CHANGE

Enhancing Skills in Sport for Development

IMPLEMENTATION AND SUSTAINABILITY PLAN FOR SPORT FOR DEVELOPMENT IN EUROPE

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This document is part of a series of 6 CHANGE project outputs that can be read in conjunction with each other or as stand-alone documents

1 > INTRODUCTION

1.1 - ABOUT THE IMPLEMENTATION AND SUSTAINABILITY PLAN

This Implementation and Sustainability Plan is one of six important publications from the CHANGE project (official title '*Defining skills and competences for sport to act as a tool for the development of people and society in Europe*'). CHANGE was a three-year transnational project with nine partners, co-funded by the EU's Erasmus+ Sport programme. It started in January 2019 and completed successfully in December 2021, following a global dissemination conference.

1.2 - THE NEED FOR AN IMPLEMENTATION AND SUSTAINABILITY PLAN

The CHANGE partners were clear from the outset that they did not want the project's focus and outcomes to be limited to the three years of the project's lifetime. Instead, their vision was that after completion of the project, the innovative outputs, in particular the Competence Framework of Occupational Standards and Training Handbook, would be adopted by the S4D field and would continue to influence good practice and relevant education, training and continuing professional development for many years to come. This final output to the project, therefore, is intended to provide a launch pad for the dissemination and use of the products for at least five years into the future. For the CHANGE partners, implementation and sustainability reinforce the continuity of the final outputs and safeguard their legacy into the future.

The goal of this guide is to outline sustainability measures for the CHANGE project culminating in a Sustainability Strategic Action Plan for the sector outlining 13 aims with timing, audience activities and responsible organisations.

Sections 6 and 7 provide some important guidelines on Quality Assurance, Accreditation and Industry Endorsement since the partners believe that these ingredients will be vital in maintaining the sector's confidence in the products and therefore reinforce their potential for sustainability.

2 > **ABOUT THE CHANGE PROJECT**

The CHANGE project's overall aim was to:

> "Build capacity in the European sport workforce to develop the skills to tackle social issues and enable the effective use of sport for social and human development."

In doing so, the project concentrated its research and development on the dynamic field in the sport and physical activity sector known as **Sport for Development (S4D),** which is described in more detail in the next section.

The S4D workforce has many job roles. The CHANGE partners agreed at the project planning stage that it would not be possible to study the whole workforce in detail within the limitations of a three-year project. The partners, therefore, agreed to focus on two broad occupations which they believe are key to the success of S4D programmes and activities:

1. Coordinator – senior staff who analyse a community's development needs, identify target groups and their development goals, and then plan, implement and evaluate appropriate S4D programmes. In different organisations, they may be known as *project manager, sports manager, community officer, development coordinator etc.*

2. Activator – paid or volunteer staff who work directly with the community target groups to engage them in the S4D programme and plan, facilitate and review sport-based activities to help participants achieve the development goals planned for the programme. They may be known as coach, community *coach, activity leader, community officer, inclusion officer etc.*

Coordinators are likely to be paid staff operating at first line or middle management levels. Activators are likely to be paid but may also operate as unpaid volunteers. In small S4D organisations and projects, there is likely to be a significant overlap between Coordinator and Activator with Coordinators also working directly on leading and facilitating S4D activities.

The project was coordinated by the European Observatoire of Sport and Employment (EOSE) and brought together eight other partners including a national Sport Ministry, national and international sport for development charities, a global umbrella body for grassroots sport and physical activity, national sport bodies, and two universities who are all committed to driving the S4D sector forwards.

> COORDINATOR OF THE CHANGE PROJECT

France / Europe
European Observatoire of Sport and Employment (EOSE)

Denmark / International
International Sport and Culture Association (ISCA)

Netherlands / International
Women Win

Italy
Italian Sport for All Association (UISP)

United Kingdom
Leeds Beckett University (LBU)

Greece
General Secretariat for Sports (GSG)

Slovenia
Sports Union of Slovenia (SUS)

Italy
University of Cassino and Southern Lazio (UNICAS)

United Kingdom
Street Games

2.3 - PROJECT METHODOLOGY AND OUTPUTS

The CHANGE partners, with the coordination and technical support of EOSE, achieved the project's aim through the application of the **Lifelong Learning Strategy for Sport**, known as the '*7-Step Model*'[1]. The *7-Step Model* addresses workforce development by studying a sector or field and its characteristics and tendencies, analysing its key work roles (in this case coordinators and activators), developing a *Competence Framework of Occupational Standards* (good practice guidelines) for these roles and then identifying the key areas of knowledge, skills and training/qualifications which practitioners need to deliver good practice.

1 - For an in-depth description of the model, see Gittus, B & Favre, A, The Lifelong Learning Strategy for the Sector: the 7 Step Model, in Gouju, JL & Zintz, T (Eds) (2014) Sport: linking education, training and employment in Europe, an EOSE Network Perspective. Presses Universitaires de Louvain. See also description of 7 Step Model on EOSE website: http://eose.org/approach/7-step-model/

7 STEP MODEL
LIFELONG LEARNING STRATEGY FOR SPORT

1 LABOUR MARKET INTELLIGENCE

2 OCCUPATIONAL MAP

3 OCCUPATIONAL DESCRIPTORS

4 FUNCTIONAL MAP

5 COMPETENCE FRAMEWORKS / OCCUPATIONAL STANDARDS

6 GUIDE TO QUALIFICATIONS AND LEARNING OUTCOMES

7 QUALITY ASSURANCE PROCESS

The *7-Step Model* was devised by EOSE and has been tried and tested through many similar projects in sport and physical activity. Many organisations such as the European Commission and Cedefop[2] recognise this model as a systematic approach to designing work-related education and training. The model provides a strategic framework which ensures that appropriate education, training and qualifications exist to support the development of the sector's workforce based on the requirements of their jobs. EOSE developed the model in response to the main education and employment challenges in the sector, and it aligns with the main EU policies and tools in the fields of sport, employment and vocational education and training.

Implementing the *7-Step Model* within the CHANGE project has united the worlds of employment and education and builds on the expertise of many experienced S4D strategic thinkers, practitioners, and academic researchers and educators to ensure that education and training provision is fit for purpose and consistent with the needs of the field.

The project adopted a generic approach to S4D, i.e., it has tried to identify all the main features of S4D, regardless of the sport being used or the wider development goals in mind, (for example, empowerment and gender equality, conflict resolution, etc.) and highlighted all of the functions competent coordinators and activators should be able to carry out to achieve good practice outcomes.

Step One: The model began with the collection of **Labour Market Intelligence** by conducting desk and primary research into characteristics and tendencies in S4D.

Step Two: The next step in the model produced an **Occupational Map** which further expands on the key characteristics of the S4D workforce.

> **Publication Output 1: Research Report and Occupational Map for sport for development in Europe**

Step Three: The model then researched the roles of coordinator and activator in greater detail and produced **Occupational Descriptors** for each occupation.

> **Publication Output 2: Occupational Descriptors for sport for development positions in Europe**

Step Four: The project supported the S4D employment and education stakeholders to develop a **Functional Map** outlining all of the main functions coordinators and activators must be able to carry out to be competent in their job roles.

> **Publication Output 3: Functional Map of sport for development in Europe**

Step Five: The stakeholders and experts developed the functional map to a greater level of detail to produce **Occupational Standards.** These standards take each of the functions in the functional map and add performance criteria which will enable practitioner's performance to be evaluated (either by themselves or by colleagues) to decide whether they are implementing good practice and to identify any training needs.

> **Publication Output 4: Competence Framework of Occupational Standards for Sport for Development in Europe: Good Practice Guidelines for Practitioners**

2 - Cedefop is the European Centre for the Development of Vocational Training which endorsed the model in 2014. https://www.cedefop.europa.eu/en/news/model-governance-support-european-tools-and-employability-cedefop-director

Step Six: The project developed a **Training Handbook** containing a Framework of Attributes, Skills and Knowledge (ASK) and 25 Sample Module Outlines with learning outcomes based on the Occupational Standards. This Handbook also includes advice to organisations wishing to develop education to support the competence-based development of coordinators and activators.

➤ **Publication Output 5: Training Handbook for sport for development in Europe: Resources for Upskilling the Workforce**

Step Seven: The project created a guide for implementation, sustainability and quality assurance actions to ensure all the other project outputs are implemented going forward.

➤ **Publication Output 6: Implementation and Sustainability Plan for sport for development in Europe** (This publication)

All these publications are available from the CHANGE library[3]

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

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3 > ABOUT SPORT FOR DEVELOPMENT (S4D)

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

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

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

It is important to make a distinction between *sport development* and *sport for development. 'Sport development'* is a term used to describe efforts to develop the institution of sport itself, including increasing sport provision (e.g., facilities and human resources), improving sport practices (e.g., coaching standards and inclusive delivery) and – especially – raising sport participation and sport performance levels. Whereas some of these efforts may be linked to sport for development, it is 'development through sport' which is strongly associated with, and central to, our understanding. Sport for development, therefore, refers to the potential of sport to provide development outcomes both individually and collectively, with the latter ranging from impacts on immediate social networks such as families and communities, to wider structural impacts.

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

4 > SUSTAINABILITY

4.1 - INTRODUCTION TO SUSTAINABILITY

Sustainability in the context of a transnational and ambitious project such as CHANGE refers to the continuation of a project's goals and principles to achieve desired outcomes beyond the funded period. Ensuring and encouraging sustainability means creating the conditions to make sure the goals of the project continue to be met through ongoing activities that are consistent with the conditions and resources that are available after the official funding period ends. Only through the sustainability of the project's aims and the use of the final outputs can the desired long-term impacts of the project be achieved.

In relation to the CHANGE project, the legacy and sustainability of the project's innovative outputs can help to achieve the desired benefits to education and workforce development in S4D in the medium and long term for the benefit of the whole sport sector.

4.2 - EXPECTED IMPACT OF SUSTAINABILITY OF CHANGE PROJECT OUTPUTS

One of the aims of the CHANGE project was to target and therefore impact sport and community development organisations at various levels in Europe and in countries where European cooperation development activities are concentrated; these include ministries of sport, municipalities, non-governmental organisations (NGOs), community-based projects, sport clubs, sport federations at national and European/international levels, networks and private sector sponsors. The project's outputs are relevant and implementable at all levels as they are based on a broad functional analysis of the work undertaken by S4D coordinators and activators and a clear definition of the competences, attributes, skills and knowledge they need to be effective in these roles.

Impact, which has begun to be demonstrated during the project and will continue into the future, can be shown at several levels, starting with the sport sector as a whole and the area of S4D in particular before focussing on specific types of organisation.

Main impact on the whole sport sector:

> A better understanding of how sport can be used to achieve broader development goals to the benefit of individuals, communities and society as a whole

> Promotion of S4D into the established sport sector and a greater awareness of the opportunities available to many types of organisations and individuals in the sector to engage with sport on a wider front

> Promotion of the value and potential of sport to other sectors such as public health and community safety

> Promotion of the role the S4D workforce plays in changing lives through sport

> Greater participation in sport and physical activity through carefully organised S4D programmes

> Creation of stronger links between sport organisations and organisations in other sectors, such as education, social work and community development

> Promotion of voluntary activities in S4D and clearer routes into paid employment in S4D for volunteers for training to maintain motivation and retention

> More widespread use of occupational standards and the learning outcomes approach and their use in skills development and training in S4D and the whole sport sector

Main impact on the field of S4D:

> Development of competency-based good practice guidelines for coordinators and activators which will increase the effectiveness of organisations and their staff, thereby increasing opportunities for health-enhancing physical activity, the transmission of the fundamental values of sport and the broader development goals which S4D seeks to deliver

> Common standards and a common approach to the initial training and continuing professional development of S4D practitioners which will help to unify the S4D community of practice on a global scale

> Better understanding of S4D roles and needs

> Stronger links in sport between S4D and the world of education and training

> Improved quality, transparency and standardisation of education and training for S4D practitioners

> Increased interest in S4D positions and career routes for young entrants

> Improved recruitment and retention of S4D practitioners

> Improved recognition of S4D and confidence in the training and competence of practitioners

> Better understanding of the required generic skills for S4D workers

> Raised awareness of the need for training and education in the field and improved means to access it

CHANGE - Implementation and Sustainability Plan for Sport for Development in Europe

Main impact on S4D practitioners across Europe and globally:

> Greater opportunity to learn and develop as S4D practitioners

> Opportunities for S4D staff to learn from colleagues in other organisations and countries

> Increased motivation for people to work in the field

> A competency-based framework within which S4D staff can reflect on their performance and fully engage with targeted continuing professional development

> The provision of sample learning modules which will encourage more flexible approaches to the education of S4D staff

> Improved learning and career pathways

Main impact on participants:

> Greater awareness of the value and potential of sport to change lives and strengthen communities

> Breaking down of barriers to ensure participants can maximise the benefits of participation

> Creation of safe spaces in which participants can share their experiences, challenges and solutions

> Improved levels of physical activity and fitness

> Improved sense of belonging

> Access to opportunities to improve mental health and wellbeing

> Acquisition of the fundamental values of sport such as fair play, teamwork, dedication, self-discipline and competitiveness which will improve life prospects as a whole

> Individual and social development in a range of contexts such as social inclusion, gender equity, employability, peace and reconciliation, crime reduction and environmental sustainability

> More positive and effective experience of sport and physical activity to encourage a lifelong habit

Significant dissemination activities took place during the CHANGE project at the International, European, national and local level through the commitment of all project partners.

The main objectives of the dissemination activities carried out during the CHANGE project were to:

> Make the wide range of stakeholders and individuals from the sport sector and the S4D community aware of the CHANGE project

> Promote the transnational innovative project bringing together such a diverse range of stakeholders for the first time at the European level

> Consult on the Competence Framework of Occupational Standards with experts beyond the partnership

> To raise awareness of the research outcomes, of the Competence Framework, and Training Handbook

> To exploit the power and range of the partnership to disseminate across a large mix of stakeholders

> To encourage interested stakeholders to get in contact with the project and take part in the various consultation and dissemination phases

> To use the widest possible range of means available to ensure that S4D field as a whole and the wider audience, including end users, were made aware of the project, its outputs and value to the sector.

The project website www.change-sport.eu was a main form of dissemination and the website will remain live after the end of the project. Indeed, the website will be the main repository of the final outputs and will be available to all European stakeholders into the future.

Throughout the project, the partners distributed multilingual flyers, regularly presented and disseminated progress with the project, consulted and reached a wide stakeholder network across Europe and beyond.

On November 24, 2021, the dissemination process reached its peak when the CHANGE final conference was held online gathering 95 participants from 32 countries. The event included a range of presentations on the activities and impacts of S4D in Europe and across the world, highlighted the need for better and more uniform education and training for the workforce and showcased each of the main products from the project.

Participants in the event represented a range of types of organisations including S4D NGOs/ charities, Ministries, sport organisations, sports clubs, and training providers/ universities. The main roles of the participants involved designing and managing S4D programmes, and education and training in S4D. Participants joined the event to increase their knowledge of sport for development, and to support their role in managing programmes or developing training courses. There was widespread support for the CHANGE outputs with a large majority believing the outputs will be useful for the sector and planning to use them in the future.

The CHANGE consortium which delivered the project gathered partners from a wide variety of stakeholders in the sport and community development sectors across Europe, as presented in the introduction of this report.

During the life of the project, each of the partners were encouraged to serve as an ambassador and undertook concrete actions to promote, present and encourage the use of CHANGE's activities and outputs. This work included writing and publishing articles on different channels (e.g., websites, newsletters etc), speaking at various conferences, seminars and workshops, distributing the project's flyers, promoting and dispatching invitations to the final event, being active on social media and utilising other networking opportunities – a broad portfolio of actions aimed at raising the profile of the project.

The partners have made a strong and unanimous commitment to continue to advocate for the CHANGE project outputs after the end of the funded period of the project and to enhance the legacy of the project and support its sustainability. They all agreed that the CHANGE project should be considered as the starting point of a long journey towards the development of S4D in Europe.

In some cases, this will be through specific actions to implement the CHANGE outputs in their own organisation. For example, Leeds Beckett University will be using many of the module outlines to develop full modules within their new master's degree course and StreetGames will be mapping their menu of training against the Occupational Standards created through this project.

As part of the sustainability of this project, partners will continue to look for ways to maximise the usage of the outputs and act as a shining light and as exemplar organisations to others in the sector who can learn from their example.

The professional design and printing of the intellectual outputs of the CHANGE project will create the conditions towards sustainability and achievement of long-term outcomes. Professional design and layout for the final intellectual outputs of the project aligned with the Graphic Charter and consistency for all outcomes have been achieved. Outputs are also available online (downloadable) as well as in printed format (limited number of hard copies on demand).

The six published outputs produced from the CHANGE project and now available to the sport sector, in line with the 7-Step Model are:

> Research Report and Occupational Map for sport for development in Europe

> Occupational Descriptors for sport for development positions in Europe

> Functional Map of sport for development in Europe

> Competence Framework of Occupational Standards for sport for development in Europe

> Training Handbook for sport for development in Europe

> Implementation and Sustainability Plan for sport for development in Europe (this publication)

As noted earlier, the partners will continue to disseminate and promote the project outputs in their networks and spheres of influence using all possible tools and channels. As within the project itself, this will be done through events, meetings, articles, websites, training sessions, social media and other marketing and promotional initiatives.

4.6 - USES OF THE CHANGE FINAL OUTPUTS

The following table outlines some of the uses of the innovative outputs of the CHANGE project:

Headline Use	Detail	Primary Relevant Outputs
Performance Management	· Monitor the outcomes of coordinators' and activators' performance in their job roles · Review and reward performance of coordinators and activators · Give structured and constructive feedback to coordinators and activators on their performance and area for improvement	· Occupational Standards
Recruitment and Selection	· Identify the roles and duties of coordinators and activators · Prepare advertisements for coordinator and activator positions · Specify induction and initial education, training, experience and qualifications	· Occupational Map · Functional Map · Occupational Standards · Occupational Descriptors
Planning the S4D workforce	· Identify realities, challenges and trends in skill requirements in sport for development · Highlight links and career routes between current and emerging roles/ positions	· Occupational Map · Functional Map
Identifying Training Needs	· Develop a strategic view of future learning requirements in S4D · Identify individual learning needs · Assess level of performance and identify training needs · Planning individual learning and development	· Occupational Map · Occupational Descriptor · Functional Map · Occupational Standards · Training Handbook
Structuring Training/Learning Programmes	· Increase the relevance and credibility of training/learning programmes in S4D · Develop specific learning outcomes in line with identified expectations and needs for the S4D workforce · Develop knowledge content for innovative and adapted training · Specify learning processes to meet needs and expectations	· Occupational Standards · Training Handbook · Sample learning outcomes and modules
Delivering and Evaluating Training/Learning Programmes	· Develop learning resources · Select and evaluate delivery methods · Provide clear goals for learners linked to learning outcomes · Evaluate individual/groups through adapted training programmes · Enhance the level of skills for coordinators and activators in Europe	· Occupational Standards · Training Handbook · Sample learning outcomes and modules

EOSE, as coordinator of the CHANGE project, and a leading Civil Society European organisation in the fields of sport, employment and education will ensure the ongoing availability of the CHANGE published outputs together with the project partners. The CHANGE website will be maintained and EOSE will continue to carry out and promote actions towards sustainability for a minimum of three years after the end of the funded period.

Despite effective dissemination during the project, many stakeholders will discover the outputs for the first time after the project when they are professionally published in a designed and presentational style.

EOSE and the partners will welcome comments and feedback from all stakeholders; this will be collated and shared with the CHANGE partnership, who have agreed to maintain connections after the project and regularly exchanges on lessons learned, good practices etc.

At the appropriate point in the future, EOSE will seek funding opportunities to update and revise the content in light of feedback and potentially develop new products in the area of e-learning to further the original goals of CHANGE. All other stakeholders interested to contribute will also be consulted and their feedback will be taken into consideration to update the outputs in line with the needs, realities and challenges.

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

5 > SUSTAINABILITY STRATEGIC ACTION PLAN

This section is concluded by a Sustainability Strategic Action Plan developed and agreed by the CHANGE partners outlining 13 aims and the timing, audience, methods/ activities and responsible organisations.

Timing	Aim	Audience	Methods / Activities	Responsi-bilities
Ongoing	1. Continue to promote the role of sport for development and the importance of supporting and developing the sport for development workforce	· European Commission · EU sport network associations · EU social partners · European/international sport federations · Global Association of International Sports Federations · National governments, sports councils and relevant agencies · National sport federations · National sport for development associations · Education and training providers · Practising sport for development workers · Aspiring sport for development workers	· Websites · Press releases · Conferences and workshops · Promotional activities · Social media · Tracking progress	· EOSE · CHANGE partners · Wider supportive partners
Ongoing	2. Continue to pave the way for bringing in European investment into the sport for development sector	· European Commission · EU sport network associations · EU social partners · European/international sport federations · Global Association of International Sports Federations · National governments, sports councils and relevant agencies · National sport federations · National sport for development associations · Education and training providers	· Websites · Press releases · Conferences and workshops · Promotional activities · Social media	· EOSE · CHANGE partners
2022 and ongoing	3. Dissemination of high quality publications of CHANGE outputs	· European Commission · EU sport network associations · EU social partners · European/international sport federations · Global Association of International Sports Federations · National governments, sports councils and relevant agencies · National sport federations · National sport for development associations · Education and training providers · Practising sport for development workforce · Aspiring sport for development workforce	· Distribution of printed copies through networks · Press releases · Website downloads · Social media · Dissemination through conference attendees · Dissemination through those involved in research and consultation elements	· EOSE · CHANGE partners

Timing	Aim	Audience	Methods / Activities	Responsi-bilities
2022 and ongoing	4. Seek additional investment to be able to test and embed the CHANGE outputs in sport for development organisations	· European Commission · EU sport network associations · EU social partners · European/international sport federations · Global Association of International Sports Federations · National governments, sports councils and relevant agencies · National sport federations · National sport for development associations · Education and training providers · Practising sport for development workforce · Aspiring sport for development workforce	· Research on suitable funding available · Funding investment plan · Gathering data on impact of outputs · Analysing feedback · Tracking progress	· EOSE · CHANGE partners
2022 and ongoing	5. Promote the value and use of the CHANGE occupational descriptors and competence framework of occupational standards as tools for organisational and personal development to enhance the quality of the sport for development workforce	· European sport federations · National sport federations · Education and training providers · EU sport network associations · National sport for development associations · Practising sport for development workers · Aspiring sport for development workers	· Websites · Marketing and promotional activities · Benchmarking · Advice and guidance materials	· EOSE · CHANGE partners
2022 and ongoing	6. Promote the value of the CHANGE Training Handbook and the use of the 25 module outlines to enhance the support and continuous professional development of the sport for development workforce	· European sport federations · National sport federations · Practising sport for development workers · EU sport network associations · National sport for development associations · Education and training providers · Aspiring sport for development workers	· Websites · Marketing and promotional activities · Promotional activity · Advice and guidance materials · Case studies on outlines being used to create training	· EOSE · CHANGE partners
2023	7. Influence major organisations and funders to use and endorse the Competence Framework of Occupational Standards	· EU sport network associations · European/international sport federations · Global Association of International Sports Federations · National governments, sports councils and relevant agencies · National sport federations · National sport for development associations · Education and training providers	· National webinar · Marketing and promotion drive · Testimonies	· EOSE · EOSE partners · CHANGE partners

Timing	Aim	Audience	Methods / Activities	Responsi-bilities
2022	8. Gather feedback on the sectors use of the Occupational Descriptors, Competence Framework of Occupational Standards and the Training Handbook	· International sport federations · European sport federations · National sport federations · Local sport for development organisations · Education and Training Providers · Sport for Development workforce	· Feedback surveys · Feedback webinar · Analysis of feedback	· EOSE · Relevant CHANGE Partners
2023	9. Seek investment to improve Occupational Descriptors, Standards and Training Handbook based on feedback gathered from the sector.	· International sport federations · European sport federations · National sport federations · Practising sport for development workers · EU sport network associations · National sport for development associations · Education and training providers · Other individuals active in sport and physical activity	· Analysing feedback surveys · Market research · Module review · Updating of standards and module content	· EOSE · Relevant CHANGE Partners
2022	10. Support stakeholders to customise and/or integrate the module outlines into existing sport for development workforce training and education programmes	· European sport federations · National sport federations · Practising sport for development workers · EU sport network associations · National sport for development associations · Education and training providers · National sport for development organisations	· Research and networking to identify specific partners · Consultancy · Mentoring and support · Piloting updated sport specific programmes and refinement · Showcasing good practice and case studies	· EOSE · Relevant CHANGE Partners
2023	11. Identify new and emerging training that could complement the outline training modules	· European sport federations · National sport federations · Education and training providers · EU sport network associations · National for development organisation	· Market Research · Scoping activities	· EOSE · Relevant CHANGE partners

Timing	Aim	Audience	Methods / Activities	Responsi-bilities
2022	12. Create a learning hub through a future project to enable a CHANGE in Sport for Development through innovative digital training resources for skills development and capacity building	· European Commission · EU sport network associations · EU social partners · Global Association of International Sports Federations · European sport federations · National governments, sports councils and relevant agencies · National sport federations · National sport for development associations · Education and training providers · Practising sport for development workers · Aspiring sport for development workers · Other individuals active in sport and physical activity	· Project coordination	· EOSE · Selected CHANGE partners · New project partners
2022 ongoing	13. Monitor and improve sustainability activities	· European Commission · EU sport network associations · EU social partners · European/international sport federations · Global Association of International Sports Federations · National governments, sports councils and relevant agencies · National sport federations · Education and training providers · Practising sport for development workers · Aspiring sport for development workers	· Gathering data on impact of outputs · Seeking and gathering feedback on sustainability activities · Analysing feedback · Tracking progress · Adjusting sustainability activities in the light of feedback	· EOSE · CHANGE partners
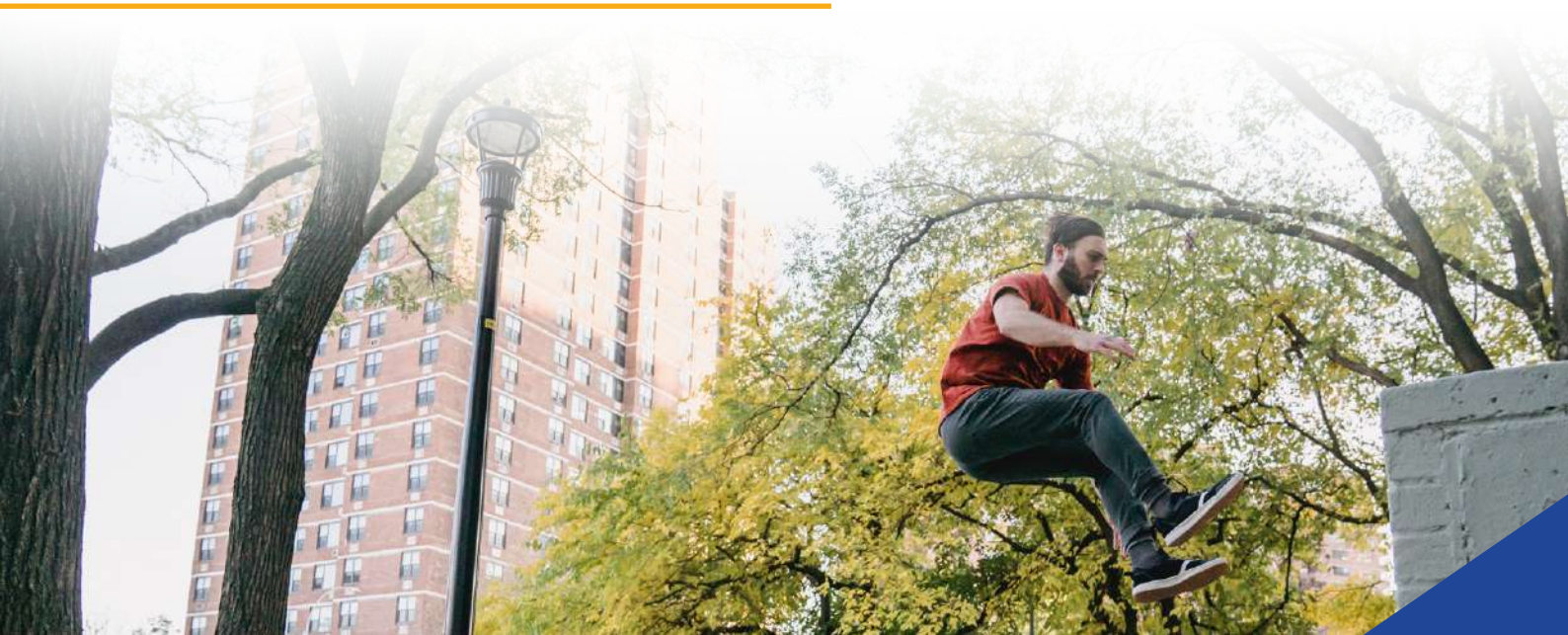
DEFINING SKILLS AND COMPETENCES FOR SPORT TO ACT AS A TOOL FOR THE DEVELOPMENT OF PEOPLE AND SOCIETY IN EUROPE

6 > QUALITY ASSURANCE

6.1 - INTRODUCTION TO QUALITY ASSURANCE

Quality assurance is a mechanism which attempts to ensure that education and training meet the requirements for quality that are expected by all the stakeholders in a given sector. Quality assurance includes a wide range of processes and procedures at different levels to ensure that qualifications, assessment, and training programmes meet agreed standards.

In relation to the CHANGE project, the objective of the quality assurance process is to guarantee that the occupational standards provide the link between the worlds of education and the roles of sport for development practitioners and ensure fit for purpose education and training aligned with the expectations and needs of the field.

6.2 - QUALITY ASSURANCE IN VOCATIONAL AND HIGHER EDUCATION

Vocational Education and Training (VET)

Quality assurance in Vocational Education and Training (VET) has emerged as a key priority at EU level. Quality assurance forms the backbone on which mutual trust and recognition across sectors and across different EU Member States can be established and fostered.

Providers of sport qualifications which include elements of S4D should be familiar with the quality assurance requirements for vocational education in their country.

Agreed quality assurance standards are the tools through which increased transparency of VET policy developments between EU Member States can be achieved, supporting the mobility of workers and learners, and lifelong learning within a European dimension[5].

Quality assurance standards ensure that:

> The link between education and employment opportunities is maintained

> There is increased employability of graduates

> Clear, transparent learning and career pathways are facilitated

> There are fit for purpose qualifications and training which adhere to common agreed standards

> There is the development of a workforce with the right skills to succeed in their roles

Quality assurance in VET is normally the responsibility of an agency at the national level known as a National Qualifications Authority (NQA). Education leaders responsible for vocational qualifications in sport with links to S4D can use the CHANGE outputs in course development and assessment to ensure courses are fit for purpose and meet the needs of the sport sector – delivering skills expected by the field.

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5 - http://www.cedefop.europa.eu/lt/events-and-projects/projects/quality-assurance

Higher Education

Quality assurance is a core element of higher education across the European Union. Universities and other higher education institutions have a key role in providing internal quality assurance through their own systems and processes. External quality assurance is also a key component in the system of HE quality assurance. Most countries in Europe have a quality assurance agency for higher education which oversees the higher education quality system nationally.

One recognised indicator of quality assurance in higher education is the use of external reference points in programme design. The CHANGE outputs including the *Competence Framework of Occupational Standards* can provide an ideal reference point for higher education programme leaders developing programmes with some relevant S4D content. The Occupational Standards can inform both content and assessment activities in higher education programmes.

6.3 - QUALITY ASSURANCE IN CONTINUING EDUCATION

To some extent the European and national guidelines for quality assurance in both the VET and HE sectors relate to formal qualifications, often where assessment of learning outcomes takes place. The focus is on trust and confidence in the learning and also the assessment process.

It has been shown in the CHANGE project that much learning in will not result in a formal qualification certificate and a programme of learning may not have assessment. The majority of S4D training is currently unaccredited and not part of formal qualification systems. Most S4D training, especially generic skills training, relates to the concepts of continuing education or continuing professional development (CPD).

Many quality standards and indicators can apply to training courses in a continuing education setting, specific processes that can be relevant to quality assurance in this setting include:

> Production of learning outcomes

> Explicit linking of learning outcomes to occupational standards

> Peer review of teaching material and delivery

> Participant evaluation

> Feedback from those who manage S4D practitioners

These may be the most relevant aspects of quality assurance for the type of training course that could be developed in the area of S4D to match the CHANGE Occupational Standards and are described in the Training Handbook. These can be explored further in the following section.

In relation to training courses developed for continuing education in S4D which develop relevant skills, the CHANGE partners would recommend the following quality assurance strategies.

Production of learning outcomes

Learning outcomes can be defined as "*the set of competence, skills and knowledge an individual acquires and/or is able to demonstrate after completion of a learning process*" (Cedefop, 2003). Learning outcomes are at the core of any education and training course/programme.

Developing training courses and programmes using defined learning outcomes supports quality assurance in vocational and continuing education as they describe the expected achievements of the learner at the end of the learning experience, in terms of knowledge, skills and understanding.

Explicit linking of learning outcomes to occupational standards

By describing the skills and knowledge contained in the occupational standards, the learning outcomes act as a bridge between the programme of learning and the measured level of competence identified in each standard.

If education and training, through appropriate learning outcomes, match the occupational standards, then the area of S4D will enhance its potential to develop a competent and qualified workforce, enabling the sport to achieve its economic, health, and social potential at the heart of European society.

Peer review of teaching material and delivery

It is important for learning outcomes and content of training courses and programmes to be reviewed and tested before being launched. It is best practice for all aspects of course design to be reviewed and commented on by experts from the fields of education and subject matter experts with experience in the S4D field.

Within the CHANGE project, all of the 25 sample modules were fully reviewed by the project partners and two were pilot tested through sessions with European practitioners in Italy and the UK. These two events tested the learning outcomes, content, language and operational aspects of the innovative courses.

Participant evaluation

A key aspect of quality assurance is participant evaluation. At the end of the learning process, participants should have the opportunity to comment and share feedback on different aspects of the course including organisation, content, teaching, ways of improvement and how much it has helped them to develop in their role.

Constructive feedback from participants is crucial to support updates and continuous improvements of such courses in vocational and continuing education. This can be achieved through participant evaluation questionnaires as well as providing opportunities for more qualitative feedback.

Feedback from those who manage S4D practitioners

A final recommended quality assurance strategy which can be put in place for training courses in skills development in S4D is to gather feedback from those who are responsible for managing the workforce. It should be expected that coordinators and activators develop and improve their skills on such training courses and use their enhanced skills in their job roles. Those who manage them should be given the opportunity to provide feedback if there is a noticeable improvement in their skills and professional practice.

Moreover, it is also always useful to keep track of the career progression of those S4D practitioners who have participated in such training courses to be able to measure the efficiency and long-term impact of the training.

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7 > ACCREDITATION AND ENDORSEMENT

Accreditation is the result of an external assessment of the quality of education providers and education programmes, used to make sure that the whole organisation or a particular training programme adheres to certain quality criteria and standards.

Providers of S4D education, particularly if it is being delivered in the context of continuing education should weigh up the "pros and cons" of accreditation when designing their learning programmes.

Accreditation increases visibility, mutual trust and transferability. Through being recognised by a national authority and being subject to external verification, the programme can gain increased recognition particularly from outside the sport sector. Many learners, especially those working at volunteer level, like to gain a formal certificate for their learning achievements, and a formal qualification may provide them with a launch pad into paid employment. Furthermore, the process of accreditation and the application of external standards and guidelines can bring added value and improvements to a programme of learning.

However, there are other aspects to be considered; accreditation normally requires formal assessment to be included as part of a learning programme. Whereas formal assessment is valuable in confirming the achievement of learning outcomes, it may not best meet the aims of the programme if the purpose is personal competence development. Accreditation also brings a certain amount of bureaucracy which can be a burden in terms of time allocated to verification tasks; this is necessary for qualifications but may not be desirable in a continuing education context. Finally, accreditation through an external body can bring added costs as each organisation in the process requires to be paid for their time.

Accreditation and the resulting quality assurance attached to it is a desirable and necessary part of formal qualifications, whether at vocational or higher education level. In the area of continuing education courses, the benefits and drawbacks of accreditation have to be considered before deciding whether accreditation matches the aims and rationale of the learning experience and will have a positive impact on the education and participants.

Endorsement is similar to accreditation in that it can involve external evaluation or monitoring against criteria or standards. However, endorsement is a less formal type of approval, and does not need to be linked to official qualifications authorities. An organisation from the sport sector such as a federation or national association or a related sector such as community development or a sponsor could endorse training and give its logo and stamp of approval based on some element of review or quality assurance.

Endorsement can take the form of a quality mark for courses and training material, particularly those that fall outside the scope of established accreditation schemes.

Courses bearing the logo of organisations are normally deemed to offer an appropriate level of educational quality and relevance to the development of people to work in the field. Endorsement can relate to more than just full courses with formal assessment and can relate to short courses with less stringent forms of assessment and even seminars, workshops and conferences.

Providers of education in S4D should look carefully at the options for accreditation or endorsement, where a full qualification is being developed for delivery accreditation through a national authority could be the best option. However, where the focus is continuing education/ continuing professional development (such as the example modules in the Training Handbook), endorsement from a relevant sector-based organisation could be more appropriate, if it is available. The choice will depend on the type of educational programme and aims and rationale of the programme.

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8 > CONCLUSION

The CHANGE project was based on the development of European industry-led occupational standards and relevant training material for S4D coordinators and activators with the ultimate goal of enhancing their skills and competences.

Sustainability and quality assurance processes can be considered crucial in order to ensure the efficient implementation of the Competence Framework of Occupational Standards and use of the Training Handbook developed through the CHANGE project.

Sustainability is the key to any EU funded transnational project such as CHANGE and this guide has explored sustainability strategies including aims, activities and target audience to create the conditions and enhance the chance towards further use and implementation.

This guide has also discussed quality assurance including recommended quality assurance strategies for continuing education in S4D. The concepts of accreditation and endorsement have been presented with the key considerations when deciding on their appropriateness and use in sport and other sectors which use sport to achieve wider development goals.

The CHANGE partnership hopes this guide can support and enable stakeholders in the European sport sector and related sectors to use the occupational standards and other outputs in the most appropriate and high-quality manner in line with best practice guidelines and EU policy.

Picture credit: Balon Mundial

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Enhancing Skills in Sport for Development

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

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