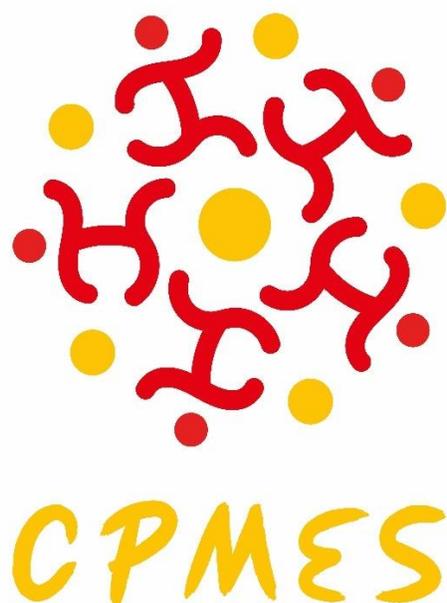




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IO5 Handbook for the Development of ETS Educational Profiles



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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.

Education Through Sport (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 Handbook will be a reference resource (Textbook for Trainers) targeted at Sport Educators and organizations working/interested in working in the development of Sport Management Operators (Coaches and Trainers) employing ETS as a tool. The Handbook contains useful theoretical knowledge and practical sessions to introduce sport operator to the Education Through Sport methodology as complementary tool to the Training Format (IO4).



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I. Stakeholders' evaluation of the Training Format

In general, the evaluation of the training format was positive from all stakeholders. This emerges both from the feedback from the focus groups and the 7 module forms. The proposed contents are interesting and meet most of the requirements, both from a theoretical and practical point of view.

Regarding the module forms, an in-depth analysis of each individual part follows. The following are only suggestions for the best implementation of the contents. The comments should therefore not be misleading, as the work carried out was appreciated by almost all those involved.

Given that, here are the feedbacks:

- In the “*Administration and human resources' management in sport*” module some activities should need too much time to be implemented in a proper way and participants should familiarize with sport management contents before taking part. Probably more materials and tools about sport management could make the module more efficient. Cooperative learning could be a way to do it.
- Also in the “*Coaching and mentoring*” part many feedbacks are about having a sport management guide or contents or at least more theoretical contents about the coaching and mentoring topic. More practical activities would be appreciated by many, possibly through game-based learning methodology. A focus on the different targets would be appreciated as well.
- Reading the feedbacks of the “*Digital skills for sport managers*” survey, the most common feedback it's about social media. The contents should be more focused on how to use social media in a proper way to be more effective, to convey messages in the right way and how to catch people's attention. A feedback says the module might “Confuse social network with Informative personal contents”. More interactive contents would be appreciated. A tutorial regarding the use of “Office” and quiz about IT could be helpful as well.
- The most of the comments on the “*Management and sport events*” documents are related to budgeting and financial aspects, but they are discussed in the 6th module. Examples taken from real-life sporting events might help in deepen this part; they might also include some contents about leadership. Role play could be a valued method to facilitate the learning progress.
- Marketing contents itself are the most required in the “*Marketing and communication in the field of sport*” part. Tutorials, examples and real cases examinations would be appreciated by many. Testimonials from people who worked in big sport events organization could be another option.
- “*Financial sustainability strategies and mechanisms for sport organizations*” module answer to some requests previously made, anyway other requested topics are:
 - A tutorial on how to do a successful fundraising, reporting examples and different ways to manage its creation and sharing
 - Alternative ways to finance a sport event with private or public sponsors
 - Financial flexibility implementation
- “*Good Governance*” is the last module. The topic could probably be implemented by more contents on the topic itself with presentations, real examples and different ways to promote a good governance (specially in a board organization).

Regarding the focus group, there are many positive feedbacks regarding the wide range of topic, and the fun activities who can be easily implemented. The combination of sport and non-formal education is also well organized and there's a clear and concise vision of the main issues related to work as a sports manager.

Having to consider the suggestions for improving the work done, three main points emerge in common between the various focus groups:

1. Sometimes there is not enough time to devote to the activities in the proper way. The risk is not to go into concepts that need more time to be expressed and understood.
2. The format and supporting documents should be translated at a local level into 2-3 key languages to support participants understanding and it should be implemented by more visual and infographics contents.
3. The methodology and knowledge of the TC should be adapted to the new situation of society in the post-Covid-19 framework, where both communication and sports management will undergo significant changes, and it will be necessary to adapt to this new context.

II. Education Through Sport preparatory activities before the Training

II.A - ETS Theoretical section

Non-formal education of young people has been taking more and more space in the field of education in the last decades in Europe. It has proved to be very efficient in developing different social skills of young people from children to young adults and above. It complements formal education and, in certain situations, it even replaces it. It highly improves employability and provides exemplary experience for **work**, **social involvement** and **democratic participation**. It is undoubtedly the most successful.

Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification.

Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called 'soft skills') include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about *non-formal education* is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. "Non-formal" does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.

According to the Compass Manual on Human Rights (Council of Europe) " Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

Non-formal education as practised by many youth organisations and groups is:

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants”.

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

United Nations states that: *“By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals”.*

The ETS concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective compared to the other two approaches.

The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens.

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of **key competences** of individuals and groups in order to contribute to **personal development** and **sustainable social transformation**.

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action.

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterises specifically the ETS approach. It does not propose any actions where sport becomes a central objective as/for a carrier solution.

For instance, the practice of a martial arts without any specific project behind it, led only by the desire for technical progress, remains a FOR sport involvement, but it may also develop self-control and respect for others. The important matter here is to conduct a process where sport and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose.

The expression of a will is not enough to design and implement a learning process which is based on ETS. It is needed to prepare a realistic project based on feasible and evaluable objectives, that educational intention is present in it, as well as built on specific priorities of the addressed working field. Specifically, professionals leading such processes for the implementation of the educational and social function of sport, design non-formal learning programs focused on social issues, such as employability, social integration, fight against racism and many others.

This is the first part of the learning cycle, when the trainer proposes the experience to the learners.

The **first basic principle** is the importance of fully understanding the pedagogical approach of ETS and relating it to your own experience as a coach/trainer in sport for all or a youth worker in non-formal education in order to deliver true ETS activities. It means that you will be able to reflect on the benefits from your own perspective, in either a sport for all or youth work setting. We believe that the background of the pedagogical approach will make you understand what opportunities you might have overlooked in your own work until now, making hidden values visible and working with them more consciously than before. That will also enable you to adapt the exercises as much as needed for your own target groups and the specific context you work in.

The most important one is ***giving and receiving feedback***. Participants contribute to the discussion by observing what they saw, what they felt and what they conclude from these experiences. You might add observations as a facilitator during or at the end as well, but the biggest part should come from the participants themselves. This determines the actual degree of active participation and should not be blocked by a facilitator giving too many observations or conclusions. It is absolutely important to stick to the rules of a constructive feedback to create a positive and appreciative atmosphere within the group. It comes with experience to see when it is needed to be a strong and/or strict discussion leader and when it is more helpful to step back and let the flow of the discussion take over.

This leads us to the **second basic principle** which is strongly connected to the most important element of ETS: the debriefing part of the learning process. It gives all participants not only the chance to reflect their own behavior, but also to reflect on the whole situation and connect it to their everyday lives and to society itself; depending on what topic you aim to tackle with the exercise and how far you go into the reflection process itself.

The **third basic principle** is closely connected to the first two. We believe that ETS gives a plus to both facilitators within the sport for all context and those in non-formal education. There is a match of two sets of values that add up to a new dimension of learning possibilities. On the one hand the implicit values of sport (e.g. fairplay, team work and responsibility); on the other hand the implicit values of youth work related non-formal education (e.g. active participation, taking initiative and inclusion).

We will elaborate the implicit values of sports in detail, because it will show how the match of two sets generate new opportunities to both trainers/coaches and youth workers.

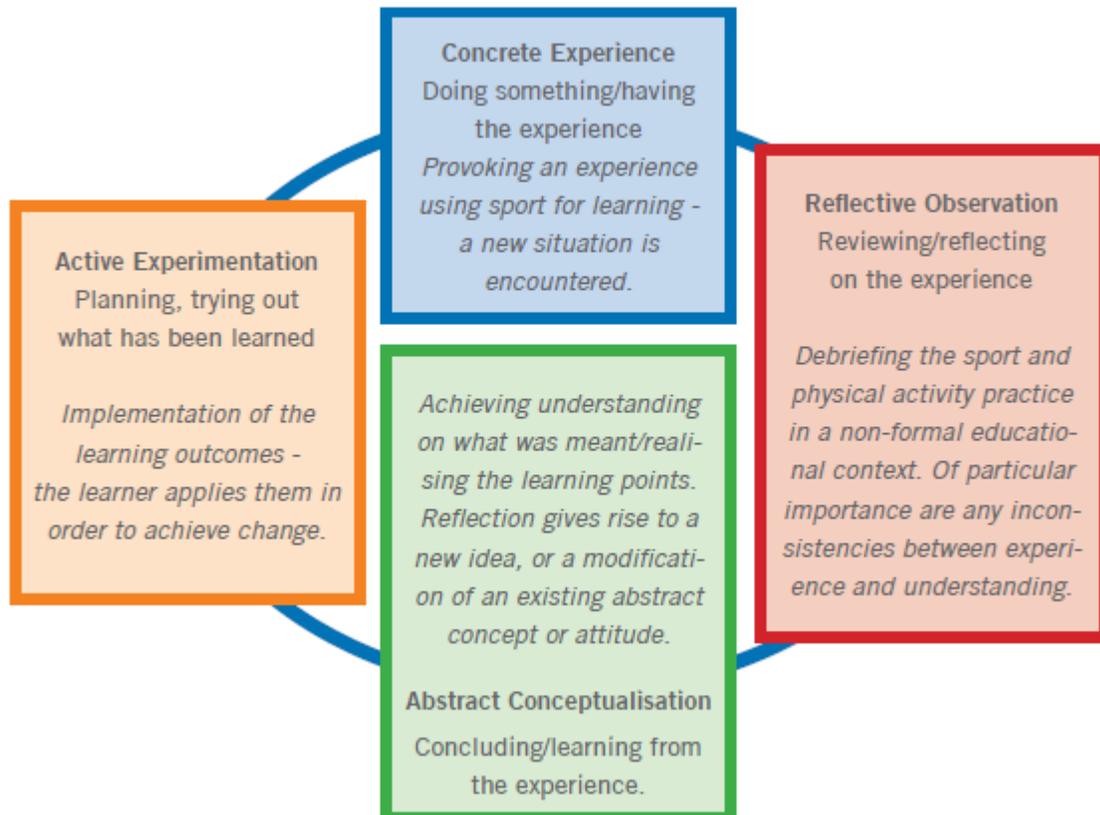
Fair play is the first implicit value you can connect to sport. In all types of sport you have to accept the rules and play by them. If you do not accept them you may either be disqualified or not be able to enter the game in the first place. In the frame of sport and fair play there is an ethical value which allows every player to be sure he/she knows what is allowed to happen. This makes the player not only the player feels safe, but it also gives the spectators a frame of reference to enjoy the game and know what is allowed or not. This sense of security makes the actual sport enjoyable to both the players and spectators. But fair play furthermore creates a code of conduct which exceeds the general rules. It is not only official and legal, but more important it is a social behaviour and attitude you develop and perform. Within sports fair play is normally not explicitly communicated as a social skill you need to learn, but it is implicitly expected in the development of every sportsperson.

Teamwork as the second important implicit value of sport is naturally connected to team sport. The team's performance always has a priority to the individual's. Not only can you hear e.g. footballers say that the team did well and not the one who scored the goal, but trainers and coaches explicitly demand all players to perform as a team. Results are always team results. Individual needs are not important. This claim fosters a social behaviour which is based on solidarity and empathy as well. Even though teamwork is clearly demanded, the actual behaviour and social skills you need for it are not always explicitly mentioned or taught.

Responsibility, the third implicit value of sport is closely connected to the first two. When participating in sports, it is absolutely necessary to take over responsibility for yourself and for others as well. Taking care of yourself is firstly to be aware of what you can contribute and where your physical and psychological borders lie in order to

perform at your best. It also includes the knowledge of how your body responds to physical strain or stress and to handle it effectively. Furthermore, you need to be responsible for your team members as well. Depending on what role you have in the team you need to be aware of others' needs and their limits as well. Taking over responsibility is a social skill that is closely connected to the development of any sportsman or woman. ETS can make this skill visible by showing how fundamentally important it is within sports and make the "ownership" conscious to participants.

Kolb's Experiential learning cycle⁸ linked with ETS



II.B - ETS practical section

We already mentioned that the biggest **learning potential** we see in ETS training situations is the match between two sets of values coming from sport or physical activity and non-formal education in youth work. The greatest challenge we see in ETS is to deliver the exercise in a way that gives all participants and the group a learning experience that has an impact on their attitude, behaviour or perspective of social change in relation to the topic you tackle in the exercise. You reach that by putting the focus on the debriefing. We do not want to underestimate the activity itself here. It has to be delivered clearly and at its full enjoyment, but to extract the learning potential out of the situation itself it has to be reflected thoroughly in a guided manner.

We also mentioned two dimensions for learning possibilities: first, the link to social competencies and, second, to learning styles in general. As personal learning experiences cannot be planned and appointed in details we just want to emphasise that the diversity of possibilities is implicit in ETS exercises. It is up to every trainer/facilitator and also to each and every participant to deliver it to its highest potential.

Workshop 1	
Overview	<p>This is an ice-breaker exercise to warm up and emphasise to the other members of the reference group. It's useful for creating a collaborative climate through a game who needs cooperation and quick thinking.</p> <p>In this game every single component is a fundamental part of the team to reach the target. As there are not fixed teams, every participant has always an active role in the conducting of the exercise. This is useful to develop self-confidence and self-awareness in groups situations</p>
Materials:	None.
Procedure:	<p>There is one master and no limits of participants.</p> <p>The master has to call a number from 0 to 10 (depending by the number of participants). All the participants must connect themselves hand-by-hand in a circle composed by the number of people that the master called for.</p> <p>Ex. There are 22 participants and the master says "5". The participants must spontaneously create circles made by 5 people. In this case there will be 4 circles + 2 people who will not be able to achieve the target.</p> <p>Every person who are part of a circle get 3 points, who doesn't create a circle only gets one point.</p> <p>There are no teams, because every time the master will call a different number and the participants have to cooperate with other participants to accomplish the target.</p> <p>The exercise can evolve: Including physical exercises before creating the circle Including more requests in the circle (es. gender equality in the unity of the circle, or different nationalities etc.) Creating other geometric figures visually different from a circle (es. X, Y, W etc.).</p>

Workshop 2	
Overview	This is a useful exercise to make everyone playing an important and active role for the achievement of the target. Participants must think quick and act fast, because every person's movement generates the consequent movement of the other participants. The focus is the cooperation with no real leadership involved, where everyone has the same value for the achievement of the target. This game will stimulate cooperation in an horizontally way.
Materials:	As many cones or markers as the number of participants.
Procedure:	<p>We need to create a circle made by all the participants, where every person stands 1.50/2.00 meters from the other one. We put a cone or any kind of marker to fix the position.</p> <p>Let's pretend the circle is made by 12 people, everyone standing in front of a cone. One person will leave his place to go in the middle, leaving a free cone.</p> <p>The target for the person in the middle of the circle, will be to run towards the free cone to get his position back, but the other participants can move from one cone to the nearest one (on the right or the left position) in order to occupy the position.</p> <p>As there will always be one free cone, everyone has to move right or left for avoiding the participant in the middle to find a free position.</p> <p>The exercise can evolve: Putting 2 people in the middle, leaving 2 free positions (it works better when there are many participants). Creating more than one circle (when there are over 25 participants).</p>

Workshop 3	
Overview	<p>This exercise is good example of icebreaker or can be used as warm-up game. To reach the target it's necessary to learn basic words in other languages of the involved people, cooperating with other participants.</p> <p>In this case there is no score, but the cooperation it's necessary to make it work. Everyone has to play an active role and, based on the language that will be used, the advantaged participants will be different every round. This means everyone will be in the condition to be helpful with the other people around, sharing equally the leadership responsibility time by time.</p>
Materials:	None.
Procedure:	<p>We need one leader for every different spoken language in the group. The leaders will stand in front of the participants, who will keep 2 meters distance from each other.</p> <p>Every leader will give basic movement orders in English to the other participants, who will execute the orders repeating what the leaders says.</p> <p>When the participants understand how it works, the order will be said in English and in every leader own mother tongue language.</p> <p>Let's pretend there are 3 leaders and 20 participants. Every leader, in turn, will say 3 orders like "change the place – hi five – shake the hand" in English, followed by the same order in his own mother tongue language. The participants will execute the orders, while saying it as well in the leader's language.</p> <p>In the second part of the game, the leaders will give the order only in his own mother tongue language. The participants must be focused to not do mistakes, especially because all the orders need an interaction with other people.</p> <p>In the third part of the game all the participants, the participants must execute the orders and repeat it vocally, still given only in mother tongue languages, cooperating always with a different person (changing the place, doing hi five and shaking the hand).</p> <p>The exercise can evolve increasing the numbers of orders or making it more physical-related for making it more active.</p> <p>The participants can also be disposed in a circle connected hand by hand, to make it more complicated and interconnected.</p>

III. ETS Training Preparatory activity Self-assessment Questionnaire

Please review the following list of knowledge and skills statements. Give some thought to what you knew before this preparatory activity and what you learned. Circle the number that best represents your knowledge and skills **before** then **after** these preparatory activities.

RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH

BEFORE					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: EDUCATION THROUGH SPORT	AFTER				
1	2	3	4	5	Knowledge of the ETS methodology as teaching method	1	2	3	4	5
1	2	3	4	5	Ability to put into practice an ETS exercise to achieve the intended objective	1	2	3	4	5
1	2	3	4	5	Ability elaborate an ETS exercise, especially for involving participants who do not know each other	1	2	3	4	5
1	2	3	4	5	Ability to create efficient and fun exercises that develop collaboration, inclusion and leadership	1	2	3	4	5
1	2	3	4	5	Ability to create efficient and fun exercises where not all participants have a good knowledge of the English language (or a common language)	1	2	3	4	5
1	2	3	4	5	Ability to create efficient and fun exercises with a large number of participants to involve and limited material available	1	2	3	4	5

IV. ETS Training Self-assessment Questionnaire

Please rate this training in terms of **Trainer's Expertise, Clarity, Cultural Appropriateness, Time Management, and Responsiveness** to your educational needs. Provide any additional feedback in the **Comments** section. Circle the appropriate numbers.

RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH

Trainer Name(s)	Expertise					Clarity					Culturally Appropriate					Time Management					Responsiveness				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments:																									

Please review the following list of knowledge and skills statements. Give some thought to what you knew before this training and what you learned here today. Circle the number that best represents your knowledge and skills **before** then **after** this training.

RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: ADMINISTRATION AND HUMAN RESOURCES' MANAGEMENT IN SPORT	AFTER TRAINING				
1	2	3	4	5	Understanding of the safeguarding regulations required to deliver ETS to community groups	1	2	3	4	5
1	2	3	4	5	Awareness of health and safety legislation specific to ETS delivery in the respective country	1	2	3	4	5
1	2	3	4	5	Understanding employment regulations in relation to equality and diversity in Sport	1	2	3	4	5
1	2	3	4	5	Ability to communicate in the language of the host country using both written and verbal skills	1	2	3	4	5
1	2	3	4	5	Can demonstrate recruitment and interview techniques relevant to the role of a sports manager;	1	2	3	4	5
1	2	3	4	5	Can present using a variety of techniques to a range of audiences in formal an non-formal settings	1	2	3	4	5

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: COACHING AND MENTORING	AFTER TRAINING				
1	2	3	4	5	Knowledge of coaching and mentoring in sport and development of inclusive sport sessions	1	2	3	4	5
1	2	3	4	5	Understanding of grassroots sports coaching and the development structures involved	1	2	3	4	5
1	2	3	4	5	Awareness of leadership and volunteering pathways available to individuals and groups in the sport sector	1	2	3	4	5
1	2	3	4	5	Able to communicate to a range of participants in the sporting environment using sound coaching and mentoring techniques	1	2	3	4	5
1	2	3	4	5	Can demonstrate the ability to lead diverse groups of participants with an empathy for the specific requirements of the individual and the group	1	2	3	4	5
1	2	3	4	5	Proficient in the use of technology and digital communication platforms – email, mobile, social media	1	2	3	4	5

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: DIGITAL SKILLS FOR SPORT MANAGERS	AFTER TRAINING				
1	2	3	4	5	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	1	2	3	4	5
1	2	3	4	5	GAIN KNOWLEDGE AND PROFICIENCY IN THE USE OF A RANGE OF SOCIAL MEDIA PLATFORMS RELEVANT TO THE SPORTING ENVIRONMENT.	1	2	3	4	5
1	2	3	4	5	GAIN KNOWLEDGE AND PROFICIENCY IN USE OF DATA MANAGEMENT SYSTEMS TO MONITOR ACTIVITY LEVELS AND CREATE BASIC MANAGEMENT REPORTS	1	2	3	4	5

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: MANAGEMENT OF SPORT EVENTS	AFTER TRAINING				
1	2	3	4	5	An understanding of the requirements to deliver safe sports sessions and the supporting legislation at a country level	1	2	3	4	5
1	2	3	4	5	Knowledge of the safeguarding requirements for all participants at sports sessions including children, vulnerable adults, young people, volunteers, coaches and spectators	1	2	3	4	5
1	2	3	4	5	Awareness of the sports administration processes required to organise successful sports events	1	2	3	4	5
1	2	3	4	5	Demonstration of sound event planning and management practice	1	2	3	4	5
1	2	3	4	5	An ability to train event staff and volunteers in preparation for event delivery in their chosen roles	1	2	3	4	5
1	2	3	4	5	Adept at using relevant registration systems and event management programmes	1	2	3	4	5

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: FINANCIAL SUSTAINABILITY STRATEGIES AND MECHANISMS FOR SPORT ORGANIZATIONS	AFTER TRAINING				
1	2	3	4	5	gain the basic knowledge and understanding on how Sport Organizations would develop and adopt Financial Sustainability Strategies and Mechanisms to secure operation	1	2	3	4	5
1	2	3	4	5	gain knowledge and advanced skills on how to design and develop a financial strategy to adopt in Sport Organizations	1	2	3	4	5
1	2	3	4	5	GAIN KNOWLEDGE AND PRACTICAL TOOLS AND METHODS ON HOW TO SECURE FINANCIAL SUSTAINABILITY OF SPORT ORGANIZATIONS	1	2	3	4	5

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: MARKETING AND COMMUNICATION IN THE FIELD OF SPORT	AFTER TRAINING				
1	2	3	4	5	An understanding of the written and verbal skills required to promote activity in the field of sport	1	2	3	4	5
1	2	3	4	5	Knowledge of the relevant tools to support marketing and communication in the field of sport including, promoting, analysing and gaining feedback from participants	1	2	3	4	5
1	2	3	4	5	Awareness of the marketing and communication channels linked to community sport development and leadership in sport	1	2	3	4	5
1	2	3	4	5	An ability to write articles and reports to support marketing and promotion of sports activity	1	2	3	4	5
1	2	3	4	5	Skilled in the use of digital photography and video using a range of equipment including mobile phones and tablets to record activity	1	2	3	4	5
1	2	3	4	5	Use of reporting skills to highlight the equality and diversity of activity in the field of sport	1	2	3	4	5

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: GOOD GOVERNANCE	AFTER TRAINING				
1	2	3	4	5	UNDERSTANDING OF EU AND NATIONAL LEVEL PRINCIPLES ON GOOD GOVERNANCE IN SPORT.	1	2	3	4	5
1	2	3	4	5	KNOWLEDGE OF THE IMPACT ON ORGANISATIONS AND INDIVIDUALS RELATING TO SAFEGUARDING AND HOW TO ASSESS AND MONITOR RISK.	1	2	3	4	5
1	2	3	4	5	Able to identify the key aspects of strategic development in the field of sport and its connection with local / community delivery	1	2	3	4	5
1	2	3	4	5	DEMONSTRATE AN ABILITY TO SUPPORT GOOD GOVERNANCE IN LOCAL COMMUNITY SPORT GROUPS	1	2	3	4	5
1	2	3	4	5	USE OF APPROPRIATE COMMUNICATION SKILLS WITHIN LOCAL LEVEL GOVERNANCE SETTINGS INCLUDING COMMITTEES, COMMUNITY MEETINGS AND SIMILAR SPORTING SETTINGS	1	2	3	4	5
1	2	3	4	5	AN ABILITY TO PLAN MEETINGS, AGENDAS AND SCHEDULES RELATING TO GOVERNANCE IN COMMUNITY SPORT	1	2	3	4	5

OVERALL EVALUATION OF THE TRAINING

Please take a moment to answer the following questions. Your comments are an **important contribution** as we design learning experiences to meet your professional needs.

What will you do **differently** in your practice/service setting as a result of this training?

What do you feel were the **strengths** of this training?

What do you feel were the **weaknesses** of this training?

How can we **improve** this training?

What **additional** training-development do you require?

Please rate the following statements using a 1 through 5 scale where:

1 = Disagree Strongly

5 = Agree Strongly



- ___ The **difficulty level** was about right.
- ___ I can **apply the information** in my practice setting.
- ___ The presentation met my professional **educational needs**.
- ___ The trainer **actively involved** me in the learning process.
- ___ As a result of this training, I feel **more confident** in my capacity to develop training materials.

Disclaimer

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For any comment on this report, please contact the Director of Mine Vaganti NGO, Roberto Solinas: president@minevaganti.org

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