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Curricular Pathways for Migrants' Empowerment through Sport (CPMES)
602975-EPP-1-2018-1-IT-SPO-SCP



CPMES

Educational Curriculum of Sport Management Operator working with Migrants (ECSMOM)

Intellectual Output 3



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1. Introduction

“Curricular Pathways for Migrants' Empowerment through Sport” (CPMES) focuses on employing the methodology of **Education Through Sport (ETS)** as a vehicle of **upskilling and curricular enhancement** of **Sport Coaches and Trainers** working in the field with **disadvantaged target groups with migrant background** in the perspective of **fostering inclusion and equal opportunities in as well as through Sport for migrants**.

The project pursues the specific Erasmus Plus Collaborative Partnership priorities related to **encouraging social inclusion and equal opportunities in Sport**. CPMES aims at answering the challenge of **social exclusion of migrants in Europe**, with a particular focus on addressing the compelling issue of **systematic underrepresentation of migrants in non-playing roles within sport clubs and organisations**. A key intermediate step in effecting a greater participation of migrants in position of responsibility within sport organisations is the development of the necessary **methodological capacities** for the vast audience of operators (Sport Coaches and Trainers) working with the ultimate migrant targets through sport methods in order for them to be able to convey the varied set of **entrepreneurial attitudes, skills and instruments composing the profile of a Sport Manager**.

ETS is a meaningful **combination between Sport and Non Formal Education (NFE)** methods extrapolating and adapting both physical and specific sport exercises in order to provide a strong lifelong learning outcome, tailored to the needs of society and to the specific educational objectives pursued.

The activities implemented within CPMES are the following:

1. **Cross-country research** aimed at the identification of existing entrepreneurial upskilling needs of migrants in the field of Sport. The results of the research will be integrated into a **Report on Migrants' Upskilling Needs in Sport**.
2. Cross-country research for the identification of the existing landscape of **professional profiles of ETS educators** working in the field of developing Sport Manager profiles. The results of the research will be integrated into a **Report on ETS Profiles**, including a pondered assessment over the potential integration, improvements and modification to the skills, knowledge and methods in light of the peculiarities and needs of the migrant target (as identified in 1).

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3. The elaboration of discrete educational modules composing a comprehensive **ETS Training Format for Sport Management Educators** targeted at operators interested in the development of migrant Sport Manager profiles through ETS. The format will be tested in the frame of a Pilot TC involving five Sport Operators working with migrants per partner organisation. The methodologies and results of the training will form part of a **Handbook for the Development of ETS Educational Profiles** serving as a methodological resource for NGOs, operators and stakeholder entities interested in the development of said profiles.
4. The implementation of a phase of **Local Activities** at the level of each partner country wherein the operators trained in the TC will implement a **Sport Management Educational Programme** based on ETS with an audience of 20 locally hosted migrants. Partner organisations will synthesize the methods, activities and results of the process into a digital self-learning path for migrants interested in developing a profile as a Sport Manager. This will be produced in multiple languages (English plus all partners' languages) and integrated on project Web Platform as an OER.
5. The establishment of an **open-access project Web Platform** integrating shortcuts to the educational contents produced (Handbook for the Development of ETS Educational Profiles). The Web Platform will also integrate a multilingual self-learning path for migrants interested in the development of managerial skills in sport.

Development of curriculum and specifically a comprehensive **ETS Training Format for Sport Management Educators** builds on the research of migrants' needs and educators' profiles conducted by partner organisations in the initial phases of the project. This research having been previously analysed during IO1 and IO2 provides a clear direction for development of curriculum, in particular an outline of the **skills, knowledge and competences** that would support a Sports Management educator working with migrant populations in their respective countries.

The curriculum development can be seen as generic in the context that it addresses similar themes across Europe that have emerged from the initial research undertaken. While this generic approach to curriculum design is important to encourage wider use of the final product it is also clear from research that some flexibility in supporting national adaptations and variations would be beneficial.

The conclusions from research in IO2 on existing curricula identified that there is a need for both generic and adaptable curriculum development, some examples are provided below:

- **Almost 60% of sport and educational entities think that the skills and competences of Sport Managers can be unified and adaptable at any EU environment.**
- **Different respondents highlighted that specific knowledge transfer has to be adopted in the field of management of new comers and/or migrants as the existing one is not**

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sufficient and this answer provides a great platform for the usability of CPMES project results and outputs.

- Respondents provided information about the need to address social skills, problem-solving skills, ethics and values, interpersonal skills, creativity, motivation and innovation that can be easily achieved by the methodology proposed by CPMES project.

2. Discussion of research

Project research was at a national level and then analysed by the partner organisations with responsibility for this area of work.

IO1 *Report on Migrants' Upskilling Needs in Sport, University of Extremadura, Spain*

IO2 *Report on ETS Profile upskilling needs of Sport Management Educators, Bulgarian Sports Development Association, Bulgaria*

The results of the research provide scope for comparative analysis at both a project level and a country level. The intention of this analysis was to identify common areas of curriculum development and areas where there may be some need for adaptation at a local level.

In relation to the needs of both groups, the research identified some common areas for development that were clear priorities for individuals, stakeholders and development of sports management educators.

Within IO1 the organisational needs were highlighted as:

| | |
|------------------------|------------|
| Language | 32% |
| Communication | 18% |
| Entrepreneurial | 12% |
| Management | 11% |

Within the same area of research the areas that individuals identified a training need were:

| | |
|------------------------|--------------|
| Language | 19.4% |
| Entrepreneurial | 13.9% |
| Digital | 13.4% |
| Management | 12.3% |
| Communication | 12.2% |

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Although there exists a number of common areas for development from the cross analysis some other considerations have been evaluated when processing this information and partners have been encouraged to identify any national adaptations required.

One consideration in terms of need would be that the individuals' needs presented a narrower range of responses ranging from **12.2%** to **19.4%** with some other needs such as **"Financial" 10.4%** and **"Marketing" 9.6%** relatively close to the highlighted range. The stakeholder needs presented a wider range of response from **Language at 32%** to **Financial at 4%** possibly highlighting they had more specific needs although still on fairly common areas of knowledge, skills and competencies.

The concept of Education Through Sport ETS provides scope for an approach to curriculum development that is "vocational" in nature encouraging the concept of industrial placement or work experience being used. Its underlying principle is that the curriculum can be embedded into more general sport related activity or planning.

The benefit of activity in this space would be training to achieve multiple learning outcomes across a range of thematic areas where an overlap in learning outcomes exists. This would allow specific needs to be developed while encouraging some of the softer skills linked to knowledge transfer, also identified from research.

Existing Sports Management training was identified in IO2 as being primarily formal from desk research and reporting:

- ***Sport management education in all analyzed countries is primarily formal and there is not that much non-formal educational opportunities for sport managers to develop or further improve their skills and knowledge;***

It was identified that Sports Management as a subject is at a developmental stage in many countries and also currently lacks specific legislation, supporting literature and studies. Partner countries research indicated the timing for this project development is appropriate.

- **In all analysed countries Sport Management is still under development or there is still some missing parameters for the proper delivery of educational and professional path of Sport Managers, so the present report is timely and needed for the sport sector in Europe;**
- **There is lack of proper legislation in the field of Sport Management, as well as the national literature and studies on the topics, related to Sport Management are still not sufficient and fully available;**
- **Sport Management education, using non-formal education approaches and with clear focus on one (or more) disadvantaged groups in the society in innovative and useful**

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approaches that will be appreciated in all partner countries.

When considering the research findings and identified needs previously highlighted some other common themes appear to emerge, some of the more interesting areas for analysis would come from individual responses in IO1.

- **The survey responses came from a relatively youthful sample, over 50% were <25 years of age and over 80% <35 years of age.**
- **It appears also that the language skills were positive with only 19.5% reporting no knowledge of English and only 8% no knowledge of their host country language.**

The research highlighted that a high level of migrants would benefit from this type of training to support future employment:

- **47% were unemployed and 44% were not receiving any existing training or education.**

Research also demonstrated that educational attainment among more recently displaced populations was lower than that of second and third generation populations.

At this stage of analysis the following considerations have been presented to partner countries to ensure that any generic patterns emerging from research do not further alienate those who might have greater barriers to employment due to social circumstances. For example:

- **20% of individuals from research have no language knowledge of English, does this represent the situation in all countries or is it more prevalent in areas where “migrants” have more recently arrived?**
- **Where educational levels appear relatively positive is this the situation across all partners or are there situations where this is not the case at a regional level?**
- **Is the “migrant” population and target groups in specific countries more second, third and fourth generation individuals rather than those who have been recently displaced or arrived in the host country.**

Cross analysis in this space provided the opportunity for partner countries to present national level adaptations that would support curriculum development in their respective countries. The aim of this being to create a robust curriculum that has clear areas for development at an EU level but also encourages some national flexibility to ensure best fit in each partner country. Cross analysis is reflected in the ECSMOM at both a national and project level in terms of adaptations that have been identified by partner countries.

The majority of national adaptations indicated by partners revolved around understanding of legal compliance, cultural application and language differences. The ability to adapt curriculum and

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learning outcomes at a sub-regional level was also indicated where socio-economic differences existed in each country.

National adaptations were indicated by Wales, Bulgaria, Spain and Italy.

Croatia indicated no national adaptations required.

3. ECSMOM

This chapter will detail the general features of the ECSMOM Curriculum. The curriculum is conceived as a set of learning outcomes (divided into knowledge, skills and competences) that characterise the profile of a Sport Management educator working with an audience of migrants.

The EQF **learning outcomes** are defined as statements of what a **learner knows, understands and is able to do upon completion of a learning process**, learning outcomes are therefore defined in terms of **knowledge, skills and competence**, which are understood as follows:

"Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. In the context of the European Qualifications Framework, **knowledge** is described as **theoretical and/or factual.**"

"Skills means the ability to apply knowledge and use knowhow to complete tasks and solve problems. In the context of the European Qualifications Framework, **skills** are described as **cognitive or practical skills.**"

"Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and/or personal development. In the context of the European Qualifications Framework, **competence** is described in terms of **responsibility and autonomy.**"

The ECSMOM Curriculum has been developed taking into consideration the delivery will be developed using the ETS principles with the need for easily adaptable and clearly recognisable learning outcomes. It is expected that with careful planning that ETS will provide experiences that enable multiple learning outcomes to be achieved through cognitive experiences in sports and community settings.

This approach of achieving multiple learning outcomes through ETS type experiences could enable sports management operators to develop the curriculum around existing sports organisations and clubs giving local level experiences to the groups they are working with. It is anticipated that the curriculum will provide training solutions at a local level while addressing national and EU level objectives.

Typically local sports clubs and organisations linked to grassroots sport and community delivery could benefit from additional support provided through curriculum areas linked to governance,

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management and similar themes. The curriculum will allow Sport Management educators to identify common themes that assist in their personal development while working towards the overarching objectives of the CPMES project.

Sport Operators working with communities where there are large ethnic minority or migrant populations could expect resources and support for Sports Management to be limited or at best similar to other areas of low income or social deprivation. One of the wider impacts of ETS delivery in the space would be mutual learning of both Sport Management Operators and those participants involved in activity.

4. Thematic Areas

In this part, the curriculum introduces and defines the thematic areas representing self-standing and inherently coherent pillars of a Sport Manager Educator working with migrants' profile. Each of these pillars comprises interrelated items of knowledge, skills and competences pertaining to a key field of expertise for an educator with such a profile. Several of such areas of competences have been identified, mirroring the sections in which the Training Format (to be created based on ECSMOM) will be articulated. They are as follows:

- 1) Administration and Human Resources' Management in Sport;**
- 2) Coaching and Mentoring;**
- 3) Digital Skills for Sport Managers;**
- 4) Management of Sport Events;**
- 5) Marketing and Communication in the field of Sport;**
- 6) Financial Sustainability strategies and mechanisms for Sport organisations;**
- 7) Good Governance.**

5. Administration and Human Resources' Management in Sport

Sports administration and human resources management in the context of the CPMES project would focus on development of learning outcomes that prepare the operator and the participant for work in community-based settings. The operator can clearly identify any gaps in existing provision of training and support the participant in achieving learning outcomes to enhance future employment prospects in Sport Management.

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As in other areas of the curriculum, it is expected that some learning outcomes will be delivered/achieved across more than one thematic area through careful planning of activity.

5.1 Knowledge

| Area of Knowledge | Description of learning outcome |
|---|---|
| Safeguarding Requirements | Understanding of the safeguarding regulations required to deliver ETS to community groups |
| Health and Safety Legislation | Awareness of health and safety legislation specific to ETS delivery in the respective country |
| Employment Regulations - equality and diversity | Understanding employment regulations in relation to equality and diversity in Sport |

5.2.1 National adaptations/variations

| | |
|----------|--|
| Bulgaria | Understanding of health status of migrant populations in relation to medical cover and accidents |
| Bulgaria | Understanding of employment law surrounding migrant workers and their status in the host country |
| Spain | Knowledge of sport law |
| Italy | Safeguarding legal requirements |
| Italy | Understanding of bureaucratic systems |
| Italy | Understanding of customs of the society in which the activity is taking place |

5.2 Skills

| | |
|---|--|
| Languages - host country written and verbal | Ability to communicate in the language of the host country using both written and verbal skills |
|---|--|

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| | |
|---------------------------|---|
| Recruitment and Interview | Can demonstrate recruitment and interview techniques relevant to the role of a sports manager |
| Presentation | Can present using a variety of techniques to a range of audiences in formal an non-formal settings |

5.2.1 National adaptations/variations

| | |
|----------|--|
| Wales | Welsh Language compliance |
| Italy | Importance of use of non-verbal communication skills |
| Italy | Importance of Involvement of all community stakeholders |
| Bulgaria | Additional support in learning Bulgarian language needed for target groups |

5.3 Competences

| | |
|--|--|
| Ability to lead and motivate others | Experience of leading and motivating groups of staff or volunteers |
| Managing and organising self | Demonstration of good time management skills and an ability to organise workload appropriately |
| Communication with a range level of stakeholders | The ability to communicate with different levels of colleague and stakeholder using appropriate techniques for the given setting. |

6. Coaching and Mentoring.

Coaching and mentoring present an opportunity to combine learning outcomes due to similar overlying aims, typically coaching is perceived as delivery to individuals, small groups or teams while mentoring may involve closer links to supporting individual personal development but in similar settings.

Definition of coaching: *the act of training a person or team of people in a particular sport*

Definition of mentoring: *to advise or train someone, (especially a younger colleague)*

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An example in the field of sport at a community level could involve a more senior sports operator mentoring a younger coach working as a volunteer. Initially the more senior person will take responsibility for the sessions while gradually delegating more responsibility as the knowledge skills and experience of the volunteer develop.

6.1 Knowledge

| | |
|-----------------------------------|--|
| Fundamentals of Sport (Inclusive) | Knowledge of coaching and mentoring in sport and development of inclusive sport sessions |
| Grassroots Sports Coaching | Understanding of grassroots sports coaching and the development structures involved |
| Leadership and volunteering | Awareness of leadership and volunteering pathways available to individuals and groups in the sport sector |

7.1.1 National adaptations/variations

| | |
|----------|--|
| Wales | Good understanding of NGB leadership pathways |
| Bulgaria | Understanding of qualification requirements for grassroots sports coaching |

6.2 Skills

| | |
|--|---|
| Communication in coaching and mentoring settings | Able to communicate to a range of participants in the sporting environment using sound coaching and mentoring techniques |
| Leadership of groups in diverse populations | Can demonstrate the ability to lead diverse groups of participants with an empathy for the specific requirements of the individual and the group. |
| Digital communication | Proficient in the use of technology and digital communication platforms – email, mobile, social media |

6.2.1 National adaptations/variations

| | |
|----------|--|
| Wales | Differentiation of delivery to mixed ability groups |
| Bulgaria | awareness of the specific requirements of the participants (religious, culture, gender) |

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6.3 Competences

| | |
|--|---|
| Lead coaching sessions | Confident in leading sports coaching sessions in a range of grassroots sport settings |
| Mentor aspiring coaches and managers | Demonstrate successful mentoring of aspiring coaches and managers in sport settings |
| Develop and lead inclusive sports sessions | Experience of adapting delivery in sports coaching sessions to create more inclusive opportunities |

6.3.1 National adaptations/variations

| | |
|-------|--|
| Italy | Development of innovation from other sport disciplines |
|-------|--|

7. Digital Skills for Sport Managers.

The use of digital skills within the field of sport is a rapidly emerging theme, which enhances communication on a wide range of levels. For the Sport Operator it will provide a range of opportunities to develop the employability of participants in sports-related environments in subjects they may not otherwise engage with in mainstream education.

Digital skills is a broad term by its definition: *digital skills are any skills related to being digitally literate. Anything from the ability to find out your high-score on Minesweeper to coding a website counts as a digital skill.*

Within the ECSMOM the learning outcomes focus on generic digital activity that could be seen as adaptable and useful to both sports operators and participants.

7.1 Knowledge

| | |
|--|--|
| Information technology - Word/Excel/Outlook | Knowledge of IT and how to apply it in the workplace |
| PowerPoint/Presentation via online platforms | Understanding of the use of IT in delivering online presentations, seminars and coaching sessions |
| Data Management | Basic understanding of data management systems supporting delivery in community sport / activity settings |

7.2 Skills

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| | |
|--------------------------------|---|
| Computer literate | IT literate in the use of computers, PCs, tablet and mobile technology |
| Proficient with social media | Demonstrated proficiency in the use of a range of social media platforms relevant to the sporting environment. |
| Use of data management systems | Able to use data management systems to monitor activity levels and create basic management reports. |

7.3 Competences

| | |
|--|---|
| Use of IT in community sport and project settings | Successful use of IT to assist preparation , promotion and delivery of sport and activity sessions |
| An ability to present and share using digital media | Demonstrating use of digital media platforms to share experiences and information from sports sessions with a range of followers |
| Good digital communication skills across all platforms | Demonstrated integrated use of multiple digital platforms to widen dissemination from delivery |

7.3.1 National adaptations/variations

| | |
|-------|--|
| Italy | Knowledge of Italian trends in social media usage |
| Italy | Knowledge of tools developing questionnaire |
| Italy | Project management specific tools |

8. Management of Sport Events

Involvement in the management or coordination of sport events can be one of the first experiences of a volunteer and aspiring Sport Manager. This experience comes with some responsibility in helping to ensure that the event is managed safely, provides a good experience, runs to schedule and encourages growth in participation.

The ECSMOM in this context has identified learning outcomes that are specific to event management but also involves others that have cross cutting themes like the use of IT systems and relationship building with partner organisations.

8.1 Knowledge

A list of knowledge organised in bullet points with each issue of knowledge accompanied by a description.

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| | |
|---|---|
| Sport events health and safety requirements | An understanding of the requirements to deliver safe sports sessions and the supporting legislation at a country level |
| Safeguarding of sports events | Knowledge of the safeguarding requirements for all participants at sports sessions including children, vulnerable adults, young people, volunteers, coaches and spectators |
| Administration for sports events | Awareness of the sports administration processes required to organise successful sports events |

8.1.1 National adaptations/variations

| | |
|-------|---|
| Spain | Knowledge of legal requirements regulating sports professions |
| Italy | Knowledge of regional variations in regulations |
| Italy | Knowledge of transport systems and regional variations |

8.2 Skills

| | |
|---|---|
| Event planning and management | Demonstration of sound event planning and management practice |
| Training event staff and volunteers | An ability to train event staff and volunteers in preparation for event delivery in their chosen roles |
| Ability to use registration and event management programmes | Adept at using relevant registration systems and event management programmes. |

8.3 Competences

| | |
|---|---|
| Delivery of safe and inclusive sports events | Experience in supporting delivery of safe and inclusive sports events |
| Leading and motivating event staff and employees | Proven ability in leading and motivating event staff and employees including volunteers |
| Building relationships with event partners/stakeholders | Evidence of good partnership working and successful involvement in relationship building in event management |

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9. Marketing and Communication in the field of sport.

Definition of Marketing Communications:

Marketing communications uses different marketing channels and tools in combination: Marketing communication channels focus on any way a business communicates a message to its desired market, or the market in general. A marketing communication tool can be anything from advertising, personal selling, direct marketing, sponsorship, communication, and promotion to public relations.

Promotional activity in the field of sport that revolves around marketing and communication is a vital tool in developing new activity, sharing experiences and dissemination with a wider audience. Many of the traditional approaches to marketing and communications such as photography and video are made accessible to wider audiences by the use of digital technology and social media, in particular.

This section of the curriculum recognises that there is still a strong need for appropriate use of language, both written and verbal, and use of the structures surrounding successful marketing and communications. While acknowledging this it also identifies the use of digital platforms and the need to engage well with other influential organisations in the same space.

9.1 Knowledge

A list of knowledge organised in bullet points with each issue of knowledge accompanied by a description.

| | |
|--|--|
| Written and verbal use of language | An understanding of the written and verbal skills required to promote activity in the field of sport |
| Computer literacy | Knowledge of the relevant tools to support marketing and communication in the field of sport including, promoting, analysing and gaining feedback from participants |
| Community sport development/leadership | Awareness of the marketing and communication channels linked to community sport development and leadership in sport |

9.1.1 National adaptations/variatioins

| | |
|----------|--|
| Bulgaria | Additional support for foreign language training for sports operators |
|----------|--|

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9.2 Skills

| | |
|--|--|
| Creating written media | An ability to write articles and reports to support marketing and promotion of sports activity |
| Production of digital media | Skilled in the use of digital photography and video using a range of equipment including mobile phones and tablets to record activity |
| Promotion of equality and diversity in sport | Use of reporting skills to highlight the equality and diversity of activity in the field of sport |

9.3 Competences

| | |
|---|--|
| Reporting on sport and activity | Experience of writing articles and reports from real life activity in the field of sport |
| Promotion of sports via digital platforms | Creation of digital media from real life activity in the field of sport |
| Ability to build relationships and disseminate information from sporting activity | Experience of working with external marketing and communications teams in promotion of delivery in the field of sport |

10. Financial Sustainability strategies and mechanisms for Sport organisations.

Definition of financial sustainability: ***The assessment that a project will have sufficient funds to meet all its resource and financial obligations, whether the fund continues or not.***

Strategies for financial sustainability within the sport sector revolve around the ability of the sports organisation or club involved to generate their own income, or create additional resource from internal and external sources. To enable a Sports Operator to have a broad range of methods at their disposal and also an understanding of good financial management this area of the curriculum focuses on the following areas:

- **Developing new income streams**
- **Improving management of existing resources**
- **Upskilling of individuals to develop partnerships that provide support for financial sustainability**

10.1 Knowledge

| | |
|-------------------|--|
| Entrepreneurship | An understanding of the principles of entrepreneurship and its benefit to sports organisations in developing income |
| Budget Management | Knowledge of basic budget management systems |

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| | |
|-------------|--|
| Sponsorship | Awareness of the potential of sponsorship in developing new income streams for sport related activity |
|-------------|--|

10.1.1 National adaptations/variations

| | |
|-------|--|
| Italy | Knowledge of economic differences between North and South of Italy |
|-------|--|

10.2 Skills

| | |
|-----------------------------|--|
| Grant applications | An ability to collate supporting information for grant applications and input into the relevant application forms / systems |
| Budget control and planning | An ability to plan and control a budget for events and activities and the monitoring processes required |
| Developing new business | Good interpersonal skills and understanding of basic business development techniques |

10.2.1 National adaptations/variations

| | |
|-------|--|
| Italy | Knowledge of different company types and tax regulation |
|-------|--|

10.3 Competences

| | |
|---|---|
| Relationship building - key stakeholders | Experience of developing relationships with funding bodies and influential stakeholders |
| Completion of grant applications/project management | Evidence of involvement in applications for grant funding and subsequent project management experience |
| Development of supplementary income streams | Identification of supplementary income streams linked to sport delivery |

10.3.1 National adaptations/variations

Section presenting the adaptations/variations of the skills presented as suggested by national peculiarities and/or conditions.

11. Good Governance.

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The first section of each thematic chapter will contain a general description of the area covered, including academic definitions and examples.

Good governance by definition is separated from operational management as follows:

Governance is not the management of day-to-day operations – it is the framework of strategy, risk management, controls and processes. It also relates to the organisation's leadership in terms of culture, values and integrity. In a well-governed organisation, these elements underpin everything the organisation does and how it does it.

In grassroots sport, the development of good governance practice and better training and education in this space is vital particularly in working with ethnic minority and migrant groups. This would include raising awareness of wider governance structures, understanding why good governance is important and gaining experience in a variety of roles in this area.

The ECSMOM in this space has been developed to encourage an understanding of all aspects of good governance and its impact on developing community sport.

11.1 Knowledge

A list of knowledge organised in bullet points with each issue of knowledge accompanied by a description.

| | |
|--|---|
| National governance requirements for sport | Understanding of EU and national level principles on good governance in sport |
| Safeguarding and risk management | Knowledge of the impact on organisations and individuals relating to safeguarding and how to assess and monitor risk |
| Strategy Development | Able to identify the key aspects of strategic development in the field of sport and its connection with local / community delivery |

11.1.1 National adaptations/variations

11.2 Skills

| | |
|---|--|
| Developing good governance in community sport | Demonstrated an ability to support good governance in local community sport groups |
| Communications within governance structures | Use of appropriate communication skills within local level governance settings including committees, community meetings and similar sporting settings |

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| | |
|--------------------------------|---|
| Time management and delegation | An ability to plan meetings, agendas and schedules relating to governance in community sport |
|--------------------------------|---|

11.3 Competences

| | |
|---|--|
| Promote good governance and equality | Involvement in promoting good governance and equality at a local level sports delivery |
| Develop appropriate governance structures | Involvement in supporting development of local and community sports governance |
| Communication with stakeholders | Communicating governance related information with relevant stakeholders on behalf of local and community sports organisations |

12. Conclusions

This section will draw a set of conclusive inferences as to the analysis (combination of research results of IO2 and IO3) and the curriculum (both in terms of process of development and final result).

In development of ECSMOM research from IO1 and IO2 provided a sound basis for curriculum development, a healthy mix of individual, organisational and country level information was well received.

The research can also be seen to reflect the national level priorities for each partner country as there were very few national adaptations arising from the cross analysis that might have indicated gaps in the evidence from research. Each partner country will have the opportunity to make local level adaptations based on feedback from stakeholders in their respective countries.

Designing a curriculum where the priorities could be translated into learning outcomes that developed across a range of thematic areas was an essential part of the process. In this respect, the ECSMOM curriculum should be viewed as adaptable and flexible but still require the operator or participant to have sufficient standards to support personal development.

It is expected that the next stage of development in creating a training format based on the ECSMOM would include elements of professional training to support delivery through the ETS format. This type of training would enable sport operators to maximise their ability to develop ETS training methodology that creates learning environments working across a range of themes to achieve multiple learning outcomes.

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Disclaimer

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