



IO4 ETS Training Format for Sport Management Operators

Preface

“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.

As displayed in the specific study “Racism and Discrimination in the Context of Migration in Europe” (2016) by the European Network Against Racism (ENAR), the dynamics of social exclusion against migrants are for a large share ushered in by practices of racist discrimination/stereotyping (also escalating in violent attacks), ineffectual integration policies and practices of discrimination in recruitment within the labour market.

In the specific field of Sport, the under-representation of migrants is particularly evident and challenging in their exclusion from positions of authority and from overall representation in non-playing positions (see Inclusion of Migrants in and through Sports. A Guide to Good Practice, 2012).

EU policy documents underline the relevance of Sport as an agent of social inclusion for migrant targets, while at the same time stressing the relevance of Sport as an agent of entrepreneurial engagement (Entrepreneurship in Sport).

The EU “White Paper on Sport” (2007) underscore that “Sport makes an important contribution to economic and social cohesion and more integrated societies” while also providing an important contribution to facilitating “the integration into society of migrants and persons of foreign origin”.

The European Commission’s Communication on Developing the European Dimension in Sport” (2011) highlights the substantial contribution of Sport “to growth and jobs, with value added and employment effects exceeding average growth rates”.

The Report “Inclusion of Migrants in and through Sports. A Guide to Good Practices” also underscores the attractiveness of migrant-led Sport initiatives (Migrant Sport Clubs) as realities wherein migrants find more facilitated to engage due to the absence of cultural and linguistic barriers.

A key intermediate step in effecting a greater engagement of migrants in the field of Sport entrepreneurship 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 Entrepreneur.

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 “ETS Training Format for Sport Management Operators” is targeted at the professional upskilling of Sport Operators (Coaches and Trainers) in the specific field of developing Sport Managers’ profiles in migrants.

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Methodological Framework

I. ETS Training Format for Sport Manager Operators

The present document consists in a Training Format based on the methodology of Education Through Sport (ETS) developed under the cooperative effort of the partners in the Erasmus Plus Collaborative Partnership Sport project "Curricular Pathways for Migrants' Empowerment through Sport". Under the overarching aim of fostering the inclusion of migrants in responsibility position within the field of Sport, the Training format – framed as a manual divided into specific thematic modules – targets active Sport Operators (Coaches and Trainers) purporting to set the methodological grounds to empower the latter as educators enabling interested migrants to acquire the knowledge, skills and competences of Sport Managers. As an educational resource, the Training Format is conceived with in mind adaptability and impacting across the sectors of Sport stakeholders and non formal learning stakeholders as a format of general applicability (across countries and sectors) open for integration in existing programmes of Sport Management educators development.

II. The methodology: Education Through Sport (ETS) - Principles and Methods

Sport has been an important aspect of civil life since many decades and has been increasingly important the development policies of States and stakeholders. The use of sport to educate, share values and help the beneficiaries to gain self-confidence and abilities has been officially recognized by the United Nations in 1993 with the acknowledgement about the role of the Olympic Movement to build a peaceful and better world by educating the youth of the world through sport and culture (United Nations General Assembly A/RES/48/10). Followed by the creation of the United Nations Office on Sport for Social Development (UNOSDP) in 2001 and by a series of resolutions adopted by all the UN Member States since 2003, as the international year and day of sport, the potential of sport has been recognized. This recognition was important to reach, first, the Millennium Goals (MDGs) and later, the Sustainable Development Goals (SDGs)¹ This recognition by one of the highest authorities of the world, the United Nations, has impacted the states' policies with a new perspective for the decision makers and new possibilities to make sport more inclusive and more accessible through the concept of "grassroots sport". This concept is growing up in the European policies to facilitate the participation of all in physical activities without differentiating the abilities of the participants to ensure a cohesion and the transmission of values. It is based on sport activities and their leisure aspect without asking the participant to compete. Even if the framework of sport has been built in a competitive structure with the main goal for athletes to win and break the records, this inclusive concept develops new aspects of sport and highlights new outcomes as building bridges between communities, ensuring the peace in post conflicts zones and, integrating and giving a role to excluded communities (Coalter, 2017).

This notion of Sport for Social Development promotes a scale ensuring the well-being and the integration of all with the emphasis on disadvantaged and marginalised populations. It includes disadvantaged persons who are facing economic, geographical or cultural difficulties to integrate the society; therefore, stakeholders are trying to find solutions to ensure the better balance to integrate them in the existing communities. This challenge is one of the biggest issues of the European Union because of the large inflow of newcomers all over Europe, mostly in Greece, Spain and Italy. The demographic impact in the different member countries is perceptible and influences the functioning of Europe with some adaptations needed: Germany hosted for instance 669,408 refugees in 2016. (Refugee World Bank, 2018) The European answer to this situation is not only linked to the capacity to host the refugees but also about giving them a chance to be integrated into the local communities as active citizens, to develop relationships, to find a work and create solidarity with the inhabitants. The work of the authorities, after hosting the refugees, is their integration in the local and economic fabric to build a cohesion within local communities with refugees. These opportunities to let and help them integrate the society are linked with the local policies and stakeholders present in local areas and sport is one of the tools which can ensure a good integration and where they can find inspiration and role models.

In recent years there has been increasing interest in using sport as a mechanism to support the integration of migrants and asylum seekers. This is reflected in a range of initiatives and programmes across Member States, whether organised and run by support organisations for migrants and asylum seekers, local community organisations, sporting organisations, or representative bodies for particular sports. The potential advantages to approaches such as these are clear. In many ways sport represents a 'universal language', able to transcend social, cultural and national boundaries. It can also provide a unique way of bringing new arrivals and their host communities together.

Projects aiming to support the integration of migrants and asylum seekers through sport can take many forms, from organisations running sports days within the local community, with a range of sporting activities involved, to more structured approaches such as the development of local football leagues involving migrant, local and mixed teams.

Equally, the use of sport in this way has been promoted through a range of transnational projects and networks across Europe, many of which are funded and organised through European Commission programmes such as Erasmus+.

The most recent years have witnessed a significant increase in the number of youth programs that are based on the belief that sport participation can enhance personal development and eliminate problems. Unfortunately, simply playing

sports does not ensure that young people will learn the skills and develop the attitudes that will prepare them for productive futures. There is growing evidence, however, that if sport is structured in the right way and young people are surrounded by trained caring adult mentors, positive youth development is more likely to occur. The following section describes a theoretical based and empirically supported framework for developing sport programs that can foster positive psychosocial development in youth.

II.I Employment in Sports

In 2018, 1.76 million people worked in the field of sport in the EU-28: more than half are men (55%), a percentage in line with total employment (see Table 1). People in the age group 15-29 make up 38 % of the total employed in sport, more than double the share in overall employment, while the 30-64 age group accounted for almost 60 % (20 % less than the share for the total employment). Around 46 % of persons employed in sport have a medium educational attainment level (ISCED levels 3-4), 38 % have a high level (ISCED 5-8) and 16 % have a low level (at most ISCED level 2); these percentages are close to the proportions observed for overall employment.

Employment in sport, EU-28, 2018

Socio-demographic characteristics		Number of persons employed in sport (thousand)	Distribution of persons employed..	
			...in sport (%)	...in overall employment
Total		1.767,4		
Gender	Women	803,7	45,5	46,0
	Men	963,7	54,5	54,0
Age group	Aged 15-29	664,3	37,6	18,4
	Aged 30-64	1.040,9	58,9	79,0
	Aged 65+	62,2	3,5	2,6
Educational attainment level	Low (ISCED 0-2)	280,4	15,9	17,3
	Medium (ISCED 3-4)	816,3	46,3	47,4
	High (ISCED 5-8)	664,7	37,7	35,1

Source: Eurostat (online data code: sprt_emp_sex, sprt_emp_age, sprt_emp_edu, lfsa_egan and lfsa_egaed)

Between 2013 and 2018, employment in sport rose by 3.2 % in terms of annual average growth rate (AAGR), in comparison to 1.4 % observed for total employment. The largest increases in EU Member States were observed in Greece (AAGR +17 %), Croatia (AAGR +16 %), and Latvia (AAGR +12 %), while only four countries had a negative trend in their AAGR: Austria (-1.4 %), France (-2.9 %, note there is a break in series), Slovakia (-3.6 %) and Romania (-5.2 %).

In 2018, employment in sport represented 0.8 % of total EU employment, ranging from 0.1 % in Romania to 1.7 % in Sweden. For the majority of EU Member States, sport employment shares reached 1 % at maximum; in addition to Sweden, only in the United Kingdom, Finland, Ireland and Spain, did this share exceeded 1 %.

Compared to total employment, jobs in sport still accounted for relatively small shares but the contribution of sport was steadily growing. Between 2013 and 2018, sport contribution to total employment increased slightly in nearly all Member States and, at EU level, it rose from 0.7 % to 0.8 %.

Considering the educational background of persons employed in sport in the EU in 2018, 38 % had completed tertiary education. This figure was slightly higher than the share of tertiary graduates in total employment (35 %). In four EU Member States, half or more of those working in sport were tertiary graduates: these countries are Cyprus (76 %), Lithuania (65 %), Greece (57 %) and Spain (52 %). In comparison with total employment, Portugal had the highest proportion of tertiary education graduates with a 1.7 ratio, followed by Cyprus (1.6) and Greece and Lithuania (1.5). By contrast, Denmark reported a share of tertiary graduates employed in sport at 20 %, almost half of the proportion observed in total employment (36 %). In an additional eight Member States, the share of tertiary graduates in sport employment was lower than that in total employment (Eurostat, 2019).

II.II Key Concepts

Sport for Social Development: "Sport is a powerful tool to strengthen social ties and networks, and to promote ideals of peace, fraternity, solidarity, non-violence, tolerance and justice.

Tackling problems in post-conflict situations can be eased as sport has the ability to bring people together" (UNESCO, 2000).

Non-Formal Education: "Educational activity which is not structured and takes place outside the formal system. Non-formal education covers two rather different realities: on the one hand education activities taking part outside the formal

education system (for example a lecture on social rights organised by a trade union) and on the other the experience acquired while exerting responsibilities in a voluntary organisation (for example being a member of the board of an environment protection NGO)" (Council of Europe, 1999).

Education through Sport (ETS): "ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competencies of individuals and groups in order to contribute to personal development and sustainable social transformation" (ISCA, 2013).

Grassroots sport: "Covers all sport disciplines practised by non-professionals and organised on a national level through national sport federations. In the above definition of "grassroots sports", "non-professionals" are individuals who neither spent the bulk of their time practising sport, nor take the bulk of their revenue from the practice of sport. Yet, the practice of grassroots sports does include amateur competitions" (European Union, 2011).

Created in 2015 succeeding the Millennium Development Goals, the Sustainable Development Goals are giving a common framework for all of the States and institutions in the world in order to find solutions for the main issues of the humanity. There are 17 main goals which are ranked in the order of their importance related to the choice of the member states and they consist on the priority of the United Nations which means that their policy is linked with these goals in order to enhance and if possible, solve, these issues. The preamble of the UNGA (United Nations Global Agenda), emphasises that the SDGs are intended to be "integrated and indivisible and balance the three dimensions of sustainable development: the economic social and environmental" (UNGA 2015, preamble 1).

This goal to solve or reduce all of these issues is also called the 2030 Agenda, 2030 representing the deadline fixed by all of the member states. To reach the goals described by the United Nations, different tools are available and different strategies are adopted. One of these tools is sport which is more and more recognised as useful and powerful to succeed and enhance the human conditions all over the world. This tool has been used and highlighted by the United Nations through the United Nations Office on Sport for Development and Peace (UNOSDP) and with the hiring of a special advisor, Wilfried Lemke to lead the UN actions in the field of sport. This office closed in May 2017 (see part 4.4). All of the projects and involvement of this office were linked with the sustainable development goals and were helping the states to develop sport policies linked with the SDGs. This use of sport as a tool to ensure development goals is highlighting the power of sport in the area of social development. Sport is today recognized, advocated and supported by the United Nations as an important contribution to reach their objectives as mentioned in the 2030 Agenda:

Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization 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 (2030 Agenda for Sustainable Development A/RES/70/1, paragraph 37).

The Declaration of Berlin in 2013 (UNESCO) and the revision of the Physical Activity and Sport in 2015 (UNESCO) are showing the importance given by the states to foster sport for social inclusion.

The SDGs and these decisions made by the main European policymakers were helpful to develop the commitment and the creation of NGOs delivering sport-based activities in different scales and scopes. It was a way to encourage potential leaders to start new initiatives using sport as a tool to reach their goals. The worldwide policy related to sport including its influence is used for all the goals as an innovative tool to reach new sectors and not only the sport field. This new idea of using sport for other areas than sport is called "Plus sport", it includes organisations working with sport as a tool to have results in their objectives without sport link. Sport is for them a way to achieve their goals but is not the final purpose of their involvement. In the other side, organisations like the UNOSDP are working with the "Sport Plus" methodology which aims to work in order to facilitate the accessibility of sport and are teaching some skills about health, education. (Coalter, 2007).

There are at least two scenarios: (1) professional expertise can enhance the quality of the club's sports activities and administration, thus leading to a better functioning organization or (2) through the association's participation in integration projects that provide specific financial support, expert knowledge is perhaps given greater importance than before, which leads to conflicts between the club's professional and volunteer staff (Seippel 2010, p. 206).

One such example is the European Sport Inclusion Network (ESPIN), comprising NGOs and large sports organisations from across seven Member States, who have produced a range of outputs including a very useful good practice guide.

Another is a two-year transnational EU sports project supported through the Commission's Grundtvig Programme, entitled MATCH. As the outline of MATCH shows, this indicates how co-operation can be based around bringing those involved in coaching and organising sports together to share ideas and develop new approaches to migrant integration.

III.. Training Format

Training Frame	
Aim	The training is based on Education Through Sport methodology and targeted at Sport Operators (Coaches and Trainers) in the specific field of developing Sport Managers' profiles in migrants.
Target group	Primary target: <ul style="list-style-type: none"> • Sport coaches; • Sport trainers.
Duration	7 Days
Modules	Training Modules: <ul style="list-style-type: none"> • Introduction. • 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 organizations. • 7 Good Governance.

Introduction	
Overview	In this module the learners will get to know each other as well as understand project main aim and the specific objectives of the Training. In the second part the learners will make a pre-assessment of their knowledge, skills and competences and will be introduced to the Education Through Sport methodology.
Typology	- Theoretical. - Practical.
Timeframe	- Duration: 3 hours.
Methods	- Verbal: oral presentation, discussion - Practical: working
Delivery Content(s)	Knowledge content: <ul style="list-style-type: none"> - Power Point presentation of the project containing its aim and specific objective of the Training; - Self-assessment tool; - Power Point presentation of the Education Through Sport containing also the differences between Education for Sport, by Sport and Through Sport;

Learning Check/ Evaluation	In session n°3 the learners will be provided with a self-assessment tool (provided in the annex section of the Manual)
Sessions List	<ul style="list-style-type: none"> - Team Building: “Volley Ball Name Game”; - Project presentation; - Learners expectations: “Expectations, Concerns and Contributions & Self-assessment”; - Introduction to Education Through Sport methodology.
Materials	Projector, flip chart and markers, coloured post-it, white paper, volley ball, small blankets.
Procedure	<p><u>“Volley Ball Name Game” (60 min)</u></p> <p>The Trainer will divide the learners in 4 teams of 4 people. Each team will get a small blanket. Rules: One member of one team says his/her name, the sending country, favourite sport and one word that can describe him/her. Then the team throw the volley ball inside the blanket to another team that should catch it. When they catch it they have to repeat the name, the sending country, favourite sport and the word that describe the previous person. After that one member of the team will say his/her name, the sending country, favourite sport and one word that can describe him/her and again the team will throw the ball in the blanket to another group. In this case the members should repeat the information of both previous people and so on until all the learners had the change to present themselves.</p> <p><u>Project presentation (30 min)</u></p> <p>Step 1 – Presentation: the Trainer will present the project, its aim and specific objectives of the Training and its agenda. Step 2 – Q&A: Learners will have this specific moment to ask some clarifications regarding the project and the Training.</p> <p><u>“Expectations, Concerns and Contributions & Self-assessment” (60 min)</u></p> <p>Step 1: The Trainer will put 3 flipcharts on the wall – expectations – concerns – contributions and explain the procedure as well as the purpose of the workshop (10 minutes). Step 2: The Trainer will ask learners to write on post-it their personal expectation(s), concern(s) regarding the Training as well as how they can contribute through their experience (20 minutes). Step 3: A debriefing session for each flipchart will follow (30 minutes).</p> <p><u>“Presentation of Education Through Sport methodology” (30 min)</u></p> <p>Step 1: The Trainer will present the Education Through Sport methodology as well as highlighting the main differences with the Education for Sport and By Sport. Step 2: The Trainer will open the debate focused on the question: how can we adapt ETS to the needs of migrants?</p>

Module 1 : Administration and Human Resources’ Management in Sport

Overview	The module will focus on preparing 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.
Learning Outcomes	<p>- Area of knowledge: 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.</p> <p>- Skills: Languages - host country written and verbal Ability to communicate in the language of the host country using both written and verbal skills; 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.</p> <p>- 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.</p>
Typology	<ul style="list-style-type: none"> - Theoretical. - Practical.
Timeframe	- Duration: 9 hours.
Methods	<ul style="list-style-type: none"> - Verbal: oral presentation, discussion - Practical: working
Delivery Content(s)	<p>Knowledge content:</p> <ul style="list-style-type: none"> - Power point presentation regarding safeguarding regulations required to deliver ETS to community groups; - Power point presentation regarding health and safety legislation specific to ETS delivery in the respective country; - Power point presentation regarding employment regulations in relation to equality and diversity in Sport. <p>Practical Content:</p>

	Education Through Sport exercises that will foster the learning process (“Language Basketball”, “Recruiting Dodgeball”, “Leading Hockey” and “Communication soccer”).
Learning Check/ Evaluation	The Trainer will administrate specific evaluation questionnaire after the end of each workshop.
Sessions List	<p><u>Area of knowledge:</u></p> <ul style="list-style-type: none"> - Presentation regarding safeguarding regulations required to deliver ETS to community groups followed by a Q&A session; - Presentation regarding health and safety legislation specific to ETS delivery in the respective country followed by a Q&A session; - Presentation regarding employment regulations in relation to equality and diversity in Sport followed by a Q&A session. <p><u>Skills:</u></p> <ul style="list-style-type: none"> - “Language Basketball”; - “Recruiting Dodgeball”. <p><u>Competences:</u></p> <ul style="list-style-type: none"> - “Leading Hockey” - “Communication soccer”
Materials:	Projector, bibs, basket ball, dodge ball, flipchart, small papers, pens, field hockey sticks, two goals, soccer ball.
Procedure:	<p><u>Area of Knowledge</u></p> <p><u>“Presentation regarding safeguarding regulations required to deliver ETS to community groups” (60 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Q&A session (30 min).</p> <p><u>“Presentation regarding health and safety legislation specific to ETS delivery in the respective country” (60 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Q&A session (30 min).</p> <p><u>“Presentation regarding employment regulations in relation to equality and diversity in Sport” (60 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Q&A session (30 min).</p> <p><u>Skills</u></p> <p><u>“Language Basketball”</u> Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min). Step 2: During the first round learners will play a basketball match with normal rules (10 min). Step 3: The Trainer will introduce a new rule: when a team score he will receive a small paper with a key word related to the sport management sectoral language. The word will be in National language. The team will then</p>

find the corresponding word in English in the flipchart and attach beside it. If the team will chose the wrong corresponding word, the point scored will not be counted.

After the explanation the learners will play the second match (20 min).

Step 4: For the third round, instead of receiving key words, the team that scored will receive a sentence related to the sport management sectoral language. The sentence will be in the National language and again, the team should attach it beside the corresponding English sentence written in the flipchart. If the team will chose the wrong corresponding sentence, the point scored will not be counted.

After the rule will be introduced, the learners will play the third match (20 min).

Step 5: The Trainer will lead a debriefing session with the learners (20 min).
Questions to be used:

- > How did you feel in this workshop?
- > Which round did you like the most? Why?
- > Was it difficult to match the word and sentences?
- > Did you feel frustrated when you lost the scored point(s)?
- > What is your perception of sport management now?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Recruiting Dodgeball”

Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).

Step 2: During the first round learners will play a dodgeball match with normal rules (5 min).

Step 3: The Trainer will introduce a new rule: all the members of both team should create a line on the side of its respective field and just one player per team will stay inside. There will be a one on one match until one of the players score. When a player score he/she is allowed to go the other team line and try to recruit a team member in 40 seconds. If he/she succeeds then the member will joint its team.

After the explanation the learners will play the second match (20 min).

Step 4: The teams will go back to be on the line, but this time two different players are staying alone in the field. Then Trainer will introduce a new rule: the one from the previous round is still valid but, if a team that just recruited a player from the opposite team line, score another point, it is allowed to chose a player from its own line. However, the players in the line will have 30 seconds each to convince the recruiter (who is the player from the opponent team) to pick them, exploiting their presentation skills. In the end the recruiter will chose one player that will join the field. From now own, there will always be the switch between the recruitment of a player from the opponent team and one of the own team.

After the rule will be introduced, the learners will play the third match (25 min).

Step 5: The Trainer will lead a debriefing session with the learners (20 min).
Questions to be used:

- > How did you feel in this workshop?
- > Which round did you like the most? Why?
- > For the recruiters: was it difficult to recruit players from the opponent team?
- > For the others: did you feel frustrated when you tried to presented yourself as the best and were not chosen?

	<p>> What did you learn from this workshop? Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).</p> <p><u>Competences</u></p> <p><u>“Leading Hockey”</u> Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min). Step 2: During the first round learners will play a field hockey match with normal rules (10 min). Step 3: The Trainer will introduce a new rule: each member will receive a small paper containing a specific role to be covered. The Trainer will highlight the fact that the role should be kept secret from the others. Roles: - Leader: lead the team to the victory (x3); - Motivator: motivate the team (x2); - Contrarian: argue with your teammates about everything (x5). After the explanation the learners will play the second match (20 min). Step 4: The Trainer will allow each team to discuss a winning strategy. The roles will be still valid, however the Trainer will ask each team to chose a Captain, who will be the only one allowed to give instructions during the final match (5 min). After the strategy will be decided and the Captains appointed, the learners will play the third match (15 min). Step 5: The Trainer will lead a debriefing session with the learners (20 min). Questions to be used: > How did you feel in this workshop? > Which round did you like the most? Why? > Which was your role? It was difficult to do it? > It was difficult to chose a Captain? How did you make the decision? > What did you learn from this workshop? Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).</p> <p><u>“Communication soccer”</u> Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min). Step 2: During the first round learners will play a soccer match with normal rules (10 min). Step 3: The Trainer will allow each team to discuss a winning strategy, however the Trainer will set a new rule: only gestures can be used to communicate (5 min). After the strategy will be decided, the learners will play the second match (15 min). Step 4: The Trainer will allow each team to discuss again a winning strategy. this time verbal communication is allowed, however the Trainer will introduce a new rule: each member will receive a small paper containing a specific role to be covered. The Trainer will highlight the fact that the role should be kept secret from the others (5 min). Roles: - Motivator: motivate the team (x5);</p>
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	<p>- Apathetic: do not follow the strategy, you do not care about the game (x3); - Double-crosser: help the other team, do not let your teammates notice (x3); After the strategy will be decided and the roles given, the learners will play the third match (15 min). Step 5: The Trainer will lead a debriefing session with the learners (20 min). Questions to be used: > How did you feel in this workshop? > Which round did you like the most? Why? > Which was your role? It was difficult to do it? > Did you succeed to manage yourselves without a Leader/Captain? > What did you learn from this workshop? Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).</p>
<p>National Adaptations</p>	<p>- <u>Area of knowledge:</u> Safeguarding Requirements Italy: Safeguarding legal requirements. Health and Safety Legislation Bulgaria: Understanding of health status of migrant populations in relation to medical cover and accidents. Italy: Understanding of bureaucratic systems. Employment Regulations - equality and diversity Bulgaria: Understanding of employment law surrounding migrant workers and their status in the host country. Spain: Knowledge of sport law. Italy: Understanding of bureaucratic systems and Understanding of customs of the society in which the activity is taking place.</p> <p>- <u>Skills:</u> Languages - host country written and verbal Wales: Welsh Language compliance. Bulgaria: Additional support in learning Bulgarian language needed for target groups. Recruitment and Interview Italy: Importance of Involvement of all community stakeholders. Presentation Italy: Importance of use of non-verbal communication skills.</p> <p>- <u>Competences:</u> Ability to lead and motivate others Not required. Managing and organising self Not required. Communication with a range level of stakeholders Not required.</p>

<p style="text-align: center;">Module 2: Coaching and Mentoring</p>	
<p>Overview</p>	<p>The module will focus on providing participants with useful tools for leading groups. Through mentoring and coaching techniques, participants will be provided</p>

	with effective ways of managing groups and sharing the main relationship dynamics in the field of Grassroots Sports and volunteering.
Learning Outcomes	<p>- <u>Area of knowledge:</u> Fundamentals of Sport (Inclusive) Knowledge of coaching and mentoring in sport and development of inclusive sport sessions</p> <p>Grassroots Sports Coaching Understanding of grassroots sports coaching and the development structures involved</p> <p>Leadership and volunteering Awareness of leadership and volunteering pathways available to individuals and groups in the sport sector</p> <p>- <u>Skills:</u> Communication in coaching and mentoring settings Able to communicate to a range of participants in the sporting environment using sound coaching and mentoring techniques;</p> <p>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;</p> <p>Digital communication Proficient in the use of technology and digital communication platforms – email, mobile, social media.</p> <p>- <u>Competences:</u> Lead coaching sessions Confident in leading sports coaching sessions in a range of grassroots sport settings;</p> <p>Mentor aspiring coaches and managers Demonstrate successful mentoring of aspiring coaches and managers in sport settings;</p> <p>Develop and lead inclusive sports sessions Experience of adapting delivery in sports coaching sessions to create more inclusive opportunities.</p>
Typology	<p>- Theoretical.</p> <p>- Practical.</p>
Timeframe	- Duration: 9 hours.
Methods	<p>- Verbal: oral presentation, discussion</p> <p>- Practical: working</p>
Delivery Content(s)	<p>Knowledge content:</p> <p>Power point presentation regarding coaching and mentoring: roles, responsibilities and objectives;</p> <p>- Power point presentation regarding leadership and the main groups and relationship dynamics</p> <p>- Power point presentation regarding volunteering and social inclusion activities</p> <p>How to have a motivated staff and to use digital communication</p> <p>Practical Content:</p>

	Education Through Sport exercises that will foster the learning process (“Assembly line”, “The blind snake”, “Stop and go” and “Handball all wall”).
Learning Check/ Evaluation	The Trainer will administrate specific evaluation questionnaire after the end of each workshop.
Sessions List	<p><u>Area of knowledge:</u></p> <ul style="list-style-type: none"> - Presentation regarding coaching and mentoring: roles, responsibilities and objectives; - Presentation regarding leadership and the main groups and relationship dynamics - Presentation regarding volunteering and social inclusion activities. <p>How to have a motivated staff and how to use digital communication channels.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> - “Assembly line” - “The blind snake” <p><u>Competences</u></p> <ul style="list-style-type: none"> - “Stop and go” - “Handball all wall”.
Materials	Projector, post-it, dodgeball, bibs, eye patches, flipchart, pens, markers, small sheets, two obstacles, circles, mats, cones.
Procedure	<p><u>Area of Knowledge</u></p> <p><u>“Presentation regarding coaching and mentoring: roles, responsibilities and objectives” (60 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Q&A session (30 min).</p> <p><u>“Presentation regarding leadership and the main groups and relationship dynamics” (60 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Q&A session (30 min).</p> <p><u>“Presentation regarding volunteering and social inclusion activities. How to have a motivated staff and how to use digital communication channels” (60 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Q&A session (30 min).</p> <p><u>Skills</u></p> <p><u>“Assembly line” (90 min).</u> Step 1: The trainer asks for those who want to be an observer who will remain outside the activity and divide the rest of the group into trio. Step 2: Each trio must consist of a builder, a runner and a looker. Each trio independently choose how to give the different roles</p>

Step 3: The lookers go to the gym where the trainer has already prepared the field with many scattered materials; their aim will be to make the builder draw what they see on the pitch.

The builders move in an other rooms, at least at 20 m far, where they have to draw what runners will tell.

The runners will need to bring the message from the lookers to the builders.

Step 4: They will have 30 minutes to achieve their goal.

Step 5: The Trainer will lead a debriefing session. (20 min).

Questions to be used:

> How did you feel in this workshop?

> Which was the most difficult thing to do? Why?

> How did you feel in your role?

> What are the biggest challenges regarding communication and listening?

At the end the observer will share what has come out by observing from the outside.

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Blind Snake” (90 min)

Step 1: The Trainer will introduce the workshop and split the participants into 2 or 3 groups

Step 2: each group creates a line (like a snake) according to a simple track. All the members, of the lines will have to be blind folded; except for one who will be the guide/leader

Step 3: the trainer will explain the first round. The leader will have to lead the “Blind Snake” through the track without talking and just by touching the first member of the line

Step 4: The guide changes. The trainer explains the second round. The guide must lead the Blind Snake through the path without being able to touch but only using his voice instead.

Step 5: the leader changes again. The trainer will explain again the third round in which the guide must lead the Blind snake through the path without talking, but only touching the last person in the line.

Step 6: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

> How did you feel in this workshop?

>How did you feel as a leader? How did you feel while you were led?

> Which round did you like the most? Why?

> What are the pros and cons of the different ways of leading?

> What did you learn from this workshop?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

Competences

“Stop and Go”

Step 1: The Trainer will introduce the workshop and explain how to use and adapt the next activity. Stop and Go gives the chance in a very simple way to have control of a situation and feel confident in leading sports coaching sessions (5 min).

Step 2: Start walking along the space and stop when the signal is given (10 min).

	<p>Step 3: at each start introduce a variant in the game using basic motor schemes, different ways of moving, different directions, etc. (Eg. Running backwards, jump on one foot only, roll)</p> <p>Step 3: always running when “Go” is given as well as always change the ending positions, changing for instance the number of limbs touching the ground.</p> <p>Step 4: each go, the trainer names one of the participants who must make up an exercise. The rest of the group must imitate him.</p> <p>Step 5: keep running and create small groups at each stop signal until forming one single group</p> <p>Step 5: The Trainer will lead a debriefing session with the learners (20 min). Questions to be used:</p> <ul style="list-style-type: none"> > How did you feel in this workshop? > What kind of variants you can introduce? > How could you adapt the activity to special needs? > How could you adapt the activity to different sports? > What did you learn from this workshop? <p>Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).</p> <p><u>“Handball all wall”</u></p> <p>Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).</p> <p>Step 2: Each team splits itself into two groups: defense and attack. The defense is allocated along the wall of the gym and will have to defend the door represented on the short side of the field. The players move through the field according to handball rules. At each goal scored, the two groups (defense and attack) will switch position. The match continues without breaks. (20min)</p> <p>Step 3: the trainer adds a second smaller goal "goal 2" (athletics obstacle) and assigns one for each team. From that point on the teams can chose whether to use it to score or not. In order to score, the ball has to roll underneath the obstacle and through it. Lateral goals worth 2 points while the goal at the wall worth 1. The trainer leaves 5 minutes for the teams to think of a strategy</p> <p>After the strategy will be decided, the learners will play the second match (10 min).</p> <p>Step 4: The Trainer will allow each team to discuss again a winning strategy and let the team play for other 10 min</p> <p>Step 5: The Trainer will lead a debriefing session with the learners (20 min). Questions to be used:</p> <ul style="list-style-type: none"> > How did you feel in this workshop? > Which round did you like the most? Why? > Which was your role? It was difficult to do it? > Did you succeed to manage yourselves with or without a Leader/Captain? > What did you learn from this workshop? <p>Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).</p>
<p>National Adaptations</p>	<p>- Area of knowledge: Fundamentals of Sport (Inclusive) Not required. Grassroots Sports Coaching</p>

	<p>Bulgaria: Understanding of qualification requirements for grassroots sports coaching.</p> <p>Leadership and volunteering Wales: Good understanding of NGB leadership pathways.</p> <p>- Skills: Communication in coaching and mentoring settings Wales: Differentiation of delivery to mixed ability groups. Leadership of groups in diverse populations Bulgaria: awareness of the specific requirements of the participants (religious, culture, gender). Digital communication Not required.</p> <p>- Competences: Lead coaching sessions Not required. Mentor aspiring coaches and managers Not required. Develop and lead inclusive sports sessions Italy: Development of innovation from other sport disciplines.</p>
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Module 3: Digital Skills for Sport Managers	
Overview	<p>Participants will gain knowledge and basic skills on how to use IT (computers, PCs, tablet and mobile technology) and how to apply it in the sports organization workplace. They will gain knowledge and proficiency in the use of a range of social media platforms relevant to the sporting environment as well as knowledge and proficiency in use of data management systems to monitor activity levels and create basic management reports.</p>
Learning Outcomes	<p><u>-Area of knowledge</u> 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.</p> <p><u>-Skills</u> 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</p>

	<p>Able to use data management systems to monitor activity levels and create basic management reports.</p> <p><u>-Competences</u> <i>Use of IT in community sport and project settings</i> Successful use of IT to assist preparation, promotion and delivery of sport and activity sessions. <i>An ability to present and share using digital media</i> Demonstrating use of digital media platforms to share experiences and information from sports sessions with a range of followers. <i>Good digital communication skills across all platforms</i> Demonstrated integrated use of multiple digital platforms to widen dissemination from delivery.</p>
Typology	<ul style="list-style-type: none"> - Theoretical. - Practical.
Timeframe	7 hours.
Methods	<ul style="list-style-type: none"> - Verbal: oral presentation, discussion - Practical: working
Delivery Content(s)	<p>Knowledge content: Power point and digital presentations.</p> <p>Practical content: Practical session word, excel; Practical session of social media campaign and communication planning.</p>
Learning Check Evaluation	The Trainer will administrate specific evaluation questionnaire after the end of each workshop.
Sessions List	<p><u>Area of knowledge:</u> - “Information technology and computer literacy in sports”.</p> <p><u>Skills</u> - “Data Management Systems in sports organizations”.</p> <p><u>Competences</u> - “Social media in sports organizations”.</p>
Materials	Projector, A3/Flipchart Papers, A4 papers, Posts-its, Markers/Pens, tasks on the computer, computer (with connection to Internet).
Procedure	<p><u>Area of Knowledge</u></p> <p><u>“Information technology and computer literacy in sports”</u> The Trainer states that knowledge on how to apply IT in the workplace by using software and use of IT in delivering online presentations, seminars and coaching sessions. There are several software’s that will be implemented in learning process: Word, Excel, Outlook, PowerPoint and Presentation via online platforms.</p>

Exercises will provide the opportunity to participants to gain the basic knowledge on using IT in the workplace.

The Trainer divides participants into groups of max. 2 people at on computer. Participants are told that they represent a Sport Organization and they have to work on special tasks by using Word, Excel, Outlook, PowerPoint and put Presentation via online platforms.

Each group will take tasks written at A4 paper.

Task 1 (45 min): Text and / or other elements that should be typed again and reorganized by the exercises:

- Create and Design Admission/Enquiry Forms etc. (form, you need to use shapes, text boxes, colors, formatting options, tables, and horizontal lines, ...);
- In text change the font, style, color and size of each sentence. Make each one different than previous and next;
- Create bills/leaflets/brochures;
- Design cover page and back page by using cover page option in Insert Menu;
- Use smart art and create organization charts;
- Make books content page or index page;
- Try to create similar Header & Footer that you're seeing in the Book;
- Insert Image into the shape;
- Practice hyperlink and create links between word document texts by using Word Art and print it;
- Create a charts in Word;
- Insert the Watermark with that company name;
- Decorate word document with page border, content border, add pattern and write beautiful text in it;
- Insert Images and Practice on Format Menu and Image options;
- Insert template or download the new template in Microsoft Word from the Internet and edit those templates with your content.

Task 2 (45 min): Spreadsheets and calculations in Excel

- Create a basic spreadsheet by entering text, numbers, and formulas;
- Format of cells and columns;
- Create a spreadsheet to perform calculations and statistics (using formulas);
- Create charts;
- Sort data and print portions of a worksheet;
- Uses a range name in the formula to calculate the travel costs, making charts;
- Formatting - changing the appearance of your workbook before printing – personal information and email status;
- Formatting - changing the appearance of your workbook before printing - member payments.

Task 3 (45 min): Using Outlook in e-mail communication and office administration (emails, calendars, contacts, tasks, to-do lists, ...)

- Ribbon, navigation pane, folders, inbox, customization of Outlook features, the out-of-office assistant, printing options, data management, archiving, creation and customization of accounts, sharing and delegation;

- Composing and sending e-mail messages, e-mail formatting, adding different types of attachments, using the cc: and bcc: features, adding a signature, creating delivery and read receipts, creating rules and alerts, message management and search;
- Manage Outlook calendar: create appointments and meetings with different options (priority, recurrence, reminders), receive and respond to invitations, create tasks, customize the display, and print their calendar;
- Administration of Outlook contacts: adding new contacts, creating distribution lists that can be shared and distributed in different formats, displaying contacts in various ways, and grouping them by criteria etc.

Task 4 (45 min): Using PowerPoint for presentations

- Create a new PowerPoint presentation of 4 slides, insert a new slide with the Title and new Slide Design
- Add some text to the title placeholder.
- Change the layout of a slide.
- Copy and paste a slide then move it to a new location.
- Apply a theme to your presentation. If you're using the example, apply the Integral theme.
- Insert a blank slide, and then insert a text box on the slide.
- Change the slide size from Widescreen to Standard.
- Use different animation on different slide (use the Animation Pane to reorder the effects, experiment with different start options and timings, add two additional effects to one of the objects).
- Use a slide show and navigating through the slides.

Task 5 (45 min): Make presentation via online platforms

- Google Slides, Prezi, PowerPoint Online, SlideShare, Zoho Slides, Canva, Mentimetre.

At the end of the exercise each group is asked to present their work (5-10 minutes approximately) and discussion is generated among participants.

Skills

“Data Management Systems in sports organizations”

The Trainer states that there are some tools that can be used for development of data management systems in order to monitor activity levels and create basic management reports in sports organizations. It is important to achieve knowledge in data management that can be supporting for sports organizations and their activity settings.

Participants are divided into groups of 4 people. Groups work on development of data bases for sport organizations. Each group is assigned as it is on the following:

Task 1 (45 min): Excel's Data Management Tools: MS PowerQuery, PowerPivot i Power BI

Participants will make subtasks:

- Lists and databases exercise: Databases in Excel, Excel spreadsheets, Sorting, Filtering by selection, Filtering by setting criteria, Advanced filtering, Criteria, Unique values, Subtotals
- Pivot tables exercise - Working with a pivot table, The layout of the pivot table, Designing a pivot table, Sort in pivot table, Filter in pivot table, Groups and subtotals, Grouping data in a pivot table, Values field
- Creating Pivot Tables exercise: The term pivot table, Creating pivot tables and simple dashboards, Pivot tables and graphs

Task 2 (60 min): Advanced use of Excel - advanced excels functions: Data Search (VLOOKUP, HLOOKUP); INDEX, IFERROR; LOGICAL and CONDITIONAL FUNCTIONS (SUMIF, etc.)

Advanced features subtasks for participants:

- View data exercise - Examples of all functionalities associated with data display: Conditional formatting, Filtering and a number of options related to the display of filters, All About Graphs - Choosing the Right Graphics and Excel Mode, Input validation
- Working with data exercise - Importing data from external sources, connecting to databases, working with retrieved data, applying formulas to them and creating macro commands and invoking them: Retrieving External Data (Txt, Database), Data cleaning, Data processing, The problems of working with large amounts of data in Excel, and how they are solved, Automation of processing by macro commands.

Competences

“Social media in sports organizations”

The Trainer states that there are a lot of popular social media platform that can be used for sports organizations.

Participants in pairs (group of 2) work on development of social media networks for sports organization.

Each group is assigned as it is on the following (2 x 45 min):

- 1) Create a social media strategy of a local Sport Event to promote it pre-during-post.
For the exercise participants need to open profiles at social networks: Facebook, Instagram, Twitter and YouTube and plan a 3 month – editorial plan integrating these 4 tools.
- 2) Create a communication strategy of the ordinary activity of a local Sport Club, starting from an “open day” of the previous season.
For the exercise participants need to focus on how integrate the different communicational tools (Website, newsletter, social media etc..) in a structured process (data collection offline – online, communication actions, analysis etc..)

Groups are provided to work on exercises for 90 minutes. Participants are asked to present their profiles to colleagues. Each group has 10 minutes for presentation of their profiles.

Participants will take photos and review workshops at their new social media profiles/accounts.

National Adaptations	<p><u>-Area of knowledge</u> Information technology - Word/Excel/Outlook Not required. PowerPoint/Presentation via online platforms Not required. Data Management Not required.</p> <p><u>-Skills</u> Computer literate Not required. Proficient with social media Not required. Use of data management systems Not required.</p> <p><u>-Competences</u> Use of IT in community sport and project settings Italy: Project management specific tools. An ability to present and share using digital media Italy: Knowledge of Italian trends in social media usage. Good digital communication skills across all platforms Italy: Knowledge of tools developing questionnaire.</p>
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Module 4: Management of Sport Events	
Overview	The module will focus on preparing the operator and the participants in management of sports events. The participants will learn basic points and requirements for sports event organization.
Learning Outcomes	<p><u>- Area of knowledge:</u> 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.</p> <p><u>- Skills:</u> Event planning and management Demonstration of sound event planning and management practice. Training event staff and volunteers</p>

	<p>An ability to train event staff and volunteers in preparation for event delivery in their chosen roles.</p> <p>Ability to use registration and event management programmes Adept at using relevant registration systems and event management programmes.</p> <p>- <u>Competences:</u> 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.</p>
Typology	<p>- Theoretical. - Practical.</p>
Timeframe	<p>Duration: 12 hours.</p>
Methods	<p>Verbal: oral presentation, discussion</p> <ul style="list-style-type: none"> - Theory: group activity planning events - Practical: organise and lead events for peer groups and local community groups - Observation / placement – visiting an existing sport event in the community as an observer
Delivery Content(s)	<p>Knowledge content:</p> <p>Individual Sport Event: Fun Run</p> <ul style="list-style-type: none"> - <u>Power point presentation regarding safeguarding requirements and administration processes required in a Fun Run</u> - <u>Power point presentation regarding employment regulations in relation to Sport in specific country.</u> <p>Practical Content: Education Through Sport exercises that will foster the learning process (“<u>Life Orientation Race</u>”, “<u>Women only fun race</u>”)</p> <p>Community Sport Event - Tournament</p> <ul style="list-style-type: none"> - <u>PowerPoint presentation on health and safety and safeguarding requirements for community sport events / interactive quiz</u> - <u>PowerPoint Presentation / Activity on administration requirements for community sports events including entry / registration systems</u> <p>Practical Content: Education through Sport activity that will foster the learning process – group sports tournament (“Fast Sports for Fun”) Community based sports event (“CPMES Community Cup Challenge”)</p> <p>Both sub modules: Observation of local sports event</p>

Learning Check/ Evaluation	The Trainer will administrate specific evaluation questionnaire after the end of each workshop.
Sessions List	<p><u>Area of knowledge:</u></p> <ul style="list-style-type: none"> - Presentation regarding safeguarding requirements and administration processes required in a fun race Presentation on health and safety and safeguarding requirements for community sport events / interactive quiz Presentation / Activity on administration requirements for community sports events including entry / registration systems <p><u>Skills</u></p> <ul style="list-style-type: none"> - “Life Orientation Race” - “Fast Sports for Fun” <p><u>Competences</u></p> <ul style="list-style-type: none"> - “Women only fun race” - “CMPES Community Cup Challenge”
Materials	Projector, maps for orientation route, computers/tablet, small papers, pens, running equipment, cones. PC / Projector, sports equipment
Procedure	<p>Individual Sport Event: Fun Run</p> <p><u>Area of Knowledge: Session 1</u></p> <p><u>“Presentation regarding safeguarding requirements and administration processes required in a fun run” (60 min).</u></p> <p>Step 1: Brainstorming about the knowledge needed to organize a sport event (5 min)</p> <p>Step 2: The Trainer will present the Power Point presentation prepared in advance (40 min).</p> <p>Step 3: Q&A session (15 min).</p> <p><u>Skills</u></p> <p><u>“Life Orientation Race” (90 min).</u></p> <p>Step 1: The Trainer will introduce the activity and split the participants into ten teams formed by 3-5 individuals (5 min).</p> <p>Step 2: The Trainer will give a map of the area where the activity takes place to each of the groups. Each map will have 10 clues (points zone) that the teams should look for and find (5 min).</p> <p>Step 3: Then, the Trainer will explain how the activity procedure is. It’s similar to treasure hunt. The groups will have to collect all the clues, separated between them about 500 meters, in order to have all the information about skills that they must acquire. To get the clues, it is necessary to solve a problem in each clue zone, about the skills we want to teach. These would be some examples:</p> <ul style="list-style-type: none"> · Event planning and management. For this skill, three problems have been raised in three clues.

- a) Determine the best date for the realization of a popular race in their cities and justify this choice.
- b) Decide the best route to carry out this activity in their cities.
- c) Propose which would be the authorities that should be informed.
- d) Planning and schedule needs to organize a popular race.

- e) Training event staff and volunteers
- f) Explain three knowledge that staff need to learn
- g) Explain three knowledge that volunteers need to learn
- h) Propose 4 different ways to train staff and volunteers (online and in person)

- i) Ability to use registration and event management programmes.
- j) Design a database for a popular race.
- k) Find 4 apps that can be used to control event registrations.
- l) Find 4 software that can be used to control event registrations
- m) Once they have achieved all the clues, they will have to join them together and solve a question among all team members (10 m).

Step 4: Develop the orientation race (60 m).

Step 5: The Trainer will administer a quick evaluation questionnaire related to the activity, in order for learners to provide feedback regarding its efficiency and applicability (10 min).

Competences

“Women only fun race” (120 min).

Step 1: Fun race preparation (60 min).

The Trainer will introduce the activity and split randomly the group distributing the tasks to be performed by each of them (registration and delivery of numbers, organization of volunteers, security members, health members, start and finish judges, media staff, photographer, etc). Learners will be placed in their work area and begin to do their tasks according to the instructions given in the previous session. Resolution of doubts.

Step 2: Fun race competition. 5 km. (40 min).

The trainer will be the head coordinator and will kick off the race. Learners will actively participate in the development of the race and will be attentive to any unforeseen events.

Step 3: Fun race disassembly (10 min)

Step 4: Assessment and feedback. The trainer and learners will evaluate in group the organization of the event to detect possible errors and factors to improve (10 min)

Community Sport Event – Tournament

Area of Knowledge

“Safe Sport Event”

Presentation and Quiz (60 minutes)

PowerPoint presentation on health and safety and safeguarding requirements for sport events at an appropriate level followed by an interactive quiz.

Step 1: The trainer will present a series of images that indicate correct and incorrect health and safety / safeguarding at sports events - 30 minutes

Step 2: Quiz – group are split into two teams and can reply to interactive quiz questions presented by the trainer - 20 minutes

Step 3: 10 minutes evaluation of answers and group feedback in preparation for next session

Skills

“Fast Sports Fun” 90 minutes

PowerPoint presentation and mock registration process followed by group practical activity.

Step 1. The trainer will present the group with the challenge of creating a small sports tournament for their peers for a maximum of 25 people. As part of the challenge they must: 30 minutes

Play as minimum of five sports / variants in 45 minutes including different modified versions of traditional sports. Rotating basis.

Identify the Sports they are going to play in this tournament

Pick a suitable format for dividing the group into teams

Identify what facility and equipment is needed

Complete a Fast Sports template in groups to plan the activity

Assign roles for each sport activity including, leader, match official, secretary and safety officer. **30 minutes**

Step 2. Mock online registration - the group members will need to complete a mock registration online and print off a database of players / fixtures with the support of the trainer - **15 minutes**

Step 3. Group practical activity – **Fast Sports Fun** tournament **45 minutes**– The trainer will direct the first session followed by a maximum of 5 sports delivered by the group with 5 minutes feedback and debrief included at the end of the activity

Sports should be traditional sport or games that can be adapted to indoor / street / community venues.

Competences

“CMPES Community Cup Challenge” 120 minutes

The participants, supported by the trainer create a fun and inclusive challenge for a local community group.

The choice of sport /event participant will be selected by the Trainer who will also assign roles to the group based on skills and experience.

Step 1 – Event briefing by Trainer – 10 minutes

Step 2 – Set out equipment and safety check by group – 10 minutes

	<p>Step 3 – Introduction and briefing of event participants – 10 minutes Step 4 – Community Cup Challenge – 70 minutes Event participants are divided into teams and assigned one leader from the group per team as a “volunteer” ,other event “managers” take up roles including officials and organisers. The trainer and external staff adopt the role of safety / safeguarding officers. Step 5 – Debrief and event presentation minutes 20 minutes Presentation of a “Cup” to each event participant, with the cup they are entitled to a free soft drink at a pre-arranged community venue.</p> <p>Competences</p> <p>Observation activity – 3 hours (This activity is to be completed once following completion of both other sub-modules) Each participant identifies a local community sport event of their choice to observe as an introduction to some industrial experience. Step 1: Participants must write a short letter to an event organiser requesting their observation visit. Step 2: An agreed time and date for the visit is confirmed and registered with the CPMES trainer (the trainer does not have to attend). Step 3: The participant visits their chosen event for half a day (3 hours) and observes their contact working and also the management of the event. Step 4: Within the time allocated for the observation the participant must make a short video clip of their visit to share with the trainer explaining what the experience meant to them.</p>
<p>National Adaptations</p>	<p>- <u>Area of knowledge:</u> <i>Sport events health and safety requirements</i> Italy: Knowledge of regional variations in regulations and Knowledge of transport systems and regional variations. <i>Safeguarding of sports events</i> Italy: Knowledge of regional variations in regulations and Knowledge of transport systems and regional variations <i>Administration for sports events</i> Spain: Knowledge of legal requirements regulating sports professions.</p> <p>- <u>Skills:</u> <i>Event planning and management</i> Not required. <i>Training event staff and volunteers</i> Not required. <i>Ability to use registration and event management programmes</i> Not required.</p> <p>- <u>Competences:</u> <i>Delivery of safe and inclusive sports events</i> Not required. <i>Leading and motivating event staff and employees</i> Not required. <i>Building relationships with event partners/stakeholders</i> Not required.</p>

Module 5 : Marketing and Communication in the field of sport	
Overview	<p>The module will focus on providing participants with useful tools to support marketing and communication in the field of sport.</p> <p>Through verbal and written use of language and digital techniques, participants will be provided with effective ways of disseminating information efficiently and building relationships with communication teams.</p>
Learning Outcomes	<p>- <u>Area of knowledge:</u> 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.</p> <p>- <u>Skills:</u> 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.</p> <p>- <u>Competences:</u> 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.</p>
Typology	<ul style="list-style-type: none"> - Theoretical. - Practical.
Timeframe	<ul style="list-style-type: none"> - Duration: 6 hours.
Methods	<ul style="list-style-type: none"> - Verbal: Oral presentation, Discussion - Practical: Working and activities
Delivery Content(s)	<p><u>Knowledge content:</u></p>

	<ul style="list-style-type: none"> - First PowerPoint Presentation regarding communication skills in the field of sport: written and verbal use with proper words and eloquent speech techniques. - Second PowerPoint presentation regarding sports and values that are linked to this field, like identity, diversity, equality regarding current issues. How sports can be a societal tool for change and/or empowerment. - Final PowerPoint presentation regarding digital skills and social media influence, how to use it efficiently and how to reach the right audience. <p><u>Practical Content:</u> Sport exercises and activities that are linked to the topics presented on PowerPoint presentations (Ice breaking activities, “Basketball as a tool for communication», «Traditional Games”, Kahoot game)</p>
<p>Learning Check/ Evaluation</p>	<p>The Trainer will administrate specific evaluation questionnaire after the end of each workshop.</p>
<p>Sessions List</p>	<p><u>Area of knowledge:</u> -First PowerPoint presentation regarding communication skills in the field of sport: written and verbal use with proper words and eloquent speech techniques.</p> <p>-Second PowerPoint presentation regarding sports and values that are linked to this field, like identity, diversity, equality regarding current issues. How sports can be a societal tool for change and/or empowerment.</p> <p>-Final PowerPoint presentation regarding digital skills and social media influence, how to use it efficiently and how to reach the right audience.</p> <p><u>Skills</u> -Group activities during the presentations.</p> <p><u>Competences</u> - “Basketball as a tool for communication”. - “Traditional games”.</p>
<p>Materials</p>	<p>Projector, post-it, bibs, flipchart, pens, markers, small sheets, large envelope, basketball court, one basketball, chairs, Shrek onion Clip (on Youtube).</p>
<p>Procedure</p>	<p><u>Area of Knowledge</u></p> <p><u>PowerPoint presentation regarding communication skills in the field of sport: written and verbal use with proper words and eloquent speech techniques. (around 90 min).</u> Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min). Step 2: Group activities and Discussion (45-60 min).</p> <p><u>PowerPoint presentation regarding Sports and Values (around 90 min).</u></p>

Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min).

Step 2: Group activities and Discussion (45-60 min).

PowerPoint presentation regarding digital skills and social media (around 90 min).

Step 1: The Trainer will present the Power Point presentation prepared in advance (30 min).

Step 2: Group activities and Discussion (45-60 min).

Skills

The PowerPoint presentations can be interactive, and the trainer can create small groups within the participants for case studies or some exercises linked to the topic in order to illustrate the theoretical part. Then, the trainer can give feedbacks about the participants work and there can be discussions.

Examples of activities/ exercises:

- First PowerPoint presentation regarding communication skills:

The trainer can ask the participants/ groups to prepare a quick oral presentation about a sports event.

- Second PowerPoint presentation Sports and Values

The trainer can suggest a topic and the participants/group should link it to the news or a famous sports player. For example, equality in sports, talking about women that play footballs or another sport that used to be typically “for men”, and how it empowers them. The idea is to link sports as a tool for empowerment or as a tool to change people’s mind on minorities etc.

- Final PowerPoint presentation regarding digital skills

The trainer can ask to small groups to look for the best way to disseminate one type of event, depending on what was explained during the presentation. The participants would present their strategy to reach as many people as possible.

Competences

“Basketball as a tool for communication” (90min)- after the first presentation

First, the trainer will introduce the workshop and explain how to use and adapt the next activity. Basketball as a tool for communication is a way for participants to experiment how different approaches of communication link to different feelings and have an impact on their performances.

The different objectives of this game are:

-to discover causal relations between different approaches to communication and the impact of these

-be aware of how our minds, feelings are affected by how we communicate

-to reflect on how to communicate in everyday life in a way that makes everyone benefit it and also in a way that creates development rather than conflict

The exercise can be divided into 3 modules:

- Basketball 1 (discover the impact of different approaches of communication)
 - Short introduction to the appreciative inquiry model, which is an approach to organisational change which focuses on strengths rather than on weaknesses, which is quite different to many approaches to evaluation which focus on deficit and problems)
 - Basketball 2 (practical experience of the appreciate inquiry)
- A debriefing will follow each of the 2 basketball modules

1st Basketball play:

- The two teams should play basketball (2 games that would last 6min)
- Each team has a coach
- For the 1st team the coach is told to be exclusively positive and do a lot of compliments
- For the 2nd team the coach is told only to have an eye on the players deficiencies and be predominantly negative
- In the second half of the game the two coaches switch roles

Debrief and evaluation:

Questions to the coaches:

- How did you feel being respectively the positive and the negative coach?
- Did you recognise any differences in how the players responded to you?

Questions for the players:

- How did you feel playing for the positive/negative coach?
- Was your play affected by the type of coaching? How?
- Any pros and cons of the two ways of coaching?
- Can you relate these experiences to any situations in everyday life?

2nd Basketball play:

-Before starting the second game, the trainer can give a short introduction of the concept and idea behind the “appreciative inquiry” model and outline a few focus points for the participants to keep in mind when applying into practice (as acknowledgement of the participants’ efforts, providing feedbacks with the participants’ further development in mind)

- Play basketball (2 times 6 min)
- Different coaches (some exchanges through the game)
- This time all coaches have to practice the appreciative inquiry model

Debrief and evaluation:

Questions to be asked:

- Repeat the questions regarding the coaches’ and players’ feelings and observations
- How did this experience differ from the one they had in the last game?
- Any pros and cons of the appreciative inquiry?
- Could this approach be implemented into any situation in everyday life?

Then summary of the whole exercise:

- What did the participants learn?
- How can this knowledge be applied in practice and everyday life?
- What benefits does it bring?
- What is the next step to become good communicators?

“Traditional games- Identity and Sport” (90min)- after the second presentation

First, the trainer will introduce the workshop (on Sports and Values) and explain how to use and adapt the next activity. “Traditional games- Identity and Sport” is a way for participants to explore differences in culture, ethics and human rights through sporting and life experience.

The different objectives of this game are:

- to understand the connection between culture and sport
- to better understand ourselves and our identity
- to understand the intercultural aspects of sport

Preparation:

-The trainer should set up the laptop and the projector, prepare the flipchart papers for the onion exercise and have the questions in 3 envelopes for each group. There should be a slide show on hopscotch in case participants have never played it

Instructions:

-The trainer should play the Shrek Onion Video to the participants (available on YouTube)

-Reflection: Just like an onion, each person has multiple things that make up who they are, influenced their lives, determines their own decisions. Participants will be given 15min to reflect personally about themselves using the onion metaphor.

-Transition question: What is your first memory of sport or physical activity and why it has stuck?

-On Identity:

-Hopscotch

-In groups of 4, participants should share either their variation of hopscotch or a similar traditional game played as a child in their country. Then they should pick up questions from envelopes that could be:

- What is the effect of sport on culture?
- what is the effect of culture on sport?
- What are some of the intercultural aspects of sport?

As a large group the discussion can be extended to look at cultural opinions debate on the following for the debrief

Debrief and Evaluation:

Questions that could be discussed:

	<p>-Do you think that politicians in your country use sport, or sporting events, to distract and divert people from political and economic issues?</p> <p>- Is sex testing of athletes necessary to ensure faire competition or is it too great an infringement of people’s human dignity and right to privacy?</p> <p>-Do you think professional sportsmen and women should have similar rights to those of other workers, for instance, the right to form trades unions and the right not to be unfairly dismissed?</p> <p>-Athletes at the international level have to agree a code of conduct. Those who then break the code, for instance, by using a sporting event to make a political statement are penalised. Is this a denial of a person’s right to free expression?</p>
National Adaptations	<p>- Area of knowledge: Written and verbal use of language Bulgaria: Additional support for foreign language training for sports operators Computer literacy Not required Community sport development/leadership Not required</p> <p>-Skills: Creating written media Not required Production of digital media Not required Promotion of equality and diversity in sport Not required</p> <p>-Competences: Reporting on sport and activity Not required Promotion of sports via digital platforms Not required Ability to build relationships and disseminate information from sporting activity Not required</p>

Module 6: Financial Sustainability strategies and mechanisms for Sport organisations	
Overview	<p>In this module participants will gain the basic knowledge and understanding on how Sport Organizations would develop and adopt Financial Sustainability Strategies and Mechanisms to secure operation. Participants will gain knowledge and advanced skills on how to design and develop a financial strategy to adopt in Sport Organizations as well as gaining knowledge and practical tools and methods on how to secure financial sustainability of Sport Organizations.</p>

<p>Learning Outcomes</p>	<p><u>-Area of Knowledge</u> Entrepreneurship An understanding of the principles of entrepreneurship and its benefit to sports organisations in developing income</p> <p>Budget Management Knowledge of basic budget management systems</p> <p>Sponsorship Awareness of the potential of sponsorship in developing new income streams for sport related activity</p> <p><u>-Skills</u> Grant applications An ability to collate supporting information for grant applications and input into the relevant application forms / systems</p> <p>Budget control and planning An ability to plan and control a budget for events and activities and the monitoring processes required</p> <p>Developing new business Good interpersonal skills and understanding of basic business development techniques</p> <p><u>-Competences</u> Relationship building - key stakeholders Experience of developing relationships with funding bodies and influential stakeholders</p> <p>Completion of grant applications/project management Evidence of involvement in applications for grant funding and subsequent project management experience</p> <p>Development of supplementary income streams Identification of supplementary income streams linked to sport delivery</p>
<p>Typology</p>	<p>- Theoretical. - Practical.</p>
<p>Timeframe</p>	<p>2 hours and a half</p>
<p>Methods</p>	<p>- Verbal: Oral presentation, Discussion - Practical: Working and activities</p>
<p>Delivery Content(s)</p>	<p>A3/Flipchart presentations</p>
<p>Learning Check/ Evaluation</p>	<p>The Trainer will administrate specific evaluation questionnaire after the end of each workshop.</p>
<p>Sessions List</p>	<p><u>Area of knowledge:</u> - “Introductive Session”.</p> <p><u>Skills and Competences</u> - “How do we design and develop a Financial Strategy?” - “How do we secure Financial Sustainability of a Sport Organization?”</p>

Materials	Projector, A3/Flipchart Papers, A4 papers, Posts-its, Markers/Pens
Procedure	<p>Area of knowledge</p> <p><u>“Introductive Session”</u> The Trainer prepares A3/Flipchart paper each with a title from the following terms “Financial Sustainability” “Development of Financial Strategy”, “Financial Mechanisms” and “Identification of Needs” and places them on the floor in the middle of the room.</p> <p>The Trainer divides participants into groups of 4-5 people, provides them with A4 paper, pens/pencils and post-its. Groups are given 20 minutes to research, discuss and write down on post-its, words and statements, representing and defining each of the terms presented to them on A3/Flipchart.</p> <p>Each group is asked to place the post-its on each A3/Flipchart Paper accordingly.</p> <p>At the end, the Trainer takes one by one the papers and reads out loud responses, generating discussion.</p> <p>The A3/Flipchart Papers are posted on walls for participants to take photos and review all answers during breaks. Photos are also taken and posted on social media accounts.</p> <p>Skills and Competences</p> <p><u>“How do we design and develop a Financial Strategy?”</u></p> <p>The Trainer states that knowledge on how to design and develop a financial strategy is extremely important for a sport organization to secure operation and organization of activities. There are several templates for strategic plans and sport organizations should adopt the one which is close to their activities. This exercise will provide the opportunity to participants to gain the basic knowledge on how to develop a Financial Plan.</p> <p>The Trainer divides participants into groups of 4-5 people. Groups are provided A3/Flipchart paper, post-its, markers/pens.</p> <p>Participants are told that they represent a Sport Organization and they have to develop a Financial Strategy. An A4 paper with the following steps is distributed to the groups, which are asked to fill it out:</p> <p>STEP 1: Legal framework in a country related to financial sources of Sport Organizations. Please choose an EU country, briefly study the legal framework. Please answer the following. A) Which country have you chosen? B) Is there a legislation specifically for which financial sources are eligible for sport organizations. C) Are there any specific rules, regulations or limitations? (15 min.)</p> <p>STEP 2: Please choose a name for your SPORT ORGANIZATION, and provide a brief description (500 words) (10 min.)</p>

	<p>STEP 3: As team of experts responsible for developing the Financial Strategy for your Sport Organization, you need to discuss, decide on the following and write down briefly:</p> <p>a) WHAT is the aim of your Financial Strategy b) WHO does the Strategy concern (target groups), c) Why is the Financial Strategy important, d) WHICH Activities will the Financial Strategy concern? e) METHODS/TOOLS utilized to identify financial sources f) EXAMPLES of financial sources (40 min.)</p> <p>At the end of the exercise each group is asked to present their work (5-10 minutes approximately) and discussion is generated among participants.</p> <p>The A3/Flipchart Papers are posted on walls for participants to take photos and review all answers during breaks. Photos are also taken and posted on social media accounts.</p> <p><u>“How do we secure Financial Sustainability of a Sport Organization?”</u></p> <p>The Trainer states that there are a lot of ways for Sport Organizations to secure Financial Sustainability and the purpose of the exercise is to present some practical tools and methods on how to achieve this.</p> <p>Participants are divided into 4 groups. Each group is assigned one of the following:</p> <ol style="list-style-type: none"> 1) You are a group of experts on Sport Management and you are assigned to consult Sport Organizations on how to organize sustainable Sport Activities, to increase their financial income. 2) You are a group of Branding Experts and you are assigned to develop a presentation on how Sport Organizations could utilize Sustainable Sports Brands and Clothing to bring income. 3) You are assigned by your Sport Organization to identify National, European or International funding to secure financial resources. Develop a brief list of steps to be taken, which are considered essential in achieving this 4) You are a group of Sport Management students and you have to research and write down examples of examples of initiatives taken by different Sports Organizations in Europe aiming towards securing financial sustainability. <p>Groups are provided 60 minutes to discuss, exchange views, ideas and information, research and develop a presentation related to their assignment. Participants are asked to prepare their presentation in an innovative, interactive and interesting way.</p> <p>At the end each group is provided 5 minutes to present their results to the other participants. Discussion is generated at the end of each presentation.</p> <p>The A3/Flipchart Papers are posted on walls for participants to take photos and review all answers during breaks. Photos are also taken and posted on social media accounts.</p>
<p>National Adaptations</p>	<p><u>-Area of Knowledge</u> Entrepreneurship</p> <p>Italy: Knowledge of economic differences between North and South of Italy.</p> <p>Budget Management</p>

	<p>Italy: Knowledge of economic differences between North and South of Italy.</p> <p>Sponsorship Not required.</p> <p><u>-Skills</u> Grant applications Not required.</p> <p>Budget control and planning Not required.</p> <p>Developing new business Italy: Knowledge of different company types and tax regulation.</p> <p><u>-Competences</u> Relationship building - key stakeholders Not required.</p> <p>Completion of grant applications/project management Not required.</p> <p>Development of supplementary income streams Not required.</p>
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Module 7: Good governance in sport	
Overview	<p>This model will give participants the necessary knowledge to understand the importance of EU and national level principles on good governance in sport, what are safeguarding and risk management and also how properly and successfully implement strategy development.</p>
Learning Outcomes	<p><u>- Area of knowledge:</u> 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.</p> <p><u>- Skills:</u> 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. Time management and delegation</p>

	<p>An ability to plan meetings, agendas and schedules relating to governance in community sport.</p> <p>- <u>Competences:</u> 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</p>
Typology	<p>- Theoretical. - Practical.</p>
Timeframe	<p>- Duration: 9 hours.</p>
Methods	<p>- Verbal: oral presentation, discussion - Practical: workshops and ETS</p>
Delivery Content(s)	<p>Knowledge content: Power point presentation regarding EU and national governance requirements for sport; Power point presentation regarding safeguarding and risk management: Power point presentation regarding strategy development.</p> <p>Practical Content: Education Through Sport exercises that will foster the learning process (“Safeguarding and risk management football”, „The power of Good Governance in Sport“).</p>
Learning Check/ Evaluation	<p>The Trainer will administrate specific evaluation questionnaire after the end of each workshop.</p>
Sessions List	<p><u>Area of knowledge:</u> Presentation regarding EU and national governance requirements for sport followed by a Q&A session; Presentation regarding safeguarding and risk management followed by a Q&A session; Presentation regarding strategy development followed by a Q&A session.</p> <p><u>Skills</u> - “Safeguarding and risk management football”: - “The power of Good Governance in Sport“.</p>
Materials	<p>Meeting room and sport facilities . Projector, flip chart and markers, coloured post-it, white papers, bibs, small “talking” ball, white tape, scarfs, footballs, marker cones, coach whistle, general sport equipment.</p>
Procedure	<p><u>Area of Knowledge</u></p> <p><u>Presentations regarding national governance requirements for sport (60 min).</u></p>

Step 1: The Trainer will present the Power Point presentations prepared in advance (40 min):

What is „Good governance in sport“;

The goals, responsibilities, policies and practices of sports bodies related to good governance in sport.

Step 2: Q&A session (20 min).

Presentation regarding safeguarding and risk management (60 min).

Step 1: The Trainer will present the Power Point presentation prepared in advance (40 min):

Step 2: Q&A session (20 min).

Presentation regarding strategy development (60 min).

Step 1: The Trainer will present the Power Point presentation prepared in advance (40 mins).

Step 2: Q&A session (20 mins).

Skills

“National governance requirements for sport” (180 mins)

The Trainer will present the Power Point presentations prepared in advance (40 min):

1. What is „Good governance in sport“;

2. The goals, responsibilities, policies and practices of sports bodies related to good governance in sport.

Q&A session (20 min).

Step 1: The Trainer will introduce the workshop and split the participants into four teams. (10 mins).

Step 2: Each group will be given a flipchart and they will make a World Coffee on different topics (with rotation) (60 mins):

Group 1 - the goals of sports organizations related to **good governance in sport.**

Group 1 - the responsibilities of sports organizations related to **good governance in sport.**

Group 1 - the policies of sports organizations related to **good governance in sport.**

Group 1 - the practices of sports organizations related to **good governance in sport.**

Step 3: Each group will have the opportunity to give a short presentation of 5 mins on their topic (20 mins)

Step 4: The Trainer will lead a discussion session with the learners (30 mins).

Questions to be used:

How did you feel in this workshop?

What other roles can sport organizations play - social, environmental, promotional causes, economic, integration, political, economic?

How do sports organizations in your city / country function - do they comply with the principles of good governance in sports?

What other responsibilities do they have for society?

Do they fulfill these responsibilities?

“Safeguarding and risk management football” (180 mins)

The Trainer will present the Power Point presentation prepared in advance (40 min).

Q&A session (20 min).

Step 1: The Trainer will introduce the workshop and split the participants into two teams (10 mins).

Step 2: During the first round participants will play a football match with normal rules (30 mins). The goal is to play the game and win.

Break for rest, refreshment and discussion for a better team strategy (5 mins).

Step 3: The Trainer will introduce a new rule and roleplay cards.

Each player gets a role card. They get 5 minutes to imagine what this person would be like, what feelings he/she would have, how he/she would play, what life he/she would have...). The game starts at the same time on both sides of the court. The goal is to play the game and win. Each minute the facilitator shouts the one of the signs of safeguarding and risk management issues (bullying, sexual exploitation, allegations against staff, physical abuse, sexual abuse, emotional or psychological abuse, financial or material exploitation, neglect, etc.) or one of the signs of good safeguarding and risk management (developing and implementing a suitable policy and procedures, implementing safer recruitment practices, providing information and training, responding to concerns and allegations where they arise, monitoring, etc.)

ROLE CARDS

You are a sports club which develop and implement a suitable policy and procedures about safeguarding and risk management - your goal counts for 3 goals.

You are a sports club which develop and implement a relevant safeguarding training programme which give the knowledge and skills to your staff and athletes ability to recognise signs of abuse, neglect or inappropriate behaviour - your goal counts for 2 goals.

You are a sports club which believe that safe is essential and have written form of safeguarding policy – play as usually.

-You are a sports club which do not have written form of safeguarding policy – sit on the ground and "freeze" in the game for 10 seconds.

You are a sports club which don't have any policy or procedures about safeguarding and risk management - "freeze" for 25 seconds.

You notice signs of abuse, neglect or inappropriate behaviour, but you don't take any action to stop it - when you hear one of these, continue the game with only one foot (moves jumping on one foot).

After the explanation the learners will play the second match (30 mins).
Step 4: The Trainer will lead a debriefing session with the learners (30 min).

Questions to be used:

How did the game go? What happened?

Was there any major problem or conflict during the game?

How did you feel during the game?

What do you think about your role (on the role card)?

What relevance do you see to good government in sport issues?

What did you learn?

Step 5: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“The power of Good Governance in Sport“ (180 mins)

The Trainer will present the Power Point presentation prepared in advance (40 mins).

Q&A session (20 mins).

Step 1: The Trainer will introduce the workshop and split the participants into two teams (10 mins).

Each team will need to create a promotion campaign promoting good governance in sport through a sport event:

Team 1 - promotion campaign promoting good governance in sport through a sport event on a local level by using ETS methodology.

Team 2 - promotion campaign promoting good governance in sport through a sport event on a national level by using ETS methodology.

Step 2: Each team will be given a flipchart, pens, balls, different sport equipment and they will have to prepare the campaign. Each campaign should include - name, slogan, venue, duration, poster, brochure, responsible persons, media partner, operational units (logistics, advertising, finance, accounting, etc.), logo,

Each campaign should include – organization name, campaign name, slogan, venue, duration, poster, brochure, responsible persons, media partner, operational units (logistics, advertising, finance, accounting, etc.), logo, date and time of the sports event, type of sports event, target group, campaign face. The campaign and the sporting event must respect all the principles of good governance in sport (60 mins).

Step 3: Each team will have the opportunity to give a short presentation and a demonstration by inviting participants from other teams to participate in the sports event (30 mins).

Step 4: The Trainer will lead a discussion session with the learners (20 mins).

Questions to be used:

	<p>What happened during the workshop? Did you like your campaigns? What did you like about them? What did you not like about them? How did you feel in this workshop? What were the weaknesses in your strategy? What would you change about your campaign? Have all principles of good governance been included in your campaigns?</p>
<p>National Adaptations</p>	<p>- <u>Area of knowledge:</u> National governance requirements for sport Not required; Safeguarding and risk management Not required; Strategy Development Not required;</p> <p>- <u>Skills:</u> Developing good governance in community sport Not required; Communications within governance structures Not required; Time management and delegation Not required;</p> <p>- <u>Competences:</u> Promote good governance and equality Not required; Develop appropriate governance structures Not required; Communication with stakeholders Not required.</p>

Disclaimer

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