteria. |
| Design tasks | Using practical application of theory/evidence against set criteria. |
| Essay assignments | A traditional written assignment, linked to a precise question, topic or research project |
| Exhibition/poster displays | As above but produced in a more concise poster format for viewing by others. |
| Fieldwork reports | A written report (normally an evaluation) of a particular organisation or issue. Normally this is an applied approach to a particular situation. |
| Group projects | A clearly shared group project in which students contribute particular aspects of work (often provided with a single overall mark) |
| Independent projects | As above but conducted by an individual and often on a topic of their choice |
| Workshop reporting | A report on the outcome of a practical task |
| Learning logs/diaries | A reflective log/diary on a certain issue, situation or experience |
| Multiple choice tests | A test in which students choose a correct answer from a number of options |
| Open book examination | An examination in which the students is allowed to bring in appropriate source(s) from which they can work |
| Oral examination | An individual (normally) exam in which the student highlights their learning and awareness through discussion with an examiner |
| Oral presentation | A presentation (either individual or group) on a particular issue, topic or scenario |
| Practical tests | A 'hands-on' approach to assessment and the ability of the student to impart knowledge |
| Problem solving exercises | The use of tasks to allow students to explore ways they may solve an issue |
| Reflective journal/portfolio | Similar to the learning log/diary, but more often including evidence of key tasks that have been completed |
| Seen examination | Where the questions are known for a set period before the examination itself |
| Student led seminar/discussion | The ability for students to manage others and use communication skills to impart knowledge during a teaching session |
| Unseen examination | An examination where questions are not known by the student until the examination itself |

7.3.5 - EVALUATING TRAINING DELIVERY

It is always good practice to evaluate the quality of the training which has been delivered. This is normally done by providing each learner with a simple questionnaire to complete. A typical list of questions may include:

- > How satisfied were you with the training as a whole?
- > How useful was the pre-training study? (If any was provided)
- > How helpful were the pre-training instructions?
- > How effective was the management and administration of the training?
- > How suitable was the learning environment to the training? (This question may need to be adapted for online delivery)
- > How relevant was the training to my needs?
- > How knowledgeable and experienced was the facilitator?
- > How easy was it to follow the sequence of training activities?
- > How clearly did the facilitator communicate the learning content?
- > Were there sufficient opportunities to ask questions and discuss the content?
- > How clear were the instructions for any group activities?
- > How well did the group activities reinforce my understanding of the content?
- > How easy will it be to apply the learning to my work?
- > How likely are you to recommend this training to a colleague?

Each of these could have a rating scale of 1-5 for example (1 being lowest and 5 being highest)

The learner should also be asked – again on a scale of 1-5 – how much the training improved their knowledge, understanding and skill for each of the planned learning outcomes.

7.4 - USE THE OCCUPATIONAL STANDARDS TO CONFIRM TRAINING NEEDS HAVE BEEN MET

If we follow the evaluation suggested above, we will know how immediately useful the training has been from the learner's perspective. What we don't yet know – and this is the most important measure – is what impact the training has had on the learner's performance at work. CPD is really only worthwhile if it can increase a learner's competence.

We can find out more about this by repeating some of the same processes we used in **Section 7.1** above when we used the relevant occupational standards to identify a member of staff's training needs. In the example we used in **7.1**, a new Activator, Abigail, was asked to measure her current level of performance against one of the Occupational Standards, *C3 Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes*. In carrying out her self-assessment, Abigail identified that she was less than 50% competent in that standard. Following the self-assessment, Abigail developed a personal development plan with her manager and then took part in several training courses, one of which was based on *CHANGE Module 7: Developing Sport for Development Programmes*. She found the course helpful, but has it increased her competence?

The simplest way to find out is to give Abigail some time – perhaps a few months – so that she can integrate what she has learned into her work on coordinating programmes. Then, when she's had the chance to practice a little, we can ask her to repeat the self-assessment and compare with the results with those she identified before her training.



C3 ► Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes

WHAT THIS STANDARD IS ABOUT

This standard is about ensuring all resources are in place for a sport for development initiative and coordinating activities according to the programme plans, making adjustments and improvements where necessary.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

- > **PCC3.1** - Ensure all physical and human resources, policies and procedures and monitoring processes are in place for the implementation of the programme
- > **PCC3.2** - Enable effective communication between paid staff, volunteers, participants and community stakeholders
- > **PCC3.3** - Integrate sport and physical activities with social and individual development in a way which meets participant needs and interests
- > **PCC3.4** - Monitor all aspects of the programme both directly and indirectly
- > **PCC3.5** - Identify variations from plans and agreements and take prompt corrective action, where necessary with inputs from community stakeholders, volunteers and paid staff
- > **PCC3.6** - Identify, respond to and record incidents, accidents and emergencies following the emergency action plan
- > **PCC3.7** - Manage conflict and unwanted behaviour as consistent with organisational policies and with the involvement of community stakeholders
- > **PCC3.8** - Ensure participants who need additional support are referred to competent agencies
- > **PCC3.9** - Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements
- > **PCC3.10** - Review programme implementation for effectiveness, efficiency, participant development and feedback and inputs from community stakeholders
- > **PCC3.11** - Make sure that records relevant to the programme are accurately completed

Before the training began Abigail identified that she felt she normally achieved the following performance criteria: C3.1, C3.4, C3.6, C3.9 and C3.11. Based on her objective analysis of her own work, she felt she didn't routinely achieve the others. Where does she stand now?

| Performance Criteria | Normally Achieve? | Abigail's Explanation |
|--|-------------------|--|
| C2.3 Enable effective communication between paid staff, volunteers, participants and community stakeholders | Yes | <i>I understand much more now about working with volunteers and community reps and the importance of communicating with them. It's something I try to do on a regular basis and put people in touch with each other.</i> |
| C3.3 Integrate sport and physical activities with social and individual development in a way which meets participant needs and interests | Yes | <i>The course gave me a lot of useful advice and examples of how I could use the basketball activities to teach and reinforce some important employability points like timekeeping, reliability, putting in the effort and teamwork.</i> |
| C3.5 Identify variations from plans and agreements and take prompt corrective action, where necessary with inputs from community stakeholders, volunteers and paid staff | Yes | <i>This is pretty much the same as C3.2. I am now interacting a lot more with community reps when we have problems. They usually have some good suggestions.</i> |
| C3.7 Manage conflict and unwanted behaviour as consistent with organisational policies and with the involvement of community stakeholders | Not yet | <i>This is still one of my biggest hang-ups. I do use community reps to help sometimes but I can't bring them in all the time. I need more practice here. Kate, one of my volunteers, is really good at this and she has offered to mentor me.</i> |
| C3.8 Ensure participants who need additional support are referred to competent agencies | Yes | <i>I've got this right now. Recently a couple of girls had some personal worries, and I was able to refer them to the local sexual health clinic and reassure them it was all confidential. I also have a full list of other health, education and careers agencies.</i> |
| C3.10 Review programme implementation for effectiveness, efficiency, participant development and feedback and inputs from community stakeholders | Yes | <i>I now know a lot more about monitoring and evaluation, I carried out a full evaluation of the programme over the last month, using all my training and organised a programme review team meeting with our staff, volunteers and the community groups at the end. It went really well and we got a lot of positive feedback from the community reps. They say it's really working!</i> |

Abigail seems clear that the training has impacted positively on her work – although not in every area – and measuring her performance against the performance criteria proves to be a systematic and objective way of doing this. It's extremely important to emphasise that it was not only the training that made the difference. It was also important for Abigail to have the chance to reflect on what she has learned from her training and practise her new skills and knowledge over a period of time in her job. Having the skills and knowledge only gets you so far. It's through their application in the work context that you truly become competent.

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

CHANGE



8



THE MAIN EU VOCATIONAL EDUCATION AND TRAINING INITIATIVES

8.1 - INTRODUCTION TO THE MAIN EUROPEAN VOCATIONAL EDUCATION AND TRAINING (VET) INITIATIVES

The *7-Step Model* employed in the CHANGE project is an approach developed to be in line with reform measures for education put in place by the European Union. This enables the sport sector to create and deliver training and qualifications that meet agreed employment and skills needs and link to EU vocational education and training initiatives by delivering a new learning outcome-based approach.

Ensuring that all developments in sport are linked to EU initiatives gives the sector legitimacy and also increases the possibility to be taken seriously as an important and significant sector at the forefront of implementing initiatives at the EU level.

8.2 - THE EUROPEAN QUALIFICATIONS FRAMEWORK

The European Qualifications Framework (EQF) helps all the countries in Europe to develop a national system of qualifications and also helps people to understand how qualifications in different countries relate to each other. Indeed, it acts as a translation device to make national qualifications more readable across Europe.

The EQF covers all levels and types of education and training including adult education, vocational education and higher education. This is important to support cross-border worker and learner mobility, the transferability and transparency of skills, and lifelong learning across Europe.

The EQF uses eight reference levels based on learning outcomes and describing what a learner knows, understands and is able to do (defined in terms of knowledge, skills, and competences). The EQF puts the focus on what a person holding a particular qualification actually knows and is able to do.

It enables easier comparison between qualifications and should avoid people repeating their learning if they move to another country.

Each of the 8 levels is defined by a set of descriptors relevant to qualifications at that level in any system of qualifications. Level 1 is the most basic and introductory level while Level 8 is equivalent to the difficulty of a Doctorate degree.

There is increasing recognition and use of the EQF in the sport sector. Often this is done at a national level where sport qualifications which appear on a national qualifications' framework are automatically given an EQF level. Following the establishment of the EQF in 2008, work took place within the European Commission Expert Group for Human Resources Management in Sport, as part of the EU Work Plan for Sport 2014-2017, to study the link between the EQF and the courses delivered through national and international federations. The EQF itself was revised in 2017.

The CHANGE partnership would encourage learning providers to map their provision to the levels of the EQF. Even where a course in sport for development does not have a formal EQF level through inclusion on a national qualifications framework, course developers can use the EQF level descriptors to assist in the development of learning outcomes and increase understanding and transferability by informally allocating an EQF level to the course. This can then be used in the marketing and advertising activities for the course.

As a guide to training providers, employers and individuals working in sport for development who wish to chart their personal development against a rigorously developed and widely recognised framework, the two overarching roles of Coordinator and Activator can be linked to identified levels of the EQF. Broadly speaking, the work of Activators spans Levels 3 to 5, acknowledging not only that they need to be able to perform routine tasks to a high standard (Level 3), but also that the role often requires specialised knowledge and the ability to solve more abstract and complex problems (Levels 4 and 5). The coordinator role maps broadly to Levels 6 and 7 of the EQF, emphasising that yet more complex tasks and projects are a regular feature of the work of this role, including planning for and supporting the personal development of a diverse workforce. (See the section on Learning Outcomes for a more detailed discussion of how the EQF has been embedded in the Course Outlines provided later in this document.)

8.3 - THE EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)

The European Credit system for Vocational Education and Training (ECVET) helps individuals who are studying vocational qualifications to move between different countries and learning environments and gain access to lifelong learning. It does so by making it easier to accumulate assessed learning outcomes.

ECVET describes units of learning outcomes as parts of qualifications that can be assessed and validated. It gives an indication of the size of units and qualifications in ECVET credit points. It offers a framework for making learners more mobile and qualifications more portable. ECVET applies to vocational qualifications at all levels of the European Qualifications Framework.

According to this approach, a learner can accumulate the required learning outcomes for a qualification over time, and across different countries and various situations.

ECVET can be facilitated in the sport sector when sport qualifications are made up of learning outcomes and there is a link to a credit point system – units and qualifications are given a credit point value.

ECVET is linked to accreditation of learning, which is the point a credit value is agreed and given to a piece of learning. When developing courses in sport for development, course developers should carefully consider whether to seek accreditation or not. Continuing professional development of the workforce can be facilitated through accredited and non-accredited courses.

While accreditation can increase recognition of a learning programme, sometimes the requirements of accreditation, such as formal assessment, can make a course less attractive to employers. Accreditation is discussed further in the section below.

8.4 - THE EUROPEAN QUALITY ASSURANCE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING (EQAVET)

EQAVET aims to increase the transparency, relevance, consistency and transferability of vocational education and training qualifications across Europe. It is an approach to quality assurance and a reference framework for VET which has been agreed by Member States and is embodied in the European Quality Assurance Reference Framework.

Quality assurance can be defined as *“a process through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards”* (Cedefop, 2008).

When looking at the sport sector, it is essential that there is trust and confidence from all stakeholders in the education and skills system. Across the sport sector it is important to promote confidence among employers, professionals, providers and the public and to ensure education and training providers issuing certificates are subjected to a quality assurance process that can be trusted to ensure consistency.

In the context of training for sport for development, some education providers may gain accreditation which confers a specific regime of external quality assurance at the national level.

Depending on the setting and aims of the training as well as the national context, an appropriate and fit for purpose quality assurance system should be designed, implemented and applied to a programme of learning.

8.5 - EUROPEAN SKILLS, COMPETENCES AND OCCUPATIONS TAXONOMY (ESCO)

ESCO is a multilingual classification system covering skills, competences, qualifications and occupations.

Its common reference terminology can help make the European labour market more effective and integrated and enable the worlds of work and education/training to communicate more effectively with each other.

The occupation of *sport administrator* is the most closely related to sport for development within the ESCO database⁷.

7 - See: <https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2F20e39113-05f5-4184-94e2-f5e8e8c8d2ea&conceptLanguage=en&full=true>

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Enhancing Skills in Sport for Development

9



ACCREDITATION AND INDUSTRY RECOGNITION





9.1 - ACCREDITATION

Accreditation is linked to the concept of quality assurance which is described in the section above on European initiatives in VET. Accreditation is often linked to formal approval of a programme of learning linked to a National Qualifications Framework (NQF).

Accreditation can be achieved through the higher education or vocational education systems. Within higher education, accreditation requires delivery by or partnership with a recognised higher education institution (university). Within vocational education, learning providers can submit learning programmes/qualifications to the relevant national qualification authority.

It may be possible to submit a learning programme/qualification for accreditation to a national authority, either directly from the training provider or through a third party such as a recognised college. Seeking accreditation in this way may or may not be necessary or even desirable by the training organisation as this will take time and may be costly.

If accreditation is desirable then organisers should find out exactly what is required, to make some thorough planning and preparation to meet the quality requirements, alongside development of appropriate content, prior to delivery. This may take a considerable amount of time and several steps which should not be underestimated. For example, to gain accreditation usually the programme must contain a robust approach to assessment, quality assurance, resources for learning and the qualifications/experience of the teaching staff.

The courses within the CHANGE pilot training programme were not accredited by an external body given the European nature of the pilot and the difficulty of gaining accreditation in more than one country. However, quality was ensured through the selection of facilitators and the development of the course learning outcomes, as well as internal quality assurance methods and appointment of a course director. The role of the course director was to ensure consistency, quality, delivery of learning outcomes and provide advice to other facilitators.

Traditionally, accreditation has been difficult if a course of training is short. Universities, for example, and some colleges prefer courses which have one year or more duration (equivalent to 60 ECTS credits). However, the EU is now consulting on the possibility of 'micro-credentials' which could make accreditation of short courses more acceptable and widespread.

A micro-credential is a qualification evidencing learning outcomes acquired through a short, transparently assessed course or module. Micro-credentials may be completed on-site, online or in a blended format. The flexible nature of these qualifications allows learning opportunities to be opened up to citizens, including those in full-time employment. This makes micro-credentials a highly flexible, inclusive form of learning allowing the targeted acquisition of skills and competences.

Micro-credentials can be offered by higher and vocational education and training (VET) institutions, as well as by private organisations. They can be particularly useful for people want to:

- > build on their knowledge without completing a full higher education programme
- > upskill or reskill to meet labour market needs or to develop professionally after starting work

If the EU goes ahead in promoting micro-credentials within the European Education Area, this would become an ideal vehicle for the accreditation of S4D development programmes, most of which are short, targeted and aimed at upskilling people who are already in employment.



9.2 - INDUSTRY RECOGNITION

An alternative to accreditation is known as 'endorsement' or 'industry recognition' where a programme of learning may not be formally accredited through national qualification authorities but is 'supported' or 'recognised' as a good piece of learning by a respected body in the sector, for example a professional body or sports federation. In the case of S4D, this could be challenging due to the absence – at the moment – of any single authoritative organisation for the field who could recognise such courses. However, this may change over time and course designers should continue to look for possibilities.

For more discussion of accreditation and endorsement see the *Implementation and Sustainability Plan for Sport for Development in Europe* which is the final published output from the CHANGE project.

DEFINING
SKILLS AND
COMPETENCES
FOR SPORT
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DEVELOPMENT
OF PEOPLE AND
SOCIETY IN
EUROPE



ANNEX 1: FRAMEWORK OF ATTRIBUTES, SKILLS AND KNOWLEDGE (ASK) FOR S4D COORDINATORS AND ACTIVATORS

ANNEX 1: FRAMEWORK OF ATTRIBUTES, SKILLS AND KNOWLEDGE (ASK) FOR S4D COORDINATORS AND ACTIVATORS



Section 1: Attributes for Coordinator and Activator Which Apply to All Areas of Their Work

(knows how to be):

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

Section 2: Overarching Skills and Knowledge – The Basic Foundation

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application |
|--|--|---|--|
| 1 - Principles and Processes in Sport for Development | <ul style="list-style-type: none"> Analyse the principles and methods of sport for development to bring about positive change in the lives of individuals and communities Analyse the benefits of sport for development for different thematic target groups Advocate sport for development to: <ul style="list-style-type: none"> Key organisations and agencies Community stakeholders Influencers Networks Marginalised groups Potential participants Advocate the purpose, values and strategies of own organisation in relation to sport for development | <ul style="list-style-type: none"> Potential of sport to bring about positive individual and social change Evolution of sport for development Principles and methods of sport for development Good practice examples of sport for development initiatives Typical thematic areas and development goals for sport for development (for example, gender equity, disability, crime reduction, solidarity, peace etc.) Current issues in sport for development International, national and local sport strategies, policies and target groups and their relationship with sport for development Purpose, values and strategies of own organisation in relation to sport for development | <ul style="list-style-type: none"> Coordinator Activator |
| 2 - Ethical and Personal Considerations | <ul style="list-style-type: none"> Review personal and organisational practice to ensure sport for development initiatives follow agreed principles and minimise negative outcomes Ensure own organisation's values are embedded in practice Apply the principles of inclusion, equality and equity when working with communities and participants Apply the principles of honesty, integrity and respect when working with communities and participants Strengthen the empowerment of communities and participants Demonstrate emotional intelligence and empathy with communities and participants Apply the organisation's code of conduct Reflect on and evaluate own values, beliefs and biases and consider how they may affect practice | <ul style="list-style-type: none"> The value and importance of an ethical approach to sport for development initiatives Key ethical issues in sport for development The principle of 'do no harm' and the potential risks and negative impacts of sport for development Own organisation's values Principles of inclusion, equality and equity Principles of honesty, integrity and respect for communities and participants Principles of community empowerment The value and importance of emotional intelligence when working with communities and participants Codes of conduct when working with communities and participants Own personal values, beliefs, interests and biases | <ul style="list-style-type: none"> Coordinator Activator |
| 3 - Continuing Professional Development | <ul style="list-style-type: none"> Analyse own development needs and learning styles Plan own and evaluate own personal development | <ul style="list-style-type: none"> The value and importance of continuing professional development for those involved in sport for development The principles and stages of continuing professional development Sources of support for own continuing professional development The role of learning styles in continuing professional development | <ul style="list-style-type: none"> Coordinator Activator |

Section 3: Work-Based Skills and Knowledge Leading to Occupational Competence

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|--|---|---|---|--|
| 4 - Relationship Building and Interpersonal communication | <ul style="list-style-type: none"> Identify and analyse potential partners for sport for development in a community Create and grow community networks Evaluate the communication needs of different audiences and select/adapt appropriate communication methods for: <ul style="list-style-type: none"> Key organisations and agencies Community stakeholders Influencers Networks Marginalised groups Potential participants Produce formal communications in writing Create and make effective speeches and presentations Make effective contributions to meetings Use community events and other opportunities to advocate sport for development and sport for development initiatives Use social media to communicate with stakeholders and potential participants Identify and address cultural issues, including language, which may affect communication and relationship building | <ul style="list-style-type: none"> The purpose and value of relationship building and effective communication in sport for development Principles of effective interpersonal communication Principles of intercultural communication and relationship building The purpose and value of building networks within a community and seeking opportunities to be involved in the life of the community Principles of effective relationship building, for example, inclusion, respect, transparency, trust, reliability, reciprocity The value and importance of respecting and acknowledging the aims and objectives of community stakeholders even when these are different to those of own organisation Community events and other types of opportunity to advocate sport for development and sport for development initiatives | <ul style="list-style-type: none"> Coordinator Activator (needing some subtraction) | <ul style="list-style-type: none"> A1. Establish, develop and maintain collaborative working relationships with community stakeholders A4. Establish, develop and maintain inclusive and collaborative working relationships with sport for development participants |
| 5 - Identifying Community Needs and Assets | <ul style="list-style-type: none"> Identify, collect and analyse the information needed to carry out community mapping Structure a community mapping to cover, for example: <ul style="list-style-type: none"> Information sources Social, economic, cultural and language Geography Demographics and diversity Key organisations and agencies Assets and resources Stakeholders Influencers Networks Marginalised groups Challenges Development needs Other development initiatives Role of sport Sport organisations Consult on and verify a community mapping with stakeholders Use information technology solutions to assist with community mapping | <ul style="list-style-type: none"> The principles of asset-based community development The value and importance of having a clear and verified understanding of a community before a sport for development initiative Different types of communities: <ul style="list-style-type: none"> Shared locality Shared characteristics Shared interests Features of communities relevant to Sport for Development | <ul style="list-style-type: none"> Coordinator | <ul style="list-style-type: none"> A2. Analyse community needs and identify the potential benefits and risks of sport as a vehicle for social and individual development A3. Consult with the community to develop proposals for sport for development programmes |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|---|--|--|--|--|
| 6 - Identifying, Analysing and Engaging Potential Target Groups | <ul style="list-style-type: none"> Identify potential target groups for sport for development initiatives in a community Identify the specific needs of potential target groups and the benefits they may gain from a sport for development initiative Identify factors which may motivate and facilitate the participation of a target group Identify and overcome potential barriers to participation for a target group Identify potentially challenging behaviours by members of a target group and strategies to engage and sustain their involvement Reach out to and engage potential target groups | <ul style="list-style-type: none"> The value and importance of building a clear understanding of potential participants before a sport for development initiative Types of target groups (for example, women and girls, disabled people, marginalised communities etc.) who may participate in sport for development initiatives and their potential development needs Potential benefits of using sport for development activities for a range of target groups Factors which may motivate and facilitate participation in sport for development activities Factors which may be barriers to participation in sport for development activities for some target groups Potentially challenging behaviour by potential participants | <ul style="list-style-type: none"> Coordinator Activator | <ul style="list-style-type: none"> A2. Analyse community needs and identify the potential benefits and risks of sport as a vehicle for social and individual development A5. Facilitate the recruitment and engagement of community members in sport for development initiatives |
| 7 - Fundraising | <ul style="list-style-type: none"> Identify and evaluate relevant funding sources for a sport for development initiative and the required criteria for success Make a convincing case for funding and make successful applications and bids Consult within the organisation and the community on potential funding applications Manage external funding sources to ensure the success of an initiative Develop financial and funding strategies and business plans for community organisations Help community groups develop and manage realistic budgets for themselves Assist community groups to identify, evaluate and implement fundraising options Assist community groups to manage relationships with external funding sources | <ul style="list-style-type: none"> Sources of funding for sport for development initiatives Organisational values and objectives which affect the appropriateness of different sources of funding Community fundraising options appropriate to sport for development initiatives Sources of competent advice on financial sourcing and management What constitutes fraudulent behaviour Sources of financial expertise within the community Models of financial management for community groups | <ul style="list-style-type: none"> Coordinator | <ul style="list-style-type: none"> B1. Obtain financial resources for sport for development initiatives B2. Support communities to obtain financial resources for the sustainability of sport for development initiatives |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|---|--|--|---|--|
| 8 - Managing Financial Resources for Sport for Development | <ul style="list-style-type: none"> • Develop, implement and revise budgets for a sport for development initiative • Consult within the organisation and report on financial issues • Make a case for and source funding from within the organisation • Carry out financial negotiations • Identify and respond to potentially fraudulent and corrupt behaviour • Review and improve financial performance | <ul style="list-style-type: none"> • The value and importance of effective financial management in sport for development initiatives • Aims, objectives and plans for own area of responsibility • The scope of own financial and budgetary responsibilities and authority within the organisation • Lines of responsibility for financial sourcing and management in the organisation and approval processes • Organisational procedures for financial management and reporting • Different funding models for sport for development organisations and initiatives • Different models for budgetary delegation • Typical areas of income and expenditure in sport for development activities • Monitoring and evaluation procedures for budgetary management | <ul style="list-style-type: none"> • Coordinator | <ul style="list-style-type: none"> • B3. Manage financial resources for sport for development initiatives |
| 9 - Managing Facilities, Equipment and Consumables for Sport for Development | <ul style="list-style-type: none"> • Work with communities to identify, evaluate and access facilities, equipment and other resources needed for sport for development initiatives • Work with community members to adapt existing community resources for sport for development activities • Engage community members in the ongoing management and improvement of facilities, equipment and consumables, including their security • Develop and implement maintenance schedules for facilities and equipment | <ul style="list-style-type: none"> • Principles of asset-based community development • Why it is important to identify and, where possible, adapt and make use of existing community facilities and equipment • Organisational requirements for purchasing new equipment and consumables • Organisational and legal requirements covering the use of facilities, equipment and consumables, including health, safety and environmental considerations • Organisational and legal requirements covering record keeping on the use of facilities, equipment and consumables • Security procedures covering facilities, equipment and consumables • Procedures for the maintenance of facilities and levels of consumables • Manufacturers' procedures for the maintenance of equipment | <ul style="list-style-type: none"> • Coordinator • Activator (needing some subtraction) | <ul style="list-style-type: none"> • B4. Manage, adapt and develop facilities, equipment and consumables for sport for development initiatives • B5. Supervise the use of facilities, equipment and consumables for sport for development activities |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|--|---|---|---|---|
| 10 - Planning Sport for Development Programmes | <ul style="list-style-type: none"> • Work with communities to design sport for development programmes which meet their needs, interests and resources • Plan for the sustainability of sport for development programmes • Identify and analyse potential participant groups • Identify and evaluate the potential inputs of other organisations and agencies • Engage other organisations and agencies in sport for development programmes • Identify sport and physical activity with other types of learning which have broader development goals • Programme sport for development activities • Assess and manage the risks involved in a sport for development programme • Plan participant progression routes (both in sport and for personal and social development) • Integrate monitoring and evaluation procedures into programme planning • Work with communities to design appropriate policies and procedures for a sport for development programme, covering for example: <ul style="list-style-type: none"> • participation in sport and physical activity • health, safety and security • security • protection and welfare of participants • ground rules for staff, volunteers, participants, spectators and family members • confidentiality of information and data • inclusive practice • participant rights and responsibilities • environmental protection • participant referral • Communicate policies and procedures to community stakeholders, staff, volunteers and participants • Monitor the implementation of policies and procedures and reinforce their application • Obtain feedback on policies and procedures from community stakeholders | <ul style="list-style-type: none"> • Principles of asset-based community development • Why it is important to identify and, where possible, adapt and make use of existing community facilities and equipment • Organisational requirements for purchasing new equipment and consumables • Organisational and legal requirements covering the use of facilities, equipment and consumables, including health, safety and environmental considerations • Organisational and legal requirements covering record keeping on the use of facilities, equipment and consumables • Security procedures covering facilities, equipment and consumables • Procedures for the maintenance of facilities and levels of consumables • Manufacturers' procedures for the maintenance of equipment • The principles of behaviour change • The importance of designing sport for development programmes which align with community culture, needs and priorities • The importance of including future opportunities for sustainability when designing sport for development programmes • The principles of sport for development programme planning, including ensuring a whole programme approach which integrates all components in an effective way • The range of different potential target groups and their likely needs and interests • Progression routes in sport and in other areas of personal development for participants • The importance of community engagement and the longer-term sustainability of programmes • Sources of information on other sport for development initiatives which could be adapted to a community's needs • The types of risks which may affect the success of a sport for development programme and risk mitigation measures • The value and importance of monitoring and evaluating sport for development programmes and including monitoring and evaluation in programme design • The value and importance of working with the community to design policies and procedures which cover key aspects of a sport for development programme • Key aspects of a sport for development programme which need to be covered by policies and procedures | <ul style="list-style-type: none"> • Coordinator • Activator (needing some subtraction) | <ul style="list-style-type: none"> • C1. Work with communities to develop sustainable sport for development programmes which address social and individual needs • C2. Develop and implement policies and procedures for a sport for development initiative |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|--|---|--|---|---|
| 11 - Coordinating and Adapting Sport for Development Programmes | <ul style="list-style-type: none"> • Coordinate a sport for development programme, making best use of the physical and financial resources and the knowledge and skills of community stakeholders, staff, volunteers and participants • Work with community stakeholders, staff, volunteers and participants to monitor and evaluate the ongoing effectiveness of a sport for development programme • Monitor participant progress and achievements • Apply progression opportunities for participants in sport activity or other areas for participant development • Engage participants, staff, volunteers and community stakeholders in celebrating the achievements of sport for development programme • Work with community stakeholders, participants and volunteers to plan ways of sustaining a sport for development initiative in the community | <ul style="list-style-type: none"> • The value and importance of monitoring a sport for development programme during its implementation and identifying variations from programme plans, policies and procedures • The importance of identifying emerging needs and opportunities to adapt a sport for development programme to improve the achievement of its goals • The types of conflict and unwanted behaviours that may occur during a sport for development programme and appropriate strategies to manage these • Arrangements which need to be finalised at the completion of a sport for development programme, including record keeping • Examples of how sport for development programmes can be embedded in a community for longer-term sustainability | <ul style="list-style-type: none"> • Coordinator | <ul style="list-style-type: none"> • C3. Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes • C4. Transition sport for development programmes into sustainable initiatives |
| 12 - Planning and Preparing Sport for Development Activities | <ul style="list-style-type: none"> • Work effectively with paid staff, volunteers and participants when planning sport for development activities • Plan activities which align with the aims of a sport for development programme and participant interests and needs • Identify and manage possible contingencies that may occur when running sport for development activities • Identify individual motivations, disincentives and barriers for participants taking part in sport for development activities and develop strategies to address these | <ul style="list-style-type: none"> • The principles, methods and formats of activity planning • The value and importance of engaging participants and other stakeholders in planning and helping to implement sport for development activities • The value and importance of ensuring activity plans are consistent with the programme objectives and understanding own expected contributions • The different types of paid staff and volunteers to work with when planning sport for development activities • Types of concerns or barriers which may inhibit participants in taking part in sport for development activities • The importance of contingency planning and the types of circumstances that may vary during the running of an activity | <ul style="list-style-type: none"> • Activator | <ul style="list-style-type: none"> • C5. Work with participants to plan and prepare sport for development activities |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|---|---|---|---|--|
| 13 - Delivering and Adapting Sport for Development Activities | <ul style="list-style-type: none"> • Work in a participant centred way • Choose, apply and adjust leadership styles appropriate to specific programme aims, activities and participants • Identify and minimise specific barriers to participation during an activity • Adapt activity plans to the needs of the participants as the activity progresses in a way that meets the activity's aims and objectives • Integrate personal and social development goals into an activity session and facilitate participants' understanding of these goals • Communicate with participants during sport for development activities • Provide motivational and supportive feedback to participants in line with activity objectives • How to manage participant behaviour to ensure positive outcomes from sport for development activities • Facilitate and respond to feedback from participants about the activity • Manage the timing of sport for development activities • Identify specific individual participant support needs • Enable participants to reflect on their activities and what they have learned | <ul style="list-style-type: none"> • The value and importance of a participant centred approach • Different activity leadership styles • The value and importance of preparing participants properly for a sport for development activity, taking account of their prior experience • The value and importance of effective communication with participants during an activity • The ground rules for the activity and why it is important that the participants understand these • The value and importance of monitoring participant performance and providing feedback • Motivational techniques to maintain and improve participant engagement • The value and importance of integrating personal and social development aims and objectives into the activity • The types of new needs and opportunities which may occur during an activity which may provide challenges or new opportunities for participant engagement • The value and importance of obtaining participant feedback on the activity • The value and importance of preparing participants physically and emotionally to conclude an activity • Types of additional support needs and progression opportunities which participants may need and the appropriate colleagues to refer these needs to • Reporting and recording processes to follow during and after leading an activity | <ul style="list-style-type: none"> • Activator | <ul style="list-style-type: none"> • C6. Work with participants to deliver, adapt and review sport for development activities |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|---|---|--|---|--|
| 14 - Facilitating Individual and Social Development | <ul style="list-style-type: none"> • Build facilitatory relationships with individual and group participants • Present a positive role model appropriate to the needs of participants in sport for development activities • Create and sustain a safe space in which participants can confidently communicate their experiences and feelings • Promote key sport for development objectives with participants, for example: <ul style="list-style-type: none"> • respect, fair play and tolerance • self-confidence and trust in others • motivation • personal responsibility and self-control • critical thinking • ability to manage conflict • personal resilience • goal orientation • adaptability • creative thinking • empathy • cooperation with others • communication skills • problem solving and decision making • safeguarding own welfare • Monitor and adapt social and individual development activities in response to participant progress and new and emerging needs • Stimulate participant review, reflection, transfer of learning to sustain change in their lives • Review and improve social and individual development activities | <ul style="list-style-type: none"> • The differences between facilitation and traditional sport coaching • The principles of behaviour change and how sport for development activities can promote behaviour change in participants • The value and importance of participatory learning (learning together) in stimulating social and individual development • The value and importance of relationship building with and between participants in stimulating behaviour change • The value and importance of participants having a safe space in which they can communicate experiences and feelings • The types of relationship which facilitators need to build with participants to stimulate social and individual development • The value and importance of identifying, acknowledging and building on participants' prior experiences in order to facilitate social and individual development • The value and importance of positive role modelling by the facilitator and participants in stimulating behaviour change • The value and importance of helping participants to reflect on their experiences, identify the impact on themselves, being able to transfer learning to different contexts in their lives and sustain behavioural change • The value and importance of enabling participants to identify and celebrate individual and group achievements | <ul style="list-style-type: none"> • Activator | <ul style="list-style-type: none"> • C7. Facilitate the social and individual development of sport for development participants |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|---------------------------------|---|--|--|--|
| 15 - Health, Safety and Welfare | <ul style="list-style-type: none"> Engage participants, colleagues, volunteers and community stakeholders in sharing responsibility for health, safety and welfare Carry out risk assessments for health, safety and welfare appropriate to own level of responsibility Manage risks to health, safety and welfare in a sport for development context as appropriate to own level of responsibility Contribute to the continuous improvement of health, safety and welfare procedures | <ul style="list-style-type: none"> The value and importance of all those involved in sport for development initiatives sharing responsibility for health, safety and welfare issues The roles which participants, colleagues, volunteers and community stakeholders can play in safeguarding health, safety and welfare Own responsibilities for health, safety and welfare The principles of risk assessment and mitigation Requirements for the safeguarding of children and vulnerable adults The types of risk to health, safety and welfare which may occur in a sport for development context Organisational requirements for health, safety and welfare, including recording and reporting procedures The value and importance of continuous improvement in regard to health safety and welfare | <ul style="list-style-type: none"> Coordinator Activator | <ul style="list-style-type: none"> C8. Safeguard the health, safety and welfare of sport for development participants |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|------------------------------------|---|---|---|--|
| 16 - Managing Staff and Volunteers | <ul style="list-style-type: none"> • Select and apply appropriate leadership styles for a sport for development team of paid staff and volunteers • Manage the specific needs of volunteers • Identify and analyse the needed composition of a sport for development team and the requirements for different roles • Develop a team structure appropriate to a sport for development initiative • Set and communicate goals for a team of paid staff and volunteers • Identify and nurture talent and potential in team members and participants • Develop job descriptions and person specifications for paid staff and volunteers • Recruit and select paid staff and volunteers appropriate to a sport for development team • Brief staff and volunteers, monitor their performance and provide open, honest and motivational feedback appropriate to their needs • Identify and implement development opportunities for paid staff and volunteers • Plan for succession within a sport for development team • Devise and apply team building activities for a sport for development team of paid staff and volunteers • Empower paid staff and volunteers to take more responsibility for decision making within an organisational framework • Encourage and support team and individual reflection and continuous improvement • Manage the exit of paid staff and volunteers from the team • Identify and address conflict, grievances and other performance issues in the team of paid staff and volunteers | <ul style="list-style-type: none"> • The value and importance of effective leadership when managing sport for development staff and volunteers • The differences between leading and managing paid staff and volunteers • Different leadership styles when managing sport for development teams • The value and importance of a whole team approach in sport for development and continuously developing and sustaining team performance • The value and importance of supporting team and individual staff member and volunteer talent development and progression • The principles of team building and development • The principles of delegation and encouraging team member decision making and responsibility • Specific issues to address in the management of volunteers • Organisational and legal requirements for the recruitment, retention and management of staff and volunteers • The different factors which can motivate staff and volunteer performance and those which contribute to low staff retention in sport for development • The value and importance of staff and volunteers having a clear understanding of team values and goals, and their own roles and responsibilities • The value and importance of staff and volunteers receiving open and honest feedback on their performance • Organisational procedures and good practices to manage conflict, grievances and issues affecting performance and attendance at work | <ul style="list-style-type: none"> • Coordinator | <ul style="list-style-type: none"> • D1. Plan, support and progress a sport for development team • D2. Recruit and select paid staff and volunteers for sport for development initiatives • D3. Lead the work of paid staff and volunteers in a sport for development initiative • D4. Support and mentor volunteers in a sport for development initiative |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|--|---|--|---|---|
| 17 - Organisational Capacity Building and Sustainability | <ul style="list-style-type: none"> • Collect and analyse the information needed to develop organisational strategy • Develop vision, mission, goals, SMART objectives, values and policies • Implement strategy and manage the change involved • Monitor, review and update organisational strategy • Develop recommendations on organisational strategy for decision makers and influence their thinking • Analyse an organisation's capacity building needs • Design, implement and evaluate training and development plans • Promote, stimulate and support community learning • Help to build the capacity and sustainability of community organisations | <ul style="list-style-type: none"> • The value and importance of organisational strategy both for sport for development and community organisations • The role of sustainability in strategic and organisational development • The principles of organisational strategic development and implementation • Organisational structures in sport for development organisations and community organisations • Management of change principles • Information and data to collect and analyse in order to develop organisational strategy • Organisational decision-making channels and procedures regarding strategy development and review • The principles of organisational capacity building • The principles and stages of training and development • Specialist sources of information, advice, support and guidance on capacity building and individual and team development • The value and importance of learning to community development • The principles of community-based learning • Specific issues to consider when building the capacity and sustainability of community organisations, including funding sources | <ul style="list-style-type: none"> • Coordinator | <ul style="list-style-type: none"> • E1. Contribute to the development of the organisation's strategy • E2. Plan and coordinate training and development for sport for development staff and volunteers • E3. Plan and coordinate the development and empowerment of community members • E4. Support the sustainable development of community organisations |

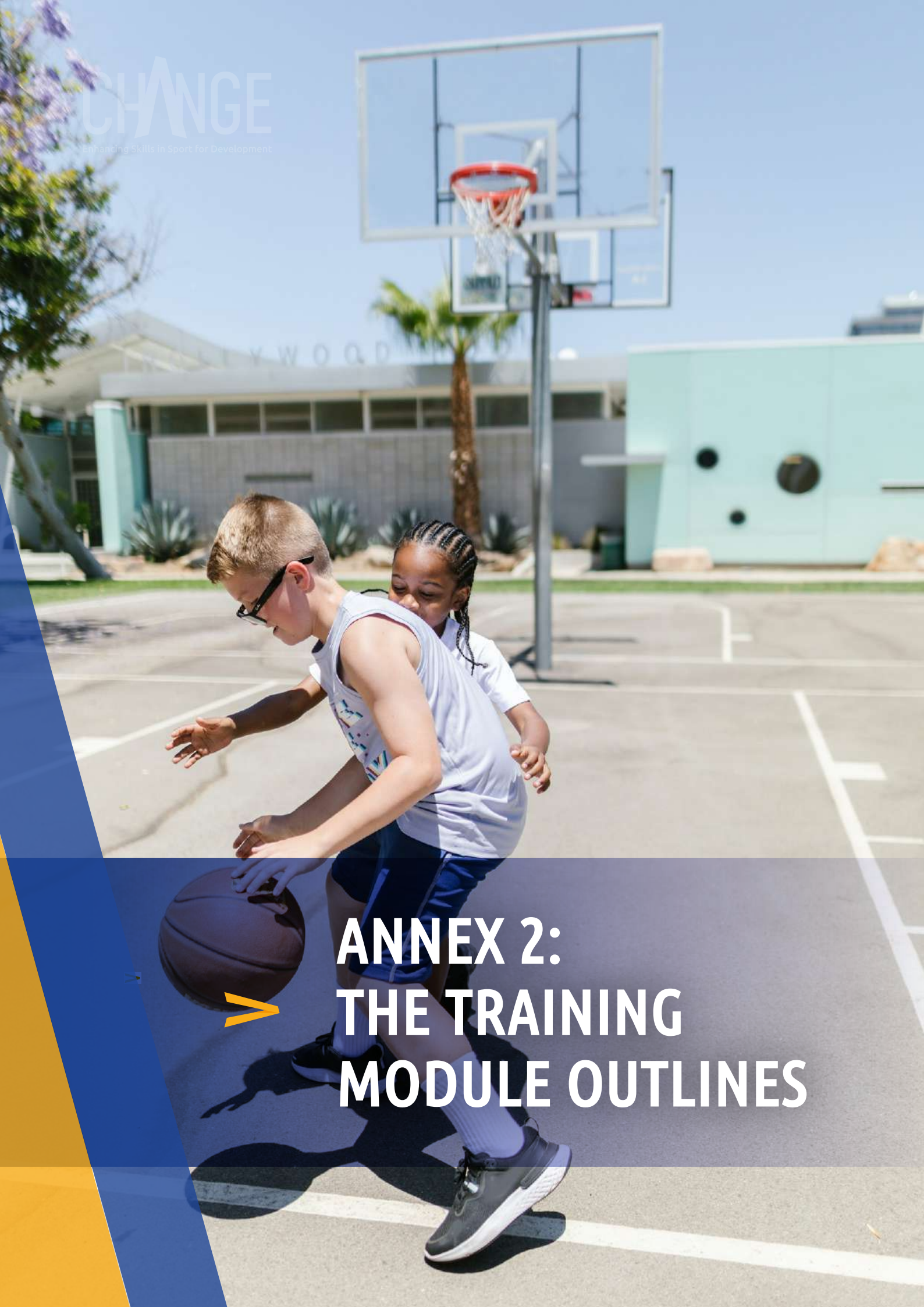
| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|--|--|--|---|---|
| 18 - Working in Partnership with Other Organisations and Agencies | <ul style="list-style-type: none"> Identify sport organisations and federations which may be relevant to a specific sport for development initiative Analyse the strategies and policies of sport organisations and federations and identify the contributions they could make to a sport for development initiative Identify non-sport organisations which may be relevant to a sport for development initiative and analyse their strategies and policies for relevance Analyse the Strengths, Weaknesses, Opportunities and Threats involved in potential partnerships with sport and non-sport organisations and develop a case for partnership Approach other organisations and present win-win opportunities for partnership Negotiate and plan partnership working arrangements with due regard to mutual strengths and weaknesses Evaluate the appropriateness of formal and informal contractual arrangements Establish communication channels and working arrangements with partner organisations Evaluate the effectiveness of partnership arrangements and identify ways of improving collaborative working Support community organisations to build relationships with other organisations and agencies | <ul style="list-style-type: none"> The value and importance of working in partnership with other organisations and agencies to enhance sport for development initiatives The principles of partnership working (for example, negotiation, mutually agreed goals, respectful working, agreed roles and responsibilities and boundaries, trust, regular communication and review etc.) Different types of partnerships – formal, informal, short-term, long-term etc. The range of sport organisations and federations that can be used to enhance Sport for Development and the contributions they can make Strategies and policies of sport organisations and federations relevant to Sport for Development The range of non-sport organisations that can be used to enhance Sport for Development (for example, social services, education providers, government departments, local authorities etc.) and the contributions they can make Relevant information sources Different types of contractual arrangements (for example, formal and informal) Organisational policies and procedures relevant to partnership working The range of sport and non-sport organisations which can support community organisations and development initiatives | <ul style="list-style-type: none"> Coordinator | <ul style="list-style-type: none"> F1. Establish and maintain collaborative working relationships with partner and potential partner organisations F2. Support communities to build working relationships with other organisations and agencies |
| 19 - Marketing and Communication | <ul style="list-style-type: none"> Select appropriate messages and methods to stimulate and sustain the interest of communities and potential target groups Develop, implement and evaluate marketing and communications plans for sport for development initiatives and activities Use social media to communicate with stakeholders and potential participants Organise events and other types of activities to promote sport for development initiatives Support community groups and stakeholders to organise events and promotional activities Represent sport for development initiatives at community events | <ul style="list-style-type: none"> The principles of marketing and communications Legal, ethical and organisational considerations relevant to marketing and communications Potential barriers to marketing and communicating sport for development initiatives The types of promotional activities appropriate to sport for development initiatives Community networks and other channels that can be used to promote sport for development in the community | <ul style="list-style-type: none"> Coordinator Activator (needing some subtraction) | <ul style="list-style-type: none"> G1. Promote sport for development programmes G2. Compile and disseminate information about sport for development initiatives G3. Represent sport for development initiatives at community level |

| Topic Area | Skills (knows how to): | Knowledge (knows): | Role Application | Relevant Occupational Standards |
|---|--|--|---|---|
| 20 - Monitoring, Evaluation and Dissemination | <ul style="list-style-type: none"> Identify (for a sport for development initiative): <ul style="list-style-type: none"> the purpose and scope of the monitoring, review and evaluation exercise key performance indicators and outcomes the timescales and deadlines for monitoring, reviewing and evaluating activities the criteria for monitoring, reviewing and evaluating activities including procedures for dealing with sensitive and confidential information the time and resource implications of undertaking evaluations Engage and support communities and participants, as well as staff and volunteers, in monitoring and evaluation activities Devise and implement data collection and validation methods appropriate to a sport for development initiative Identify and plan for possible contingencies during monitoring and evaluation activities Compile and analyse data when monitoring and evaluating sport for development initiatives Create monitoring and evaluation reports for sport for development initiatives Devise and implement a dissemination strategy for sport for development initiatives Review and improve monitoring and evaluation frameworks and processes and reporting and dissemination activities. | <ul style="list-style-type: none"> The value and importance of monitoring and evaluation in sport for development, including the role and requirements of funding bodies and the need to identify impact The principles of monitoring and evaluation and what needs to be included in a monitoring and evaluation framework The value and importance of accuracy, honesty and integrity when carrying out monitoring and evaluation The value and importance of engaging all those involved in sport for development, including community stakeholders and participants, in monitoring and evaluation Principles and approaches to data collection and validation Legal and organisational requirements covering data protection and privacy Principles and approaches to data analysis Reporting and dissemination methods The application of information technology solutions to assist monitoring and evaluation The value and importance of continuous improvement when designing and implementing a monitoring and evaluation framework | <ul style="list-style-type: none"> Coordinator Activator (needing some subtraction) | <ul style="list-style-type: none"> H1. Coordinate the monitoring, review and evaluation of sport for development initiatives H2. Collect data relevant to sport for development initiatives H3. Analyse data and produce monitoring and evaluation reports on the impact of sport for development initiatives H4. Communicate the impact of and learning from sport for development initiatives |

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

CHANGE

Enhancing Skills in Sport for Development



ANNEX 2: THE TRAINING MODULE OUTLINES



KEY ROLE A ► Engage Communities in Sport for Development Initiatives

► MODULE 1: COLLABORATIVE PRACTICE WITH COMMUNITIES

Target: Coordinators and Activators

Relevant Occupational Standards

A1 Establish and develop collaborative working relationships with community stakeholders.

A4 Establish and develop inclusive and collaborative working relationships with sport for development participants

EQF Level: 5/6

Summary

This module will outline how participants can facilitate, develop and employ collaborative practice when establishing and developing working relationships, by being able to identify relevant community stakeholders, policy makers and sport for development participants, key information and focusing on the use of communicative, interactive and inclusive action.

Learning Outcomes

By the end of this module, you will:

L01: Understand the purpose and value of relationship building and effective communication in Sport for Development.

L02: Understand the principles of effective relationship building: communication, respect, inclusion, transparency, trust, reliability, reciprocity and intercultural collaboration.

L03: Know how to identify potential partners and participants for sport for development programmes

L04: Know how to use a variety of techniques and opportunities to build relationships with community stakeholders and participants.

Suggested learning activities

As this module consists of the practical application of knowledge and action, facilitators could use a mixture of taught sessions and practical workshops or case studies to simulate real life scenarios, allowing participants to experience the ways in which practitioners apply theoretical concepts whilst working with real people.

> MODULE 2: DEVELOPING PROPOSALS FOR SPORT FOR DEVELOPMENT INITIATIVES

Target: Coordinators

Relevant Occupational Standards

A2 Analyse community needs and identify the potential benefits and risk of sport as a vehicle for social and individual development.

A3 Consult with the community to develop proposals for sport for development programmes.

EQF Level: 6

Summary

This module will enable participants to understand how to develop a sport for development proposal, by working and consulting with the community to identify, extract, elaborate and evaluate key information (through an asset-based community development approach) to inform planned action towards developing an appropriate and effective sport for development programme.

Learning Outcomes

By the end of this module, you will:

L01: Know how to identify, evaluate and prioritise community needs and interests and determine which intervention will be the most beneficial to the community/ target group.

L02: Know how to identify and assess the benefits and risks of utilising sport as a tool for development, evaluating its effectiveness for the intended community/ target group.

L03: Understand how to establish close working relationships with the community, facilitating a continual dialogue and promoting participant input and feedback where possible.

L04: Be able to apply current knowledge of collaborative practice, as well as past and extant sport for development approaches and methods, to develop a proposal for a realistic and feasible sport for development programme.

Suggested learning activities

This module consists of working with others and critical thinking in identifying important pieces of information required to develop sport for development programme proposals. Therefore, facilitators could utilise an array of practical methods of delivery (such as workshops or case studies) which can enhance some more 'formal' taught sessions on the theory behind proposal development. Group work could be used to simulate working with others/ collaboration via the development of a hypothetical proposal using a major funder's live bidding process.

➤ MODULE 3: PARTICIPANT ENGAGEMENT, RECRUITMENT AND RETENTION

Target: Activators

Relevant Occupational Standards

A4 Establish and develop inclusive and collaborative working relationships with sport for development participants.

A5 Facilitate the recruitment and engagement of community members in sport for development initiatives.

EQF Level: 4/5

Summary

This module will outline the ways in which participants can facilitate the recruitment and retention of community members for relevant sport for development programmes through engaging, participative and collaborative methods, whilst fostering inclusive and mutual relationships with programme participants.

Learning Outcomes

By the end of this module, you will:

L01: Know how to accurately identify intended target groups and key stakeholders within the community.

L02: Know how to identify, evaluate and implement recruitment and retention methods appropriate for target participants.

L03: Be able to facilitate collaboration with potential sport for development participants, promoting and supporting feedback throughout.

L04: Understand and respect the importance and relevance of socially and culturally inclusive language and practice, and the potential barriers some groups may face regarding access.

Suggested learning activities

This module is centred upon creating engaging and inclusive working relationships in order to recruit and retain potential sport for development programme participants. Therefore, facilitators could use a mixture of academic theory regarding methods of collaboration and recruitment, but also practical, scenario-based teaching in order for participants to practice applying their knowledge to real life situations.

➤ MODULE 4: FINANCIAL RESOURCE MANAGEMENT

Target: Coordinators

Relevant Occupational Standards

B1 Obtain financial resources for sport for development initiatives.

B2 Support communities to obtain financial resources for the sustainability of sport for development initiatives.

B3 Manage financial resources for sport for development initiatives.

EQF Level: 6

Summary

This module outlines key principles and best practice in identifying, obtaining and managing sustainable financial resources required for sport for development programmes and for the wider development of the community, and the key terminology surrounding this.

Learning Outcomes

By the end of this module, you will:

L01: Be able to identify the financial resources that are required by the community and sport for development programmes.

L02: Understand how to assist and support communities with the acquisition, development and management of their financial resources.

L03: Be able to identify the relevant funding sources and know how to produce funding applications, tenders and bids to obtain financial resources for sport for development programmes.

L04: Know how to manage and monitor income and expenditure for sport for development programmes.

Suggested learning activities

As this module covers the different aspects of financial resource management, formal face-to-face learning could be utilised by facilitators alongside other activities such as directed reading tasks, to support practical application of these skills (e.g., in workshops/ practicals). A workshop exercise that may be beneficial is to engage participants in costing out different types of sport for development interventions (based on scale, duration, location etc), then beginning to suggest possible funding sources that would be most appropriate based on the needs of the programme and the criteria of said sources.

> MODULE 5: SUPERVISING FACILITIES, EQUIPMENT AND SUPPLIES

Target: Activators

Relevant Occupational Standards

B5 Supervise the use of facilities, equipment and consumables for sport for development activities.

EQF Level: 4

Summary

This module will enable participants to carry out the supervision and management of facilities, equipment, and consumables that are required for sport for development activities, whilst upholding organisational procedures, codes of conduct and health and safety measures.

Learning Outcomes

By the end of this module, you will:

L01: Be able to identify available and suitable facilities, equipment and consumables to use for relevant sport for development programmes.

L02: Know how to ensure physical resources are consistent with participants and their needs.

L03: Be able to ensure the maintenance and inspection of physical resources are in line with organisational procedures.

L04: Know how to evaluate the effectiveness and appropriateness of facilities, equipment and consumables and know when to carry out improvements when necessary.

Suggested learning activities

As this module deals with the application and use of organisational, health and safety procedures and policies, facilitators could utilise directed reading and independent learning tasks to facilitate practical sessions regarding identification, evaluation and assessment of physical resources. A workshop exercise can be conducted that involves participants allocating non-financial, physical resources to a sport for development intervention for maximum return.

> MODULE 6: MANAGING FACILITIES, EQUIPMENT AND SUPPLIES

Target: Coordinators and Activators

Relevant Occupational Standards

B4 Manage, adapt and develop facilities, equipment and consumables for sport for development initiatives.

EQF Level: 4/5

Summary

This module will enable participants to manage physical resources, by assessing their effectiveness and appropriateness as well as maintaining and improving these resources in line with a sustainable approach, and organisational and health and safety guidelines and the requirements of the sport for development programme.

Learning Outcomes

By the end of this module, you will:

L01: Know how to identify and evaluate current community physical resources and their capacity to meet community needs.

L02: Be able to work with the community to discuss how to adapt relevant and appropriate facilities, equipment and consumables to meet the needs of all participants.

L03: Understand how to carry out relevant maintenance and health and safety measures with regard to sport for development facilities, equipment and consumables.

L04: Be able to produce a risk assessment of the appropriate facilities, equipment and consumables that will be used for sport for development programmes.

Suggested learning activities

As this module consists of management practices of sport for development resources, facilitators could implement face-to-face lecture style learning and discussions to enable participants to communicate and understand theory associated with this topic. For instance, a risk assessment exercise could be conducted using a realistic scenario, balancing the need for a safe environment with the realities of working in more less well-resourced settings.

➤ MODULE 7: DEVELOPING SPORT FOR DEVELOPMENT PROGRAMMES

Target: Coordinators

Relevant Occupational Standards

- C1 Work with communities to develop sustainable sport for development programmes which address social and individual needs.
- C2 Develop and implement policies and procedures for a sport for development initiative.
- C3 Coordinate, monitor and if necessary, adapt the delivery of sport for development programmes.
- C4 Conclude sport for development programmes and initiate sustainability.

EQF Level: 6/7

Summary

This module looks at the ways in which participants can work with communities to develop and implement sport for development programmes. Therefore, this course will help participants to develop the skills to coordinate and manage processes and procedures required to facilitate appropriate, successful and sustainable development programmes and their delivery.

Learning Outcomes

By the end of this module, you will:

- L01: Be able to identify appropriate stakeholders in order to attract and sustain participation through development of objectives, programme content, and resource identification.
- L02: Understand how to determine and meet legal, organisational and partner requirements for the sport for development programme, as well as developing programme policies and procedures.
- L03: Understand how to integrate sport and physical activity with individual and social development.
- L04: Know how to use monitoring and evaluation in order to critically review sport for development programmes and use this learning in future initiatives.

Suggested learning activities

Given that this module is focused upon the development of effective and relevant programming, facilitators could use a mixture of learning methods such as directed reading tasks, lectures, group work and discussion fora to deliver a rich understanding of the underpinning aspects of programme development. Moreover, applied learning methods (such as case studies and scenarios) can be used to fully recreate practical working experiences.

> MODULE 8: DEVELOPING SPORT FOR DEVELOPMENT PARTICIPANTS

Target: Activators

Relevant Occupational Standards

C5 Work with participants to plan and prepare sport for development activities.

C6 Work with participants to deliver, adapt and review sport for development activities.

C7 Facilitate the social and individual development of sport for development participants.

EQF Level: 5

Summary

This module will give participants the skills and understanding required for working with sport for development participants to facilitate their social and individual development, through resource identification and application, to cater to participants' current and emerging needs, aims and objectives.

Learning Outcomes

By the end of this module, you will:

L01: Understand how to apply an appropriate leadership style towards colleagues and participants to facilitate trusting relationships.

L02: Be able to develop, meet and adapt relevant and appropriate aims and objectives for sport for development programmes that identify and address community barriers or concerns.

L03: Know how to assist participants to develop and fulfil their current and emerging needs, aims and objectives, through encouraging participant feedback and signposting to further support services.

L04: Know how to identify future application and sustainability of participants' learning, to enable the continued development of social and other forms of capital through the programme.

Suggested learning activities

As this module is aimed at the facilitation of social and individual development of sport for development participants, facilitators can use practical methods of learning to enable participants to fully understand and experience working with others and the interactions needed to apply these skills. This could be in the form of workshops, case studies or discussion fora to talk through potential situations. In this way, theory such as Positive Youth Development can be utilised to engage in optimal practice for young people and explore the different ways to deliver 'effective practice'. This is one of the contexts in which it will be essential to challenge some of the assumptions of formal sports coaching.

> MODULE 9: MANAGING HEALTH AND SAFETY OF PARTICIPANTS

Target: Coordinators and Activators

Relevant Occupational Standards

C8 Maintain the health, safety and welfare of sport for development participants.

EQF Level: 4/5

Summary

This module will further participants' knowledge and understanding about current health, safety and welfare assessment, practice and procedures, as well as equipping them with ways and means to sustainably implement these actions.

Learning Outcomes

By the end of this module, you will:

L01: Be able to identify and assess potential hazards that could impact on participants, workers and other stakeholders in sport for development programmes.

L02: Know how to identify appropriate control measures to manage the identified risks.

L03: Understand and be able to follow and implement the correct and appropriate health, safety and safeguarding procedures during the sport for development programme process.

L04: Understand how to enable the safety of participants by working and consulting with them and colleagues to facilitate risk and hazard management.

Suggested learning activities

This module is focused on the health and safety of participants and practitioners engaging in a sport for development programme. Facilitators can use lecture style delivery methods to get across the key aspects of what participants need to be aware of, and practical or case study session for participants to get experience assessing and identifying potential risks.

> MODULE 10: RECRUITMENT OF TEAM MEMBERS

Target: Coordinators

Relevant Occupational Standards

D2 Recruit and select paid staff and volunteers for sport for development initiatives.

EQF Level: 5

Summary

This module is focused on effective and appropriate recruitment of volunteers and paid staff for sport for development initiatives, through the application and execution of organisational practices and procedures. Moreover, this module will equip participants to carry out a successful recruitment process.

Learning Outcomes

By the end of this module, you will:

L01: Understand how to develop, select and carry out appropriate and relevant recruitment processes incorporating fair and ethical selection methods (e.g. regarding equality, diversity and inclusion)

L02: Know the applicable organisational and legal requirements of the recruitment process.

L03: Know how to oversee appropriate background checks upon potential volunteers and paid staff.

L04: Appreciate how to manage the production of employment contracts and other appropriate documentation.

Suggested learning activities

Due to the focus of this module on recruitment methods and associated processes, facilitators could use lecture or seminar style learning activities, as well as some practical activities such as workshops to apply knowledge. For instance, participants could develop an Activator job description and person specification in accordance with a particular set of sport for development objectives, emphasising the need for a different skill set beyond that of a traditional sport coaching role.

> MODULE 11: LEAD A SPORT FOR DEVELOPMENT TEAM

Target: Coordinators

Relevant Occupational Standards

D1 Plan, support, and progress a sport for development team.

D3 Lead the work of paid staff and volunteers in a sport for development initiative

EQF Level: 6

Summary

This module will assist participants to develop their leadership of team members through the use of clear and robust communication methods. This will enable them to manage and support team members' progress through their work to facilitate effective sport for development activities.

Learning Outcomes

By the end of this module, you will:

L01: Understand how to configure a team from existing colleagues and volunteers, identifying the roles and responsibilities of each individual as they relate to the task.

L02: Be able to support team members through their work, from day-to-day life to challenging or stressful incidents.

L03: Know how to monitor and evaluate individual and team progress against the agreed aims and objectives.

L04: Appreciate how to embody an appropriate leadership style that promotes and supports diversity and inclusion within the team.

Suggested learning activities

As this module deals with working with staff members and volunteers, a practical approach could be taken to simulate the interpersonal and management skills required to deal with others and subsequent behaviour changes or personalities. This could be in the form of scenarios or workshops, which could be supported by seminars in which directed readings are discussed.

> MODULE 12: MANAGING SPORT FOR DEVELOPMENT VOLUNTEERS

Target: Coordinators and Activators

Relevant Occupational Standards

D4 Support the work of volunteers in a sport for development initiative.

EQF Level: 5

Summary

This module examines working with volunteers to facilitate a safe and effective working environment, through engagement and support of recruits in all their tasks. There is also an opportunity to examine progression routes for volunteers.

Learning Outcomes

By the end of this module, you will:

L01: Be able to work more effectively with participants to establish and articulate their needs and expectations of volunteering.

L02: Know how to identify volunteers' roles and responsibilities to ensure they carry out their tasks effectively and safely.

L03: Be able to support and supervise volunteers in their endeavours and address their evolving needs and requirements through continual feedback and specific training.

L04: Be able to support volunteers in their personal and vocational development, and seek opportunities to celebrate success.

Suggested learning activities

As this module deals with supporting and supervising people in their role as volunteers, facilitators could implement practical learning methods such as scenarios and case studies to facilitate real-life experience, supported by some independent reading tasks about what constitutes effective practice. Practical exercises could include developing marketing materials to encourage volunteering and creating volunteer development plans.



> MODULE 13: DEVELOPING ORGANISATIONAL STRATEGY

Target: Coordinators

Relevant Occupational Standards

E1 Contribute to the development of the organisation's strategy.

EQF Level: 6

Summary

Coordinators in sport for development sit at many different positions in their organisations, from the 'do everything' roles held by some in very small organisations to those who have more specific duties in larger contexts. In all cases, however, it is vital for Coordinators to be able to contribute to the development of strategy, leading or at least participating in the process of setting the organisational vision and deploying precious resources towards its achievement. Many funders require a clear strategy to be in place in order for resources to be awarded to sport for development organisations.

Learning Outcomes

By the end of this module, you will:

L01: Be able to analyse the external environment for your sport for development organisation, identifying the most important opportunities, threats and challenges.

L02: Know how to analyse the sport for development organisation's internal environment, with particular reference to the mission, culture and resources.

L03: Be able to contribute to the development of a strategic vision that builds on analysis of the external and internal environments.

L04: Understand how to deploy resources to ensure achievement of the sport for development organisation's vision.

Suggested learning activities

This module provides an introduction to some of the key aspects of the strategy process as they apply to sport for development settings. The focus on organisational culture can be given particular emphasis as this will vary greatly according to organisation size, type and location. Getting delegates to work through the Johnson and Scholes Cultural Web model, for example, enables them to think deeply about 'what works' within their own organisations and share experiences. The external environment can be analysed using Political, Economic, Sociological, Technological, Legal and Environmental (PESTLE) approach. The key challenge is to encourage delegates to research 'new' factors in the outside world their organisations do not currently appear to be accounting for. Similar exercises can be conducted against the remaining learning outcomes, aligning conceptual ideas to the practicalities of developing strategy in a dynamic environment.

> MODULE 14 DEVELOPING COMMUNITY AND TEAM MEMBERS

Target: Coordinators

Relevant Occupational Standards

E2 Plan and coordinate training and development for sport for development staff and volunteers

E3 Plan and coordinate the development and empowerment of community members

EQF Level: 6

Summary

A more sophisticated competency in sport for development is the ability to appreciate the nature of the workforce for a particular intervention/ programme/ organisation/ partnership and lead a process of developing it. The 'workforce' often consists of a broad range of stakeholders with very different needs, from experienced, paid staff to new volunteers in the community. Prior to designing and facilitating development opportunities, it is necessary to map the current state of the workforce and gain an understanding of gaps in knowledge, skills and experience that can be addressed through a variety of development opportunities. This module should emphasise the creative use of scarce resources in order to design and develop stimulating and relevant development for all members of the workforce.

Learning Outcomes

By the end of this module, you will:

LO1: Know how to develop an in-depth understanding of the required configuration of the workforce for a sport for development intervention.

LO2: Be able to audit the skills, knowledge and experience of members of the workforce, accounting for staff, volunteers and community members.

LO3: Be able to identify gaps to be addressed via personal development for relevant stakeholders.

LO4: Understand how to design, in collaboration with the intended participants, engaging personal development experiences.

Suggested learning activities

Having covered the main concepts behind workforce planning, skills auditing and gap analysis, the main focus of the module should be a creative exercise to simulate the production of appropriate personal development activities for a range of stakeholders. Delegates can be presented with fictitious biographies or can use actual examples from their own settings in order to create relevant programmes of training, volunteering, work experience, study and other forms of personal development.

> MODULE 15: DEVELOPING AND EMPOWERING THE COMMUNITY

Target: Coordinators

Relevant Occupational Standards

E3 Plan and coordinate the development and empowerment of community members

EQF Level: 6-7

Summary

Facilitating the empowerment of community members lies at the heart of successful sport for development work and should be accounted for as soon as a programme or intervention is initially considered. Empowerment incorporates the fostering of a critical consciousness within participants. This enables them to exercise greater agency and feel more confident as power is passed to them. This is a complex process but is essential if participants are going to be able to stimulate and sustain social change for the benefit of themselves and their communities.

Learning Outcomes

By the end of this module, you will:

L01: Be able to use learning opportunities that arise from community activity to share ideas, skills, knowledge and experience amongst community members.

L02: Know how to identify how to facilitate a safe environment within which participants can engage in critical reflection on interpersonal and social processes.

L03: Be able to judge when and how to take over responsibility for decision-making to the community in accordance with individual desires and self-belief.

L04: Appreciate the use of different leadership styles in developing, supporting and nurturing community leadership.

Suggested learning activities

This module should provide delegates with an enhanced understanding of empowerment, informed by academic perspectives and supported with examples of good practice. Delegates should be encouraged to discuss the meaning of empowerment in a range of contexts, and in particular it will be important to consider what the development of a critical consciousness means in practice. In some contexts, this is accompanied by threats, so delegates should be enabled to discuss a range of examples and think about the contexts within which they work as sites for empowerment in different forms.

> MODULE 16: CREATING PARTNERSHIPS WITH OTHER AGENCIES

Target: Coordinators

Relevant Occupational Standards

F1 Establish and maintain collaborative working relationships with partner and potential partner organisations

EQF Level: 6

Summary

In the sport for development sector, it is particularly important to be able to identify the potential benefits of working with other organisations (public, private, local national etc) by creating win-win partnerships. Building joint projects will have a deeper and more sustainable impact on the development of communities, groups and individuals. This module will help you develop the specialist skills of conceiving, constructing and managing partnerships for the benefit of sport for development programmes.

Learning Outcomes

By the end of this module, you will:

L01: Be able to identify and articulate the benefits of working in partnership towards selected sport for development outcomes.

L02: Know how to design partnerships in the best configuration for the achievement of the desired development outcomes.

L03: Understand how to proactively initiate relationships with other organisations and key people in order to establish sport for development partnerships.

L04: Understand the importance of providing leadership and clear communication in order to maximise the productivity of the sport for development partnership.

Suggested learning activities

This module captures a strategic activity that requires critical thinking in order to optimise the outcomes achieved through partnership working. It is therefore suggested that facilitators utilise a mix of academic theory and role-play exercises. For instance, learners could be given a sport for development objective with contextual information, then asked to choose potential partners from a lengthy menu in order to configure the preferred partnership for the achievement of the objective.

> MODULE 17: MAKING PARTNERSHIPS WORK

Target: Activators

Relevant Occupational Standards

F2 Act as an intermediary between communities and other organisations and agencies

EQF Level: 5

Summary

This module, aimed primarily at Activators, centres on the need to maintain strong working relationships with partners across a range of sectors. Activators need to be able to understand the motivations and aims of the community members they are supporting, advocating on their behalf where necessary. They will also be expected to work closely and collaboratively with a range of donors and other professional partners, ensuring high-quality communication occurs in all directions and representing the intervention with professionalism and clarity.

Learning Outcomes

By the end of this module, you will:

L01: Understand how to establish and maintain productive, interpersonal relationships with community members and other project stakeholders as required by the Activator role.

L02: Appreciate the importance and practicalities of representing community members' interests in interactions with partners.

L03: Be able to exchange information accurately and promptly between partners in order to advance the intervention.

L04: Understand how to support community stakeholders to conduct productive interactions with outside agencies.

Suggested learning activities

This module encapsulates the requirement for Activators to be much more than just sport coaches. The emphasis, however delivered, should be upon encouraging Activators to use their communication skills and empathy in a range of applications beyond facilitating sporting activity. Tutors could, for instance, set up a role play to simulate the first meeting between an activator and a representative of a donor organisation. The challenge for the activator will be to understand the donor's motivations and make sure information is exchanged that is likely to strengthen the partnership. The rest of the group could be encouraged to give feedback and share experiences.

> MODULE 18: MAKING PARTNERSHIPS WORK

Target: Coordinators

Relevant Occupational Standards

F2 Act as an intermediary between communities and other organisations and agencies

EQF Level: 6/7

Summary

This module, aimed primarily at Coordinators, centres on the need to maintain strategic relationships with partners across a range of sectors. Coordinators need to be able to understand and communicate the issues present within the communities they are supporting and advocate at a senior level to ensure ongoing support for initiatives. It is important for Coordinators to understand and apply the concept of 'boundary spanning' in the sport for development context, so that they can represent the initiative to good effect in higher-level discussions with partners.

Learning Outcomes

By the end of this module, you will:

L01: Be able to work effectively with community stakeholders to develop their appreciation of external agencies' aims, motivations and working practices ahead of formal communication taking place.

L02: Be able to act as an effective boundary spanner, appreciating the aims and working practices of a diverse range of partners and ensuring clear communication channels are established.

L03: Know how to explore and agree with individuals the strategy and approach to presenting their views and interests, based on an evaluation of the anticipated viewpoints of those with whom they will be communicating.

L04: Be able to support community stakeholders to develop communication skills in multiple forms and produce high-quality material relevant to the needs of external agencies.

Suggested learning activities

This module presents an opportunity for academic learning to be applied directly to the practicalities of coordinating sport for development initiatives. Participants could be introduced to the concept of boundary spanning (e.g., Keszey 2018) and its component activities discussed. They could be encouraged to share experiences and identify a common understanding of good practice in this area in order to operationalise the concept. In groups, learners can be tasked to discuss the challenges of boundary spanning in a number of authentic scenarios, focusing on issues such as language and cultural barriers, dealing with donors who are too powerful/ prescriptive etc.

► MODULE 19: SHARING INFORMATION

Target: Activators

Relevant Occupational Standards

G1 Promote sport for development programmes to target groups in the community

G3 Represent sport for development initiatives at community level

EQF Level: 4-5

Summary

This module is aimed at Activators and focuses upon good practice in communicating the benefits of participation in programmes and interventions to target communities as well as to wider stakeholders. Whilst it may fall under the remit of Coordinators to develop an overarching marketing and information strategy, it is very important for activators to be able to communicate effectively in terms of style and content. In particular, it is key to ensure that the voices of individuals from marginalised communities are represented in the information that is gathered and disseminated.

Learning Outcomes

By the end of this module, you will:

L01: Understand how to identify the essential information required by members of marginalised communities targeted by a sport for development programme in order to encourage participation.

L02: Know how to determine the most effective communication and promotional materials and methods relevant to the target group.

L03: Be able to promote more effectively the benefits of sport for development opportunities within the community, and of working in partnership with your organisation to mutual advantage.

L04: Be able to ensure all information provided is ethical, truthful and honest and reinforces a relationship based on mutual confidence and trust with community members, whilst conforming to GDPR requirements.

Suggested learning activities

This module emphasises one of the core differences between a sport for development activator and typical community-based sport coaching roles. The ability to harvest information and communicate it appropriately is key within a sport for development setting, particularly if the Activator has come from the Global North to work with indigenous communities of the Global South. It is therefore suggested that facilitators explore the nature and diversity of information as it applies to a range of settings. Some delegates will have their own experiences to share of 'what works,' hopefully precipitating discussions around the representation of Indigenous voices in programme information.

> MODULE 20: HEARING COMMUNITY VOICES

Target: Coordinators

Relevant Occupational Standards

G2 Compile and disseminate information about sport for development initiatives

EQF Level: 6

Summary

Sport for development, like other community contexts, is an information-rich environment. It is therefore critical for Coordinators to be able to work with community members to sift through the body of knowledge that will grow over time as an intervention matures and determine which aspects of it need to be shared more widely. The dissemination of information regarding a programme can have a fundamental impact on how it is viewed by target communities as well as external stakeholders such as funders, so the Coordinator must be able to exercise judgement and empathy at every turn.

Learning Outcomes

By the end of this module, you will:

L01: Know how to ensure community voices are central in the identification, gathering and dissemination of information relating to sport for development.

L02: Be able to support the research process, working with the community to establish and implement the appropriate research agenda.

L03: Be able to select the most impactful messages as well as the media for their dissemination to relevant stakeholders.

L04: Understand how to evaluate the impact of the research and dissemination of results on decision making.

Suggested learning activities

Harnessing the nature and flow of information is essentially a 'small-p' political activity, so the Coordinator needs to exercise great skill and judgement in framing the discussion to the benefit of the target community. A case study approach could therefore be utilised, whereby groups of delegates are each given details of a different intervention that is nearing the end of its current funding cycle. Their task would be to identify the information that best represents indigenous voices in presenting the successes of the intervention. Groups could then be asked to prepare a pitch to a funder to request, with the involvement of the community, an extension to funding support.

> MODULE 21: ADVOCACY

Target: Coordinators and Activators

Relevant Occupational Standards

G2 Compile and disseminate information about sport for development initiatives

G3 Represent sport for development initiatives at community level

EQF Level: 5/6

Summary

During the life of a sport for development intervention, particularly in the early stages as relationships are being established, it may be necessary for practitioners to campaign on behalf of the community. This activity is known as advocacy and often requires engagement with political, economic and social institutions. Over time, the requisite skills and confidence would be expected to be instilled within the community in order to obviate the need for advocacy by practitioners. In the meantime, this course is aimed at equipping Coordinators and Activators with the tools to undertake advocacy in a range of community settings.

Learning Outcomes

By the end of this module, you will:

L01. Be able to gather information about the roles and responsibilities of other organisations and agencies whose work is relevant to current community needs and goals.

L02. Be able to identify more clearly issues affecting the community that require advocacy by sport for development practitioners.

L03. Understand how to select and apply appropriate communication methods when interacting on behalf of the community with agencies relevant to the sport for development intervention.

L04. Know how to effectively support communities to identify the skills needed to engage with other organisations and agencies.

Suggested learning activities

This topic should be addressed in a highly interactive fashion. Some formal teaching may be required in order to outline the principles and applications of advocacy. Delegates can participate in a discussion to identify scenarios in which advocacy might be required in sport for development contexts with which they are familiar. The central activity might be the development of pitch-style presentations aimed at encouraging an identified institutional audience to make decisions to the benefit of the community. Additionally, acknowledgement should be made of the sensitivity of this issue and the need to move towards a state in which community members are empowered to advocate for themselves.

➤ MODULE 22: COLLECTING DATA FOR MONITORING AND EVALUATION

Target: Coordinators and Activators

Relevant Occupational Standards

H2 Collect data relevant to sport for development initiatives.

EQF Level: 5-6

Summary

This module consists of initiating the monitoring and evaluation process of sport for development initiatives, by identifying, collecting and verifying relevant and appropriate data, as well as defining and applying specific monitoring and evaluation tools. This is a way of supporting and managing the effectiveness of different sport for development initiatives, to better understand their successes and impact and to promote sustainability.

Learning Outcomes

By the end of this module, you will:

L01: Be able to collaborate effectively with community stakeholders, sport for development participants and organisational partners to identify what needs to be measured and design effective and efficient methods of data collection.

L02: Understand how to select and apply the most appropriate collection of relevant data, ensuring sufficient and accurate data are collected.

L03: Appreciate how to monitor and manage the data collection process, ensuring relevant and appropriate quality criteria, organisational needs and community needs are being met.

L04: Be able to ensure the correct confidentiality and ethical procedures are maintained and executed with regard to data collection.

Suggested learning activities

As this module focuses on effective methods of data collection, facilitators could utilise practical learning activities to facilitate the skills required from this module (e.g., workshops) to ensure the utilisation of correct and appropriate procedures. This could be supported by individual reading tasks, etc.

> MODULE 23: COORDINATING MONITORING AND EVALUATION PROCESSES

Target: Coordinators

Relevant Occupational Standards

H1 Coordinate the monitoring, review and evaluation of sport for development initiatives.

EQF Level: 6

Summary

Effective and relevant monitoring and evaluation procedures need to be implemented to ensure the effectiveness and longevity of sport for development programmes. This module is therefore focused on the coordination of collaborative and targeted monitoring and evaluation techniques and methods to identify the successes and oversights of current initiatives.

Learning Outcomes

By the end of this module, you will:

L01: Be able to work effectively with community stakeholders and external partner organisations to identify the criteria, purpose and scope of the monitoring and evaluation (e.g. key performance indicators).

L02: Know how to identify and develop a monitoring and evaluation framework that can be implemented in sport for development initiatives.

L03: Be able to use monitoring and evaluation data to review current and develop future sport for development initiatives, promoting sustainability.

L04: Be able to facilitate clear communication between community members, partner organisations and other, relevant stakeholders within the monitoring and evaluation process.

Suggested learning activities

As this module is focused on the development and coordination of monitoring and evaluation frameworks and their implementation in sport for development programming, facilitators could use an array of methods to educate participants. In this way, practicals could be used to support and consolidate learning from lecture style teaching of the theoretical underpinning for the justification and implementation of these processes. These could include case studies of monitoring and evaluation processes and procedures from past sport for development programmes to illustrate successful and unsuccessful techniques and methods.

> MODULE 24: DATA ANALYSIS AND DISSEMINATION

Target: Coordinators

Relevant Occupational Standards

H3 Analyse data and produce monitoring and evaluation reports in the impact of sport for development initiatives.

H4 Communicate the impact of and learning from sport for development initiatives.

EQF Level: 6-7

Summary

This module supports practitioners to identify, organise and dissect relevant and appropriate data collected within the monitoring and evaluation process within a sport for development programme, whilst disseminating said findings and outcomes to intended audiences to further benefit participants' own and external sport for development organisations

Learning Outcomes

By the end of this module, you will:

L01: Be able to organise and analyse the data collected in an accurate, reliable and ethical way.

L02: Understand how to use the analysed data to critically evaluate the effectiveness and relevance of a sport for development initiative as part of the monitoring and evaluation process.

L03: Know how to identify the key outcomes and learning points from sport for development initiatives following implementation.

L04: Be able to elect and utilise appropriate communication methods to disseminate the relevant findings and outcomes of implemented sport for development initiatives.

Suggested learning activities

Participants need to understand and acknowledge the importance of data analysis and dissemination within the development and improvement of sport for development programming. Therefore, facilitators could convey the theoretical underpinning, and subsequent importance of this part of the sport for development programme in a lecture or seminar style learning environment. In addition, practical tasks could then be used as a way of applying and enriching participants' knowledge and further developing their skills. This might include developing a data dissemination strategy to ensure key stakeholders are kept abreast of programme developments.

> MODULE 25: COLLABORATING TO SECURE SPORT FOR DEVELOPMENT FUNDING

This module stands apart from the indicative set located above as it was delivered by CHANGE partners in the form of a pilot webinar. It overlaps with Modules 16, 17 and 18 but is bespoke to the specific target audience and the issue covered. In line with all the module outlines, although this one was previously delivered it can nonetheless be used as a guide by anyone developing learning materials in this area.

This module cuts across aspects of Topic Area 7 in the Framework of Attributes, Skills and Knowledge (Fundraising) and Topic Area 18 (Working in Partnership with Other Organisations and Agencies). For simplicity, module outlines 1-24 are each located within a single Topic Area, but developers of learning materials need not be constrained in drawing upon content from across the Framework in order to produce fit-for-purpose seminars, webinars, training courses, academic modules and more.

Target: Coordinators

Relevant Occupational Standards

B1 Obtain financial resources for sport for development initiatives

B2 Support communities to obtain financial resources for the sustainability of sport for development initiatives

F1 Establish and maintain collaborative working relationships with partner and potential partner organisations

EQF Level: 6/7

Summary

This module, aimed primarily at Coordinators, tackles one of the central challenges in sport for development: resourcing initiatives for short- to medium-term success and long-term sustainability. In an era in which 'core' funding is almost impossible to obtain in many instances, it is necessary for Coordinators to be able to work with a diverse range of funders and demonstrate the contribution the initiative will make to the funders' objectives. It is often a condition of funding that the bidder is working in partnership; it is also very useful for the Coordinator to adopt a partnership approach to their relationship with the funder. Thus, the twin themes of acquiring funding and working in partnership are united in this module.



Learning Outcomes

By the end of this module, you will:

- L01: Be able to appreciate the 'changing/ evolving' funding landscape for sport for development
- L02: Know how to use an asset-based community development approach to identify resource gaps in communities
- L03: Understand and be able to apply good practice in partnership working
- L04: Know how to create or 'develop' partnerships to improve access to new sources of funding

Suggested learning activities

This module was originally presented as a three-hour webinar, with colleagues from a national sport for development charity and a university embodying partnership working through co-delivery. There was some sharing of information by the presenters, but at each stage the participants were asked to reflect, comment and share their own experiences. Facilitators leading a similar module will need to focus upon the balance between introducing what might be a new concept for some participants (in this case, for instance, asset-based community development) and enabling discussion, application of the concept to diverse contexts, and so on.





CHANGE

Enhancing Skills in Sport for Development

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



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